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Executive Summary

The New to UBC (NUBC) Survey was administered in summer 2016 to all new incoming students, both direct entry and transfer, at UBC’s Okanagan campus. In total, 1,527 students out of 2,395 responded to the survey—a response rate of 64%. The sample of respondents was generally a good representation of the 2016/17 new undergraduate student population at UBC’s Okanagan campus, when considering domestic/international student status, year level, and program of study.

This report focuses on new direct entry students. Of 1,861 direct entry students invited to the survey, 1,222 responded—a response rate of 66%. When only looking at direct entry students, the sample is well-representative of the cohort in terms of year level, Visa type, domestic/international student status, and program.

Background and Personal Characteristics

Ninety percent (n = 1,050) of domestic respondents identified as Canadian, while over one-third of international respondents identified as Chinese (n = 58). Seven percent (n = 49) of respondents self-reported as Canadian Aboriginal, which is representative of the cohort of students where 5% were identified as Aboriginal. All international and 18% (n = 133) 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 two-thirds of domestic student respondents (61%, n = 452) and 48% of international student respondents (n = 76) identified as female on the survey. Among both domestic and international respondents, females were overrepresented in the sample, while males were underrepresented.

The majority of domestic and international respondents identified that their mother and/or father attained a college-level certificate/diploma, a university degree, or a graduate/professional degree. Overall, 18% (n = 129) of domestic and 12% (n = 17) of international respondents were first generation university students. In general, international respondents’ parents had attained higher levels of education than those of domestic respondents. The bulk of respondents cited that their father/guardian and mother/guardian were employed full-time.

Most respondents indicated that they would be living on residence for their first year at UBC Okanagan (domestic: 51%, n = 379; international: 75%, n = 120). 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 very important or important in choosing where to study were: to get a better job/prepare for a specific career, graduate or professional school (95%, n = 939); to learn more about things that interest them/be more knowledgeable (95%, n = 937); quality of faculty (92%, n = 881); to be successful in a diverse world (91%; n = 902); to make a positive difference in the world/their community (87%, n = 869); quality of campus life (87%, n = 836); and quality of academic facilities (87%, n = 836).

International respondents most frequently rated the following factors as very important or important in their decision of where to attend school: to learn more about things that interest them/be more knowledgeable (95%, n = 216); the university/college’s overall reputation (92%, n = 202); to get a better job/prepare for a specific career, graduate or professional school (92%, n = 210); to be successful in a diverse world (92%; n = 210).
210); quality of faculty (92%, n = 200); quality of academic facilities (92%, n = 198); and quality of campus life (90%, n = 195).

Over half of domestic and international respondents participated in a UBC presentation. 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. Published rankings were significant other factors among domestic and international students in deciding where to study. Parents/other family members also were fairly influential among domestic respondents, while teachers/tutors/school counsellors were for international respondents.

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.

In terms of the applications and admissions process, high levels of satisfaction (proportions selecting very satisfied or satisfied) were seen among both domestic and international respondents for completing and submitting the application (77% (n = 642) domestic, 85% (n = 157) international), the overall application and admissions process (73% (n = 604) domestic, 79% (n = 146) international), and finding information on how to apply (69% (n = 574) domestic, 77% (n = 143) international). For communications, domestic and international respondents were most satisfied (very satisfied or satisfied) with: email communication with UBC (domestic: 76%, n = 619; international: 78%, n = 144), the websites for prospective students (domestic: 71%, n = 576; international: 80%, n = 147), and overall communications (domestic: 70%, n = 573; international: 82%, n = 150).

The majority of respondents indicated high levels of satisfaction with their overall experience with UBC to date.

UBC versus Competitor Institutions

Just over half of international student respondents applied to UBC Okanagan and 4 or more other post-secondary institutions (55%, n = 110). Thirty eight percent (n = 335) of domestic respondents applied to UBC Okanagan and 2 or 3 other institutions, and 25% (n = 221) applied only 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: the University of Victoria (domestic: 44%, n = 224; international: 34%, n =28), the University of British Columbia Vancouver (domestic: 37%, n = 188; international: 61%, n =51), and Simon Fraser University (domestic: 34%, n = 175; international: 45%, n =37).

Domestic respondents applying to other institutions in Canada most commonly selected: the University of Calgary (35%, n = 120) and the University of Alberta (35%, n = 119). International respondents often applied to the University of Toronto (50%, n = 53), the University of Alberta (31%, n = 32), and the University of Waterloo (30%, n = 31).

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 (17%, n =
145), Okanagan College (10%, n = 85), Simon Fraser University (8%, n = 72), University of British Columbia Vancouver (9%, n = 76), and University of Calgary (9%, n = 78). Among international respondents, the most common selections were: “I would not have attended any post-secondary institution this fall” (9%, n = 17), University of Toronto (7%, n = 14), University of British Columbia Vancouver (6%, n = 12), and Simon Fraser University (6%, n = 12).

In comparing UBC Okanagan with the university/college they would have attended if they had not accepted UBC Okanagan’s offer of admission, international respondents most often rated UBC Okanagan as much or somewhat better in terms of: quality of campus life (73%, n = 124), undergraduate research opportunities (74%, n = 101), the university/college’s overall ranking (69%, n = 123), the university/college’s overall reputation (69%, n = 123), opportunities to learn outside the classroom (69%, n = 104), and residence (68%, n = 109). Among domestic respondents, residence (75%, n = 467), quality of campus life (71%, n = 498), the university/college’s campus location (66%, n = 493), the university/college’s overall reputation (65%, n = 494), the university/college’s overall ranking (63%, n = 468), and quality of academic facilities (62%, n = 398) were most often rated favorably (UBC is much or somewhat better).

First Year Concerns, Support, and Perceptions
Domestic respondents most commonly anticipated that they may require extra support with mathematics (36%, n = 279) and study skills (34%, n = 258). English (45%, n = 77) and academic writing (41%, n = 69) were most frequently selected by international respondents.

Twenty nine percent (n = 227) of domestic and 50% (n = 86) of international respondents recalled receiving an email from their Peer Advisor, and 75% of domestic and 76% of international respondents did so for their Peer Mentor. Most that received an email had already replied or planned to reply. Overall, fairly high levels of agreement were seen for statements related to the impact of both the First-Year Peer Advisor Program and the Peer Mentor 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: 59%, n = 452; international: 77%, n = 130). Overall, international respondents expressed higher levels of concern for aspects of their first year than domestic respondents. Respondents were also significantly concerned with being overwhelmed with all the things they are expected to do in their first semester (domestic and international), being able to balance academic and social activities (domestic), and getting into their first choice of major (international).

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 use walk-in clinics (43%, n = 330), visit their current family doctor (52%, n = 398), and/or access on-campus services (41%, n = 312). Most international respondents said they would access on-campus health services (75%, n = 125).

The largest proportions of respondents did not engage in any vigorous physical activity over the past week. Domestic and international respondents reported various levels of moderate physical activity, with a fairly even spread of responses over 2 to 5 days per week for domestic respondents, and 0 to 4 days for international
respondents. Further, over half of student respondents stated that they walked each day over the last week, for at least 10 minutes at a time. In terms of sedentary behaviour, most respondents indicated they spent 4 to 8 hours sitting each day.

The vast majority of respondents were non-smokers.

When asked about daily fruit and vegetable consumption, most said they consume only 1 to 6 servings daily (domestic: 86%, n = 580; international: 91%, n = 122). Sugar-sweetened beverages were infrequently consumed, with 59% (n = 399) of domestic and 66% (n = 89) of international respondents citing they drink 0 to 2 per week. Responses varied for the number of homemade meals per week. However, 15% (n = 20) of international respondents do not prepare any homemade meals, compared to only 3% (n = 17) of domestic respondents.

The majority of domestic (70%, n = 534) and international (82%, n = 137) 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
Thirty one percent (n = 250) of domestic and 18% (n = 33) 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 = 59) and 25% of international (n = 44) respondents stated that they received an offer of scholarship or financial support from UBC.

Plans, Intentions, and Expectations
Just over half of domestic and international survey respondents indicated that they knew what their program specialization/major would be. Sixty four percent of domestic (n = 472) and 46% (n = 74) 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 2016 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 satisfaction with UBC communications and services 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 undergraduate students to UBC Okanagan were invited to participate in the New to UBC Undergraduate Student Survey. This includes degree-seeking (DEGR), unclassified (UNCO), and access studies (ACEO) students, as well as both transfer and direct entry students.

The NUBC Survey was deployed online via e-mail invitations. The survey was available to students from August 14th to September 12th, 2016. As an incentive for participating in the survey, students were entered into a draw for one of ten $100 Visa gift cards, and could opt in to two modules where they could also win a $100 or a $250 Visa gift card.

