



Okanagan Senate
THE FIFTH REGULAR MEETING OF
THE OKANAGAN SENATE
FOR THE 2018/2019 ACADEMIC YEAR

THURSDAY, 31 JANUARY 2019
3:30 P.M. | SCI337

1. Call to Order – Dr Deborah Buszard
2. Minutes of the Meeting of 13 December 2018 – Dr Deborah Buszard (approval) (docket pages 2-11)
3. Business Arising from the Minutes - Dr Deborah Buszard (information)
4. Remarks from the Deputy Vice-Chancellor and Related Questions - Prof. Deborah Buszard (information)
5. Academic Policy Committee – Dr Jan Cioe
Joint Board and Senate Policy #73: Academic Accommodations for Students with Disabilities (approval) (docket pages 12-31)
6. Admission & Awards Committee – Dr Gregory Wetterstrand
 - a. Revised Admission Requirements to the Bachelor of Management (approval) (docket pages 32-34)
 - b. Graduate Student Declaration (approval) (docket pages 35-39)
 - c. Revision to College of Graduate Studies Transfer Credit Regulations (approval) (docket pages 40-43)
 - d. New and Revised Awards (approval) (docket pages 44-46)
7. Reports from the Provost – Dr Ananya Mukherjee-Reed
 - a. 2018-2019 Report on Enrolment (information) (docket pages 47-111)
 - b. 2017-2018 Report on External Reviews (information) (docket pages 112-115)
8. IN CAMERA – Report from the Deputy Vice-Chancellor (approval) (circulated under separate cover)
9. Other Business

The Rules and Procedures of the Okanagan Senate states that meetings will adjourn no later than 5:30 p.m. Regrets: Telephone 604.822.5239 or e-mail: facsec@mail.ubc.ca

UBC Senates and Council of Senate website: <http://www.senate.ubc.ca>



OKANAGAN SENATE

MINUTES OF 13 DECEMBER 2018

DRAFT

Attendance

Present: Prof. D. Buzard (Vice-Chair), Mr C. Eaton (Acting Secretary), Dr S. Alam, Dr P. Arthur, Ms H. Berringer, Dr M. Campbell, Dr R. Campbell, Dr D. Carter, Dr S. Chong, Dr J. Cioe, Ms C. Comben, Ms B. Dawson, Ms T. Ebl, Dr J. Eikenaar, Ms M. Harper, Dr J. Jakobi, Dr J. Johnson, Dr R. Lalonde, Dr R. Lawrence, Dr S. Lawrence, Dr M. Legault, Dr Y. Lucet, Dr S. McNeil, Dr A. Mukherjee-Reed, Dr S. O'Leary, Mr F. Pena, Mr A. Pipke, Ms M. Reekie, Dr D. Roberts, Dean *Pro Tem*. B Rutherford, Dean *Pro Tem*. D. Tannant, Mr J. Traplin, Dr G. Wetterstrand.

Regrets: Mr U. Anyaoha, Dr P. Baker, Dean G. Binsted, Mr Y. Chen, Dr J. Corbett, Mr I. Cull, Dean B. Frank, Ms L. Fraser, Chancellor L. Gordon, Dr J. Gustar, Dr M Hoorfar, Dr J. Hossain, Dr J. Loeppky (LOA), Ms B. MacBean Dr B. Marcolin, Mr J. Naqvi, Dean J. Olson, Dr S. Ono, Dr K. Ross, Dr R. Sadiq, Ms R. Snider, Dean R. Sudgen, Mr V. Tamdong, Dean B. Traister, Dr P. Wylie.

Call to Order

The Vice-Chair of the Senate, Professor Deborah Buszard, called the meeting to order at 3:32 pm.

By general consent, an agenda item was added under Other Business by Senator Eikenaar on committee appointments.

Senate Membership

RESIGNATION

The Acting Secretary, Mr Christopher Eaton, announced that a letter of resignation had been received from Ms Kristen Morgan.

NEW MEMBER

Mr Eaton welcomed Dr Ananya Mukherjee-Reed to Senate as Provost and Vice-Principal (Academic), replacing Dr Patricia Lasserre (end of term).

Minutes of 22 November 2018



Jan Cioe
Robert Lalonde

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That the Minutes of the Meeting of 22 November 2018 be approved as corrected.

Corrections: Senator Lalonde sent regrets.

*The Heading “Tributes Committee” should read
“Learning and Research Committee”*

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Approved

Remarks from the Deputy Vice-Chancellor

The Deputy Vice-Chancellor, Dr Deborah Buszard, reminded senate that the “Commons” Library expansion is nearly completed. She advised that UBC has been assured that it will be ready for classes on January 2nd, and the officially opening will be Friday January 25th.

Dr Buszard further noted the great success of the Okanagan Campus “Nobel Night”, and thanked those who presented and hosted.

Dr Buszard noted that the search committee for the next dean of the Faculty of Arts and Sciences had recently suggested that it was time to consider separating the faculty in two. To that end, Dr Buszard and the Provost had met with the dean, associate deans and heads in the Faculty to consider the possibilities, with the key question being what would be the academic benefits of a change to the status quo. She noted that the Faculty of Arts and Sciences was the largest faculty of campus by a factor of 3 and now has close to 300 graduate students. Dr Buszard further advised that she and the Provost would be meeting with the Arts & Sciences Faculty Council tomorrow to continue that conversation.

Senator Cioe asked where we were on the graduate college dean search.

The Provost, Dr Ananya Murherjee-Reed, said that we are going to start in January.

Senator Cioe asked if it would be an external or an internal search for the position.

The Provost said that this would need to be a conversation with the Search Committee once constituted.

Dr Cioe said that a conversation regarding the future of the Faculty of Arts and Sciences was poorly timed due to other conversations, one of which was the conversation around the structure of the BA and the BSc, and secondly this is an inopportune time as we have an external review of the Faculty pending. He noted that he was on the search committee for a previous dean and similar concerns were raised. He suggested that the concerns he heard at that time were ill-



informed. Finally, Dr Cioe suggested that Budget estimates are that the faculty will go into a deficit within three years, and it was important to note that Psychology generates much of Arts and Sciences surpluses and 40% of Psychology students were in the BSc.

Dr Buszard replied that that this was just a conversation. She suggested the review done by Education. She suggested that budget should not be a primary criterion when considering if this is a good academic decision or structure.

Senator Cioe noted the complication of the Arts and Science and Creative and Critical Studies relationship around the Bachelor of Arts if we viewed faculties are primarily degree-holding entities

Senator Roberts said about 11 years ago a previous Provost looked at this and there were challenges with the Barber endowment identified at that time.

Senator Eikenaar asked how we were seen in the local community currently.

Dr Buszard replied that there was a very positive editorial in the Courier by David Bond earlier this week. The Blue and Gold campaign has \$5M set aside for matching funds and the Okanagan campus garnered \$2M of that.

Senator Cioe said that the community has responded well to our outreach activities.

Dr Buszard said we had 12 000 people on campus and we are a big part of the local economy.

Admission and Awards Committee

The Chair of the Senate Admissions & Awards Committee, Dr Greg Wetterstrand, presented. He thanked Senator Legault for taking his place at the previous meeting.

NEW AWARDS

See Appendix A: Awards Report

Greg Wetterstrand Catherine Comben	}	<i>That Senate accept the new awards as listed and forward them to the Board of Governors for approval; and that a letter of thanks be sent to the donors.</i>
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Senator McNeil asked if students who deferred for a year would be eligible for the new awards.

Senator Wetterstrand confirmed they would be eligible.



Approved

Curriculum Committee

The Chair of the Senate Curriculum Committee, Dr Peter Arthur, presented.

DECEMBER CURRICULUM REPORT

See Appendix B: Curriculum Report

Peter Arthur	}	<i>That Senate approve and recommend to the Board of Governors for approval the new course brought forward from Faculty of Applied Science.</i>
Jan Cioe		

Approved

Learning & Research Committee

The Chair of the Senate Learning & Research Committee, Dr Deborah Roberts, presented.

CANDIDATES FOR EMERITUS STATUS

See Appendix C: Emeritus Report

Deborah Roberts	}	<i>That the attached list of individuals for emeritus status be approved and that, pursuant to section 9(2) of the University Act, that they be added to the Roll of Convocation.</i>
Peter Arthur		

Approved

Joint Report of the Admissions and Awards, Academic Policy, and Curriculum Committees

The Chair of the Senate Curriculum Committee, Dr Peter Arthur, presented.

NEW POLICY: POLICY O-129: NON-CREDIT CREDENTIALS

Peter Arthur	}	<i>That Senate approve Policy O-129: Non-Credit Credentials, effective 13 December 2018.</i>
Tamera Ebl		



The Senate recognized Associate Provost Patricia Lasserre to speak to the proposal, she noted that this is a follow-up to the credit version of these policies, O-127 and O-128 to cover those credentials not offered for academic credit.

Senator S. Lawrence noted with concern that Section 1(f) of the proposed policy could be read in such a way as to allow the Board to offer non-credit academic credentials.

By general consent, the proposal was amended to strike “other policies of Senate or the policies of the Board of Governors.” from Section 1 (f) and replace it with “or other policies of Senate.”

Approved as
Amended

Other Business

COMMITTEE APPOINTMENTS

Jannik Eikenaar
Jan Cioe

}

That Mr. Andrew Pipke be appointed to the Curriculum Committee until 31 March 2019 and thereafter until replaced, to replace Ms. Kristen Morgan.

That Mr. Andrew Pipke be appointed to the Learning and Research Committee until 31 March 2019 and thereafter until replaced, to replace Ms. Kristen Morgan.

That Ms. Barb Dawson be appointed to the Learning and Research Committee until 31 March 2019 and thereafter until replaced, to fill a vacancy.

Approved

Dr Buszard vacated the chair.

Dr Arthur assumed the Chair.

IN CAMERA – Report from the Deputy Vice-Chancellor



Adjournment

Seeing no other business, the meeting was adjourned at 5:29 p.m.



Appendix A: Awards Report

NEW AWARDS

The Jaeger Entrance Award

Two entrance awards of \$20,000 each (payable at \$5,000 per year) are offered by AJ Jaeger to two first-year students enrolled in the Bachelor of Fine Arts or Bachelor of Media Studies programs in the Faculty of Creative and Critical Studies at The University of British Columbia, Okanagan campus. The awards will be given to students who have an exceptional portfolio submission as well as demonstrated academic strength. Subject to the recipient continuing to maintain his or her academic standing, the award will be renewable for the second, third, and fourth years of study or until they obtain their first undergraduate degree. The awards are made on the recommendation of the Faculty of Creative and Critical Studies. (First awards available for the 2019/20 Winter Session)

Ross and Linda Fitzpatrick Centennial Scholars Entrance Award

A \$20,000 major entrance award (payable at \$5,000 per year) has been made available through an endowment established by Ross and Linda Fitzpatrick to a first-year student at the University of British Columbia, Okanagan campus. The award will be given to a student who has graduated from a British Columbia secondary school (priority of school districts will be in the following order: 53, 67, 23, 22, 20 or 51) who demonstrates significant financial need, an exceptional work ethic, as well as academic strength. Subject to the recipient continuing to maintain his or her academic standing, the award will be renewable for the second, third, and fourth years of study or until they obtain their first undergraduate degree. The award is made on the recommendation of the adjudication committee. (First award available for the 2020/21 Winter Session)

Andrew Clunas Memorial Bursary

Two bursaries of \$2,000 each have been made available through an endowment established by the family in memory of Andrew Clunas for students in the Okanagan School of Education at The University of British Columbia, Okanagan campus. Andrew Clunas (1883-1969) and his wife Ada raised four children while working very hard on a family farm in Lynne Valley during the Great Depression. He spoke highly of the value of an education and always encouraged his children to pursue opportunities to learn. This bursary, in his honour, will give students in the Okanagan School of Education valuable assistance in their own pursuit of education. The bursaries are adjudicated by Enrolment Services. (First awards available for the 2019/20 Winter Session)

Nursing Students Travel Grants for Rural and Remote Practicum Placements

Travel grants ranging in value from \$200 to \$2,500 have been made available by a private British Columbia Foundation to fourth-year students in the School of Nursing in the Faculty of Health and Social Development at the University of British Columbia, Okanagan campus. The School administers these travel grants, awarding them to students participating in practicums in rural and remote areas of British Columbia. The grants are intended to encourage and support nursing students to participate in rural and remote practicums by helping to defer the transportation and accommodation expenses associated with these practicums. Travel grants are made on the recommendation of the School of Nursing. (First grants available for the 2018/19 Winter Session)



Appendix B: Curriculum Report

FACULTY OF APPLIED SCIENCE

ENGR 542 (3) Engineering and Society

**Appendix C: Emeritus Report**

	First Name	Last Name	Title	Area of Interest	Faculty
Dr.	Susan J.	Wells	Professor Emeritus	Psychology and Social Work	Arts and Sciences
Prof.	Carole	Robinson	Professor Emeritus	Nursing	Health and Social Development
Dr.	Louise	Nelson	Professor Emeritus	Biology	Arts and Sciences





21 January 2019

To: Okanagan Senate

From: Senate Academic Policy Committee

Re: Joint Board and Senate Policy #73: Academic Accommodations for Students with Disabilities

The Academic Policy Committee has reviewed revised Joint Board and Senate Policy #73: *Academic Accommodations for Students with Disabilities*, and is in agreement with the changes made to strengthen the policy and clarify procedures for accommodations and appeals.

For your information, the attached includes an executive summary prepared by the Office of University Counsel for the Board that provides the background and rationale for the changes being made to Policy 73 as well as a summary of the changes themselves. We thank the Office of the University Counsel and the Working Group that they convened for their efforts on these policy revisions. The actual policy to be approved appears on page X of this agenda package.

The Committee is in agreement with the proposal and therefore, the following is recommended to Senate:

Motion: *“That Senate approve Joint Board and Senate Policy #73 Academic Accommodations for Students with Disabilities as set out in the attached.”*

Respectfully submitted,

Dr. Jan Cioe, Chair

Senate Academic Policy Committee



REPORT TO THE BOARD OF GOVERNORS

Agenda Item

SUBJECT	AMENDMENT TO POLICY 73, ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES
MEETING DATE	DECEMBER 4, 2018
Forwarded to the Board of Governors on the Recommendation of the President	
APPROVED FOR SUBMISSION	<hr/> Santa J. Ono, President and Vice-Chancellor
DECISION REQUESTED	IT IS HEREBY REQUESTED that <i>the UBC Board of Governors approve the proposed amendments to Policy 73 (Academic Accommodation for Students with Disabilities)</i>
Report Date	November 5, 2018
Presented By	Hubert Lai, Q.C., University Counsel

EXECUTIVE SUMMARY

The proposed amendments are intended to modernize the Policy and ensure a more effective and accountable process for accommodating students with disabilities at the University, by clarifying the scope of the Policy, outlining the responsibilities for those key members of the University involved in the accommodation process, providing guidance on the principles that apply when determining if an accommodation should be made, and establishing streamlined procedures that are consistent across both the Vancouver and Okanagan campuses.

Attachments

1. A clean copy of proposed Policy #73.
2. A blacklined copy of Policy #73 showing the differences between the proposed version presented to the Board on June 14, 2018 and the version now being presented for approval.
3. A table of comments received through the Call for Comments and the Policy Review Committee's response to each.
4. Frequently Asked Questions about Policy #73.

A copy of the current policy is available at: <https://universitycounsel.ubc.ca/files/2010/08/policy73.pdf>.

INSTITUTIONAL STRATEGIC PRIORITIES SUPPORTED

☒ Learning
 ☐ Research
 ☐ Innovation
 ☒ Engagement
 ☐ International
 (Internal / External)

or ☒ Operational

**DESCRIPTION &
RATIONALE**

Policy #73 (Academic Accommodation for Students with Disabilities), was created in 1999 and has not subsequently been revised. Since then, certain parts of the Policy have become outdated, including the name of the administrative office designated with the primary responsibility for accommodating students with disabilities on the Vancouver campus, and the need for further guidance within the Policy for determining when accommodations are to be made has become apparent.

The Policy was originally intended to apply only to accommodations for students with disabilities of an academic nature, yet there are also non-academic accommodations provided to students with disabilities that are coordinated through the same offices at the University (i.e. the Centre for Accessibility for UBC Vancouver and the Disability Resource Centre for UBC Okanagan), the guidance for which is well placed in this Policy. The Policy itself also did not contain a procedures section or any substantive guidance surrounding implementation of reasonable accommodations for students with disabilities.

The proposed amendments are intended to provide additional guidance for students, faculty and staff in terms of the process by which accommodations for students with disabilities are made at the University, clearly setting out the responsibilities of the key University members involved in the process of accommodation, expanding upon and clarifying the scope of the Policy, defining key terms used, outlining the key principles to be considered when determining and implementing accommodations, ensuring that the current practices for providing accommodation are reflected and more consistent between the two campuses, and establishing refined processes where a student or instructor disagrees with a recommended accommodation.

Responsible Executive: The responsible executive for this Policy, Vice-President, Students, has not changed.

Title: As the Centre for Accessibility (UBC Vancouver) and the Disability Resource Centre (UBC Okanagan) (hereinafter in each case, the "Centre") currently coordinate both academic and non-academic accommodations for students with disabilities, the word "Academic" was removed so that it is clear that the policy applies beyond academic considerations. As the accommodation of University faculty or staff with disabilities is a process that is coordinated by managers in consultation with the Human Resources department, the scope of this Policy remains limited to students.

Background and Purposes: This part was formerly left blank, but now explains the purpose of accommodation in the learning environment, the University's responsibility under the BC *Human Rights Code* and its commitment to providing accommodation to promote human rights, equity and diversity, which is emphasized as being a shared responsibility amongst all members of the University community. It also touches on the principles of Universal Instructional Design, a modernized approach that can minimize the need for students with disabilities to make specific requests for accommodation.

Part 1 (Scope): Former part 1 (General) has been removed as that content is now predominantly covered in the Background and Purposes, section 3.1 and section 4.2. A new Part 1 (Scope) was added to distinguish accommodations made in the employment context, clarifying that this Policy does not apply to

students who are requesting accommodations relating to their employment at the University and directing such accommodation requests to the student's manager. This part also addresses accommodations sought by students for "Temporary Health Issues" (now a defined term), which differ from disabilities and for which students are to follow the academic concessions process set out in Senate Regulation on Academic Concession in the University's academic calendars.

Part 2 (Definitions): The defined terms have been expanded to clarify the different offices at the UBC and Okanagan campuses who are primarily responsible for assisting with accommodation requests, to modify the definition for Accommodation (including no longer being limited to academic considerations), and to include definitions for the Administrative Head of Unit, Instructors and Temporary Health Issues which, among other things, clarify the scope of the Policy and identify those persons at the University that have responsibilities in the accommodation process.

Part 3 (Responsibilities of UBC towards Students with Disabilities): This part has been updated to reflect the current practices across the two campuses by among other things, removing reference to the Disability Liaison Person, which is not currently a recognized function, and explaining that the Centre is responsible for determining a disability-related need for academic concessions for students. It also outlines in sections 3.2 to 3.5 how the University will carry out these responsibilities, including by the Centre providing including information on its website that provides guidance to members of the University about implementation of the Policy.

Part 4 (Responsibilities of Students with Disabilities): This part has been amended so that those responsibilities or statements that contain more detailed information are now included in the procedures section of the Policy, along with clarifying language so that students are aware that failure to comply with their responsibilities may result in delays in providing the accommodation or the appropriate accommodation not being provided. Section 4.2 has also been added from the former General part of the Policy to make it clear that providing accommodation to a student does not remove the need for evaluation and the student is still responsible for meeting the essential requirements of a given course, program or activity.

Procedures: Part 1 (Distinguishing Disabilities from Temporary Health Issues): As academic concessions are often confused with academic accommodations, a new part was added to the Policy to distinguish accommodations for students with disabilities, which falls within the Policy, to accommodations for students with temporary health issues, which are referred to as "concessions" and involve a different process that is set out in the Senate Regulation on Academic Concession in the University's academic calendars. Students and instructors or relevant units are urged to consult the Centre when in doubt about whether a student has a disability or a temporary health issue, especially where the health issue has persisted for more than one term, as the Centre will determine whether it has become a disability.

Procedures: Part 2 (Process for Creating Accommodation): Former part 6 of the Policy (Process for Reaching Accommodation) has been renamed slightly, moved to this part of the new Procedures section of the Policy, and expanded significantly to lay out the process for creating accommodation, step by step.

Some of the additional provisions in this part have been adapted from the former "Responsibilities of Students" part of the Policy, which make the process clearer for readers of the Policy. There is also now further guidance as to how reasonable and appropriate accommodations will be made and what factors are considered, examples of the types of academic and non-academic accommodations (section 2.4), and the responsible instructor or unit's role in implementation of the accommodation is now expressly mentioned. Also, there is a focus on the Centre's review and determination of accommodations being in consultation with the student.

The process for resolving disagreements that instructors may have with recommended accommodations is now incorporated into new sections 3.3 to 3.5 of the Procedures (as explained below).