Overall Sample

A total of 2,395 undergraduate students were invited to complete the survey, excluding email bounce backs. Of 2,395 invitees, there were 1,527 full or partial completes—an overall response rate of 64% (63% for domestic and 66% for international students). Of the 1,527 responses, 1,107 (72%) were complete, yielding a complete response rate of 46%.

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: 46%, sample: 42%) and females were overrepresented (cohort: 54%, sample: 58%). The sample of respondents reflects the composition of the cohort very well in terms of year level, Visa type, domestic/international student status, and program.

Table 1: Demographic breakdown of cohort and sample

<table>
<thead>
<tr>
<th></th>
<th>Cohort</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count (N)</td>
<td>%</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>1,103</td>
<td>46%</td>
</tr>
<tr>
<td>Female</td>
<td>1,292</td>
<td>54%</td>
</tr>
<tr>
<td><strong>Year Level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>1,994</td>
<td>83%</td>
</tr>
</tbody>
</table>
When breaking down the cohort and sample by domestic/international student status, in general, the samples of respondents reflected the cohorts well, with a few exceptions (see Table 2). Among both domestic and international respondents, females were overrepresented (domestic: cohort: 56%, sample: 60%; international: cohort: 43%, sample: 46%) and males were underrepresented (domestic: cohort: 44%, sample: 40%; international: cohort: 57%, sample: 54%). The year levels and Visa types of the sample of domestic and international respondents were representative of the cohorts. The program choice of domestic respondents was representative of the cohort of new domestic students. While the sample of international respondents’ programs were generally representative of the cohort, BASC-O students were overrepresented (cohort: 13%, sample: 17%) and BMGT-O students were underrepresented (cohort: 25%, sample: 22%) in the sample.

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>Domestic Cohort</th>
<th>Domestic Sample</th>
<th>International Cohort</th>
<th>International Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>889 44%</td>
<td>507 40%</td>
<td>214 57%</td>
<td>135 54%</td>
</tr>
<tr>
<td>Female</td>
<td>1,128 56%</td>
<td>770 60%</td>
<td>164 43%</td>
<td>115 46%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Domestic Cohort</th>
<th>Domestic Sample</th>
<th>International Cohort</th>
<th>International Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>1,640 81%</td>
<td>1063 83%</td>
<td>354 94%</td>
<td>235 94%</td>
</tr>
<tr>
<td>Year 2</td>
<td>161 8%</td>
<td>94 7%</td>
<td>17 4%</td>
<td>10 4%</td>
</tr>
<tr>
<td>Year 3</td>
<td>174 9%</td>
<td>100 8%</td>
<td>5 1%</td>
<td>4 2%</td>
</tr>
</tbody>
</table>
New to UBC Undergraduate Student Survey 2016

| Year 4 | 3 | 0% | 1 | 0% | 0 | 0% | 0 | 0% |
| Year 5 | 7 | 0% | 2 | 0% | 1 | 0% | 1 | 0% |

**Visa Type**

<table>
<thead>
<tr>
<th>Visa Type</th>
<th>No.</th>
<th>%</th>
<th>No.</th>
<th>%</th>
<th>No.</th>
<th>%</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canadian</td>
<td>1,943</td>
<td>96%</td>
<td>1236</td>
<td>97%</td>
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<tr>
<td>Permanent Resident</td>
<td>74</td>
<td>4%</td>
<td>41</td>
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</tbody>
</table>

**Student Visa**

<table>
<thead>
<tr>
<th>Visa Type</th>
<th>No.</th>
<th>%</th>
<th>No.</th>
<th>%</th>
<th>No.</th>
<th>%</th>
<th>No.</th>
<th>%</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td></td>
<td></td>
<td>n/a</td>
<td></td>
<td>n/a</td>
<td></td>
<td>n/a</td>
<td></td>
<td>378</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Program**

<table>
<thead>
<tr>
<th>Program</th>
<th>No.</th>
<th>%</th>
<th>No.</th>
<th>%</th>
<th>No.</th>
<th>%</th>
<th>No.</th>
<th>%</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA-O</td>
<td>546</td>
<td>27%</td>
<td>347</td>
<td>27%</td>
<td>101</td>
<td>27%</td>
<td>65</td>
<td>26%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BASC-O</td>
<td>275</td>
<td>14%</td>
<td>186</td>
<td>15%</td>
<td>51</td>
<td>13%</td>
<td>43</td>
<td>17%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BEDE-O</td>
<td>3</td>
<td>0%</td>
<td>1</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BFA-O</td>
<td>26</td>
<td>1%</td>
<td>18</td>
<td>1%</td>
<td>3</td>
<td>1%</td>
<td>2</td>
<td>1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BHK-O</td>
<td>196</td>
<td>10%</td>
<td>123</td>
<td>10%</td>
<td>4</td>
<td>1%</td>
<td>3</td>
<td>1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMGT-O</td>
<td>182</td>
<td>9%</td>
<td>96</td>
<td>8%</td>
<td>93</td>
<td>25%</td>
<td>54</td>
<td>22%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC-O</td>
<td>623</td>
<td>31%</td>
<td>406</td>
<td>32%</td>
<td>125</td>
<td>33%</td>
<td>82</td>
<td>33%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSN-O</td>
<td>128</td>
<td>6%</td>
<td>81</td>
<td>6%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The data above is from SISC.

Sample of Direct Entry Students

The focus of this report is on direct entry students only. 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
- OCP - Out-of-country post-secondary applicant
- CAPS - Out-of-province post-secondary applicant
- REGU - Readmission or mature

All students in Access Studies (ACEO) were classified as direct entry.

Of 1,861 direct entry students invited to the survey, 1,222 responded – a response rate of 66%.
When only looking at direct entry students, the sample is well-representative of the cohort in terms of year level, Visa type, domestic/international student status, and program. However, males were underrepresented (cohort: 47%, sample: 42%) and females were overrepresented (cohort: 53%, sample: 58%) in the sample. Thus, the survey results should be interpreted with a degree of caution.

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

<table>
<thead>
<tr>
<th></th>
<th>Cohort Count (N)</th>
<th>Cohort %</th>
<th>Sample Count (n)</th>
<th>Sample %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>870</td>
<td>47%</td>
<td>518</td>
<td>42%</td>
</tr>
<tr>
<td>Female</td>
<td>991</td>
<td>53%</td>
<td>704</td>
<td>58%</td>
</tr>
<tr>
<td>Year Level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>1,831</td>
<td>98%</td>
<td>1,205</td>
<td>99%</td>
</tr>
<tr>
<td>Year 2</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Year 3</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Year 4</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Year 5</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Visa Type</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canadian</td>
<td>1,460</td>
<td>79%</td>
<td>959</td>
<td>78%</td>
</tr>
<tr>
<td>Permanent Resident</td>
<td>61</td>
<td>3%</td>
<td>35</td>
<td>3%</td>
</tr>
<tr>
<td>Student Visa</td>
<td>340</td>
<td>18%</td>
<td>228</td>
<td>19%</td>
</tr>
<tr>
<td>Domestic/International</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic</td>
<td>1,521</td>
<td>82%</td>
<td>994</td>
<td>81%</td>
</tr>
<tr>
<td>International</td>
<td>340</td>
<td>18%</td>
<td>228</td>
<td>19%</td>
</tr>
<tr>
<td>Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA-O</td>
<td>476</td>
<td>26%</td>
<td>304</td>
<td>25%</td>
</tr>
<tr>
<td>BASC-O</td>
<td>273</td>
<td>15%</td>
<td>194</td>
<td>16%</td>
</tr>
<tr>
<td>BEDE-O</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>BFA-O</td>
<td>22</td>
<td>1%</td>
<td>15</td>
<td>1%</td>
</tr>
<tr>
<td>BHK-O</td>
<td>132</td>
<td>7%</td>
<td>95</td>
<td>8%</td>
</tr>
<tr>
<td>BMGT-O</td>
<td>236</td>
<td>13%</td>
<td>133</td>
<td>11%</td>
</tr>
<tr>
<td>BSC-O</td>
<td>633</td>
<td>34%</td>
<td>421</td>
<td>34%</td>
</tr>
<tr>
<td>BSN-O</td>
<td>61</td>
<td>3%</td>
<td>43</td>
<td>4%</td>
</tr>
</tbody>
</table>

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-two percent (n = 603) of domestic student respondents were born in Canada, and 96% (n = 154) 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 2013 to 2016 (92%, n = 141).

Thirty-seven percent (n = 365) of domestic undergraduate student respondents have lived in the Okanagan region for at least one year, 38% (n = 382) have lived elsewhere in BC for at least one year, 32% (n = 323) have lived in another province/territory in Canada for at least one year, and 13% (n = 124) have lived in another country besides Canada for at least one year. Most international respondents (85%, n = 194) have lived outside of Canada for at least one year.

Respondents were asked to specify their living situation for this academic year. Three quarters of international respondents said they would be living at UBC residence (75%, n = 120). Among domestic respondents, 51% (n = 379) noted they would be living in residence and 30% (n = 220) 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 (46%, n = 166) and residence is too expensive (44%, n = 160). The most common reason for international respondents was that they applied to residence, but were not offered a place (41%, n = 17).

Figure 1: Why respondents will not be living in residence

Note: Only 41 international respondents are reflected in this figure.

Commuting

Respondents indicating they would not be living in residence were asked to specify how they planned to commute to campus. Most respondents cited they would use public transit (domestic: 39%, n = 142; international: 51%, n = 21). An additional 36% (n = 130) of domestic respondents selected they would drive alone.
Respondents were asked which language they first learned in childhood and still understood. The majority (83%, n = 611) of domestic respondents selected English. English (31%, n = 49) and Mandarin (30%, n = 43) 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 = 71) or when they were 6 to 10 years old (30%, n = 39). Responses were varied among international respondents, with 24% (n = 27) selecting before they were 6 years old, 32% (n = 36) 6 to 10 years old, and 27% (n = 30) 11 to 15 years old.

Gender

Just under two-thirds of domestic student respondents (61%, n = 452) and 48% of international student respondents (n = 76) identified as female on the survey.

Ethno-Racial Distribution and Citizenship

Nearly all domestic respondents (90%, n = 664) selected that they identify their ethnicity as Canadian, while 7% (n = 49) selected Canadian Aboriginal and 9% (n = 69) chose European. The proportion of students identifying as Aboriginal was representative of the cohort (cohort: 5%, sample: 7%). International respondents most often identified as Chinese (36%, n = 58). Among respondents selecting Canadian Aboriginal, First Nations (68%, n = 34) and Métis (28%, n = 14) were the most common groups identified with.
Figure 3a: Self-reported ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Domestic</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canadian</td>
<td>90%</td>
<td>0%</td>
</tr>
<tr>
<td>European</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Canadian Aboriginal</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>South Asian - Indian</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Chinese (including Hong Kong, Macao)</td>
<td>36%</td>
<td>8%</td>
</tr>
<tr>
<td>American (i.e., USA)</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>African</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Latin, Central or South American</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>South Asian - Other (e.g. Pakistani, Bangladeshi)</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>East &amp; Southeast Asian</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Filipino</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Korean</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Middle Eastern or West Central Asian (e.g., Iranian, Israeli,...)</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>None of the above</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Japanese</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Taiwanese</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Indigenous (other than Canadian Aboriginal)</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Caribbean</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Indonesian</td>
<td>5%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Data on respondents’ citizenship was also taken from SISC. The majority of respondents were Canadian citizens (n = 1,236). The most common countries of citizenship for international respondents were China (n = 83), India (n = 24), and the United States (n = 19). Overall, students represented a total of 61 countries.
Figure 3b: Citizenship

This figure reflects data from SISC.

Education and Employment of Parents/Guardians

About one-third of international student respondents’ fathers/guardians have completed a graduate or other professional degree (36%, n = 58) or have completed a university degree (32%, n = 51). Among domestic respondents, the highest level of formal education obtained by fathers/guardians was mixed, with 26% (n = 193) having completed a university degree, 20% (n = 144) having a high school education or less, 19% (n = 141) having obtained a graduate or other professional degree, and 17% (n = 123) having received a college-level certificate/diploma.

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

Most often, international respondents stated that their mother/guardian had completed a graduate or other professional degree (30%, n = 48), or had completed a university degree (33%, n = 52). The most common levels of education obtained by the mothers/guardians of domestic respondents were a university degree.
(29%, n = 216), a college-level certificate/diploma (20%, n = 146), and a graduate or other professional degree (19%, n = 138).

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

Overall, 18% (n = 129) of domestic and 12% (n = 17) of international respondents were first generation university students, meaning that neither their mother/guardian nor father/guardian had taken any post-secondary classes. Respondents selecting “don’t know,” “prefer not to answer,” and “not applicable” were excluded in these calculations.

The majority of both domestic and international respondents reported that their father/guardian (domestic: 95%, n = 646; international: 98%, n = 134) and mother/guardian (domestic: 83%, n = 582; international: 71%, n = 100) presently had paid employment or were self-employed. Respondents selecting “don’t know,” “prefer not to answer,” and “not applicable” were excluded in these calculations.

Of those who indicated their parent/guardian currently had paid employment or was self-employed, 76% (n = 496) of domestic and 71% (n = 97) of international respondents cited that their father was a full-time employee working 30 hours or more per week, while 67% (n = 392) of domestic and 69% (n = 69) of international respondents did so for their mother/guardian.
Among respondents who indicated that their father/guardian currently had no paid employment, most domestic respondents indicated that they were retired/pensioned (37%, n = 13), unemployed (20%, n = 7), or on disability/chronically ill (14%, n = 5). Only 3 international respondents selected that their father/guardian currently had no paid employment.

Of those citing their mother/guardian presently had no paid employment, most domestic (69%, n = 83) and international (98%, n = 40) students said that their mother was a stay-at-home parent/guardian not otherwise employed. Note that only 41 international respondents said that their mother/guardian had no paid employment at the present time.

The jobs of respondents’ fathers/guardians and mothers/guardians were wide-ranging. Skilled trades workers (15%, n = 80) was the most frequently selected category by domestic respondents to reflect their father/guardian’s job. Business and administration professionals (non-management) (e.g., finance, sales, marketing, and public relations) (21%, n = 21) was the most common choice for father/guardian’s job for international respondents.

Among domestic respondents, the most common category chosen to represent their mother/guardian’s job was a health professional (doctor, nurse, veterinarian, other medical professionals) (18%, n = 90). Of international respondents, 28% (n = 22) said their mother/guardian was a business and administration professional (non-management) (e.g., finance, sales, marketing, and public relations).
Figure 5b: Job of father/guardian

Note: Categories which 0% of respondents selected were excluded. These are as follows: armed forces -non-commissioned officer; pilot; faith worker; and health technicians (e.g. pharmacy technician, veterinary technician, other medical technicians).
Figure 5c: Job of mother/guardian

Note: Categories which 0% of respondents selected were excluded. These are as follows: armed Forces -non-commissioned officer; chief executive, senior official or legislator; chef; driver or crew member (truck, car, train, ship); armed forces – other ranks; RCMP, police officer, fire-fighter; faith worker; and principal.
Respondents indicating that their parent/guardian was self-employed were asked to specify how many employees their parent/guardian’s company had. The bulk of both domestic and international respondents noted that their parent/guardians’ company employed 25 or fewer employees.

Figure 6: Number of employees of self-employed fathers/guardians (blue) and mothers/guardians (green)

Note: Only n = 28 (father/guardian) and n = 13 (mother/guardian) international respondents are reflected in this figure. No domestic or international respondents indicated their mother/guardian’s company had more than 500 employees.

Of domestic respondents, annual household incomes were fairly evenly distributed across the range of income brackets. The annual household incomes of international students were most often $20,000 to <$40,000 (26%, n = 18) and $200,000 or more (20%, n = 14). However, it should be noted that large proportions of students selected “don’t know” or “prefer not to answer” for this survey item, which were excluded in the calculations.

Figure 7: Annual household income of parent(s)/guardian(s) in Canadian dollars
Choosing Where to Study

Importance of Factors in Deciding 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.”

Knowledge, Success and Contribution
For both domestic and international respondents, the most influential factors in choosing where to study 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 (95% (n = 939) of domestic and 92% (n = 210) of international respondents selected the top two response options); to learn more about things that interest them/to be more knowledgeable (95% (n = 937) of domestic and 95% (n = 216) of international respondents chose the top two response options); and to be able to be successful in a diverse world (91% (n = 902) of domestic and 92% (n = 210) of international respondents picked the top two response options).

Figure 8a: Importance of factors in choosing where to study –knowledge, success and contribution (domestic)

<table>
<thead>
<tr>
<th>Factor</th>
<th>5 - Very important</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1 - Not at all important</th>
</tr>
</thead>
<tbody>
<tr>
<td>To get a better job / prepare for a specific career, graduate or professional school</td>
<td>77%</td>
<td></td>
<td></td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>To learn more about things that interest me / be more knowledgeable</td>
<td>70%</td>
<td>25%</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To be successful in a diverse world</td>
<td>65%</td>
<td>26%</td>
<td>8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To make a positive difference in the world / my community</td>
<td>56%</td>
<td>31%</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To contribute to a civil and sustainable society</td>
<td>41%</td>
<td>41%</td>
<td>14%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To contribute to knowledge through my academics (e.g. research, writing)</td>
<td>39%</td>
<td>38%</td>
<td>19%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To make more money</td>
<td>37%</td>
<td>34%</td>
<td>20%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>To better understand other cultures</td>
<td>17%</td>
<td>27%</td>
<td>32%</td>
<td>17%</td>
<td>7%</td>
</tr>
</tbody>
</table>
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 = 825) of domestic and 92% (n = 202) of international respondents rated this as “5 – very important” or “4.”