Procedures: Part 3 (Limits to Accommodation: Undue Hardship and Essential Requirements): As the University has a duty to accommodate students with disabilities to the point of undue hardship, this new part has been added to the Procedures section of the Policy to explain how "undue hardship" is interpreted. Factors that are likely to be considered in making a determination of undue hardship are listed under section 3.1:

1. a substantial risk to health and safety to the student or others;
2. failure of the student to meet an essential requirement of a course, program or activity; or
3. financial or logistical challenges that would seriously compromise or undermine the viability of a course, program or activity.

Section 3.2 of the Procedures sets out the key principles that apply when determining whether a task or requirement of a course, program or activity is an essential requirement. These have been established by case law primarily in the employment context, referred to as 'bona fide occupational requirements', and have been adapted to those essential requirements of a course, program or activity in a public post-secondary institutional setting.

Section 3.3 emphasizes that an instructor has a duty to make accommodations for a student that they have been notified of, subject to undue hardship. Sections 3.3 to 3.6 also set out an informal process for resolving an instructor's concerns where the instructor or other University employee believes that the accommodation determined by the Centre will result in an essential requirement of their course, program or activity being unmet, or will otherwise incur undue hardship. The first stage in this process is to work cooperatively with the Centre to determine whether undue hardship would exist. If the matter is still not resolved, it can be referred to the Registrar or their delegate (in the case of academic accommodations) or to the administrative head of unit or their delegate (in the case of non-academic accommodations), who will promptly consider the request in consultation with the Centre, the instructor, the other University employee and the Office of the University Counsel, as appropriate. For academic accommodations, the Registrar or their delegate will also consult with the Dean. The decision of such decision-maker is final. Pending resolution of the matter, the Centre's recommended accommodation is to be implemented.

Procedures: Part 4 (Documentation): Former Part 5 (Documentation) of the Policy has been updated to reflect that it is specifically the Centre that will be reviewing the documentation for disabilities where accommodation requests have been made and to clarify that the student is responsible for submitting the appropriate documentation to the Centre. Section 4.1 clarifies that the University is not *required* to provide or assume costs for diagnostic services, and also states that the Centre will provide reasonable assistance to students in providing the appropriate documentation.

The additional language in section 4.4 is intended to provide reassurance to students that information released by the Centre about the nature of a disability is only disclosed to relevant instructors or other relevant University employees on a "need-to-know" basis, in order for such persons to perform their duties under the Policy. The former reference to destroying personal documentation retained by the Centre after 5 years has been removed as this practice is not currently feasible for all electronic data. It should also be noted that this requirement is not required because these units are already covered by records retention requirements under UBC Policy #117 (Records Management).

Former sections 5.5.1 and 5.5.2 have been combined into new section 4.5 to streamline the documentation requirements for students whose condition is stable and the language distinguishing between new or returning students has now been removed as the documentation requirements only differ if the student's condition is stable or if there has been a change in their functional abilities. Also, the ability to provide students with accommodation in exceptional circumstances where no documentation for the disability is available, has been modified slightly to provide clarity that such limited accommodation is at the sole discretion of the Centre.

Procedures: Part 5 (Student Appeals): Former Part 7 of the Policy (Appeals) was removed and replaced with a new Part 5 of the Procedures that provides for students appealing academic accommodations. The former appeals section of the Policy provided for a Disability Accommodation Appeal Committee consisting of nine members appointed for up to three years, with appeals being heard by three of the members. However, in the limited times there has been an appeal under this Policy, the involvement of such a committee has been a very slow and inefficient process, which leaves the student without resolution for a potentially detrimental period of time. It is also challenging to put in place a committee with the expertise that is needed to review such a decision.

There are now two stages of University review processes for Students who are dissatisfied with an accommodation decision. Students are encouraged to first contact the Centre with their concerns regarding an accommodation. This provides an informal resolution process whereby another advisor or the director of the Centre will review the student's concerns in consultation with other University staff and departments, and make a decision based on advice from the Office of the University Counsel.

If the result of the informal resolution process outlined in section 5.1 is not resolved to the satisfaction of the student, there is a second streamlined and efficient process whereby students can appeal to the Responsible Executive for the Policy, or their delegate, to review the accommodation decision and supporting documentation provided, and make a decision as to whether to vary

the accommodation determination of the Centre within a very short timeframe (i.e. 10 days). In making this decision, the Responsible Executive or their delegate will consult with medical professionals, legal counsel or others as appropriate to ensure that the Responsible Executive or their delegate has the appropriate expertise to make the decision (i.e. functional limitations of a disability and Human Rights law). This new process allows for prompt resolution for the student.

It is also made clear in this section of the Policy that pending such appeal decisions, the accommodation determination of the Centre will be implemented (similar language is included for an appeal by instructors or other employees in section 3.6).

The student is still free to pursue other avenues outside of the Policy, including filing a discrimination claim under UBC Policy #3 (Discrimination and Harassment) or a complaint with the BC Human Rights Tribunal.

BENEFITS Learning, Research, Financial, Sustainability & Reputational	These amendments will bring the Policy into alignment with the University's existing practices, creating a more consistent process across the two campuses and establishing key principles that will guide the extent to which the University's responsibility for providing accommodations for students with disabilities is to be made. This better reinforces the University's commitment to its moral and legal duty to accommodate.
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CONSULTATION Relevant Units, Internal & External Constituencies	<p>The University Counsel constituted a Policy Review Committee to consider and advise on the proposed new Policy. The Committee was comprised of the following members:</p> <ul style="list-style-type: none"> • Paul Hancock, Legal Counsel, Information and Privacy (Chair) • Winsome Glover, Associate, Richards Buell Sutton LLP (Secretary) • Janet Mee, Director, Centre for Accessibility • Eldon Graham, UBC Student Accessibility Network (formerly UBC Disabled Students' Association) • Max Holmes, Vice-President Academic & University Affairs, Alma Mater Society • Shirley Nakata, Ombudsperson for Students • Susanne Goodison, Director, Arts Academic Advising Services • Christina Hendricks, Academic Director, Centre for Teaching, Learning and Technology (succeeded Simon Bates, Senior Advisor, Teaching and Learning Academic Director, Centre for Teaching, Learning and Technology during the community consultation period) • Stephanie Oldford, Academic Governance Officer, Enrolment Services (following the community consultation period) • Earllene Roberts, Manager, Disability Resource Centre - UBC Okanagan • Tanya Forneris, Associate Director, School of Health and Exercise Sciences - UBC Okanagan • Rachelle Hole - Associate Professor, School of Social Work - UBC Okanagan
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Proposed amendments to Policy #73 were presented to the Board of Governors for information on June 14, 2018. The University then widely solicited comments on the proposed Policy in the following manner: The initial proposal for Policy 73 was published on the website of the Office of the University Counsel (OUC) under a call for comments on June 25, 2018, with a long

comment period running until September 30, 2018. A UBC Bulletin addressed to the UBC Executive, Deans and other senior academic leaders, academic heads, directors and managers on both campuses highlighting the key elements of the amendments to Policy #73 and calling for comments, was sent by email to the University community. Also, a special outreach was made by email to each of the UBC Student Accessibility Network (then the UBC Disabled Students' Association) at the Vancouver campus and the President of the UBC Student Union Okanagan, inviting comments on the proposed amendments to Policy #73.

A number of comments (included in the attached table with the Policy Review Committee's response to each comment) were received from faculty, staff, students and student organizations.

The Policy Review Committee reviewed the comments it had received and unanimously approved a number of revisions to improve the clarity and effectiveness of the proposed Policy. The following are the more significant of these revisions:

- Clarifying that the Policy applies to activities such as work term placements by clarifying in section 1.1 of the Policy that the Policy applies to students with disabilities *engaged in a course, program or activity offered by UBC*.
 - Adding new wording in section 3.3 of the Policy to clarify that the Centre is responsible for creating and maintaining information on a University website to provide guidance to the University community about implementation of this policy. Currently, this information is in the form of FAQs, which are attached to this memo.
 - Amending section 3.4 of the Policy to provide further clarity as to the Centre and the faculty/school's role in determining disability-related needs for academic concessions. Section 2.4.1.1 of the Procedures has also been removed to avoid repetition of what is already included in section 3.4.
 - Removing wording in section 4.1.5 of the Policy that refers to the instructors or unit coordinating implementation of the accommodation at the course or program level as section 4.1 of the Policy is dedicated to responsibilities of the student. This wording relates to the University's responsibilities and it is already reflected in the appropriate place in section 3.5 of the Policy.
 - Adding a new sentence to section 4.2 of the Policy to make it clear to students that there may be consequences should they not provide their letter of accommodation to the instructor or unit from whom they are seeking accommodation at all or within the timeframes under the Policy. As a result, similar wording has been included in section 2.6 of the Procedures that students are expected to provide the letter of accommodation to each instructor or unit in order to be able to benefit from the accommodation has been removed.
 - Rewording sections 1.1 and 1.2 of the Procedures to clarify that temporary health issues are dealt with through academic concessions, which will be determined by the relevant faculty or school.
 - Adding a requirement to section 2.2 of the Procedures that instructors are responsible to provide the Centre with information relating to an exam at least 2 business days prior to the scheduled exam date. The reason for this
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change is that the Centre sometimes does not receive exam materials from instructors until it is too late to arrange the appropriate accommodations.

- Expanding the examples of academic accommodations in section 2.4.1 of the Procedures to include further types of accommodations (although not an exhaustive list) to promote awareness of what accommodation services can be provided. Examples of more common types of accommodations at the University are also included in the Centre's FAQs (discussed further below).
- Amendments to sections 3.1 and 3.2 of the Procedures to set out in a clear and more concise manner the factors to be considered in determining whether undue hardship will occur and whether essential requirements of a course, program or activity will be compromised if accommodation is provided.
- Removing the specific timeframes within which a student may initiate the resolution processes under sections 5.1 and 5.2 of the Procedures. Upon further consideration of these timeframes, the Committee decided this would be unfair to students where, given the nature of their disability, they may not determine that they are in disagreement with the accommodation decision until much later.
- The Director of Investigations being replaced by the Responsible Executive for Policy #73 for the purposes of deciding student appeals under section 5 of the Procedures. After further considering the Director of Investigations' role under Policy #3 (Discrimination and Harassment), the Policy Review Committee felt that there was potential for a conflict of interest if after an appeal under section 5.2-5.3 of the Procedures, a student commenced a complaint under Policy #3. An additional obligation has also been included in new section 5.3.3 for the Responsible Executive or their delegate to consult with other professionals for the appropriate expertise to make their decision, such as medical professionals and external legal counsel.
- Removing section 5.6 from the Policy as the right of appeal to the Senate Standing Committee on Academic Standing would only apply in certain situations, and including such details would make the Procedures needlessly complicated given the various factors that would determine this.

As many of the comments received during the community consultation period were questions as to how certain parts of the proposed Policy would work in practice, the Policy Review Committee decided that Frequently Asked Questions (FAQs) about the proposed Policy would be the appropriate format for providing this level of detail. Copies of these FAQs are attached to this memo. Upon final approval of the proposed Policy, each Centre will post these FAQs on their website and update these when necessary as guidance for faculty, staff and students about the accommodation process under Policy #73.


One of the issues that was highlighted for specific consideration through the community consultation period was the mechanism for instructors or other University employees seeking review of an academic accommodation decision to determine whether undue hardship would be incurred. Several writers urged the Committee to ensure that this review process is timely and allows for a decision to be made by an individual at the University with appropriate expertise and through the appropriate consultation. The Policy Review Committee received one comment, from the Okanagan Senate Academic Policy Committee, regarding the Registrar being the final decision-maker in this

process. The Senate Committee felt that it would be more reasonable for the final decision-maker to be the Dean, not the Registrar. The Policy Review Committee considered this alternative, however it decided to maintain the Registrar as the appropriate person to make this decision. This is more consistent with the Senate policy on program requirements, which makes the Registrar the ultimate decision-maker. Also, the Committee decided that maintaining a single decision-maker would promote consistency in decisions and would also help to avoid unnecessary delays or trauma to the parties affected by the decision. However, to ensure that the Deans have a voice in the decision, the Committee added a requirement for the Registrar to consult with the relevant Dean, and also to consult with the Centre, the relevant Instructor or other University employee, and the Office of the University Counsel, as appropriate.

During the review of the Policy, there were resource issues identified with respect to the University meeting its responsibility to provide accommodations to students with disabilities, the key one being the limited availability of space at both campuses for providing accommodations. For example, in some instances an appropriate room is not available on campus for a student with disabilities to be able to write an exam for which they have received an accommodation. The lack of adequate staff resources to process accommodation requests was also identified as an issue. The Policy Review Committee felt it was appropriate to bring this to the attention of the Board as part of this review process.

As the proposed Policy is to be a joint Senate and Board policy, the Policy is also being submitted to the Vancouver and Okanagan Senates through the relevant Senate committees.

Previous Report Date	May 15, 2018
Decision	Presented to the Board for information and input, following which community consultation was undertaken.

 <p>The University of British Columbia Board of Governors Okanagan Senate Vancouver Senate</p>	<p>Policy No.:</p> <p>73</p>	<p>Approval Date: May 1999</p> <p>Last Revision: December 2018 [anticipated]</p>
<p>Title:</p> <p>Accommodation for Students with Disabilities (Joint Senate and Board Policy)</p>		
<p>Background & Purposes:</p> <p>The purpose of this Policy is to outline the principles, responsibilities and processes for the provision of Accommodation for Students with Disabilities.</p> <p>The purpose of Accommodation is to create an accessible learning environment that enables all Students to meet the essential requirements of UBC's courses, programs and activities. UBC is committed to providing Accommodation to promote human rights, equity and diversity, and to comply with its duty under the British Columbia <i>Human Rights Code</i> to make its services and facilities available in a manner that does not discriminate. Students will be Accommodated in a way that respects their dignity, privacy and autonomy. Once Accommodated, Students are responsible for following Accommodation procedures in order to meet the essential requirements of their course, program or activity.</p> <p>The Centre for Accessibility on the Vancouver campus and the Disability Resource Centre on the Okanagan campus are the offices that are designated to assist UBC in integrating Students with Disabilities into all aspects of University life and are responsible for assisting Students and their Instructors with Accommodation. Providing Accommodation to Students with Disabilities is a shared responsibility amongst all members of the UBC community.</p> <p>UBC recognizes the benefits of the application of Universal Instructional Design principles to the built and learning environments at UBC. These principles are a comprehensive approach to classroom interaction and evaluation and include flexibility of delivery systems and evaluation methods.</p>		

1. Scope

- 1.1. This Policy applies to Students with Disabilities engaged in a course, program or activity offered by UBC. Where a person is both a Student

and employee of UBC, this Policy only applies to those activities that are associated with the person's status as a Student. Students should consult with their manager insofar as their request for Accommodation relates to their employment at UBC.

- 1.2. This Policy does not apply to Students who experience Temporary Health Issues. Students experiencing Temporary Health Issues should seek an academic concession following the processes under the Senate Regulation on Academic Concession set out in UBC's Academic Calendars.
- 1.3. This Policy also applies to UBC staff and faculty with respect to their shared responsibility to Accommodate Students with a Disability.

2. **Definitions**

- 2.1. "**Accommodation**" or "**Accommodate**" refers to any modification that reduces or eliminates barriers to participation arising when Students with Disabilities interact with UBC's facilities or its teaching, learning and assessment methods and materials.
- 2.2. "**Administrative Head of Unit**" is any one of the following, as the context requires: Director of a service unit, Head of an academic department; Director of a centre, institute or school; Principal of a college; Dean; Associate Vice-President; University Librarian; Registrar; Vice-President; Deputy Vice-Chancellor & Principal; or President.
- 2.3. "**Centre**" means, in the case of UBC Vancouver Students, the Centre for Accessibility and in the case of UBC Okanagan Students, the Disability Resource Centre.
- 2.4. Person(s) with a "**Disability**" or "**Disabilities**" means persons who:
 - 2.4.1. have a significant and persistent mobility, sensory, learning, or other physical or mental health impairment;
 - 2.4.2. experience functional restrictions or limitations of their ability to perform the range of life's activities; and
 - 2.4.3. may experience attitudinal and/or environmental barriers that hamper their full and self-directed participation in University activities.
- 2.5. Reference to "**Instructors**" in this Policy shall mean, as the context requires, the instructor of record for the particular course or the Head for the particular program for which the Student is seeking Accommodation, and for graduate Students who are enrolled in a thesis or dissertation, the graduate Student's supervisor for these activities for which the Student is seeking Accommodation.

- 2.6. **"Student"** means a person who:
 - 2.6.1. is registered in credit or non-credit courses offered by UBC; or
 - 2.6.2. has formally applied to UBC as a prospective Student.
- 2.7. **"Temporary Health Issues"** are temporary medical impairments or injuries that are unrelated to a Disability and are likely to be substantially resolved in less than one term.

3. **Responsibilities of UBC towards Students with Disabilities**

- 3.1. UBC has a responsibility to:
 - 3.1.1. provide an inclusive and welcoming environment for Students with Disabilities;
 - 3.1.2. ensure that eligible Students are not denied admission on the basis of their Disability;
 - 3.1.3. make its facilities, courses and programs accessible to Students with Disabilities;
 - 3.1.4. provide reasonable Accommodation to Students with Disabilities to the point of undue hardship;
 - 3.1.5. provide advice and guidance for Students with Disabilities about the Accommodation process;
 - 3.1.6. provide information on its academic calendar and website regarding the Accommodation process; and
 - 3.1.7. ensure that faculty and staff are provided relevant information about UBC's policies and procedures associated with providing Accommodation to Students with Disabilities and are familiar with broader accessibility issues.
- 3.2. UBC will carry out the responsibilities set out in section 3.1 in a manner consistent with the *BC Human Rights Code* and other applicable legislation.
- 3.3. The Centre is the office at UBC that is primarily responsible for carrying out the responsibilities set out in section 3.1. In particular, what this means for section 3.1.7 is that the Centre is responsible for including information on its web site that provides guidance to members of the UBC community about implementation of this Policy. Instructors and other UBC employees are responsible for assisting the Centre to carry out its mandate.
- 3.4. The Centre is responsible for determining Accommodations for Students with Disabilities. The Centre is also responsible for determining a

Disability-related need for academic concessions for Students. If the Centre determines that a Student requires an academic concession for reasons related to a Disability, the Centre will notify the relevant faculty or school of such requirement. The faculty or school will then determine what academic concession is to be granted to the Student. For clarity, any appeal of such a decision for academic concession will be governed by the Senate Regulation on Academic Concession set out in the Academic Calendars.

- 3.5. Instructors and other UBC employees are responsible for implementing these Accommodations with the advice and support of the Centre. The Centre is responsible for implementing Accommodations that cannot reasonably be provided at a program level.

4. Responsibilities of Students with Disabilities

- 4.1. Students with a Disability seeking Accommodations for their Disability have a responsibility to:
 - 4.1.1. contact the Centre about any requested Accommodation in a timely manner (as set out in the Procedures) to allow for arrangement of Accommodation;
 - 4.1.2. provide the appropriate documentation of their Disability to the Centre;
 - 4.1.3. notify the Centre of any changes to their Accommodation requirements;
 - 4.1.4. comply with instructions and procedures for developing and implementing the Accommodation; and
 - 4.1.5. at the beginning of each term or otherwise at the earliest available opportunity, provide the letter of Accommodation received from the Centre to the Instructors or unit from whom they are seeking Accommodation, and to other UBC employees, as appropriate.
- 4.2. Failure to comply with the above responsibilities may result in delays in providing the Accommodation or the appropriate Accommodation not being provided. While providing Accommodation enables Students with a Disability to have an alternative means of meeting essential requirements of the course, program or activity, fulfilling essential requirements remain the Students' responsibility. Providing Accommodation shall not lower the academic standards of UBC, and shall not remove the need for evaluation or assessment and the need to meet essential requirements.

PROCEDURES

Approved: December 2018 [anticipated]

Pursuant to Policy #1: Administration of Policies, “Procedures may be amended by the President, provided the new procedures conform to the approved policy. Such amendments are reported at the next meeting of the Board of Governors.” Note: the most recent procedures may be reviewed at: <http://universitycounsel.ubc.ca/policies/index/>.

1. Distinguishing Disabilities from Temporary Health Issues

- 1.1. The Centre's responsibility to provide Accommodation under this Policy applies only to Students with Disabilities, not Temporary Health Issues. Such issues involve a different process and are addressed under the Senate Regulation on Academic Concession set out in UBC's Academic Calendars. Under that process, the relevant faculty or school will determine the appropriate academic concession that should be made, if any.
- 1.2. Where there is uncertainty about whether a Student has a Temporary Health Issue or a Disability, Students, their Instructors or other relevant UBC employees should consult with the Centre. Such consultation is especially important where a Student's Temporary Health Issue has persisted for more than one term as the Centre will determine whether the issue has become a Disability.

2. Process for Creating Accommodation

- 2.1. Students requesting Accommodation are responsible to register with the Centre and to provide appropriate documentation as set out in section 4 of the Procedures. Students are encouraged to make contact with the Centre as soon as reasonably possible to ensure it has sufficient time to properly review Accommodation requests and to coordinate any necessary arrangements.
- 2.2. All requests for exam and other test Accommodations (e.g., extended time, alternative location, etc.) must be received by the Centre at least 7 calendar days prior to the scheduled date for mid-term examinations/tests and 7 calendar days prior to the start of formal examination periods. Students are advised to make such Accommodation requests to the Centre as soon as possible to avoid delays in service. Instructors are responsible to provide information relating to the examination or test to the Centre at least 2 business days prior to the scheduled date for such examination or test.
- 2.3. In consultation with the Student, the Centre will review the documentation provided by the Student seeking Accommodation, identify necessary

academic adjustments, auxiliary aids, and/or services, and determine the Accommodations that are reasonable and appropriate. Accommodations will be made on an individual basis, taking an intersectional and holistic view of both the individual and the environment, based on factors such as the functional impact of the Disability and the Student's field of study.