Figure 9: Importance of factors in choosing where to study –reputation (domestic (blue) and international (green))
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 seven percent (n = 836) of domestic and 92% of international (n = 198) respondents selected the top two response options for quality of academic facilities, while 87% (n = 836) of domestic and 90% (n = 195) of international respondents did so for quality of campus life.

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

Opportunities to learn outside the classroom were valued most by both domestic and international respondents, with 77% (n = 734) of domestic and 89% (n = 193) of international respondents rating these as a 4 or 5 on the scale of importance.
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. Nearly all domestic (92%, n = 881) and international (92%, n = 200) 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 81% (n = 771) of domestic and 89% (n = 194) of international respondents.

![Figure 11: Importance of factors in choosing where to study –learning opportunities (domestic (blue) and international (green))](image)

![Figure 12: Importance of factors in choosing where to study –faculty and programs (domestic (blue) and international (green))](image)
Cost
Generally, factors related to cost were highly ranked by both domestic and international respondents, with about 7 in 10 or more ranking each item as a “4” or “5” on the scale of importance. The value of the university/college degree in relation to cost was most significant for both domestic (79%, n = 761) and international (83%, n = 178) respondents.

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

Influential Figures and Media
Parents/other family members and published rankings were the most significant figures and media sources among domestic students in their decision of where to attend post-secondary education. Sixty three percent (n = 569) of domestic respondents selected “5 –very important” or “4” for parents/other family members, and 53% (n = 473) did so for published rankings. For international respondents, published rankings (77%, n = 155) and teachers/tutors/school counsellors (62%, n = 126) were most influential.

Figure 14a: Importance of factors in choosing where to study –influential figures and media (domestic)
International Aspects

International respondents were asked to rate some additional factors in making the decision of where to study related to being an international student. UBC’s supports for international students were most important, with 84% \((n = 169)\) rating these as a “4” or “5.” Additionally, 76% \((n = 154)\) selected the top two responses options for the ability to work in Canada after finishing their degree.

Other Factors

Other factors student respondents were asked to rank in importance included: the timing of the offer of admission and that their friends/siblings will be attending or are already attending. Fifty-seven percent \((n = 549)\) of domestic and 76% \((n = 163)\) of international respondents cited the timing of the offer to admission to be a “4” or “5” on the scale of importance in their decision of where to study. The largest proportions of respondents did not feel that whether their friends/siblings will be attending or are already attending was an
important factor in their decision regarding where to study. In particular, 54% \((n = 524)\) of domestic and 50% \((n = 109)\) of international respondents picked “1 – not at all important” or “2” for this factor.

**Figure 16: Importance of factors in choosing where to study – other (domestic (blue) and international (green))**

Use of, Satisfaction with, and Impact of UBC Communications

**Recruitment Activities**

Over half of domestic \((57\%, n = 515)\) and international \((56\%, n = 116)\) student respondents participated in a UBC presentation. Furthermore, 51% \((n = 463)\) of domestic respondents took a UBC campus tour.

**Figure 17a: Participation in recruitment activities (domestic)**

- A UBC presentation (e.g. at my school, a public venue)
- A UBC campus tour
- A UBC booth at a career fair
- A summer event on the UBC campus
- A UBC online information session

- Participated
- Did not participate because I was unaware of this activity
- Did not participate because I was unavailable at the time of this activity
- Did not participate because I was not interested in participating in this activity
Respondents who selected that they participated in any of the above activities were asked to indicate the extent to which their participation in the activities impacted their decision to attend UBC. Summer events on the UBC campus and campus tours were rated as most impactful for domestic respondents, with 77% (n = 157) selecting an impact of 5 or a 4 for a summer event and 84% (n = 387) for a campus tour. Campus tours (76% (n = 52) choosing a 4 or 5) and UBC presentations (82% (n = 98) rating as a 4 or 5) were most influential among international respondents.

Figure 18a: Impact of recruitment activities on decision to attend UBC (domestic)
Aboriginal Communications
Domestic respondents were asked whether or not they saw or used the UBC Aboriginal Brochure for prospective Aboriginal students and the UBC website for prospective Aboriginal students (e.g. Aboriginal Portal). There were 61 students (7%) who indicated they saw or used each. Overall, 48 of 61 (79%) of students who saw or used the UBC Aboriginal Brochure for prospective Aboriginal students were satisfied or very satisfied with it, and 46 of 61 (75%) were so for the UBC website for prospective Aboriginal students.

Note: Only \( n = 35 \) international respondents participated in a summer event on the UBC campus.
Experience with UBC: Applying, Admissions, and Overall

Applying and Admission to UBC
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). An additional 42% (n = 79) of international respondents 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 19: 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 (87% (n = 251) domestic, 70% (n = 73) international).

When asked about their offer of admission from UBC Okanagan, the largest proportion of domestic (46%, n = 303) and international (47%, n = 72) respondents who applied to UBC Okanagan and at least one other institution selected that they received UBC Okanagan’s offer later than most, but had enough time to give it full consideration before making a decision.

Figure 20: Timing of UBC Okanagan’s offer of admission
Satisfaction with Application and Admissions 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 and submitting the application (77% (n = 642) domestic, 85% (n = 157) international), the overall application and admissions process (73% (n = 604) domestic, 79% (n = 146) international), and finding information on how to apply (69% (n = 574) domestic, 77% (n = 143) international). Twenty one percent (n = 173) of domestic and 29% (n = 54) of international student respondents indicated they did not utilize the opportunities to apply for UBC financial support (scholarships, bursaries, etc.).

**Figure 21a: Satisfaction with application and admissions experience (domestic)**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Somewhat satisfied</th>
<th>Somewhat dissatisfied</th>
<th>Dissatisfied</th>
<th>Very dissatisfied</th>
<th>Did not use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completing and submitting the UBC Application</td>
<td>30%</td>
<td>47%</td>
<td>17%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall application and admissions process</td>
<td>24%</td>
<td>49%</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finding information on how to apply</td>
<td>26%</td>
<td>43%</td>
<td>21%</td>
<td>6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The opportunities to apply for UBC financial support (scholarships, bursaries, etc.)</td>
<td>10%</td>
<td>20%</td>
<td>25%</td>
<td>14%</td>
<td>7%</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>The process of applying for UBC financial support (scholarships, bursaries, etc.)</td>
<td>9%</td>
<td>19%</td>
<td>22%</td>
<td>12%</td>
<td>5%</td>
<td>29%</td>
<td></td>
</tr>
</tbody>
</table>

**Figure 21b: Satisfaction with application and admissions experience (international)**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Somewhat satisfied</th>
<th>Somewhat dissatisfied</th>
<th>Dissatisfied</th>
<th>Very dissatisfied</th>
<th>Did not use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completing and submitting the UBC Application</td>
<td>37%</td>
<td>48%</td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall application and admissions process</td>
<td>30%</td>
<td>49%</td>
<td>18%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finding information on how to apply</td>
<td>34%</td>
<td>43%</td>
<td>19%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applying for student visas processes</td>
<td>29%</td>
<td>35%</td>
<td>15%</td>
<td>8%</td>
<td>6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The opportunities to apply for UBC financial support (scholarships, bursaries, etc.)</td>
<td>13%</td>
<td>25%</td>
<td>15%</td>
<td>11%</td>
<td>29%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The process of applying for UBC financial support (scholarships, bursaries, etc.)</td>
<td>11%</td>
<td>24%</td>
<td>12%</td>
<td>8%</td>
<td>41%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Satisfaction with UBC Communications

Overall, domestic and international respondents were most satisfied (very satisfied or satisfied) with: email communication with UBC (domestic: 76%, n = 619; international: 78%, n = 144), the websites for prospective students (domestic: 71%, n = 576; international: 80%, n = 147), and overall communications (domestic: 70%, n = 573; international: 82%, n = 150). Phone communication with UBC was the least used communications tool, with 34% (n = 277) of domestic and 38% (n = 69) of international respondents noting they did not use it.

Figure 22a: Satisfaction with communications during application and admissions process (domestic)

Figure 22b: Satisfaction with communications during application and admissions process (international)

Overall Satisfaction with UBC Experience

Survey respondents were also asked: “How satisfied are you with your overall experience with UBC to date?” Most respondents were satisfied. In particular, 84% (n = 696) of domestic and 78% (n = 144) international respondents cited they were very satisfied or satisfied.
UBC Okanagan versus Competitor Institutions

Applying to Other Post-Secondary Institutions

Just over half of international student respondents applied to UBC Okanagan and four or more other post-secondary institutions (55%, n = 110). Thirty eight percent (n = 335) of domestic respondents applied to UBC and two or three other institutions, and 25% (n = 221) applied only to UBC Okanagan and one other institution.