2.4. The Centre may determine the following types of Accommodations:

2.4.1. academic Accommodations (e.g. exam-related Accommodations, captioning and sign interpreting, note-taking, course materials in alternate formats, customized exam formats, adaptive equipment / assistive technology and relocation of classes); and

2.4.2. non-academic Accommodations (e.g. Accommodations for housing, parking or recreational activities).

2.5. The Centre will prepare a letter of Accommodation which details the specific Accommodation the Centre has determined, and explains how to implement that Accommodation.

2.6. At the beginning of each term or otherwise at the earliest available opportunity, Students are expected to provide the letter of Accommodation given to them by the Centre to each Instructor or unit from whom they are seeking Accommodation. The Instructor or unit is responsible for implementing the recommended Accommodation and providing all relevant information regarding the Accommodation to the members of the course or program teaching team. The Centre is responsible for coordinating the support services to be provided for the approved Accommodation where those services cannot reasonably be provided at the program level.

3. Limits to Accommodation: Undue Hardship and Essential Requirements

3.1. UBC's duty to Accommodate Students with Disabilities is limited to providing reasonable Accommodation without incurring undue hardship, as that term has been interpreted under BC law. What constitutes undue hardship varies based on, and must be considered in the context of, the circumstances of each individual case. However, undue hardship is likely to exist when an Accommodation could reasonably be expected to result in:

3.1.1. a substantial risk to health or safety to the Student or others;

3.1.2. failure of the Student to meet an essential requirement of a course, program or activity; or

3.1.3. financial or logistical challenges that would seriously compromise or undermine the viability of a course, program or activity.

- 3.2. For the purposes of this Policy, essential requirement(s) are the tasks or requirements of a course, program or activity that must be acquired or demonstrated in order for a Student to successfully meet the objectives of, and that cannot be altered without compromising the fundamental nature of, the course, program or activity. Identifying essential requirements is critical in determining appropriate Accommodations. The following factors determine whether or not a task or requirement of a course, program or activity is an essential requirement:
- 3.2.1. the task or requirement is rationally connected to the Student's ability to successfully complete the course, program or activity;
 - 3.2.2. the task or requirement was included in good faith, in the belief that it was necessary for the fulfillment of the objectives of that course, program or activity; and
 - 3.2.3. the task or requirement is reasonably necessary for the Student to successfully complete the course, program or activity.
- 3.3. Instructors or other UBC employees who have been notified of an Accommodation for a Student in their course, program or activity have a duty to make such Accommodations, subject to undue hardship. If the Instructor or other UBC employee believes that the Accommodations determined by the Centre will result in an essential requirement of their course, program or activity being unmet or will otherwise incur undue hardship, they must contact the Centre to discuss their concerns, and work cooperatively to determine whether undue hardship would arise if the Accommodation were implemented.
- 3.4. If the Instructor or other UBC employee cannot reach agreement with the Centre on the issue of whether the Accommodation will result in undue hardship, any of them may refer the matter to the following decision-maker or their delegate in the applicable faculty or administrative unit:
- 3.4.1. for academic Accommodations, the Registrar; and
 - 3.4.2. for non-academic Accommodations, the Administrative Head of Unit.
- The decision-maker referenced in section 3.4 will promptly consider the request in consultation with the Centre, the relevant Instructor or other UBC employee, and the Office of the University Counsel, as appropriate. For academic Accommodations, the decision-maker will also consult with the Dean.
- 3.5. The decision of this decision-maker as to whether an Accommodation would incur undue hardship is final, and the Centre will amend its Accommodation determination if required to comply with this decision.

Pending this final decision, the Instructor or other UBC employee will be required to implement the Accommodation determination of the Centre.

4. Documentation

- 4.1. Students must ensure that documentation acceptable to the Centre is obtained from medical doctors, registered psychologists or other health professionals who are appropriately certified and/or licensed to practice their professions and have specific training, expertise, and experience in the diagnosis of the particular Disability for which Accommodation is being requested. The Centre will provide reasonable assistance to Students to obtain such documentation. UBC is not required to provide or assume the costs of diagnostic services.
- 4.2. Students should submit documentation outlining the nature of the Disability, along with a detailed explanation of the functional impact of the Disability. A diagnosis alone is not sufficient to support a request for an Accommodation.
- 4.3. Documentation must be current. For Students who have a stable condition, usually no more than 3 years must have elapsed between the time of the assessment and the date of the initial request for Accommodation.
- 4.4. All medical information obtained by the Centre will be treated as confidential. When releasing information about the nature of the Disability to Instructors or other relevant UBC employees, its likely impact in an academic setting and recommended Accommodations, the Centre's actions will be governed by the *BC Freedom of Information and Protection of Privacy Act*. This information is disclosed to such persons on a "need-to-know" basis in order for them to perform their duties under the terms of this Policy.
- 4.5. When a Student's functional abilities have shown significant change since the documentation was submitted (i.e. either an improvement or deterioration of status has taken place or is expected to take place) or when the Student's Accommodation requests have changed significantly over the course of their studies, new or updated information may be requested by the Centre. UBC is not required to provide or assume the cost of diagnostic services.
- 4.6. In exceptional circumstances, at the sole discretion of the Centre, a Student may be provided Accommodation on a limited basis without documentation.

5. Student Appeals

- 5.1. Where a Student disagrees with an Accommodation decision, he or she should advise the Centre of the Student's concerns. The Accommodation

decision will be reviewed by a Centre Accessibility Advisor, Manager or Director who was not involved in the original Accommodation decision. This individual will make a timely decision about whether to vary the Accommodation, and will provide the Student with reasons for such decision in writing, after:

- 5.1.1. conducting a review of all relevant documentation;
 - 5.1.2. consulting with the appropriate Instructors, Administrative Heads of Unit, or other UBC employees as required; and
 - 5.1.3. seeking advice from the Office of the University Counsel.
- 5.2. If the resolution process outlined in section 5.1 above is not resolved to the Student's satisfaction, the Student may appeal to the Responsible Executive for this Policy or their delegate, to review the Accommodation determination of the Centre. Such an appeal is to be made in writing, by submitting to the Responsible Executive or their delegate, a request for appeal setting out:
- 5.2.1. the Accommodation being requested by the Student;
 - 5.2.2. the original Accommodation determination of the Centre;
 - 5.2.3. the decision made pursuant to section 5.1 of these Procedures; and
 - 5.2.4. all documents or other information relevant to review of the Accommodation determination of the Centre that the Student has received (including a copy of the letter of Accommodation detailing the specific Accommodation the Centre determined).
- 5.3. The Responsible Executive or their delegate will:
- 5.3.1. review the Accommodation being requested by the Student, the Accommodation determination of the Centre, the decision made pursuant to section 5.1 of these Procedures, and all other relevant documents or information that were provided with the request for appeal;
 - 5.3.2. request information from the Centre and the relevant Instructor or other UBC employees, as appropriate;
 - 5.3.3. consult with other professionals, such as medical professionals and external legal counsel, as appropriate; and
 - 5.3.4. make a decision about whether to vary the Accommodation determination of the Centre within 10 calendar days of receipt of the written request for appeal. The Responsible Executive or their delegate will communicate their decision and reasons as to the appropriate Accommodation for the Student, in writing, to each of

the Student, the Instructor or other unit from whom the Student is seeking accommodation, and the Centre.

- 5.4. The Centre will amend its Accommodation determination, if required, to comply with the decisions made pursuant to sections 5.1 or 5.3 of these Procedures. Pending such decisions, the relevant Instructor or other UBC employee will be required to implement the Accommodation determination of the Centre.
- 5.5. Where a Student wishes an Accommodation decision or any part thereof to be investigated on the grounds of discrimination, they must initiate such a complaint and follow the processes relating to matters of discrimination under Policy #3 (*Discrimination and Harassment*).
- 5.6. The Student may also have recourse to processes outside of UBC, such as filing a complaint with the BC Human Rights Tribunal.



THE UNIVERSITY OF BRITISH COLUMBIA

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31 January 2019

To: Okanagan Senate**From: Admissions and Awards Committee****Re: Admissions Proposal – Bachelor of Management program**

The Committee has reviewed and recommends to Senate for approval the revised admission requirements for the Bachelor of Management program.

The rationale for the proposal is outlined in the attached proposal form.

The following is recommended to Senate:

Motion: *That Senate approve the revised admission requirements for the Bachelor of Management program.*

Respectfully submitted,

Dr. Greg Wetterstrand
Chair, Admissions and Awards Committee



Admissions Proposal Form New/Change to Course/Program – Okanagan campus

Faculty/School: Management Dept./Unit: Management Faculty/School Approval Date: 2018.10.23 Effective Session: 2018W	Date: 2018.10.23 Contact Person: Dr. Jan Coe Phone: 250.807.3732 Email: jan.cioe@ubc.ca
Type of Action: Revision to Calendar Description for students entering the program as first years in 2017/2018 or later; as second years in 2018/2019 or later; or as third years in 2019/2020 or later	
Rationale: The format of the Bachelor of Management is being transitioned from a 2 + 2 into a 4-year program, allowing for Management curriculum to be more evenly distributed across all four years of the degree. This requires re-numbering of courses for clarity, with temporary cross-listing for the transition period. Two of the cross-listed courses are MGMT 290/390 and MGMT 260/360. For students in the 4-year format of the program, MGMT 290 will be offered as a 200-level course and MGMT 360 will be offered as a 300-level course. The calendar updates below clarify progression language specific to these courses.	
Proposed Academic Calendar Entry: Admission Requirements for students entering the program as first years in 2017/2018 or later; as second years in 2018/2019 or later; or as third years in 2019/2020 or later [...]	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/pr_oof/edit/index.cfm?tree=18,287,1091,1364 Present Academic Calendar Entry: Admission Requirements for students entering the program as first years in 2017/2018 or later; as second years in 2018/2019 or later; or as third years in 2019/2020 or later [...]
[[17460]] Admission into Third Year [17461] Before 2019/2020, transfer students who enter third year will join a different form of the <u>B.Mgt. program</u> . [17462] Applicants who have completed a minimum of 54 transferable credits with a	[17460] Admission into Third Year [17461] Before 2019/2020, transfer students who enter third year will join a different form of the <u>B.Mgt. program</u> . [17462] Applicants who have completed a minimum of 54 transferable credits with a minimum average of 60% from a recognized post-secondary institution



<p>minimum average of 60% from a recognized post-secondary institution are eligible to be considered for admission to the third year of the B.Mgt. program.</p> <p>[17463] To be admissible to Year 3, transfer applicants must complete all of the courses required for admission to Year 2, and at least five of the following courses or their equivalents:</p> <p>[17464]</p> <ul style="list-style-type: none"> • MGMT 201 • MGMT 202 • MGMT 220 • MGMT 230 • MGMT 240 • MGMT 250 • MGMT 290 	<p>are eligible to be considered for admission to the third year of the B.Mgt. program.</p> <p>[17463] To be admissible to Year 3, transfer applicants must complete all of the courses required for admission to Year 2, and at least five of the following courses or their equivalents:</p> <p>[17464]</p> <ul style="list-style-type: none"> • MGMT 201 • MGMT 202 • MGMT 220 • MGMT 230 • MGMT 240 • MGMT 250 • MGMT 260
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31 January 2019

To: Okanagan Senate**From: Admissions and Awards Committee****Re: Admissions Proposal – College of Graduate Studies, Graduate Student Declaration**

The Committee has reviewed and recommends to Senate for approval the inclusion of the proposed Graduate Student Declaration in the Academic Calendar.

The rationale for the proposal is outlined in the attached proposal form.

The following is recommended to Senate:

Motion: *That Senate approve the inclusion of the proposed Graduate Student Declaration in the Academic Calendar.*

Respectfully submitted,

Dr. Greg Wetterstrand
Chair, Admissions and Awards Committee



Admissions Proposal Form New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: College of Graduate Studies Faculty/School Approval Date: Effective Session: 2018W	Date: 20180614 Contact Person: Alicia Meehan Phone: 250.807.8780 Email: Alicia.meehan@ubc.ca
Type of Action: Add Graduate Student Declaration to Academic Calendar.	
Rationale: The Graduate Student Declaration, to which applicants are required to consent when submitting an application to a graduate program, has recently been updated to address the collection and use of personal information. The Undergraduate Student Declaration has been included in the Calendar for a number of years. The Graduate Declaration is being added to provide an additional means of notifying applicants of their obligations when submitting an application, and to comply with the normal practice of listing student obligations in the Calendar.	
Proposed Academic Calendar Entry: Homepage , Admissions , Transfer Credit UBC Graduate Admissions Student Declaration DECLARATION <ul style="list-style-type: none"> I agree that my post-secondary grades may be released to UBC. I agree to notify the graduate program(s) to which I am applying of any additional post-secondary studies taken or registered courses from which I withdraw subsequent to the date of this application. 	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/pr_oof/edit/index.cfm?tree=2,0,0,0 Present Academic Calendar Entry: N.A.



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- I certify that information provided in written responses are accurate and my own.
- I agree that if I knowingly or carelessly provided untrue, incomplete or plagiarized information with this application then UBC may in its sole discretion do any or all of the following: (a) cancel my application; (b) withdraw any offer of admission, whether accepted or not; (c) require me to withdraw from UBC; (d) subject me to academic discipline; (e) share the information I provided with other post-secondary institutions, law enforcement agencies, or other third parties.
- I agree that UBC may verify the information provided by contacting any references provided and institutions attended.
- I agree that UBC may release my name to my previous institutions if I am a Scholarship recipient.
- I agree, if admitted to UBC, to be bound by the statutes, rules and regulations, and ordinances (including bylaws, codes, and policies) of the University of British Columbia, and of the faculty or faculties in which I am registered, and any amendments thereto which may be made while I am a student of the University, and that I may be subject to discipline or other consequences for failure to comply with the same.

COLLECTION AND USE OF PERSONAL INFORMATION

Legal Authority: UBC collects, uses, retains and discloses personal information in accordance with the Freedom of Information and Protection of



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Privacy Act (FIPPA), R.S.B.C. 1996, c.165, as amended, and the University Act, R.S.B.C. 1996, c.468, as amended.

Collection: During the admissions process, and throughout your university career, UBC will collect personal information from you for the purpose of carrying out its mandate and operations.

Use: UBC will use your personal information for the purpose of carrying out its mandate and operations, including but not limited to the following purposes:

- making decisions about your academic status, including but not limited to admission, registration, academic progress, funding, and graduation
- providing you with ongoing service and assistance
- operating athletic, residential, alumni and other UBC-related programs and activities (including issuing UBC Card and U-Pass)
- other purposes authorized by the FIPPA

Disclosure: UBC may disclose your personal information, inside or outside Canada, as follows:

- within UBC to carry out its mandate and operations
- to the UBC Alumni Association for the purpose of registering individuals with the Association and to allow the Association to communicate with its members concerning UBC and Association initiatives, including fund-raising and marketing products and services
- to UBC student societies (such as UBC Alma Mater Society and Graduate Student Society) for the purpose of running



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elections, managing and communicating with their membership, and administering student programs (including the UBC Alma Mater Society and Graduate Student Society Health Plan)

- to other UBC student organizations to carry out their mandates
- for the purpose of graduate supervision and examination, including disclosure to your external supervisors and examiners as well as to members of the public who attend your defence
- to organizations providing financial support to you (such as student loan issuers, government sponsors, and research funding agencies)
- for the purpose of facilitating your educational or professional development activities, experiential learning activities, internships or other work/research placements
- to other educational institutions when necessary for academic purposes
- to professional organizations for membership and licensing purposes
- to the provincial government to carry out its mandate
- to entities participating in or operating UBC-related programs (e.g., U-Pass)
- to third parties for statistical and research purposes (e.g. to conduct surveys in order to gain feedback from students regarding their experiences at UBC)
- to Canadian immigration officials to expedite my visa processing and verification of student status in Canada
- for other purposes authorized by the FIPPA

For more information, contact the Registrar of the University of British Columbia.



THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate

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3333 University Way
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31 January 2019

To: Okanagan Senate**From: Admissions and Awards Committee****Re: Admissions Proposal – College of Graduate Studies, Transfer Credit**

The Committee has reviewed and recommends to Senate for approval the changes to the College of Graduate Studies, Academic Regulations, Transfer Credit calendar entry.

The rationale for the proposal is outlined in the attached proposal form.

The following is recommended to Senate:

Motion: *That Senate approve the changes to the College of Graduate Studies, Academic Regulations, Transfer Credit calendar entry.*

Respectfully submitted,

Dr. Greg Wetterstrand
Chair, Admissions and Awards Committee



Admissions Proposal Form New/Change to Course/Program – Okanagan campus

Category: 2	
Faculty/School: College of Graduate Studies Faculty/School Approval Date: 2018-10-17 Effective Session: 2018W	Date: 2018/09/11 Contact Person: Alicia Meehan Phone: 250.807.8780 Email: Alicia.meehan@ubc.ca
Type of Action: Revision to Calendar Description	
<p>Rationale: To align with other programs across BC and Canada, some programs (ex. MSN) would like the option to allow their students to transfer up to 6 credits of coursework that was previously used towards a certificate program.</p> <p>In programs like Nursing, it is normal for their students to take highly specialized certificate programs related to professional development after completing a bachelor's degree. Some universities (ex. University of Victoria) allow their MSN students to transfer credit from a previous certificate towards the MSN degree. In order for the UBC Okanagan Nursing program to remain competitive, they propose a similar option for our students.</p> <p>In addition, permitting students to use courses that were counted towards a certificate program allows faculties and schools to create certificate to master's degree ladder pathways if desired. The intent is to allow transfer credits from certificate programs at other institutions and from UBC.</p>	



Proposed Academic Calendar Entry: **Transfer Credit**

[17984] 1. Graduate students who have earned credits outside their current master's program (e.g., from a different university, in a different UBC master's program, as an undergraduate, or as an unclassified or Access Studies student) may transfer up to 12 credits or up to 40% of the total number of credits needed for completion of their current program (whichever is more), provided that:

[17985]

- a) the courses were not used to satisfy the requirements of another credential*;
- b) at least a B standing (UBC 74%) was obtained in courses considered for transfer;
- c) the courses considered for transfer credit have been taken within five years of commencement of the current degree program.

[17986] 2. The 12-credit (40%) restriction does not apply to students in UBC-approved Exchange Agreements.

[17987] 3. No more than 6 credits of transfer credit may be at the undergraduate level (300-/400-level).

[17988] 4. Requests for transfer credit must be accompanied by a memorandum from the home graduate program addressed to the Dean of the College of Graduate Studies. The memorandum must provide an academic justification for allowing the transfer credit on a course by course basis.

[17989] 5. Doctoral students are not normally eligible for transfer credit. In doctoral programs

Draft Academic Calendar URL:

<http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,984,1403>

Present Academic Calendar Entry: **Transfer Credit**

[17984] 1. Graduate students who have earned credits outside their current master's program (e.g., from a different university, in a different UBC master's program, as an undergraduate, or as an unclassified or Access Studies student) may transfer up to 12 credits or up to 40% of the total number of credits needed for completion of their current program (whichever is more), provided that:

[17985]

- a) the courses were not used to satisfy the requirements of another credential;
- b) at least a B standing (UBC 74%) was obtained in courses considered for transfer;
- c) the courses considered for transfer credit have been taken within five years of commencement of the current degree program.

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[17989] 5. Doctoral students are not normally eligible for transfer credit. In doctoral programs



where there is a prescribed amount of coursework, students may be eligible for course exemptions on the basis of previous courses taken.

*** Programs may allow students to receive transfer credit from courses used towards an academic-credit certificate program to a maximum of 6 credits of coursework or up to 40% of the total number of credits needed for completion of their current program (whichever is more).**

where there is a prescribed amount of coursework, students may be eligible for course exemptions on the basis of previous courses taken.