Figure 23: Number of post-secondary institutions applied to

Nearly one third (32%, n = 61) of international and 43% (n = 308) of domestic respondents who applied to multiple institutions were accepted to UBC Okanagan and two or three other institutions.

Figure 24: Number of post-secondary institutions accepted to

Respondents were asked where they had applied to other institutions. Seventy two percent (n = 518) of domestic and 44% (n = 83) of international respondents applied to other institutions within British Columbia (BC), and 48% (n = 344) of domestic and 56% (n = 105) of international respondents did so within Canada.
Other Institutions in British Columbia

Those who applied to post-secondary institutions 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: 44%, n = 224; international: 34%, n = 28), the University of British Columbia Vancouver (domestic: 37%, n = 188; international: 61%, n = 51), and Simon Fraser University (domestic: 34%, n = 175; international: 45%, n = 37).

Figure 25: Regions of other institutions applied to

Figure 26: Other BC institutions applied to
Other Canadian Institutions

Common other Canadian institutions domestic respondents applied to were the University of Calgary (35%, n = 120) and the University of Alberta (35%, n = 119). International respondents often applied to the University of Toronto (50%, n = 53), the University of Alberta (30%, n = 32), and the University of Waterloo (30%, n = 31).

Figure 26: Other Canadian institutions applied to
Other United States and International Institutions
Only 24 (3%) domestic respondents applied to United States (US) institutions, while 51 (27%) international respondents did. Among the 51 international respondents, the most common US institutions applied to were: the University of California Berkeley (16%, n = 8), the University of California Los Angeles (20%, n = 10), the University of California San Diego (18%, n = 9), and the University of California Davis (16%, n = 8).

Only 17 (2%) domestic respondents applied to international institutions, while 56 (30%) 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 what other institution you were most interested in).” Respondents chose various institutions as their other top choice. Among domestic respondents, the most common selections were: University of Victoria (17%, n = 145), Okanagan College (10%, n = 85), Simon Fraser University (8%, n = 72), University of British Columbia Vancouver (9%, n = 76), and University of Calgary (9%, n = 78). International respondents most often chose: I would not have attended any post-secondary institution this fall (9%, n = 17), University of Toronto (7%, n = 14), University of British Columbia Vancouver (6%, n = 12), and Simon Fraser University (6%, n = 12).

UBC Okanagan vs. Other Top 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. Those selecting “don’t know/no opinion” for each aspect were excluded in the calculations below.

Reputation
In terms of overall reputation, 66% (n = 494) of domestic and 70% (n = 123) of international respondents felt that UBC Okanagan was much or somewhat better than their other top choice post-secondary institution, while 63% (n = 468) of domestic and 69% (n = 123) of international respondents did so for the university/college’s overall ranking.
Campus

Domestic respondents chose residence (75%, n = 467), quality of campus life (71%, n = 498), and the university/college’s location (66%, n = 493) to be much or somewhat better than the other college/university most frequently. International respondents most commonly selected the quality of campus life (73%, n = 124), residence (68%, n = 109), and the quality of academic facilities (67%, n = 107) to be much or somewhat better than the other university/college.
Figure 28a: UBC Okanagan vs. other top university/college – campus (domestic)

- Residence (quality of residences, housing assignment and being able to live on campus)
  - UBC Okanagan much better than the other university/college: 45%
  - UBC Okanagan somewhat better than the other university/college: 30%
  - UBC Okanagan about the same as the other university/college: 17%
  - UBC Okanagan somewhat worse than the other university/college: 12%
  - UBC Okanagan much worse than the other university/college: 6%

- Quality of campus life (friendliness of campus, social opportunities, quality of campus environment, etc.)
  - UBC Okanagan much better than the other university/college: 42%
  - UBC Okanagan somewhat better than the other university/college: 29%
  - UBC Okanagan about the same as the other university/college: 22%
  - UBC Okanagan somewhat worse than the other university/college: 6%
  - UBC Okanagan much worse than the other university/college: 6%

- University/college’s campus location
  - UBC Okanagan much better than the other university/college: 40%
  - UBC Okanagan somewhat better than the other university/college: 26%
  - UBC Okanagan about the same as the other university/college: 18%
  - UBC Okanagan somewhat worse than the other university/college: 12%
  - UBC Okanagan much worse than the other university/college: 7%

- Quality of academic facilities (e.g. library, laboratories)
  - UBC Okanagan much better than the other university/college: 33%
  - UBC Okanagan somewhat better than the other university/college: 29%
  - UBC Okanagan about the same as the other university/college: 30%
  - UBC Okanagan somewhat worse than the other university/college: 7%
  - UBC Okanagan much worse than the other university/college: 8%

- Opportunities for student engagement (clubs, peer programs, student government, intramurals, etc.)
  - UBC Okanagan much better than the other university/college: 27%
  - UBC Okanagan somewhat better than the other university/college: 30%
  - UBC Okanagan about the same as the other university/college: 34%
  - UBC Okanagan somewhat worse than the other university/college: 8%
  - UBC Okanagan much worse than the other university/college: 8%

- Commute time to campus
  - UBC Okanagan much better than the other university/college: 34%
  - UBC Okanagan somewhat better than the other university/college: 23%
  - UBC Okanagan about the same as the other university/college: 24%
  - UBC Okanagan somewhat worse than the other university/college: 12%
  - UBC Okanagan much worse than the other university/college: 7%

- On-campus work opportunities
  - UBC Okanagan much better than the other university/college: 27%
  - UBC Okanagan somewhat better than the other university/college: 27%
  - UBC Okanagan about the same as the other university/college: 37%
  - UBC Okagan somewhat worse than the other university/college: 7%
  - UBC Okanagan much worse than the other university/college: 7%

- Diversity of the university/college’s student body and campus community (faculty, staff, etc.)
  - UBC Okanagan much better than the other university/college: 26%
  - UBC Okanagan somewhat better than the other university/college: 28%
  - UBC Okanagan about the same as the other university/college: 38%
  - UBC Okanagan somewhat worse than the other university/college: 8%
  - UBC Okanagan much worse than the other university/college: 8%

- Quality of non-academic facilities (e.g. food services, recreational facilities, places to relax/socialize/study)
  - UBC Okanagan much better than the other university/college: 28%
  - UBC Okanagan somewhat better than the other university/college: 24%
  - UBC Okanagan about the same as the other university/college: 36%
  - UBC Okanagan somewhat worse than the other university/college: 10%
  - UBC Okanagan much worse than the other university/college: 8%

- Opportunity to continue with supports at the university/college (e.g. psychiatrist, Student Health Service, Counselling Services)
  - UBC Okanagan much better than the other university/college: 25%
  - UBC Okanagan somewhat better than the other university/college: 26%
  - UBC Okanagan about the same as the other university/college: 45%

- University/college’s campus size
  - UBC Okanagan much better than the other university/college: 30%
  - UBC Okanagan somewhat better than the other university/college: 18%
  - UBC Okanagan about the same as the other university/college: 12%
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 (60% (n = 335) domestic, 74% (n = 111) international) and opportunities for learning outside the classroom (58% (n = 348) domestic, 69% (n = 104) international) fairly frequently.
Faculty and Programs

Sixty one percent (n = 364) of domestic and 68% (n = 99) of international respondents rated the quality of faculty at UBC Okanagan to be much or somewhat better than the other university/college. For direct admission into a desired specialization or major, 54% (n = 297) of domestic and 56% (n = 84) of international respondents selected “UBC Okanagan [is] much better than the other university/college” or “UBC Okanagan [is] somewhat better than the other university/college.”
Cost

Most domestic and international respondents found UBC to be about the same as the other university/college on all aspects of cost: availability of financial awards or support (domestic: 40%, n = 251; international: 36%, n = 54), the overall cost of attending (domestic: 32%, n = 233; international: 31%, n = 53), the value of the university/college degree in relation to the cost (domestic: 45%, n = 291; international: 32%, n = 50), and the cost of tuition (domestic: 40%, n = 293; international: 33%, n = 56).
Other Factors
For both “my friends/siblings will be attending or are already attending” (domestic: 35%, n = 159; international: 40%, n = 40) and “timing of the offer of admission” (domestic: 39%, n = 265; international: 34%, n = 57), international and domestic respondents most frequently chose that UBC Okanagan is about the same as the other university/college.
Figure 32: UBC Okanagan vs. other top university/college – other (domestic (blue) and international (green))

- UBC Okanagan much better than the other university/college
- UBC Okanagan somewhat better than the other university/college
- UBC Okanagan about the same as the other university/college
- UBC Okanagan somewhat worse than the other university/college
- UBC Okanagan much worse than the other university/college
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 (36%, n = 279) and study skills (34%, n = 258). English (45%, n = 77) and academic writing (41%, n = 69) were most frequently selected by international respondents.