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31 January 2019

From: Senate Admissions and Awards Committee**To: Okanagan Senate****Re: New and Revised Awards recommended for approval by the Okanagan Senate**

- a) New award: Jessie Ravensborg Memorial Award
- b) New award: Jill Douglas Bachelor of Arts Award
- c) New award: Jill Douglas Entrance Award
- d) New award: Valley First Bursary
- e) New award: Kelowna Toyota Bursary in Management
- f) New award: Terrance Raymond Underwood Bursary in Engineering
- g) New award: Ronald Soligo Entrance Award

The Admissions and Awards Committee is pleased to recommend the following to Senate:

***Motion:** That Senate accept the new and revised awards as listed and forward them to the Board of Governors for approval; and that a letter of thanks be sent to the donors.*

NEW AWARDS:**a) Proposed Award Title: Jessie Ravensborg Memorial Award**

A \$1,200 award is offered by family and friends in memory of Jessie Ravensborg to an undergraduate student pursuing a major, combined major, and or honours in English at The University of British Columbia, Okanagan campus. Preference is given to a student who has demonstrated assessed financial need and classroom leadership. The award is made on the recommendation of the Faculty. (First award available for the 2019/20 Winter Session)

b) Proposed Award Title: Jill Douglas Bachelor of Arts Award

A \$5,000 entrance award is offered by Jill Douglas to a third-year student enrolled in the Bachelor of Arts program in the Faculty of Creative and Critical Studies at The University of British Columbia, Okanagan campus. The award will be given to the student who has demonstrated assessed financial need as well as demonstrated academic strength. The award is adjudicated by Enrolment Services. (First award available for the 2019/20 Winter Session)

c) Proposed Award Title: Jill Douglas Entrance Award

A \$5,000 award is offered by Jill Douglas to a first-year student enrolled in the Bachelor of Fine Arts or Bachelor of Media Studies programs in the Faculty of Creative and Critical Studies at The University of British Columbia, Okanagan campus. The award will be given to the student who demonstrates significant financial need, an exceptional portfolio submission, as well as demonstrated academic strength. The award is made on the recommendation of the Faculty of Creative and Critical Studies. (First award available for the 2019/20 Winter Session)

d) Proposed Award Title: Valley First Bursary

Bursaries totalling \$2,000 have been made available through an endowment established by Valley First, a division of First West Credit Union, for undergraduate students enrolled at The University of British Columbia, Okanagan campus. Preference is given to students who have graduated from a British Columbia secondary school in School Districts 22, 23, or 67. The bursaries are adjudicated by Enrolment Services. (First award available for the 2019/20 Winter Session)

e) Proposed Award Title: Kelowna Toyota Bursary in Management

Bursaries totalling \$2,400 have been made available through an endowment established by Kelowna Toyota for undergraduate students in the Faculty of Management at the University of British Columbia, Okanagan campus. Preference is given to students who have graduated from a British Columbia secondary school in School Districts 22, 23, 53, 67 or 73. The bursaries are adjudicated by Enrolment Services. (First award available for the 2019/20 Winter Session)

f) Proposed Award Title: Terrance Raymond Underwood Bursary in Engineering

Bursaries totalling \$2,000 have been made available through an endowment established by TRUE Consulting in honour of Terrance Raymond Underwood for first-year undergraduate students in the School of Engineering in the Faculty of Applied Science at the University of British Columbia, Okanagan campus. The bursaries are adjudicated by Enrolment Services. (First award available for the 2019/20 Winter Session).

g) Proposed Award Title: Ronald Soligo Entrance Award

A \$2,000 academic entrance award is offered annually by alumnus Ronald Soligo (B.A. 1958) for a student entering an undergraduate program at UBC Okanagan with preference given to students who completed their secondary school from J Lloyd Crowe Secondary School. Preference is given to those who would not be able to attend UBC without significant financial assistance. In the event there are not any eligible candidates in a given year the award will go to a student from School District 20 and, in the case that there are not any eligible candidates from School District 20, then the award will go to a student from School District 8. The award is made on the recommendation of the adjudication committee. (First award available for the 2019/20 Winter Session)

Respectfully submitted,

Dr. Greg Wetterstrand
Chair, Admissions and Awards Committee



University of British Columbia 2018/19 Annual Enrolment Report



Dr. Ananya Mukherjee-Reed

Provost and Vice-Principal Academic
UBC Okanagan

Dr. Andrew Szeri

Provost and Vice-President Academic
UBC Vancouver

TABLE OF CONTENTS

TABLE OF CONTENTS	2
LIST OF TABLES	4
LIST OF FIGURES	5
INTRODUCTION.....	6
UNDERGRADUATE AND GRADUATE STUDENT ADMISSIONS	7
How Many Undergraduate Students Applied, were Admitted, and Registered at UBC?	7
How Many Graduate Students Applied, were Admitted, and Registered at UBC?	10
What was the Mean Entering Grade Point Average for New Undergraduate Students?.....	13
Where Did UBC's New Direct-Entry Students Previously Study?	14
Where Did UBC's New Transfer Students Previously Study?	15
Where did Aboriginal Students at UBC Previously Study?	17
In Which Canadian Provinces Did UBC's New Undergraduate Students Previously Study?	19
In Which Countries Did UBC's New International Undergraduate Students Previously Study?	21
UNDERGRADUATE AND GRADUATE STUDENT ENROLMENT	23
What was UBC's Government-Funded Domestic FTE Count by Campus?	23
How Many Students did UBC Enrol?	24
How Many Domestic Students did UBC Enrol?	25
How Many Aboriginal Students did UBC Enrol?	26
How Many International Students did UBC Enrol?	28
What were the Demographic Characteristics of UBC's Students?	30
What Nationalities are Represented in UBC's International Student Population?	31
INDICATORS OF STUDENT SUCCESS	35
How Many Credentials did UBC Award?	35
What were UBC'S Undergraduate Students' Retention and Completion Rates?	37
What were UBC'S Aboriginal Undergraduate Students' Retention and Completion Rates?	39
What was the Time Taken by UBC Graduate Students to Complete Their Programs?	40
STRATEGIC UNDERGRADUATE ENROLMENT INITIATIVES – A DIVERSE STUDENT BODY BY DESIGN ...	42
Geographic Diversity of the Incoming Class (Domestic).....	42
Geographic Diversity of the Incoming Class (International)	42
Aboriginal Students	43
Students with Lived Experience in Government Care	44
Supporting Admitted Students	44
Developing And Celebrating Undergraduate Students with UBC Need and Merit-based Awards	44
Recruitment Strategies.....	46

STRATEGIC UNDERGRADUATE ENROLMENT MANAGEMENT - LOOKING AHEAD TO 2019/20.....	47
Achieving Intake Targets for Direct-Entry Undergraduate Programs.....	47
A Comprehensive Approach to Undergraduate Admissions.....	47
Supporting Students Through UBC Bursaries.....	48
Re-Thinking Classroom Allocations	48
CONCLUSION.....	48
APPENDIX A: HEADCOUNT ENROLMENT TABLES.....	49
Okanagan Campus.....	49
Vancouver Campus	52
APPENDIX B: FTE ENROLMENT TABLES.....	58
APPENDIX C: GLOSSARY.....	61

LIST OF TABLES

Table 1: Undergraduate Students' Admit and Yield Rates, All Year Levels, by Year	10
Table 2: Graduate Students' Admit and Yield Rates, by Year	13
Table 3: Aboriginal Students' Previous Institution, by Year, by Campus	17
Table 4: Overall Student Headcount, by Year, by Campus	25
Table 5: Domestic Student Headcount, by Year, by Campus	26
Table 6: Domestic Aboriginal Student Headcount, by Year, by Campus	28
Table 7: International Student Headcount, by Year, by Campus	29
Table 8: International Students' Countries of Citizenship, by Year, Okanagan Campus	32
Table 9: International Students' Countries of Citizenship, by Year, Vancouver Campus	33
Table 10: Number of Credentials Awarded, by Year, by Campus	36
Table 11: Number and Proportion of Credentials Awarded to Aboriginal Students, by Year, by Campus	37

LIST OF FIGURES

Figure 1: Undergraduate Students' Admissions Pyramid (Domestic, All Year Levels), Okanagan Campus, by Year	8
Figure 2: Undergraduate Students' Admissions Pyramid (International, All Year Levels), Okanagan Campus, by Year	8
Figure 3: Undergraduate Students' Admissions Pyramid (Domestic, All Year Levels), Vancouver Campus, by Year	9
Figure 4: Undergraduate Students' Admissions Pyramid (International All Year Levels), Vancouver Campus, by Year	9
Figure 5: Graduate Students' Admissions Pyramid (Domestic), Okanagan Campus, by Year	11
Figure 6: Graduate Students' Admissions Pyramid (International), Okanagan Campus, by Year	11
Figure 7: Graduate Students' Admissions Pyramid (Domestic), Vancouver Campus, by Year	12
Figure 8: Graduate Students' Admissions Pyramid (International), Vancouver Campus, by Year	12
Figure 9: Location of Previous Institution Attended, New Undergraduate Direct-Entry Students, 2018/19, by Campus	14
Figure 10: Top 10 Countries or Territories (Other than Canada) of Previous Institution Attended, New Undergraduate Direct-Entry Students, 2018/19, by Campus	15
Figure 11: Location of Previous Institution Attended, New Undergraduate Transfer Students, 2018/19, by Campus	16
Figure 12: Top 10 Countries (Other than Canada) of Previous Institution Attended, New Undergraduate Transfer Students, 2018/19	16
Figure 13: Aboriginal Students' Previous Institution, by Province, 2018/19, Okanagan Campus (if in Canada), N = 515	18
Figure 14: Aboriginal Students' Previous Institution, by Province, 2018/19, Vancouver Campus (if in Canada), N = 1,000	19
Figure 15: Canadian Province of Previous Institution Attended by New Undergraduate Students, 2018/19, Okanagan Campus (if in Canada), N = 2,103	20
Figure 16: Canadian Province of Previous Institution Attended by New Undergraduate Students, 2018/19, Vancouver Campus (if in Canada), N = 6,080	21
Figure 17: Country of Previous Institution Attended, New International Undergraduate Students, 2018/19, Okanagan Campus, N = 569	22
Figure 18: Country of Previous Institution Attended, New International Undergraduate Students, 2018/19, Vancouver Campus, N = 2,782	22
Figure 19: Government-Funded and Delivered (Actual) Domestic FTEs, by Campus	24
Figure 20: Students' Gender Distribution, by Program, by Campus, 2018/19	30
Figure 21: Students' Age Distribution, by Program, by Campus, 2018/19	31
Figure 22: International Students' Citizenship, by Country, 2018/19, Okanagan Campus, N = 1,820	34
Figure 23: International Students' Citizenship, by Country, 2018/19, Vancouver Campus, N = 15,405	34
Figure 24: Retention Rates of Domestic and International First-Year Students, by Year, by Campus	38
Figure 25: Six-Year Completion Rates of Domestic and International Undergraduate Students, by Year, by Campus	38
Figure 26: Retention Rates of Aboriginal Students, by Year, by Campus	39
Figure 27: Six-Year Completion Rates of Aboriginal Undergraduate Students, by Year, by Campus	39
Figure 28: Master's Students' Years to Completion, 2008-2011 Cohorts, Okanagan Campus (N = 273)	40
Figure 29: Master's Students' Years to Completion, 2008-2011 Cohorts, Vancouver Campus (N = 6,724)	41
Figure 30: Doctoral Students' Years to Completion, 2005-2008 Cohorts, Vancouver Campus (N = 1,847)	41

INTRODUCTION

The UBC Annual Report on Enrolment (2018/19) provides detailed information about the students enrolled at the Okanagan and Vancouver campuses as well as insight into strategic initiatives related to undergraduate student recruitment. This report presents enrolment information for UBC, system-wide, as well as enrolment information for each campus.

The Provosts of the Okanagan and Vancouver campuses, along with the Deans and Associate Deans, work in conjunction with the staff of Enrolment Services, the Planning and Institutional Research Offices, and the International Student Initiative (ISI) to develop undergraduate program intake targets. These targets, along with current trends and retention rates, help project the number of undergraduate students that will be enrolled at UBC in the coming years. UBC graduate student enrolment planning is decentralized with key admissions decisions made by individual departments and schools and thus no central repository of data related to admissions processes exists (graduate students' enrolment data are included in this report).

Enrolment planning is not simply a matter of numbers; it consists of a wide range of decisions and procedures. Academic plans; available resources, including faculty, classrooms and teaching labs, and student services; and government-funding determine the overall goals and strategies; enrolment practices, student behaviour and environmental factors also affect enrolment outcomes. Successful enrolment management is contingent upon understanding, predicting, and adjusting practices in light of as many internal and external variables as possible. Ultimately, the enrolment plan is developed to align enrolment with the resources needed to:

- attract the “best and the brightest” students to UBC,
- provide access for and address the needs of qualified, historically under-represented populations,
- provide an outstanding educational experience for all of UBC's students,
- support students' success, and
- operationalize UBC's strong belief in the value and importance of diversity, inclusion, intercultural understanding and international engagement.

Student enrolment is generally reported in one of two ways: as a headcount, which is a measure of the number of students enrolled, and as a full-time equivalent (FTE), a measure of the course activity of the students enrolled. FTEs for undergraduate students are calculated by taking the number of annual credits taken by a student and dividing by the normal or expected number of credits required by the student's program and year level. For example, a student who takes 27 credits in a particular year, and whose program expects that 30 credits will be taken, is counted as 0.9 FTE. For graduate students, the FTE is determined by awarding 1.0 FTE for full-time status and 0.33 FTE for part-time status, for each term, summing the three terms in an academic year, and then dividing by 3 to create an annual average FTE.

The BC Ministry of Advanced Education, Skills and Training sets targets for, and funds, student FTEs rather than headcounts. These FTE targets are set for domestic students (e.g., Canadian citizens, permanent residents, and refugees), and do not apply to international undergraduate students. The Ministry provides base funding and strategic funding. Base funding is allocated based on a specified number of FTE student spaces for domestic undergraduate and selected graduate students. The strategic funding is designed to create domestic student spaces for high priority areas with significant labour market demands, such as for the health professions. For the 2018/19 fiscal year (April 1, 2018 to March 31, 2019), UBC was government-funded for a total of 42,551 FTEs, with 6,971 FTEs allocated to the Okanagan campus and 35,580 FTEs allocated to the Vancouver campus. Overall, 36,587 FTEs were funded undergraduate domestic student spaces and 5,964 were funded graduate student spaces.

UNDERGRADUATE AND GRADUATE STUDENT ADMISSIONS

HOW MANY UNDERGRADUATE STUDENTS APPLIED, WERE ADMITTED, AND REGISTERED AT UBC?

A university, such as UBC, that uses a competitive admission process receives applications from more students than can be accommodated. UBC's admission requirements are designed to select students who are the most likely to succeed in their learning and to thrive on campus. Whereas UBC recruits for diversity in the incoming class, the admission decisions are based solely upon a fair and equitable process that evaluates applicants on their individual merits. Ultimately, the goal is for the University to achieve its enrolment objectives in terms of the composition, qualities, and size of the incoming class.

Students apply, complete their applications, gain admission, and ultimately register. Each stage of the process contains fewer students than the previous stage and requires ongoing analysis and strategic decision making to ensure the best possible enrolment outcomes. UBC attracts applications from many international students, and the numbers have been increasing over time. It is important to note that international students do not displace domestic students; they do not compete with domestic students for government-funded seats.

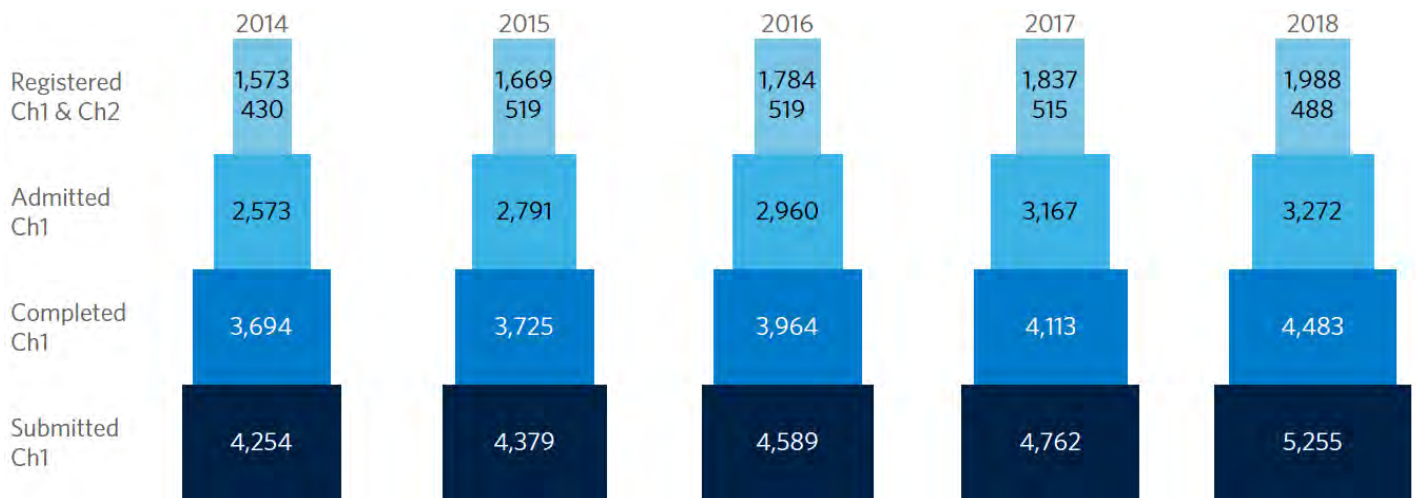
Figures 1 through 4 illustrate the campus-specific undergraduate applicant pools by domestic and international status. Each pyramid shows the numbers of submitted and completed applications, and the numbers of admitted students and subsequent registrations for 2014/15 through 2018/19. Undergraduate students may apply to two programs, ranked in order of choice, offered by one or both campuses. The application pyramids report the students' first choice programs for the number of submitted and completed applications and the number of students admitted. The numbers of registered students have two counts: the top number represents the number of students who registered in their preferred choice of program or campus (Ch1) and the bottom number represents the number of students registered in their second choice or an alternate program / campus choice (Ch2). The two counts combined provide the total number of new students registered.

In 2018/19, the new-to-UBC total applicant pool (with completed applications) for the Okanagan campus increased by 12% over 2017/18. The domestic applicant pool grew by 9%, over 2017/18 (see Figure 1), and the international applicant pool grew by 27% (see Figure 2).

For the Vancouver campus, the new-to-UBC total applicant pool (with completed applications) increased by 9% over 2017/18. The domestic applicant pool decreased by 4%, over 2017/18 (see Figure 3), and the international applicant pool grew by 16% (see Figure 4).

UBC receives applications from very highly qualified students. These high achieving students typically have several offers of admission from universities across Canada and around the world; consequently, they do not always accept UBC's offer of admission. Based on past experience of the number that accepted an offer of admission and registered, a specified number of offers of admission are made to ensure that the targeted number of students actually register. The admit and yield rates are shown in Table 1. The admit rate is the ratio of students offered admission to their preferred choice of program to the number of completed applications received; this includes applicants refused admission for failure to achieve minimum requirements (e.g., missing a pre-requisite course) and those refused due to lack of space (e.g., their academic and personal profile assessments were not competitive). The yield rate is the ratio of registered students to the number offered admission to their preferred choice of program.

FIGURE 1: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC, ALL YEAR LEVELS), OKANAGAN CAMPUS, BY YEAR



Note: "Ch1" denotes first choice program, and "Ch2" second choice or alternate program choice.

FIGURE 2: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL, ALL YEAR LEVELS), OKANAGAN CAMPUS, BY YEAR

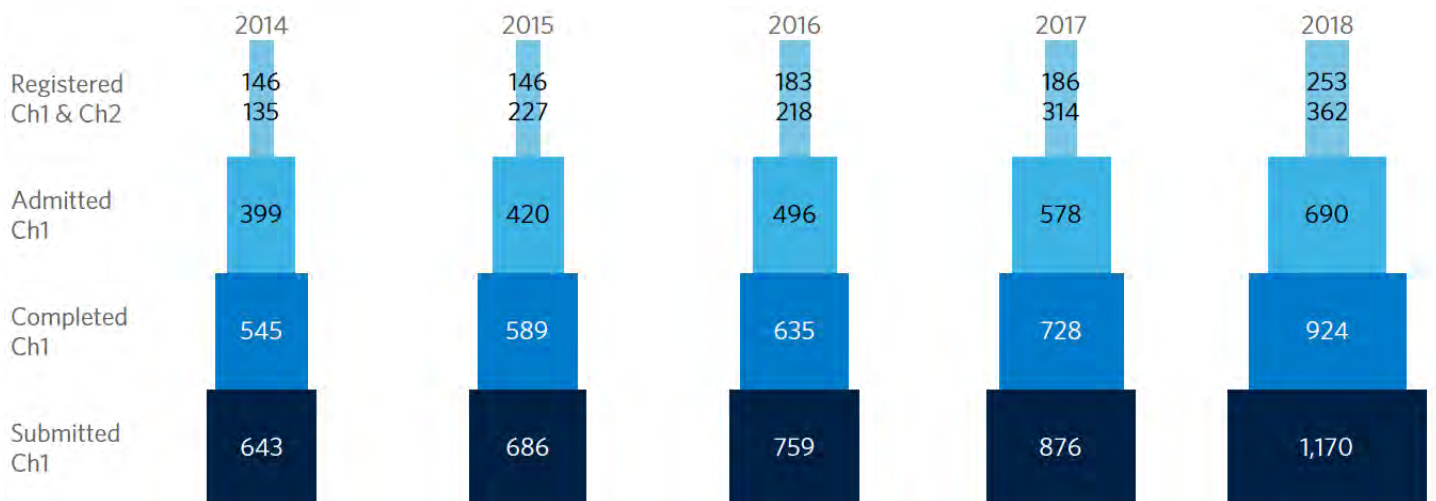


FIGURE 3: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC, ALL YEAR LEVELS), VANCOUVER CAMPUS, BY YEAR

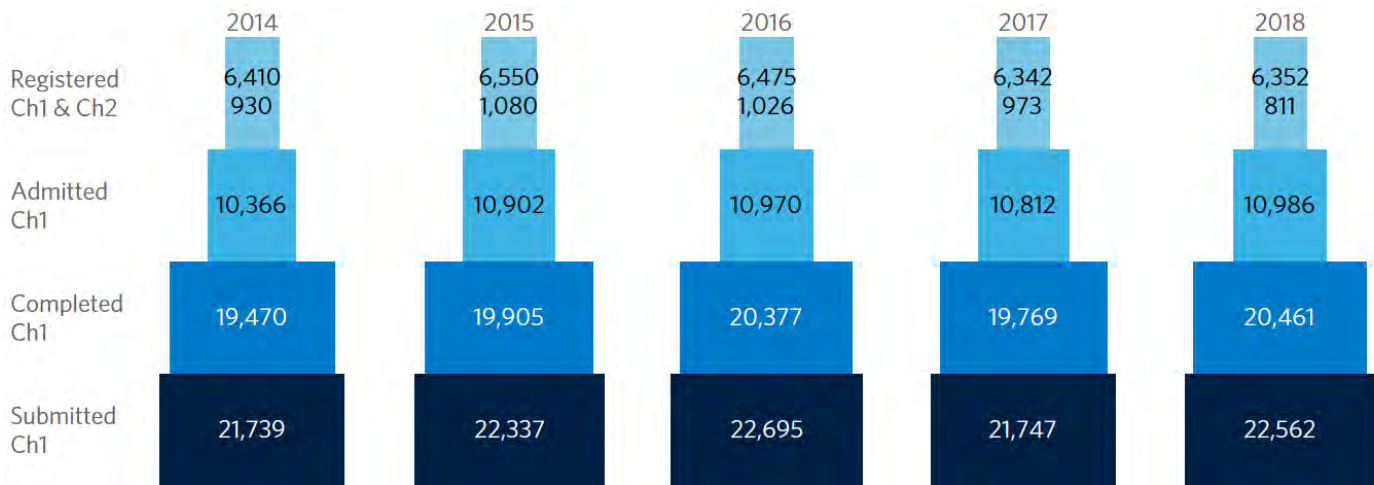


FIGURE 4: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL ALL YEAR LEVELS), VANCOUVER CAMPUS, BY YEAR

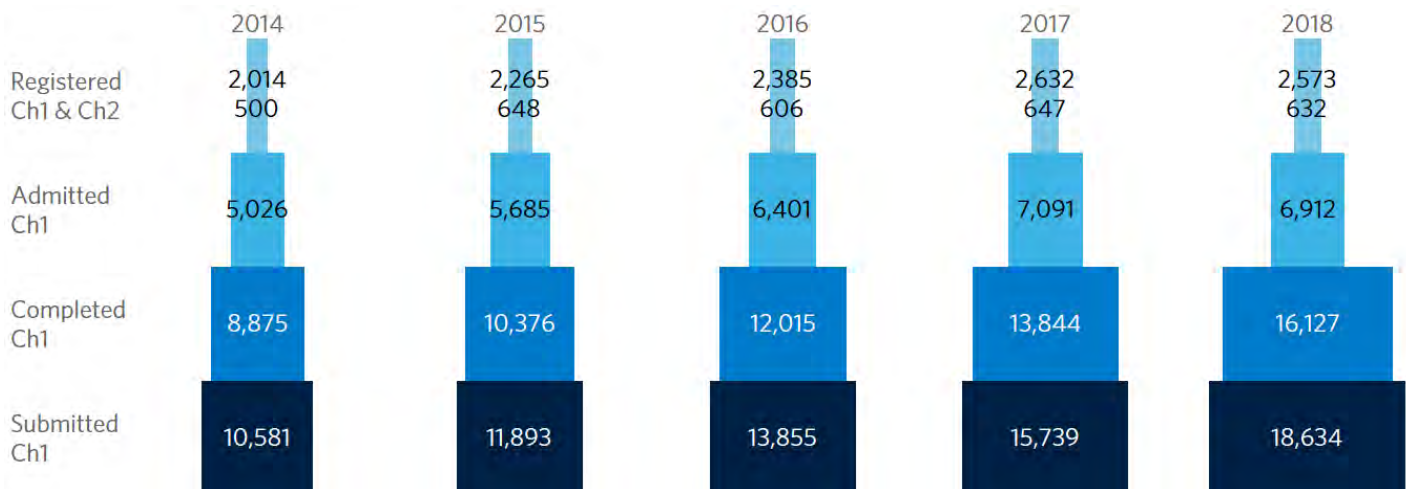


TABLE 1: UNDERGRADUATE STUDENTS' ADMIT AND YIELD RATES, ALL YEAR LEVELS, BY YEAR

Campus	Citizenship		2014/15	2015/16	2016/17	2017/18	2018/19
Okanagan	Domestic	Admit Rate	70%	75%	75%	77%	73%
		Yield Rate	61%	60%	60%	58%	61%
	International	Admit Rate	73%	71%	78%	79%	75%
		Yield Rate	37%	35%	37%	32%	37%
	Okanagan Total	Admit Rate	70%	74%	75%	77%	73%
		Yield Rate	58%	57%	57%	54%	57%
Vancouver	Domestic	Admit Rate	53%	55%	54%	55%	54%
		Yield Rate	62%	60%	59%	59%	58%
	International	Admit Rate	57%	55%	53%	51%	43%
		Yield Rate	40%	40%	37%	37%	37%
	Vancouver Total	Admit Rate	54%	55%	54%	53%	49%
		Yield Rate	55%	53%	51%	50%	50%

Admit Rate - Within an admissions cycle, the ratio of admitted students to completed applicants.

Yield Rate - Within an admissions cycle, the ratio of registered students to admitted students.

HOW MANY GRADUATE STUDENTS APPLIED, WERE ADMITTED, AND REGISTERED AT UBC?

Figures 5 through 8 illustrate the campus-specific graduate student applicant pools by domestic and international status. Each pyramid shows the numbers of submitted applications, and the numbers of admitted students and subsequent registrations for 2014/15 through 2018/19. The years 2014/15 through 2017/18 contain intake data as of March 1st, whereas the 2018/19 contains preliminary data as of November 1, 2018. It is important to note that many prospective students are counselled not to complete an application if a graduate program does not have a faculty member available to supervise the student, given the student's area of academic interest within the discipline. Consequently, the number of applications shown here are an underestimation of the number of students interested in graduate studies at UBC.

In 2018/19, graduate student applications for the Okanagan campus increased by 27% over 2017/18. The domestic applicant pool increased by 12% over 2017/18 (see Figure 5), and the international applicant pool grew by 36% (see Figure 6).

For the Vancouver campus, graduate student applications increased by 3% over 2017/18. The domestic applicant pool decreased by 3%, over 2017/18 (see Figure 7), and the international applicant pool grew by 6% (see Figure 8). The admit and yield rates, for both campuses, are shown in Table 2.

FIGURE 5: GRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC), OKANAGAN CAMPUS, BY YEAR

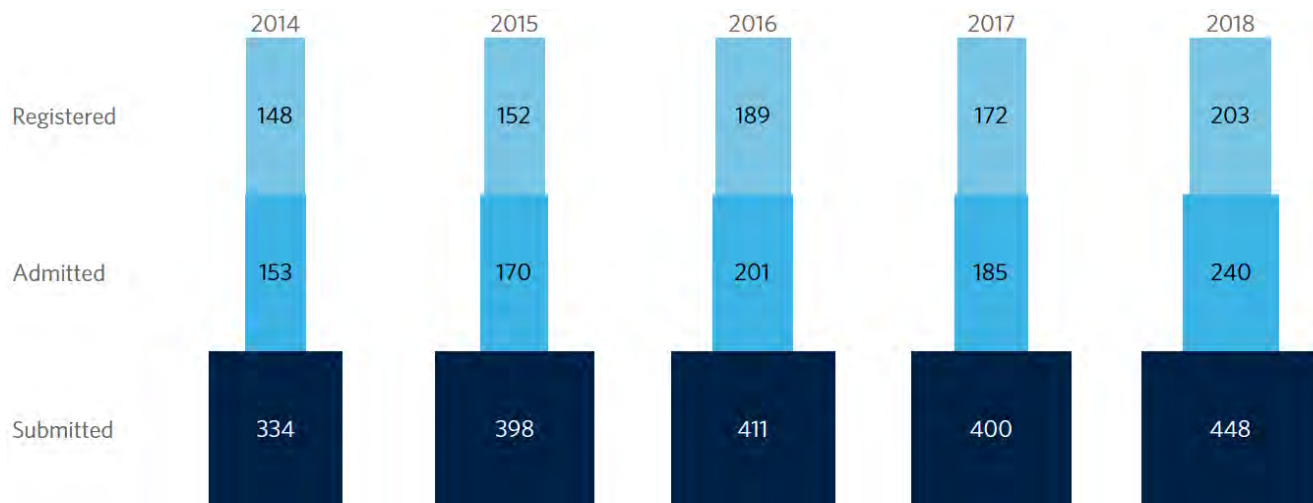


FIGURE 6: GRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL), OKANAGAN CAMPUS, BY YEAR

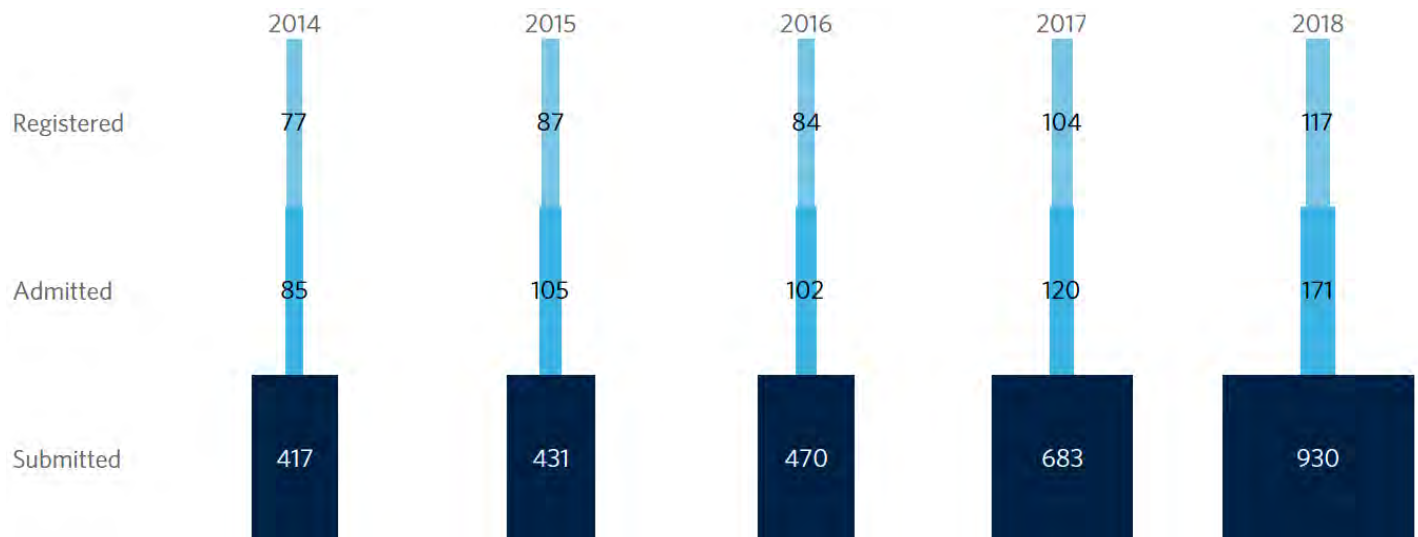


FIGURE 7: GRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC), VANCOUVER CAMPUS, BY YEAR

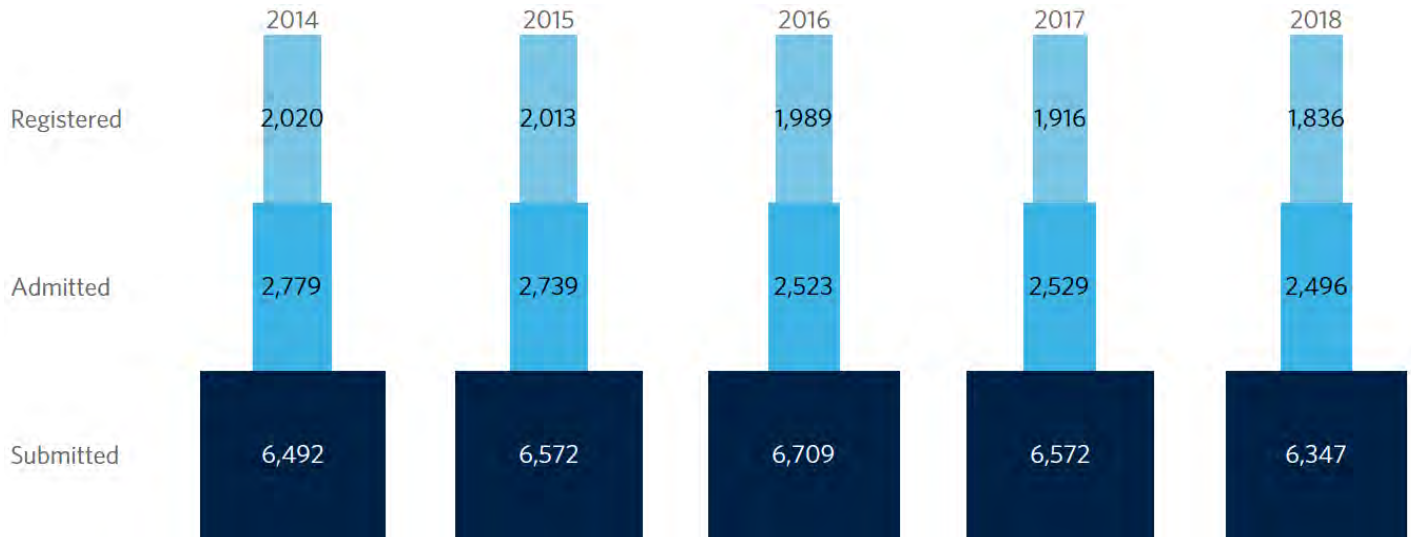


FIGURE 8: GRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL), VANCOUVER CAMPUS, BY YEAR

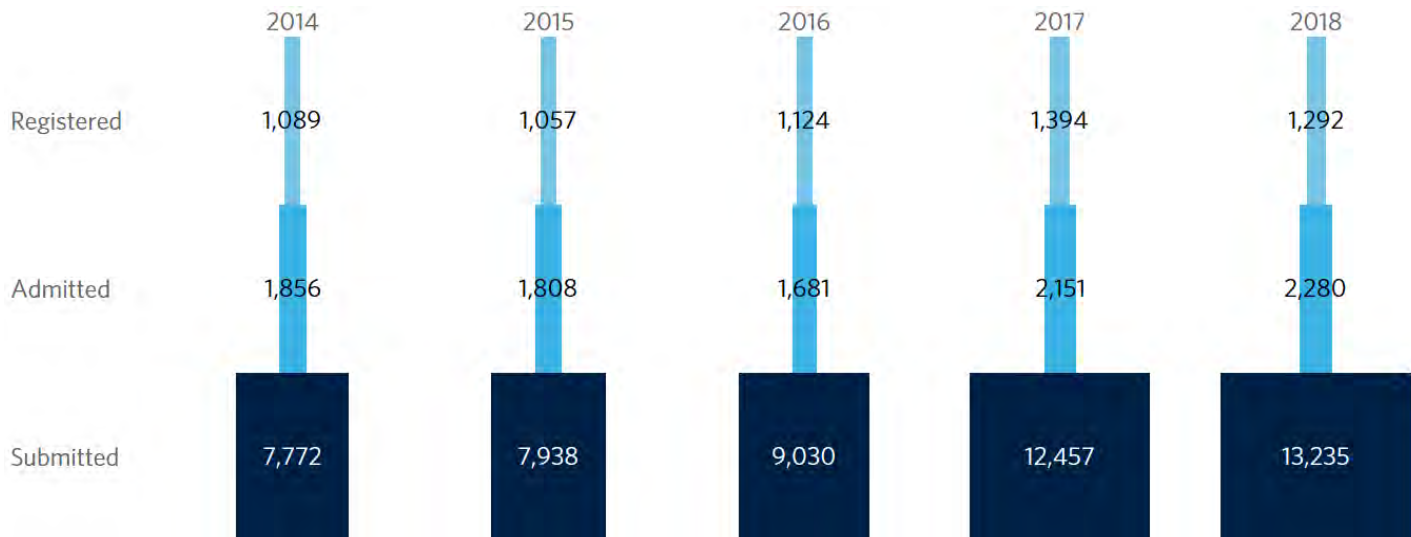


TABLE 2: GRADUATE STUDENTS' ADMIT AND YIELD RATES, BY YEAR

Campus	Citizenship		2014/15	2015/16	2016/17	2017/18	2018/19
Okanagan	Domestic	Admit Rate	46%	43%	49%	45%	54%
		Yield Rate	97%	89%	94%	89%	85%
	International	Admit Rate	20%	24%	22%	18%	18%
		Yield Rate	91%	83%	82%	75%	68%
	Okanagan Total	Admit Rate	32%	33%	34%	28%	30%
		Yield Rate	95%	87%	90%	83%	78%
Vancouver	Domestic	Admit Rate	43%	42%	38%	37%	39%
		Yield Rate	73%	73%	79%	73%	74%
	International	Admit Rate	24%	23%	19%	17%	17%
		Yield Rate	59%	58%	67%	61%	57%
	Vancouver Total	Admit Rate	32%	31%	27%	24%	24%
		Yield Rate	67%	68%	74%	67%	65%

Admit Rate - Within an admissions cycle, the ratio of admitted students to completed applicants.

Yield Rate - Within an admissions cycle, the ratio of registered students to admitted students.

WHAT WAS THE MEAN ENTERING GRADE POINT AVERAGE FOR NEW UNDERGRADUATE STUDENTS?

UBC students are academically successful and well-rounded. The move to a holistic evaluation method, in 2012, has ensured that current and future graduating classes will consist of focused, bright leaders who work collaboratively and who engage with their communities.

Direct-entry undergraduate applicants¹ are evaluated not solely on their academic coursework and grades, but also on their accomplishments (both academic and non-academic) and experiences outside of the classroom. This process involves assessing applicants' academic and personal profiles. The personal profile provides applicants with the opportunity to describe the things that are important to them, their significant achievements, what they've learned from their experiences, and the challenges that they have overcome. UBC looks at each prospective student as a whole person: a combination of talents, interests, and passions.

In 2018/19 over 70,000 personal profiles were read and scored for applicants to UBC. Personal profiles are read and scored by trained readers, consisting of over 400 UBC staff members, faculty members, and alumni. Each profile is read and assessed independently by two readers; in cases where the assessments are out of alignment, the file is reviewed by a third (and possibly fourth) reader until a consistent assessment is achieved. All in all, it is estimated that about 15% of admitted applicants would not have been admitted with a grades-only admission model (this figure varies by program and campus). The mean entering average of a student entering the Okanagan campus directly from secondary school was 85%; on the Vancouver campus, it was 91%.

¹ Direct-entry students are those who come directly, following completion of secondary school, to UBC. Programs that students enter in their first year of post-secondary education, or declare in their second or third year of study, are considered direct-entry programs. Direct-entry programs do not require previous post-secondary experience or the completion of a previous degree.

WHERE DID UBC'S NEW DIRECT-ENTRY STUDENTS PREVIOUSLY STUDY?

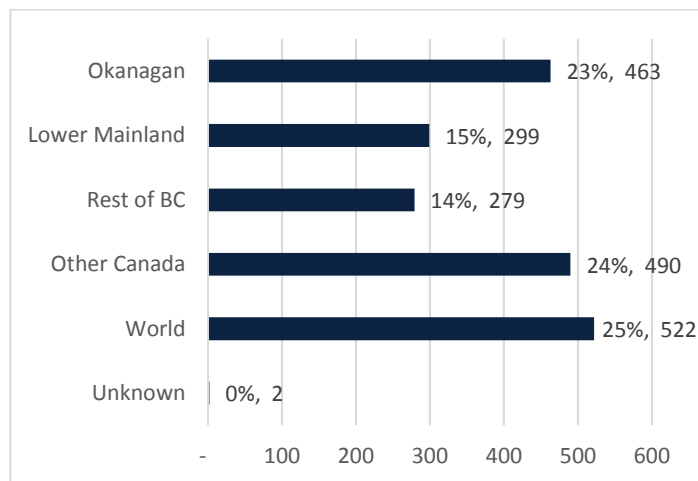
Figure 9 displays, for each campus, where 2018/19's new direct-entry students previously studied. Note that citizenship is different from the location of the institution previously (last) attended; many Canadians matriculate from schools overseas (and are counted against the domestic enrolment targets) and many international students matriculate from schools within Canada (and are counted against the international enrolment targets).

In 2018/19, 73% of new-to-UBC undergraduate students (N = 2,055) on the Okanagan campus entered directly from secondary school. Of those students originating from an Okanagan regional secondary school, the Central Okanagan school district provided the largest proportion of students, followed by the Vernon and Okanagan Skaha school districts.