Figure 33: Academic support needs

First-Year Peer Advisor Program

Student respondents were asked whether they knew about the First-Year Peer Advisor Program. Fifty eight percent (n = 446) of domestic and 64% (n = 110) of international respondents said they did. As well, 29% (n = 227) of domestic and 50% (n = 86) of international respondents recalled receiving an email from their Peer Advisor. Of those that received an email, most had already replied (domestic: 47%, n = 116; international: 73%, n = 67) or planned to reply (domestic: 39%, n = 97; international: 25%, n = 23).

Respondents who had replied to their Peer Advisor’s email rated their level of agreement with a variety of statements regarding the impact of the First-Year Peer Advising Program, based on their interactions with the Peer Advisor. Overall, fairly high levels of agreement were seen across all the statements. Most often, respondents strongly agreed or agreed that the Peer Advisor was able to answer their questions related to course selection and registration (domestic: 74%, n = 300; international: 80%, n = 105).
Peer Mentor Program

Student respondents indicated whether they knew about the Peer Mentor Program. Seventy five percent \((n = 578)\) of domestic and 76\% \((n = 131)\) said they did. Further, 82\% \((n = 636)\) of domestic and 88\% \((n = 152)\) of international respondents remembered receiving an email from their Peer Mentor. Of those that received an
email, the majority had already replied (domestic: 58%, n = 370; international: 76%, n = 115) or planned to reply (domestic: 34%, n = 219; international: 24%, n = 37).

Respondents saying that they had replied to their Peer Mentor’s email rated their level of agreement with a variety of statements regarding the impact of the Peer Mentor Program, based on their interactions with the Peer Mentor. Largely, fairly high levels of agreement were seen across all the statements. Most frequently, domestic respondents strongly agreed or agreed that the Peer Mentor made them feel supported in their transition to their first year at UBC Okanagan (83%, n = 308). “My Peer Mentor was able to answer my questions related to UBC Okanagan” was the statement to which international respondents most often strongly agreed or agreed (91%, n = 105).

**Figure 35a: Impact of the Peer Mentor Program (domestic)**

- My Peer Mentor made me feel supported in my transition to my first year at UBC Okanagan: 46% strongly agree, 37% agree, 9% somewhat agree, 5% somewhat disagree, 4% disagree, 1% strongly disagree, 0% no opinion/not applicable.
- I feel satisfied with my interactions with my Peer Mentor overall: 43% strongly agree, 40% agree, 10% somewhat agree, 5% somewhat disagree, 4% disagree, 1% strongly disagree, 0% no opinion/not applicable.
- MyPeer Mentor was able to answer my questions related to UBC Okanagan: 47% strongly agree, 34% agree, 6% somewhat agree, 10% somewhat disagree, 4% disagree, 1% strongly disagree, 0% no opinion/not applicable.
- My interactions with my Peer Mentor helped me to feel prepared for my first year at the UBC Okanagan campus: 32% strongly agree, 33% agree, 21% somewhat agree, 10% somewhat disagree, 5% disagree, 1% strongly disagree, 0% no opinion/not applicable.
- My Peer Mentor connected me to resources on-campus: 34% strongly agree, 31% agree, 14% somewhat agree, 17% somewhat disagree, 1% disagree, 0% strongly disagree, 0% no opinion/not applicable.

**Figure 35b: Impact of the Peer Mentor Program (international)**

- My Peer Mentor was able to answer my questions related to UBC Okanagan: 57% strongly agree, 34% agree, 5% somewhat agree, 7% somewhat disagree, 4% disagree, 2% strongly disagree, 0% no opinion/not applicable.
- I feel satisfied with my interactions with my Peer Mentor overall: 52% strongly agree, 37% agree, 7% somewhat agree, 4% somewhat disagree, 3% disagree, 2% strongly disagree, 0% no opinion/not applicable.
- My Peer Mentor made me feel supported in my transition to my first year at UBC Okanagan: 51% strongly agree, 37% agree, 6% somewhat agree, 7% somewhat disagree, 4% disagree, 2% strongly disagree, 0% no opinion/not applicable.
- My Peer Mentor connected me to resources on-campus: 48% strongly agree, 33% agree, 8% somewhat agree, 7% somewhat disagree, 3% disagree, 2% strongly disagree, 0% no opinion/not applicable.
- My interactions with my Peer Mentor helped me to feel prepared for my first year at the UBC Okanagan campus: 42% strongly agree, 37% agree, 15% somewhat agree, 5% somewhat disagree, 2% disagree, 1% strongly disagree, 0% no opinion/not applicable.
Orientation Attendance
Respondents noted which orientation events they would be attending for the upcoming school year. About three quarters (74%, n = 573) of domestic respondents selected Create, while 64% (n = 110) of international respondents said Jumpstart.

Figure 36: Orientation events

First Year Concerns
Both domestic and international 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)” (domestic: 59%, n = 452; international: 77%, n = 130) and “being overwhelmed with all the things I’m expected to do in my first semester” (domestic: 55%, n = 422; international: 62%, n = 104). Among domestic respondents, “being able to balance academic and social activities” (45%, n = 344) also was one of the top 3 concerns, while “getting into my first choice of major” (65%, n = 109) was for international respondents. Overall, international respondents expressed higher levels of concern for aspects of their first year than domestic respondents.
Figure 37a: First year concerns (domestic)

- **Being able to maintain a high enough Grade Point Average**: 34% Very concerned, 25% Concerned, 22% Somewhat concerned, 14% A little concerned, Not applicable
- **Being overwhelmed with all the things I’m expected to do in...**: 26% Very concerned, 29% Concerned, 19% Somewhat concerned, 19% A little concerned, 6% Not applicable
- **Being able to balance academic and social activities**: 20% Very concerned, 25% Concerned, 24% Somewhat concerned, 19% A little concerned, 11% Not applicable
- **Getting the career and professional advising I need**: 15% Very concerned, 21% Concerned, 22% Somewhat concerned, 22% A little concerned, 18% Not applicable
- **Being able to cope with expectations of parents and family**: 16% Very concerned, 17% Concerned, 21% Somewhat concerned, 17% A little concerned, 26% Not applicable
- **Being able to make friends**: 15% Very concerned, 17% Concerned, 18% Somewhat concerned, 22% A little concerned, 27% Not applicable
- **Getting the academic advising I need**: 13% Very concerned, 19% Concerned, 23% Somewhat concerned, 22% A little concerned, 22% Not applicable
- **Getting into my first choice of major**: 14% Very concerned, 16% Concerned, 18% Somewhat concerned, 19% A little concerned, 25% Not applicable
- **Being able to maintain good health**: 12% Very concerned, 17% Concerned, 21% Somewhat concerned, 20% A little concerned, 29% Not applicable
- **Getting all the academic accommodations that I need**: 9% Very concerned, 15% Concerned, 23% Somewhat concerned, 24% A little concerned, 22% Not applicable
- **Getting the personal counseling I might need**: 9% Very concerned, 14% Concerned, 17% Somewhat concerned, 20% A little concerned, 35% Not applicable
- **Getting along with my roommate(s), housemate(s), or family...**: 8% Very concerned, 14% Concerned, 15% Somewhat concerned, 16% A little concerned, 33% Not applicable
- **Being away from family and friends; being 'homesick'**: 10% Very concerned, 11% Concerned, 13% Somewhat concerned, 17% A little concerned, 27% Not applicable
- **Managing the challenges of commuting to campus**: 8% Very concerned, 13% Concerned, 14% Somewhat concerned, 16% A little concerned, 28% Not applicable
- **If UBC’s Okanagan campus is the right choice for me**: 10% Very concerned, 11% Concerned, 16% Somewhat concerned, 19% A little concerned, 41% Not applicable
- **Finding affordable housing**: 7% Very concerned, 9% Concerned, 11% Somewhat concerned, 10% A little concerned, 29% Not applicable
- **Having timely access to health care services**: 5% Very concerned, 9% Concerned, 13% Somewhat concerned, 21% A little concerned, 47% Not applicable
- **My personal safety in and around the city of Kelowna**: 5% Very concerned, 7% Concerned, 14% Somewhat concerned, 18% A little concerned, 54% Not applicable
- **My personal safety in and around campus**: 5% Very concerned, 7% Concerned, 13% Somewhat concerned, 17% A little concerned, 56% Not applicable

Legend:
- Very concerned
- Concerned
- Somewhat concerned
- A little concerned
- Not at all concerned
- Not applicable
Figure 37b: First year concerns (international)