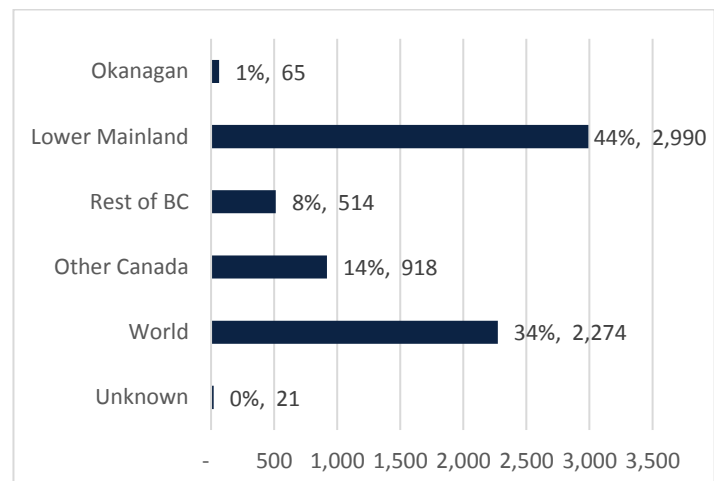
In 2018/19, 6,782 new direct-entry students, who comprised 60% of all the new-to-UBC undergraduate students, registered at the Vancouver campus. Of the registered students, 44% (N = 2,990) had previously studied at an institution in the Lower Mainland, 9% had studied elsewhere in BC (N = 579), and 34% had studied outside of Canada (N = 2,274).

FIGURE 9: LOCATION OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE DIRECT-ENTRY STUDENTS, 2018/19, BY CAMPUS

Okanagan Campus (N = 2,055)



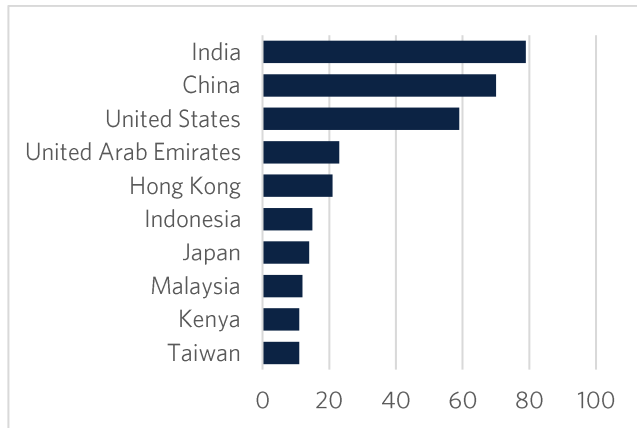
Vancouver Campus (N = 6,782)



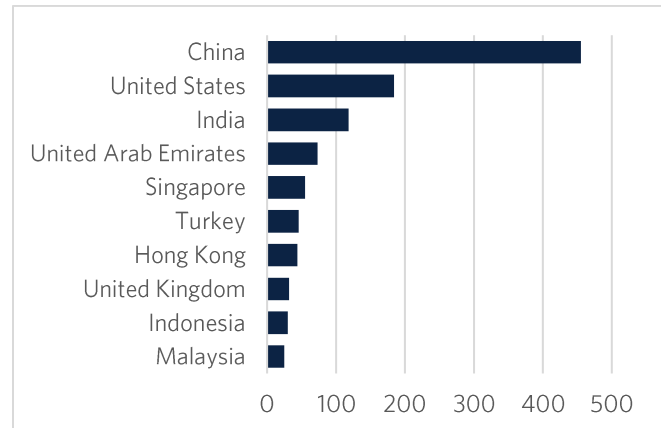
UBC actively recruits students in approximately 80 different countries and 20+ states with the USA, and has relationships with many schools around the world. New direct-entry students who previously studied at an institution outside of Canada originated from over 110 countries. The most common countries or territories, outside of Canada, for each campus, are shown in Figure 10.

FIGURE 10: TOP 10 COUNTRIES OR TERRITORIES (OTHER THAN CANADA) OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE DIRECT-ENTRY STUDENTS, 2018/19, BY CAMPUS

Okanagan Campus



Vancouver Campus



WHERE DID UBC'S NEW TRANSFER STUDENTS PREVIOUSLY STUDY?

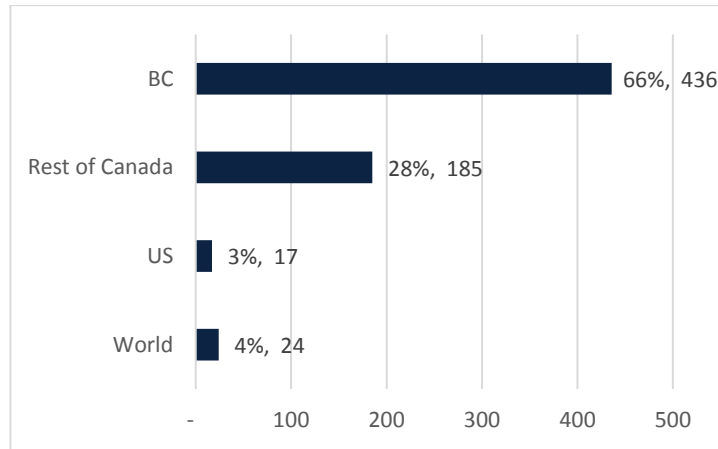
The students with previous experience at another post-secondary institution arrived at UBC via many pathways. Some had graduated from high school, studied one year at a college, and then transferred to UBC. Others had completed secondary school several years ago, then earned an undergraduate degree, and returned to post-secondary education for further education at UBC. Figure 11 illustrates the location of the previous institution of new transfer students to each of UBC's campuses in 2018/19.

In 2018/19, in total, 662 new-to-UBC undergraduate students transferred from another post-secondary institution to the Okanagan campus, representing 24% of all the new-to-UBC Okanagan undergraduate students. Figure 11 shows that 436 students (or 66% of all the post-secondary transfer students in 2018/19) previously attended a post-secondary institution in BC.

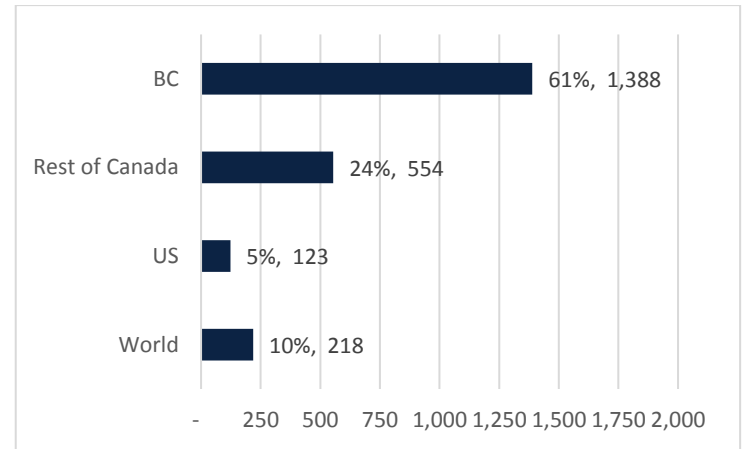
In 2018/19, UBC Vancouver registered 2,283 post-secondary transfer students, who comprised 20% of all the new-to-UBC students on the Vancouver campus. The majority of these students (61%) transferred from a post-secondary institution in BC.

FIGURE 11: LOCATION OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE TRANSFER STUDENTS, 2018/19, BY CAMPUS

Okanagan Campus (N = 662)



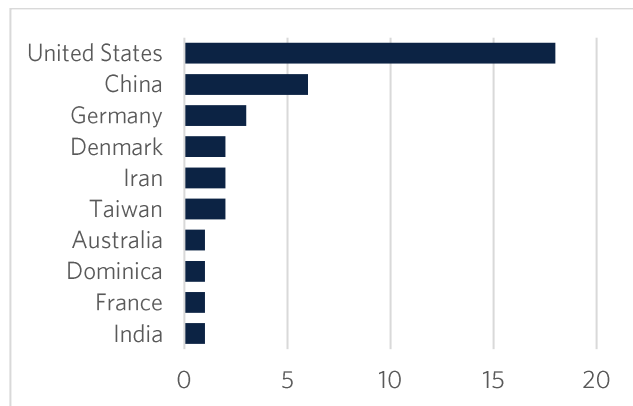
Vancouver Campus (N = 2,283)



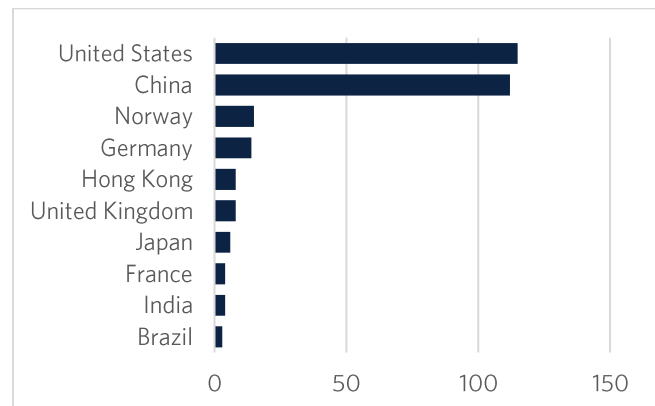
The 2018/19 transfer students attended post-secondary institutions in 37 countries and territories before enrolling at UBC. The most common countries, other than Canada, are shown in Figure 12.

FIGURE 12: TOP 10 COUNTRIES (OTHER THAN CANADA) OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE TRANSFER STUDENTS, 2018/19

Okanagan Campus



Vancouver Campus



WHERE DID ABORIGINAL STUDENTS AT UBC PREVIOUSLY STUDY?

Most Aboriginal students at UBC are direct-entry students from secondary schools, but a much greater proportion (when compared with domestic students, in general) register after completing some post-secondary education elsewhere. Table 3 shows the Aboriginal student headcount, by campus, by student level, and by the type of institution where the student previously attended.

TABLE 3: ABORIGINAL STUDENTS' PREVIOUS INSTITUTION, BY YEAR, BY CAMPUS

Campus	Student Level	Last Inst Type (group)	2014	2015	2016	2017	2018
Okanagan	Undergraduate	Secondary School	245	232	269	341	337
		Technical Institute	16	15	13	13	9
		College	99	95	104	106	104
		University	40	35	43	39	35
		Unknown	29	42	37	34	44
		Undergraduate Total	429	419	466	533	529
	Graduate	Secondary School	2	3	6	4	5
		Technical Institute	1		2	2	2
		College	9	13	7	10	10
		University	16	16	15	16	12
		Unknown	6	8	8	5	5
		Graduate Total	34	40	38	37	34
	Total	Okanagan Total	463	459	504	570	563
Vancouver	Undergraduate	Secondary School	392	422	443	461	478
		Technical Institute	16	12	9	7	11
		College	194	184	196	184	185
		University	168	175	180	176	125
		Unknown	40	58	73	109	117
		Undergraduate Total	810	851	901	937	916
	Graduate	Secondary School	17	23	20	25	24
		Technical Institute	5	9	13	9	7
		College	41	50	52	57	51
		University	142	135	128	130	118
		Unknown	8	6	10	13	14
		Graduate Total	213	223	223	234	214
		Vancouver Total	1,023	1,074	1,124	1,171	1,130
Grand Total			1,486	1,533	1,628	1,741	1,693

Note: "Secondary School" under the *Graduate* category represents graduate students who completed their undergraduate degree at UBC, and hence their last institution attended prior to attending UBC was a secondary school.

Most Aboriginal students at UBC studied in BC before enrolling at either the Vancouver or Okanagan campus. A smaller proportion of enrolled Aboriginal students studied at institutions from Central or Eastern Canada (see Figures 13 and 14).

FIGURE 13: ABORIGINAL STUDENTS' PREVIOUS INSTITUTION, BY PROVINCE, 2018/19, OKANAGAN CAMPUS (IF IN CANADA), N = 514

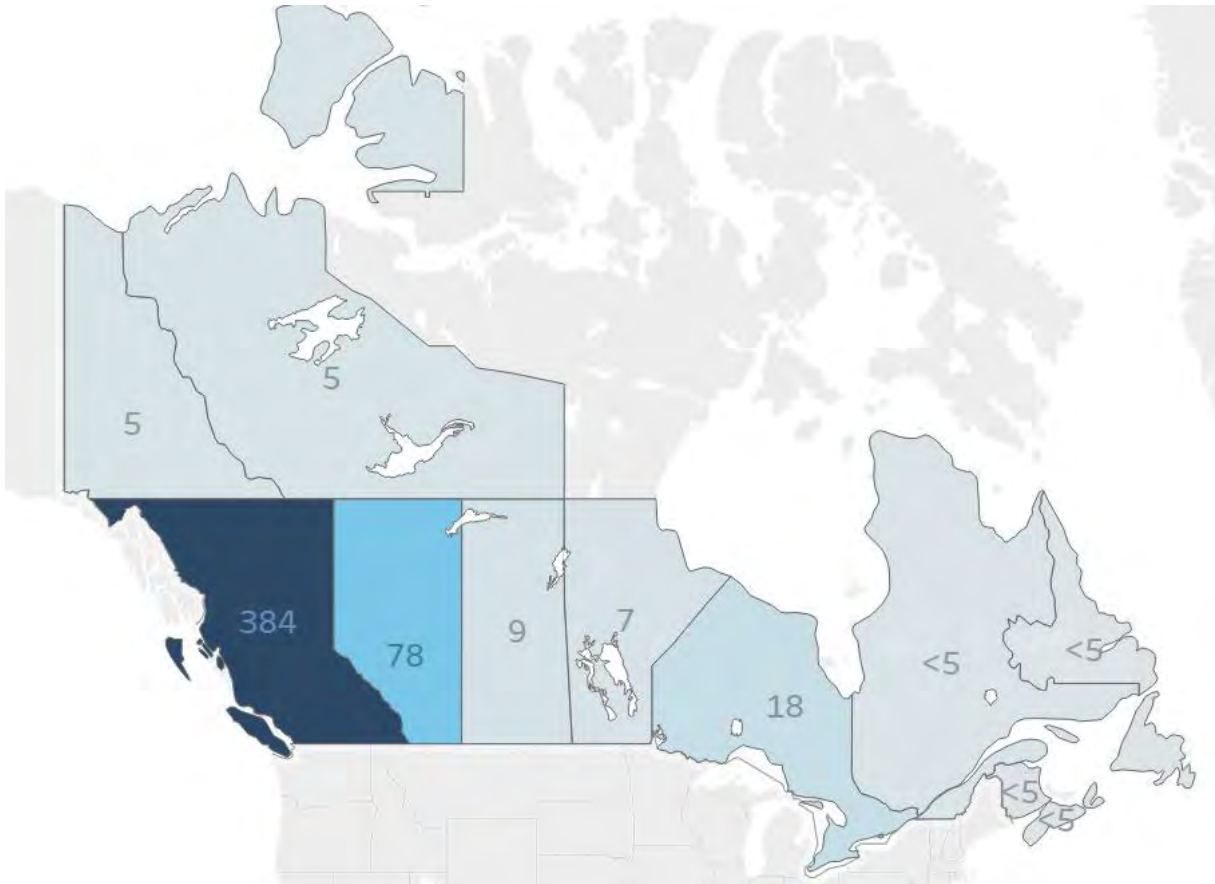


FIGURE 14: ABORIGINAL STUDENTS' PREVIOUS INSTITUTION, BY PROVINCE, 2018/19, VANCOUVER CAMPUS (IF IN CANADA), N = 997



IN WHICH CANADIAN PROVINCES DID UBC'S NEW UNDERGRADUATE STUDENTS PREVIOUSLY STUDY?

Figures 15 and 16 are maps of where UBC's new undergraduate students, in 2018/19, previously studied (if in Canada); these data include both domestic students and international students already studying in Canada on a student authorization before entering UBC. For both the Okanagan and Vancouver campuses, the majority of new students had studied in BC and Alberta, with a smaller proportion coming from institutions in Central and Eastern Canada.

FIGURE 15: CANADIAN PROVINCE OF PREVIOUS INSTITUTION ATTENDED BY NEW UNDERGRADUATE STUDENTS, 2018/19, OKANAGAN CAMPUS (IF IN CANADA), N = 2,103

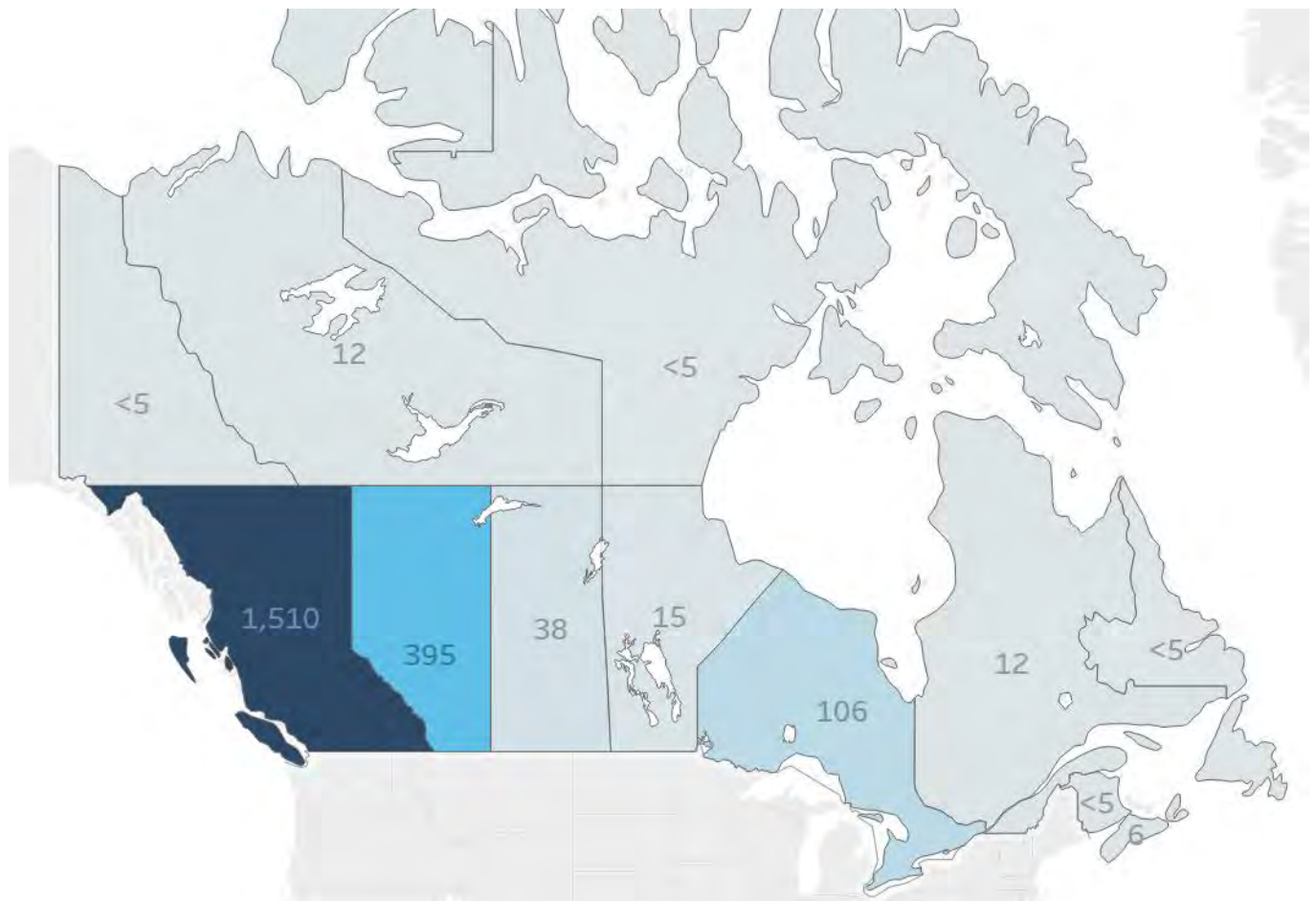
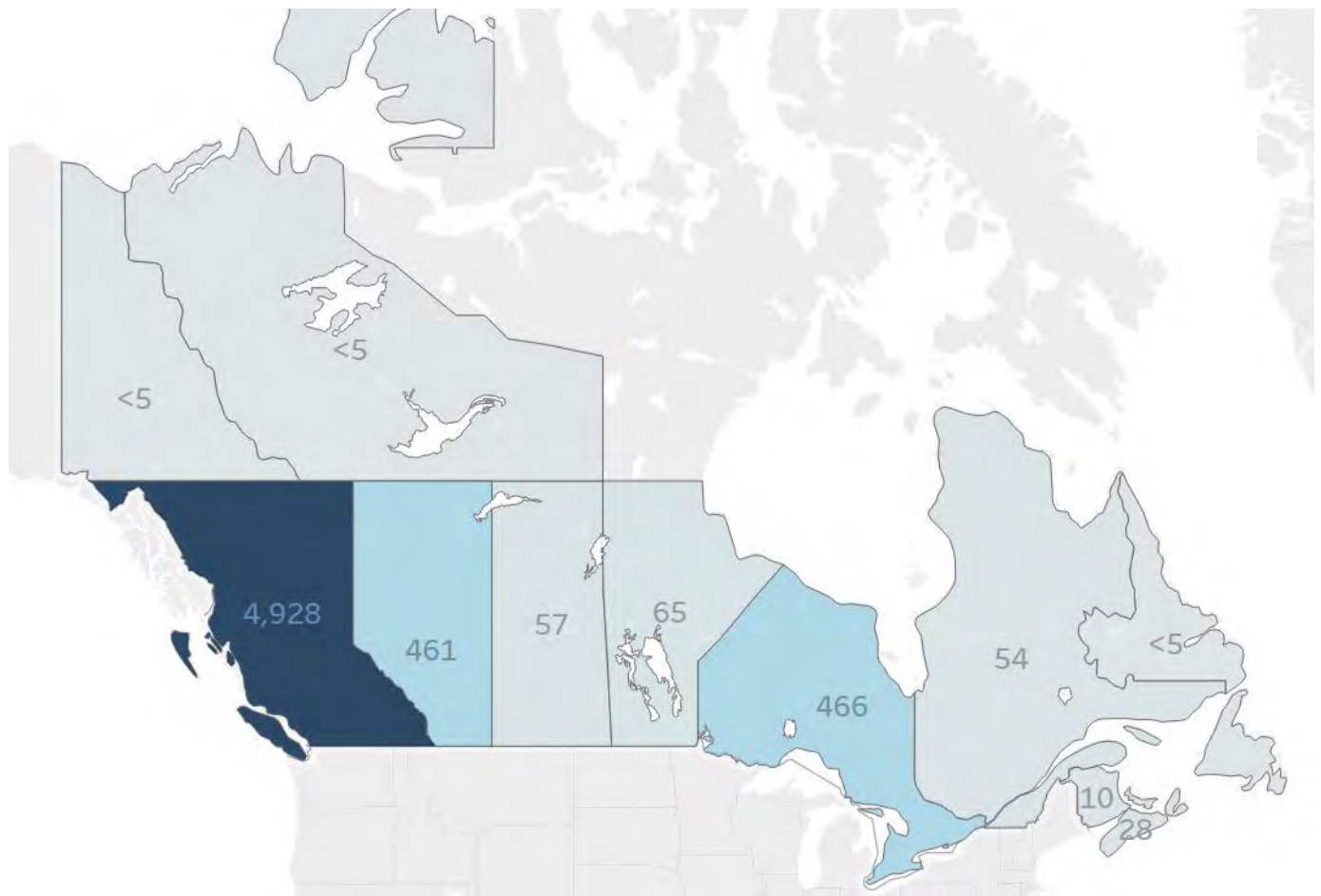


FIGURE 16: CANADIAN PROVINCE OF PREVIOUS INSTITUTION ATTENDED BY NEW UNDERGRADUATE STUDENTS, 2018/19, VANCOUVER CAMPUS (IF IN CANADA), N = 6,080



IN WHICH COUNTRIES DID UBC'S NEW INTERNATIONAL UNDERGRADUATE STUDENTS PREVIOUSLY STUDY?

The 2018/19 new-to-UBC international undergraduate students came from many countries (see Figures 17 and 18). Following Canada, the US and China predominated, with several other European and Asian countries contributing large numbers of students.

FIGURE 17: COUNTRY OF PREVIOUS INSTITUTION ATTENDED, NEW INTERNATIONAL UNDERGRADUATE STUDENTS, 2018/19, OKANAGAN CAMPUS, N = 569

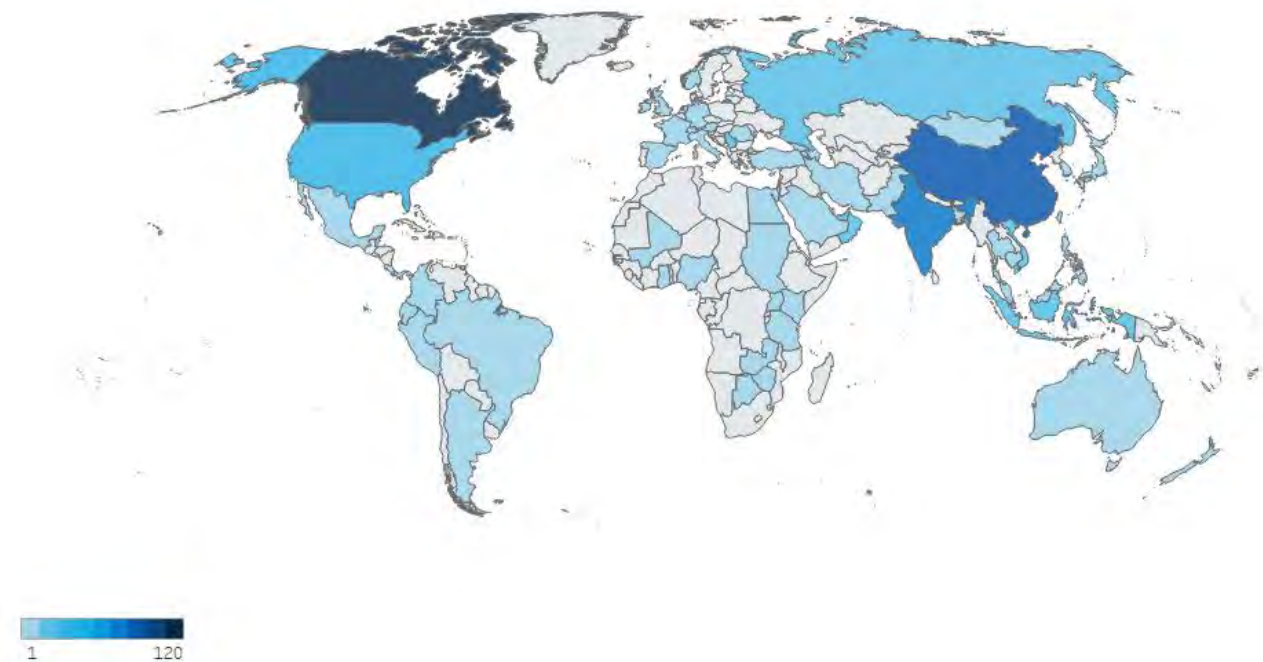
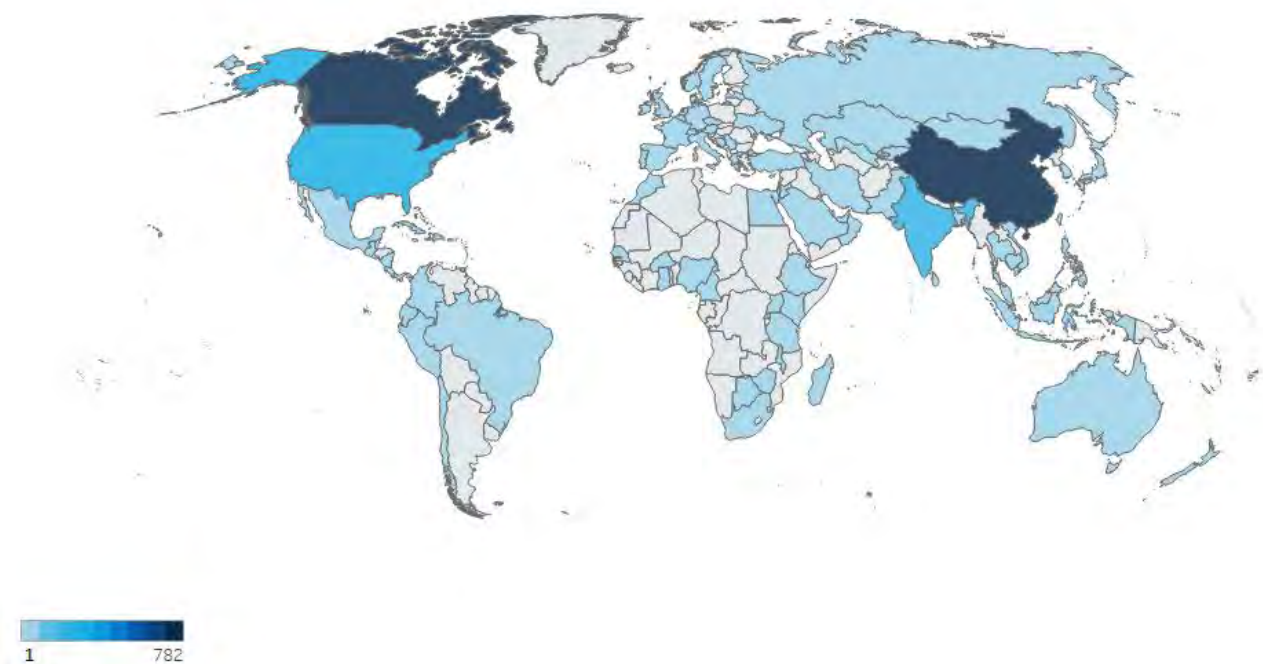


FIGURE 18: COUNTRY OF PREVIOUS INSTITUTION ATTENDED, NEW INTERNATIONAL UNDERGRADUATE STUDENTS, 2018/19, VANCOUVER CAMPUS, N = 2,782



UNDERGRADUATE AND GRADUATE STUDENT ENROLMENT

UBC's enrolment objectives are as follows:

- meet or surpass the Government-funded number of domestic undergraduate students,
- increase the enrolment of Aboriginal students,²
- attract the "best and the brightest" students to UBC,
- ensure a strong contingent of domestic students particularly from B.C. but also from the rest of Canada,
- maintain a healthy enrolment of a diverse international student body, and
- provide opportunities for traditionally underrepresented populations.

Government-funded and actual domestic FTEs, for each campus, are reported in Figure 19. In 2018/19, UBC was funded by the government for 42,551 FTEs, and 47,569 FTEs were enrolled, which results in a 12% over-enrolment. There were 39,265 FTE for undergraduate domestic students enrolled representing a utilization rate of 107%, and 8,304 graduate student FTE were enrolled representing a utilization rate of 140%.

WHAT WAS UBC'S GOVERNMENT-FUNDED DOMESTIC FTE COUNT BY CAMPUS?

Figure 19 illustrates the historical and 2018/19 fiscal year estimated delivered (actual) FTEs for both campuses, against the Ministry targets.

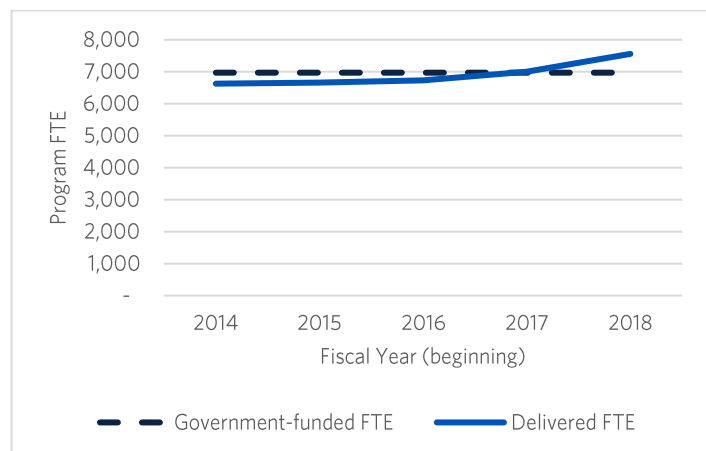
UBC Okanagan was funded for 6,971 domestic undergraduate and graduate student FTEs for 2018/19. Since 2012/13, the Okanagan campus has effectively delivered 100% of the government-funded FTE target and in 2018/19 delivered slightly over the FTE target. As of November 1, 2018, the actual FTE total was estimated to be 7,559, an increase of 555 FTEs over the previous year, representing a utilization rate of 108% (about 106% estimated for March 1, 2019, accounting for attrition from the fall to winter terms).

UBC Vancouver was funded for 35,580 domestic undergraduate and graduate student FTEs. The Vancouver campus has continued to surpass its government targets achieving 40,010 FTEs (112%).

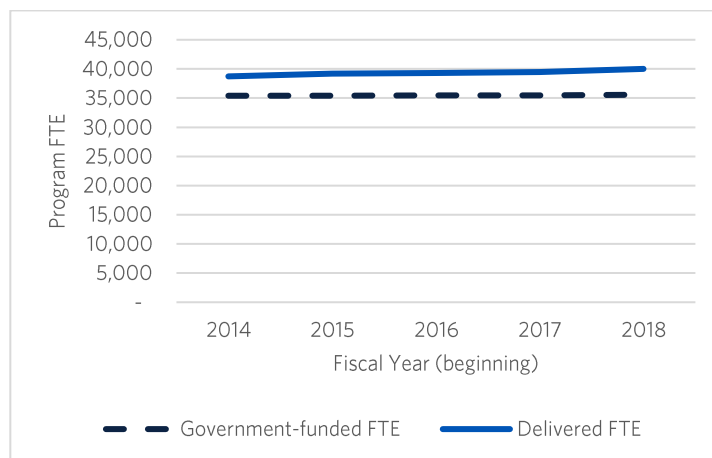
² We use the term "Aboriginal" in the spirit of its use in section 35(2) of the Canadian Constitution, to refer inclusively to members of First Nations, status and non-status, treaty and non-treaty Indians, Métis, and Inuit peoples in Canada, recognizing in doing so that many people prefer the terms that are specific and traditional to their communities.

FIGURE 19: GOVERNMENT-FUNDED AND DELIVERED (ACTUAL) DOMESTIC FTEs, BY CAMPUS

Okanagan Campus



Vancouver Campus



HOW MANY STUDENTS DID UBC ENROL?

In 2018/19, 66,266 undergraduate and graduate students were enrolled at UBC (reported as a headcount), an increase of 2% over the previous year. The number of undergraduate students was 53,872 and graduate students was 10,926 (see Table 4). Eighty-five percent of UBC students were enrolled on the Vancouver campus in 2018/19, with the remaining 15% enrolled on the Okanagan campus. The Non-Degree category, shown in Table 4, includes students taking courses outside of a degree program (e.g., as an unclassified, qualifying, visiting or auditing student), as well as students taking courses after completing a baccalaureate program. Tables 4, 5, 6, and 7 report enrolment as headcounts; corresponding tables with FTEs are provided in [Appendix B](#).

On the Okanagan campus, there were 9,935 undergraduate and graduate students enrolled in 2018/19, a 9% increase over the previous year and UBC Okanagan's largest headcount enrolment to date. Since 2005/06, headcount enrolment has increased by 183% (N = 3,511); undergraduate student enrolment increased by 9% over the previous year and graduate student enrolment increased by 10%. Further, 2018/19 was UBC Okanagan's largest graduate student enrolment, to date (N = 945). Approximately 30% of all Okanagan students enrolled in 2018/19 were new-to-UBC students (N = 3,003).³

The Vancouver campus 2018/19 enrolment grew to 56,331, an increase of 1% over the previous year, with nearly all of the growth concentrated in undergraduate baccalaureate degree enrolment.

³ New-to-UBC students are new students who have not studied previously at UBC.

TABLE 4: OVERALL STUDENT HEADCOUNT, BY YEAR, BY CAMPUS⁴

Campus	Student Level	Program Type	2014/15	2015/16	2016/17	2017/18	2018/19
Okanagan	Undergraduate	Diploma & Certificate	42	35	24	30	11
		Baccalaureate Degree	7,104	7,262	7,492	7,896	8,565
		Post-Baccalaureate Degree	184	164	133	119	186
		Non-Degree	202	207	250	219	228
		Undergraduate Total	7,532	7,668	7,899	8,264	8,990
	Graduate	Master's Degree	430	466	523	559	626
		Doctoral Degree	252	258	265	297	319
		Graduate Total	682	724	788	856	945
		Okanagan Total	8,214	8,392	8,687	9,120	9,935
Vancouver	Undergraduate	Diploma & Certificate	2,202	2,263	2,359	2,460	2,403
		Baccalaureate Degree	32,524	34,075	35,507	36,670	37,238
		Post-Baccalaureate Degree	2,566	2,554	2,674	2,781	2,836
		Non-Degree	2,669	2,716	2,510	2,467	2,405
		Undergraduate Total	39,961	41,608	43,050	44,378	44,882
	Residents	Residents Total	1,326	1,378	1,437	1,461	1,468
	Graduate	Diploma & Certificate	61	55	75	-	-
		Master's Degree	6,351	6,142	6,162	6,395	6,432
		Doctoral Degree	3,626	3,538	3,507	3,546	3,549
		Non-Degree	1	-	1	-	-
		Graduate Total	10,039	9,735	9,745	9,941	9,981
		Vancouver Total	51,326	52,721	54,232	55,780	56,331
Grand Total			59,540	61,113	62,919	64,900	66,266

Note: The Residents category includes residents in the Faculties of Dentistry, Medicine, and Pharmaceutical Sciences. Not all residents have student status, but all are counted towards FTE targets.

HOW MANY DOMESTIC STUDENTS DID UBC ENROL?

Domestic students are defined as Canadian citizens, permanent residents, or refugees. Table 5 provides the domestic student headcount enrolments over the past five years, for both campuses, by student level and program type.

Domestic undergraduate student enrolment at UBC Okanagan increased by 6% in 2018/19 (N = 7,486), while domestic graduate student enrolment increased by 8% (N = 629). Domestic new-to-UBC undergraduate student enrolment in 2018/19 (N = 2,185) increased when compared with the previous year (N = 2,077 in 2017/18) (not shown in the Table).

At UBC Vancouver, domestic undergraduate and graduate student enrolment in 2018/19 (N = 40,926) remained constant relative to 2017/18. Domestic new-to-UBC undergraduate student enrolment decreased slightly between 2017/18 (N = 7,416) and 2018/19 (N = 7,285), or by 2% (not shown in the Table). The small reduction is the result of the Vancouver campus managing new student intake closer to intake target.

⁴ Starting in the year 2018/19, "Diploma & Certificate" counts have been included in the Undergraduate category as a result of a change in classification. This change can be seen in Tables 4, 5, 6, and 7.

TABLE 5: DOMESTIC STUDENT HEADCOUNT, BY YEAR, BY CAMPUS

Campus	Student Level	Program Type	2014/15	2015/16	2016/17	2017/18	2018/19
Okanagan	Undergraduate	Diploma & Certificate	42	35	24	30	11
		Baccalaureate Degree	6,407	6,442	6,552	6,777	7,119
		Post-Baccalaureate Degree	183	164	133	119	186
		Non-Degree	138	170	188	139	170
		Undergraduate Total	6,770	6,811	6,897	7,065	7,486
	Graduate	Master's Degree	338	356	381	421	456
		Doctoral Degree	148	153	158	161	173
		Graduate Total	486	509	539	582	629
		Okanagan Total	7,256	7,320	7,436	7,647	8,115
Vancouver	Undergraduate	Diploma & Certificate	2,055	2,109	2,203	2,290	2,237
		Baccalaureate Degree	26,323	26,659	26,944	26,909	26,838
		Post-Baccalaureate Degree	2,546	2,534	2,647	2,748	2,808
		Non-Degree	1,314	1,329	1,197	1,222	1,181
		Undergraduate Total	32,238	32,631	32,991	33,169	33,064
	Residents	Residents Total	1,319	1,371	1,429	1,452	1,468
	Graduate	Diploma & Certificate	58	50	70	-	-
		Master's Degree	4,638	4,441	4,495	4,473	4,406
		Doctoral Degree	2,170	2,111	2,064	2,001	1,988
		Non-Degree	-	-	1	-	-
		Graduate Total	6,866	6,602	6,630	6,474	6,394
		Vancouver Total	40,423	40,604	41,050	41,095	40,926
Grand Total			47,679	47,924	48,486	48,742	49,041

HOW MANY ABORIGINAL STUDENTS DID UBC ENROL?

UBC is committed to expanding educational opportunities for Aboriginal students. There is some uncertainty about the number of Aboriginal students enrolled at UBC; Aboriginal students are not required to identify as Aboriginal at any time during their studies, but can do so voluntarily. Students' Aboriginal self-identification is gleaned from several sources: students may self-identify as part of the admissions process, they may indicate their Aboriginal status at any time after initial admission. Thus, the numbers of Aboriginal students shown in Tables 3 and 6 are likely an underestimation of the actual number of students enrolled.

The following sections report on Aboriginal students of Canada. There are a small number of additional students who are not included in the following sections because they are international Aboriginal students.

In 2018/19, 5.7% of students enrolled on the Okanagan campus identified as Aboriginal (N = 563), constituting 7.0% of all domestic students. About 2.1% of all students (undergraduate and graduate) on the Vancouver campus were identified as Aboriginal, constituting 2.9% of all domestic students.

As described on page 43 of this report, UBC places a great importance on connecting with Aboriginal communities and promoting access for Aboriginal students. In 2018/19, 166 new-to-UBC students identified as Aboriginal on their application and enrolled in first degree baccalaureate programs on the Vancouver campus, a 3% increase over the previous year (N = 161). On the Okanagan campus, 122 new-to-UBC students identified as Aboriginal on their application

and enrolled in first degree baccalaureate programs, a 10% increase over the previous year (N = 111, not shown in the Table).

The proportions of Aboriginal student enrolments of domestic students at both campuses exceed the proportions observed in the populations of the respective local communities. In the 2016 Canadian Census,⁵ the Okanagan area (Central Okanagan, North Okanagan, and Okanagan-Similkameen census regions) reported that 6.8% (N = 23,865) of the population identified themselves as Aboriginal. The Vancouver area (Greater Vancouver census region) had 2.5% (N = 61,455) of the population identify as Aboriginal. In June 2018, the Ministry of Advanced Education, Skills and Training reported that Aboriginal students seeking post-secondary education are more likely to attend colleges (38%) and teaching-intensive universities (21%), rather than research-intensive universities (23%), in the province. Nonetheless, UBC's two campuses enrol the greatest share of Aboriginal student FTEs of the total number registered in the 25 institutions in provincial public post-secondary system (10.3%).⁶

⁵ Data are obtained from Statistics Canada Catalogue Number: 98-400-X2016156.