<table>
<thead>
<tr>
<th>Concern</th>
<th>Very concerned</th>
<th>Concerned</th>
<th>Somewhat concerned</th>
<th>A little concerned</th>
<th>Not at all concerned</th>
<th>Not applicable</th>
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<tbody>
<tr>
<td>Being able to maintain a high enough Grade Point Average (GPA)</td>
<td>50%</td>
<td>27%</td>
<td>12%</td>
<td>7%</td>
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<tr>
<td>Getting into my first choice of major</td>
<td>37%</td>
<td>28%</td>
<td>11%</td>
<td>12%</td>
<td>10%</td>
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<tr>
<td>Being overwhelmed with all the things I’m expected to do in my first semester</td>
<td>25%</td>
<td>36%</td>
<td>19%</td>
<td>11%</td>
<td>8%</td>
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<tr>
<td>Getting the career and professional advising I need</td>
<td>34%</td>
<td>28%</td>
<td>19%</td>
<td>15%</td>
<td>5%</td>
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<tr>
<td>Getting the academic advising I need</td>
<td>32%</td>
<td>28%</td>
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<tr>
<td>Being able to balance academic and social activities</td>
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<td>18%</td>
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<tr>
<td>Being able to make friends</td>
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<td>17%</td>
<td>15%</td>
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<td>Getting all the academic accommodations that I need</td>
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<td>18%</td>
<td>15%</td>
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<td>15%</td>
<td>18%</td>
<td>14%</td>
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<tr>
<td>Finding affordable housing</td>
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<td>24%</td>
<td>11%</td>
<td>11%</td>
<td>18%</td>
<td>11%</td>
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<tr>
<td>Getting the personal counseling I might need</td>
<td>24%</td>
<td>24%</td>
<td>21%</td>
<td>21%</td>
<td>10%</td>
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<tr>
<td>Being able to maintain good health</td>
<td>31%</td>
<td>15%</td>
<td>17%</td>
<td>17%</td>
<td>19%</td>
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<tr>
<td>If UBC’s Okanagan campus is the right choice for me</td>
<td>26%</td>
<td>17%</td>
<td>17%</td>
<td>21%</td>
<td>18%</td>
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<tr>
<td>Managing the challenges of commuting to campus</td>
<td>18%</td>
<td>25%</td>
<td>9%</td>
<td>16%</td>
<td>20%</td>
<td>12%</td>
</tr>
<tr>
<td>My personal safety in and around the city of Kelowna</td>
<td>28%</td>
<td>13%</td>
<td>18%</td>
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<td>22%</td>
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<td>14%</td>
<td>16%</td>
<td>18%</td>
<td>25%</td>
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<tr>
<td>Having timely access to health care services</td>
<td>20%</td>
<td>19%</td>
<td>21%</td>
<td>16%</td>
<td>22%</td>
<td></td>
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<tr>
<td>Being away from family and friends; being ‘homesick’</td>
<td>20%</td>
<td>17%</td>
<td>20%</td>
<td>20%</td>
<td>22%</td>
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</tbody>
</table>

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 (85%, n = 631). The largest proportion of international respondents strongly agreed or agreed that belonging to UBC is important to them (91%, n = 146).
Figure 38: First year students’ perceptions of and feelings about UBC – domestic (blue) and international (green)

Note: 0 respondents selected “Strongly disagree” for any of the statements.
Health and Wellbeing

General Health
The bulk of domestic (89%, n = 676) and international (87%, n = 146) student respondents rated their general health as good or higher.

Figure 39: Ratings of general health

Health Care
Most domestic student respondents planned to use walk-in clinics (43%, n = 330), visit their current family doctor (52%, n = 398), and/or access on-campus services (41%, n = 312) when in need of health care services. International student respondents cited that they would use on-campus health services most often (75%, n = 125). Another 36% (n = 60) said they would visit walk in clinics.

Figure 40: Expected access to health care services

Physical Health

Physical Activity and Sedentary Behaviour
According to the Canadian Physical Activity Guidelines, adults should accumulate at least 150 minutes of moderate to vigorous physical activity per week (Canadian Society for Exercise Physiology, 2012). It was found that the largest proportion of respondents did not engage in any vigorous physical activity over the past week. In particular, 36% (n = 49) of international and 20% (n = 133) of domestic respondents selected “I did not do any vigorous physical activity last week.” In terms of moderate physical activity, responses of domestic and international respondents were varied. The bulk of domestic respondents selected 2 through 5 days per week, while most international respondents chose 1 to 4 days per week and “I did not do any moderate physical activity last week.”
While a relatively large proportion of respondents did not engage in any moderate or vigorous physical activity over the last week, many stated that they walked each day, for at least 10 minutes at a time (53% (n = 361) of domestic and 59% (n = 79) of international).

Those who specified that they engaged in vigorous physical activity, moderate physical activity, and/or walking for at least one day over the past week were asked to identify how much time they typically spent doing these activities on one day. The greatest percentage of respondents chose between an hour to two hours and fifty minutes to reflect the amount of time they did vigorous physical activity (domestic: 75%, n = 372; international: 79%, n = 59), did moderate physical activity (domestic: 64%, n = 325; international: 70%, n = 55), and/or walked (domestic: 48%, n = 244; international: 52%, n = 48).

There was a spread in the distribution of responses to the question regarding how much time respondents usually spent sitting (i.e., sedentary) each day. However, the bulk of respondents cited that they spend 4 to 8 hours sitting each day (51% (n = 316) domestic and 55% (n = 62) international). According to the 2012 and 2013 Canadian Health Measures Survey, on a daily average, adults aged 18 to 39 spend 9 hours and 36 minutes sedentary (Statistics Canada, 2015).
Smoking
Respondents were asked whether or not they smoked. The vast majority of both domestic (98%, n = 660) and international (96%, n = 129) respondents did not. Smokers (domestic: n = 13; international: n = 6) indicated how many cigarettes they smoked and whether they intended to quit in the next 6 months. Most smoked 1 to 5 cigarettes per day and intended to quit.

Nutrition
Survey participants rated their agreement to some statements about nutrition. “Eating nutritious foods is important to my academic success” was the statement for which the highest levels of agreement (strongly agree or agree) were seen (domestic: 77%, n = 522; international: 76%, n = 102).

Figure 43: Agreement to statements related to nutrition –domestic (blue) and international (green)

Health Canada (2011) recommends 8 to 10 servings of fruits and vegetables per day for males aged 19 to 50, and 7 to 8 for females. Most survey respondents are not meeting these guidelines, with the majority citing they consume only 1 to 6 servings daily (domestic: 86%, n = 580; international: 91%, n = 122).

Figure 44: Daily consumption of fruits and vegetables

Respondents also indicated how many sugar sweetened beverages they drink in a typical week. Most respondents specified they drink 0 to 2 per week (domestic: 59%, n = 399; international: 66%, n = 89).
There was a fairly even spread of responses across the categories of number of homemade meals per week, for both domestic and international respondents. One noteworthy finding was that 15% (n = 20) of international respondents do not prepare any homemade meals.

Figure: 45: Homemade meals

Disabilities
The majority of domestic (70%, n = 534) and international (82%, n = 137) respondents indicated that they do not have a disability or ongoing medical condition. Mental health disorders (10%, n = 73) were the 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 (3%, n = 5) or “other” (3%, n = 5).

Figure 46: Reported disabilities and ongoing medical conditions

Note: “Mobility impairment” is excluded here as it was selected by 0% of respondents.
Respondents who indicated they have a disability or ongoing medical condition noted which accommodations they had requested. Domestic respondents most commonly requested academic accommodations (15%, n = 24), while international respondents most frequently asked for on-campus housing accommodations (29%, n = 6). It should be noted that only 21 international respondents answered these follow-up questions.

Figure 47: Requested accommodations – domestic (blue) and international (green)

Note: only n = 21 international respondents are represented 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 21% (n = 33) of domestic and 37% of international (n = 7) respondents selecting very concerned or concerned for this item. However, please note that only 19 international respondents are represented for these items.

Figure 48a: Concern with items related to disabilities and ongoing medical conditions – domestic
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: 81%, n = 606; international: 90%, n = 150). However, 20% (n = 148) of domestic respondents selected “fair” or lower, compared to only 9% (n = 13) of international respondents.

Figure 49: Ratings of mental health

Mental Health and Resilience

Students rated their agreement with statements regarding mental health and resiliency. Domestic and international respondents most often agreed (picked “Strongly agree” or “Agree”) with the statements: “I am aware of personal signs when I experience too much stress” (domestic: 77%, n = 585; international: 83%, n = 137) and “I am confident in my ability to cope with the demands of my life” (domestic: 68%, n = 517; international: 82%, n = 138). 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.”

**Figure 50a: Ratings of mental health and resiliency statements (domestic)**

- I am aware of personal signs when I experience too much stress: 27% Strongly agree, 50% Agree, 18% Somewhat agree, 5% Somewhat disagree, 3% Disagree, 2% Strongly disagree
- I am confident in my ability to cope with the demands of my life: 20% Strongly agree, 48% Agree, 25% Somewhat agree, 6% Somewhat disagree, 2% Disagree, 1% Strongly disagree
- I am comfortable reaching out for support when I need it: 13% Strongly agree, 30% Agree, 34% Somewhat agree, 15% Somewhat disagree, 6% Disagree, 2% Strongly disagree
- 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: 9% Strongly agree, 26% Agree, 45% Somewhat agree, 12% Somewhat disagree, 6% Disagree, 2% Strongly disagree

**Figure 50b: Ratings of mental health and resiliency statements (international)**

- I am confident in my ability to cope with the demands of my life: 36% Strongly agree, 47% Agree, 15% Somewhat agree, 4% Somewhat disagree, 2% Disagree
- I am aware of personal signs when I experience too much stress: 37% Strongly agree, 45% Agree, 12% Somewhat agree, 3% Somewhat disagree
- I am comfortable reaching out for support when I need it: 30% Strongly agree, 36% Agree, 27% Somewhat agree, 5% Somewhat disagree
- 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: 20% Strongly agree, 37% Agree, 33% Somewhat agree, 8% Somewhat disagree

**Impact of Mental Health and Stressors on Academic Performance**

Students reported whether they had experienced a range of issues, and whether those issues had negatively affected their 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: 41%, n = 307; international: 34%, n = 57), followed by anxiety (domestic: 28%, n = 214; international: 27%, n = 44).
Figure 51a: Impact of various issues on academic performance (domestic respondents)

<table>
<thead>
<tr>
<th>Issue</th>
<th>0%</th>
<th>10%</th>
<th>20%</th>
<th>30%</th>
<th>40%</th>
<th>50%</th>
<th>60%</th>
<th>70%</th>
<th>80%</th>
<th>90%</th>
<th>100%</th>
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</thead>
<tbody>
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<td></td>
<td>16%</td>
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<td>7%</td>
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<tr>
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<tr>
<td>Depression</td>
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<td>26%</td>
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<td>7%</td>
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<tr>
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<td>45%</td>
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<td>24%</td>
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<td>10%</td>
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<td>9%</td>
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<tr>
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<td>36%</td>
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</table>

- This did not happen to me/Not applicable
- I have experienced this issue but my academics have not been affected
- Received a lower grade on an exam or important project
- Received a lower grade in a course
- Received an “incomplete” or dropped a course
- Significant disruption in my studies
Figure 51b: Impact of various issues on academic performance (international respondents)

<table>
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<th>Issue</th>
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<td>Depression</td>
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<td>Internet use/computer games</td>
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<td>27%</td>
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<td>Participation in extracurricular activities (e.g. campus clubs,</td>
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<td>28%</td>
<td>6%</td>
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- This did not happen to me/Not applicable
- I have experienced this issue but my academics have not been affected
- Received a lower grade on an exam or important project
- Received a lower grade in a course
- Received an “incomplete” or dropped a course
- Significant disruption in my studies
Finances

Thirty one percent (n = 250) of domestic and 18% (n = 33) of international respondents said that they require a loan that they are expected to pay back to finance their initial year at UBC. Most domestic respondents indicated a government student loan as the major source of their loan (64%, n = 174). Fifty one percent (n=21) of international respondents said their main source of a loan was their parents/family/friends. Note only 41 international respondents indicated the major source of their loan.

Figure 52: Major source of loan

<table>
<thead>
<tr>
<th>Source</th>
<th>Domestic</th>
<th>International</th>
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<tbody>
<tr>
<td>Government student loan</td>
<td>64%</td>
<td>51%</td>
</tr>
<tr>
<td>Parents/family/friends</td>
<td>29%</td>
<td>20%</td>
</tr>
<tr>
<td>Bank loan</td>
<td>5%</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Credit cards</td>
<td>1%</td>
<td>7%</td>
</tr>
</tbody>
</table>

Note: Only n = 41 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 was $9,736.30. The range was $1,000 to $40,000, while the median was $9,800.00 and mode was $10,000. For international respondents, the average loan amount indicated was $27,740.59, the median was $27,500.00, and the mode was $30,000. It should be noted that only 34 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 = 457) of domestic student respondents indicated their parents/family/friends were paying for 41% or more of their costs, and 14% (n = 112) 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 80% (n = 144) noting that parents/family/friends provided 61% or more of their funding.
Figure 53a: Domestic respondents’ sources of funding for tuition and other expenses

<table>
<thead>
<tr>
<th>Source of Funding</th>
<th>0-20%</th>
<th>21-40%</th>
<th>41-60%</th>
<th>61-80%</th>
<th>81-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents/family/friends</td>
<td>31%</td>
<td>12%</td>
<td>15%</td>
<td>17%</td>
<td>25%</td>
</tr>
<tr>
<td>Government student loans</td>
<td></td>
<td></td>
<td></td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Personal savings</td>
<td>74%</td>
<td>15%</td>
<td>5%</td>
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<td></td>
</tr>
<tr>
<td>Scholarships/bursaries/grants</td>
<td>83%</td>
<td></td>
<td>9%</td>
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</tr>
<tr>
<td>Band funding (First Nations/Aboriginal)</td>
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<td></td>
<td></td>
<td>97%</td>
</tr>
<tr>
<td>Bank loans/credit cards/lines of credit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>96%</td>
</tr>
<tr>
<td>Employment (other than working for pay at UBC)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>96%</td>
</tr>
<tr>
<td>Spouse/partner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>99%</td>
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<tr>
<td>Working for pay at UBC</td>
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<td>100%</td>
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</tbody>
</table>

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

Figure 53b: International respondents’ sources of funding for tuition and other expenses

<table>
<thead>
<tr>
<th>Source of Funding</th>
<th>0-20%</th>
<th>21-40%</th>
<th>41-60%</th>
<th>61-80%</th>
<th>81-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents/family/friends</td>
<td>10%</td>
<td>7%</td>
<td>17%</td>
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<td>63%</td>
</tr>
<tr>
<td>Scholarships/bursaries/grants</td>
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<td></td>
<td></td>
<td></td>
<td>96%</td>
</tr>
<tr>
<td>Government student loans</td>
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<td>96%</td>
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<tr>
<td>Personal savings</td>
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<td>93%</td>
</tr>
<tr>
<td>Sponsorship for international students</td>
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<tr>
<td>Bank loans/credit cards/lines of credit</td>
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<td>94%</td>
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<tr>
<td>Spouse/partner</td>
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<td>99%</td>
</tr>
</tbody>
</table>

Note: The option of Band funding (First Nations/Aboriginal) was excluded from this graph.
Just under two-thirds (64%, n = 32) 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 34% (n = 17) noted that their band covered 61% or more of their costs.

Figure 54: Band funding coverage of tuition and other expenses among Aboriginal respondents

About two-thirds of international (64%, n = 114) and three quarters of domestic respondents (75%, n = 597) rated their level of concern to fund 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. In terms of level of concern to finance their entire university education, 50% (n = 398) of domestic and 46% (n = 82) of international students selected “5 – Very concerned” or “4.”

Figure 55: Level of concern for financing first year (blue) and entire university education (green)

Eight percent of domestic (n = 59) and 25% of international (n = 44) 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, 45% (n = 28) of domestic and 56% (n = 25) of international respondents said that they would have been able to attend UBC had they not received the scholarship or financial award. Another 45% (n = 28) of domestic and 36% (n = 16) of international respondents selected that they would have been able to attend, but it would have been financially difficult. Most respondents (71% (n = 43) domestic, 66% (n = 29) international) would have still chosen to attend UBC had they not been given the scholarship or financial award. It should be noted that only 44 or 45 international respondents answered the scholarship follow-up questions.
Plans, Intentions, and Expectations

Selecting a Major
About half (51%, n = 380) of domestic and 55% (n = 89) of international respondents knew what their program specialization/major would be.

Graduation
Sixty four percent of domestic (n = 472) and 46% (n = 74) 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 five percent (n = 41) 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 university respondents planned to transfer to. It should be noted that only 48 domestic and 20 international respondents were asked about their transfer plans.

Average Grades
Most domestic respondents (55%, n = 408) expected to achieve an average grade range of B-/B/B+ during their first year, while about two-thirds (65%, n = 105) of international respondents anticipated to obtain an A-/A/A+ grade range.

Figure 56: Expected grade range for first year

Note: The range of “Lower than C-” was excluded from this figure as 0% of respondents selected this option.
References