⁶ See: Ministry of Advanced Education, Skills and Training. (2018, June). *Aboriginal learners in British Columbia's public post-secondary system*. <https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/aboriginal-education-training/aboriginallearnerdatareport-june2018.pdf>

TABLE 6: DOMESTIC ABORIGINAL STUDENT HEADCOUNT, BY YEAR, BY CAMPUS

Campus	Student Level	Program_Type_Group	2014/15	2015/16	2016/17	2017/18	2018/19
Okanagan	Undergraduate	Diploma & Certificate	1	1		1	1
		Baccalaureate Degree	378	372	421	473	463
		Post-Baccalaureate Degree	10	9	8	5	8
		Non-Degree	40	37	37	54	57
		Undergraduate Total	429	419	466	533	529
	Graduate	Master's Degree	24	30	26	28	26
		Doctoral Degree	10	10	12	9	8
		Graduate Total	34	40	38	37	34
		Okanagan Total	463	459	504	570	563
Vancouver	Undergraduate	Diploma & Certificate	20	20	21	24	30
		Baccalaureate Degree	606	616	654	665	635
		Post-Baccalaureate Degree	158	180	191	204	206
		Non-Degree	26	35	35	44	45
		Undergraduate Total	810	851	901	937	916
	Resident	Residents Total	18	19	29	32	38
	Graduate	Diploma & Certificate					
		Master's Degree	144	154	158	165	142
		Doctoral Degree	69	69	65	69	72
		Non-Degree					
		Graduate Total	213	223	223	234	214
		Vancouver Total	1,041	1,093	1,153	1,203	1,168
Grand Total	Total	1,504	1,552	1,657	1,773	1,731	

HOW MANY INTERNATIONAL STUDENTS DID UBC ENROL?

International students are those who require a study permit, issued by the Government of Canada, to attend UBC.⁷ Table 7 shows the number of international undergraduate and graduate students enrolled in the years 2014/15 through 2018/19, by campus, and by program type. Excluded from the totals are visiting international research students who, although attending UBC and assigned student numbers, are not enrolled in “for-credit” courses (37 on the Okanagan campus and 381 on the Vancouver campus).

In 2018/19, 1,820 international students were enrolled on the Okanagan campus, representing a 24% increase over the previous year (N = 1,473), which is the largest international student population to date. International students represented 18% of the total student population. The 2018/19 student intake was also the largest incoming international undergraduate and graduate class for the Okanagan campus (N = 725); new-to-UBC international undergraduate enrolment increased by 19% (N = 624) over the previous year (N = 526) (not shown in the Table). International students made up 17% of all undergraduate students and 33% of all graduate students. Since 2008/09, the compound annual

⁷ Permits are issued by Immigration, Refugees and Citizenship Canada.

growth rate (CAGR) of international students, on the Okanagan campus, of new-to-UBC undergraduate students has been 17%. International enrolment is projected to start stabilizing with a 2% CAGR between 2019/20 and 2023/24.

In 2018/19, 15,405 international students were enrolled on the Vancouver campus, which represents a 7% increase over the previous year. Although there were more international undergraduate students than international graduate students (three times as many), the proportion of international students was greater at the graduate level, where they comprised 36% of all graduate students. International students comprised 26% of all undergraduate students. The new-to-UBC Vancouver undergraduate student CAGR, since 2008/09, was 9%. The new-to-UBC CAGR started stabilizing between 2014/15 and 2018/19, at 3%, and is projected to be 0% between 2019/20 and 2023/24.

TABLE 7: INTERNATIONAL STUDENT HEADCOUNT, BY YEAR, BY CAMPUS

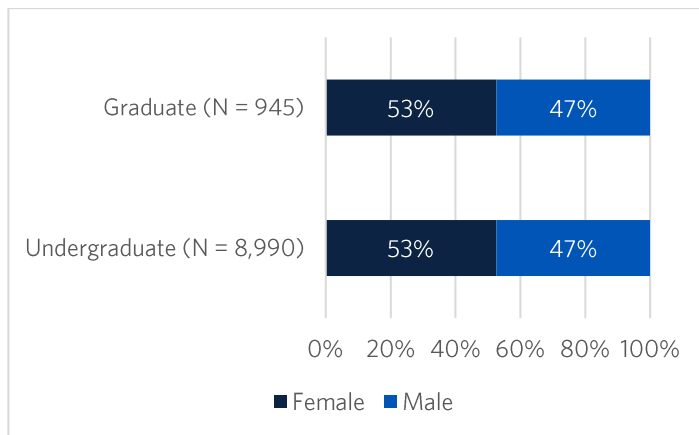
Campus	Student Level	Program Type	2014/15	2015/16	2016/17	2017/18	2018/19
Okanagan	Undergraduate	Diploma & Certificate	-	-	-	-	-
		Baccalaureate Degree	697	820	940	1,119	1,446
		Post-Baccalaureate Degree	1	-	-	-	-
		Non-Degree	64	37	62	80	58
		Undergraduate Total	762	857	1,002	1,199	1,504
	Graduate	Master's Degree	92	110	142	138	170
		Doctoral Degree	104	105	107	136	146
		Graduate Total	196	215	249	274	316
		Okanagan Total	958	1,072	1,251	1,473	1,820
Vancouver	Undergraduate	Diploma & Certificate	147	154	156	170	166
		Baccalaureate Degree	6,201	7,416	8,563	9,761	10,400
		Post-Baccalaureate Degree	20	20	27	33	28
		Non-Degree	1,355	1,387	1,313	1,245	1,224
		Undergraduate Total	7,723	8,977	10,059	11,209	11,818
	Residents	Residents Total	7	7	8	9	-
	Graduate	Diploma & Certificate	3	5	5	-	-
		Master's Degree	1,713	1,701	1,667	1,922	2,026
		Doctoral Degree	1,456	1,427	1,443	1,545	1,561
		Non-Degree	1	-	-	-	-
		Graduate Total	3,173	3,133	3,115	3,467	3,587
		Vancouver Total	10,903	12,117	13,182	14,685	15,405
Grand Total			11,861	13,189	14,433	16,158	17,225

WHAT WERE THE DEMOGRAPHIC CHARACTERISTICS OF UBC'S STUDENTS?

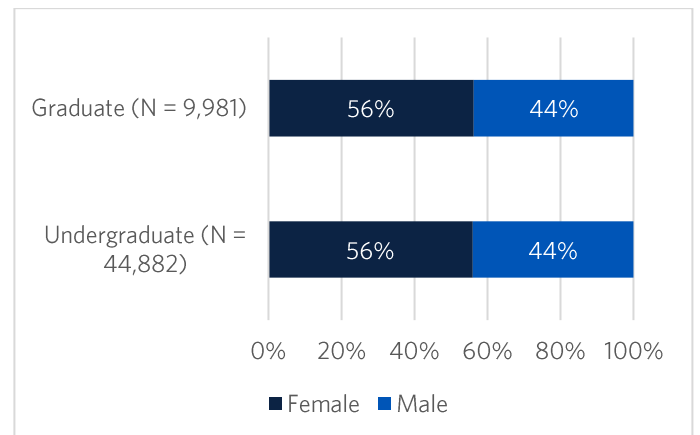
The gender distribution of students enrolled at UBC in 2018/19 was generally consistent across both campuses, with female students representing a small majority on both campuses (see Figure 20).⁸

FIGURE 20: STUDENTS' GENDER DISTRIBUTION, BY PROGRAM, BY CAMPUS, 2018/19

Okanagan Campus



Vancouver Campus

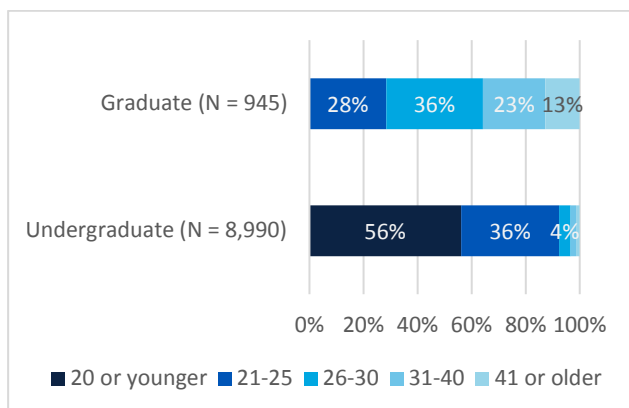


The majority of undergraduate students, in 2018/19, were 25 years of age or younger (92% of Okanagan students and 87% of Vancouver students) (see Figure 21). On the Okanagan campus, the undergraduate students' average age, in 2018/19, was 20 years. Of graduate students on the Okanagan campus, the largest proportion was the 26-30 year age group (36%), followed by the 21-25 year age group (28%); the average age was 28 years. On the Vancouver campus, the undergraduate students' average age was 21 years. The largest proportion of graduate students (34%) was in the 26-30 year age group followed by the 21-25 year age group (29%); the graduate students' average age was 28 years.

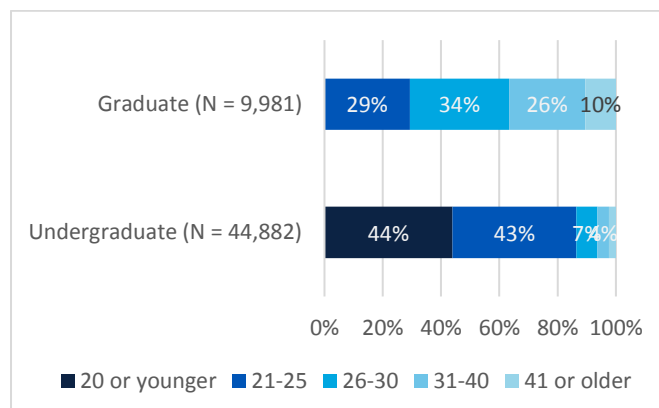
⁸ The binary gender categories "male" and "female" were used for this report because they were the only categories collected in the UBC student information system at the time.

FIGURE 21: STUDENTS' AGE DISTRIBUTION, BY PROGRAM, BY CAMPUS, 2018/19

Okanagan Campus



Vancouver Campus



WHAT NATIONALITIES ARE REPRESENTED IN UBC'S INTERNATIONAL STUDENT POPULATION?

In 2018/19, UBC's international students, at both campuses combined, were citizens of over 160 countries. Tables 8 and 9 show the top 10 countries of citizenship for the Okanagan and Vancouver campuses, respectively, and Figures 22 and 23 provide maps of the countries of citizenship for each campus. About one third (36%) of UBC's international students held Chinese citizenship in 2018/19 (N = 6,239). Following China, the most common countries of citizenship were the United States of America, India, the Republic of Korea, and Japan.

The diversity of international students on the Okanagan campus has increased markedly since 2005/06 (the Okanagan campus's first year of operation), when 20 countries were represented by 86 students. In 2018/19, 101 countries were represented by 1,820 students. Across all research post-secondary institutions in BC, an average of 97 countries are represented by international students.⁹

A total of 157 countries were represented by 15,405 international students on the Vancouver campus in 2018/19. Thirty-six percent of these international students held Chinese citizenship (N = 5,717). Since 2011/12, the number of international students with Indian citizenship has increased by 463%. There was significant diversity on the Vancouver campus with the largest number of nationalities represented relative to other research post-secondary institutions in BC.⁸

⁹ See: British Columbia Higher Education Accountability Dataset. <http://bcheadset.ca/>

TABLE 8: INTERNATIONAL STUDENTS' COUNTRIES OF CITIZENSHIP, BY YEAR, OKANAGAN CAMPUS

Student Level	Country	2014/15	2015/16	2016/17	2017/18	2018/19	Change from 2014
Undergraduate	China	271	257	313	368	471	74%
	India	24	42	57	90	174	625%
	United States	41	59	68	76	81	98%
	Hong Kong	28	27	35	32	42	50%
	Taiwan	14	24	26	28	40	186%
	Japan	29	32	27	33	36	24%
	South Korea	30	37	40	42	32	7%
	Mexico	13	16	18	28	29	123%
	Nigeria	*	14	22	31	29	625%
	Bangladesh	15	18	22	22	28	87%
	Other	293 (70)	331 (75)	374 (81)	449 (85)	542 (85)	85%
	Undergraduate Total	762	857	1,002	1,199	1,504	97%
Graduate	India	25	28	34	44	71	184%
	Iran	43	45	50	50	57	33%
	China	31	36	39	47	53	71%
	United States	12	18	16	18	19	58%
	Bangladesh	19	17	25	19	18	-5%
	Pakistan	9	7	10	11	11	22%
	Brazil	*	*	*	5	6	500%
	Malaysia	*	*	5	6	5	67%
	Nigeria	*	*	*	*	5	67%
	Sri Lanka	*	*	*	*	5	150%
	Other	48 (26)	54 (31)	62 (31)	66 (33)	66 (39)	38%
	Graduate Total	196	215	249	274	316	61%
Grand Total		958	1,072	1,251	1,473	1,820	90%

Note: The number of countries represented in the Other category is listed after the headcount in brackets. Countries with less than 5 are denoted with a * to protect individual identities.

TABLE 9: INTERNATIONAL STUDENTS' COUNTRIES OF CITIZENSHIP, BY YEAR, VANCOUVER CAMPUS

Student Level	Country	2014/15	2015/16	2016/17	2017/18	2018/19	Change from 2014
Undergraduate	China	2,513	3,195	3,823	4,406	4,856	93%
	United States	826	883	972	1,083	1,043	26%
	India	242	383	513	726	941	289%
	South Korea	426	430	413	436	435	2%
	Japan	296	310	310	326	306	3%
	Hong Kong	229	245	269	290	288	26%
	Indonesia	183	199	209	216	234	28%
	United Kingdom	226	243	225	228	188	-17%
	Malaysia	188	170	177	188	187	-1%
	Singapore	152	162	186	189	183	20%
	Other	2,446 (126)	2,762 (134)	2,967 (136)	3,121 (139)	3,157 (138)	29%
	Undergraduate Total	7,727	8,982	10,064	11,209	11,818	53%
Graduate	China	793	791	753	817	859	8%
	United States	585	552	538	565	595	2%
	India	256	257	272	344	405	58%
	Iran	234	211	186	207	219	-6%
	Brazil	45	52	67	82	100	122%
	United Kingdom	81	78	82	101	94	16%
	Mexico	82	81	82	105	92	12%
	Germany	90	88	79	84	82	-9%
	Nigeria	23	19	32	49	66	187%
	South Korea	50	48	51	62	61	22%
	Other	936 (103)	952 (105)	969 (101)	1,035 (105)	1,014 (116)	8%
	Graduate Total	3,175	3,129	3,111	3,451	3,587	13%
Grand Total		10,902	12,111	13,175	14,660	15,405	57%

Note: The number of countries represented in the Other category is listed after the headcount in brackets.

FIGURE 22: INTERNATIONAL STUDENTS' CITIZENSHIP, BY COUNTRY, 2018/19, OKANAGAN CAMPUS,
N = 1,820

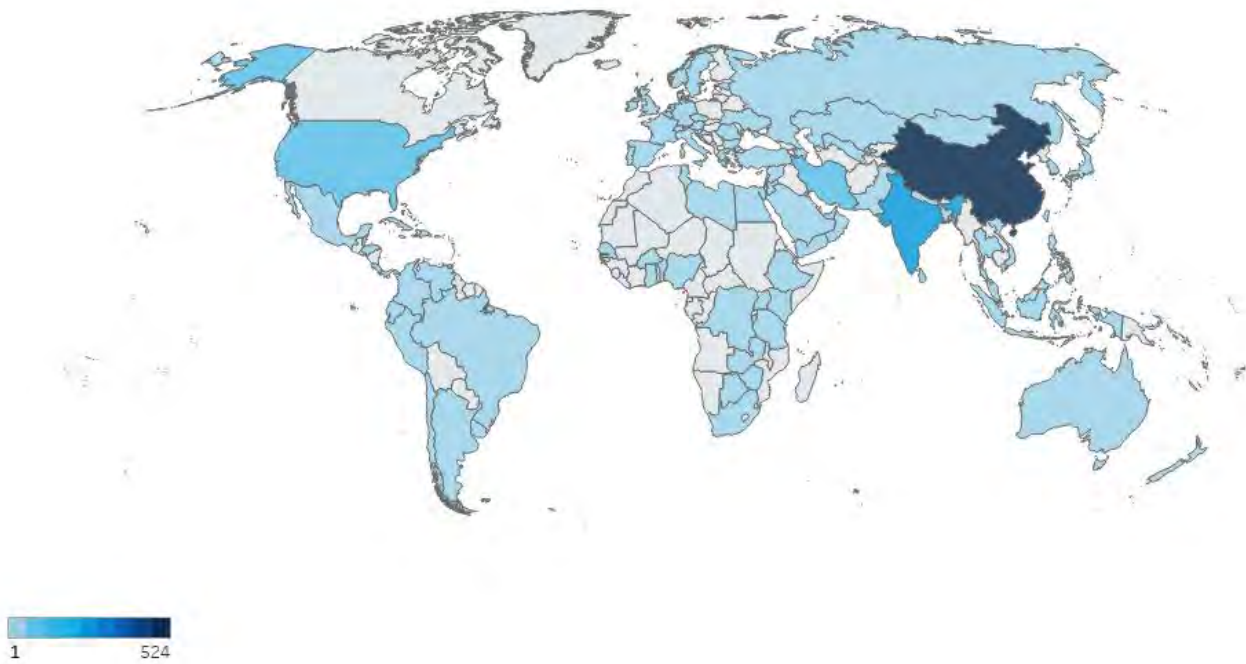
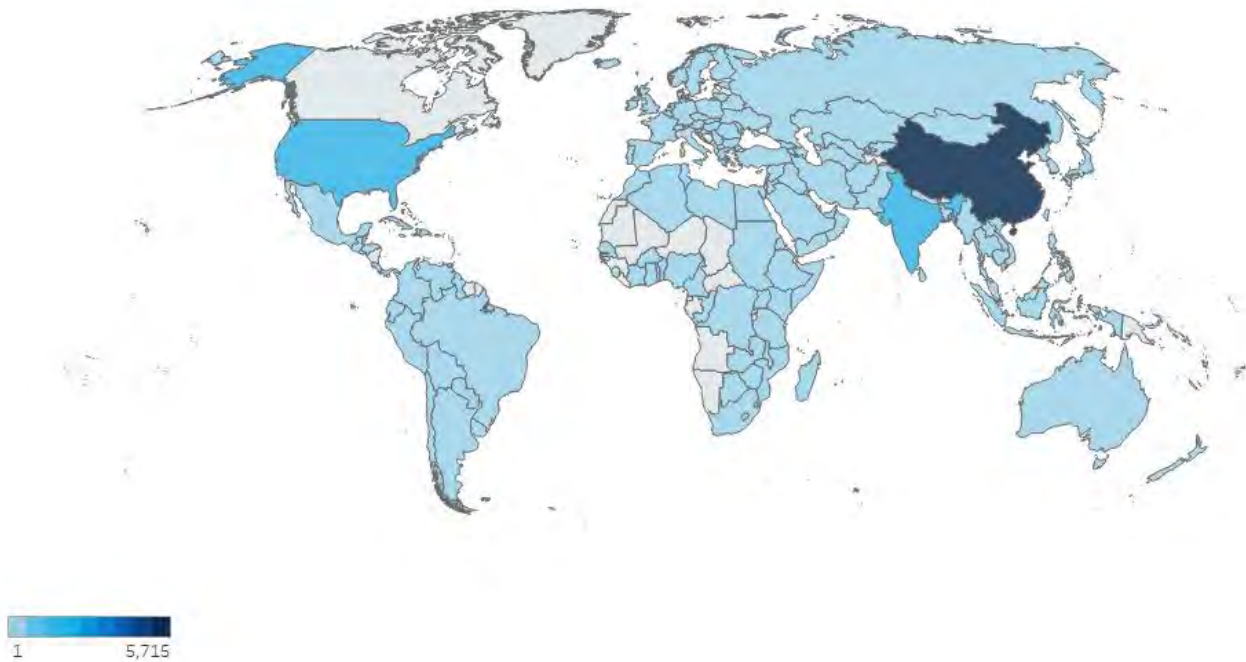


FIGURE 23: INTERNATIONAL STUDENTS' CITIZENSHIP, BY COUNTRY, 2018/19, VANCOUVER CAMPUS,
N = 15,405



INDICATORS OF STUDENT SUCCESS

HOW MANY CREDENTIALS DID UBC AWARD?

Undergraduate students may graduate in either the spring (May) or fall (November). Graduate students may have their degrees awarded on one of four dates in a given year (February, May, September, or November). Credentials are reported by calendar year. Once a degree has been granted by the appropriate Senate, a notation appears on the student's transcript; however, formal conferral at Congregation ceremonies and official degree parchments are available only in May and November.

Table 10 shows a steadily increasing number of credentials awarded, which is consistent with UBC's enrolment growth over the period under review. A total of 1,682 credentials were awarded to Okanagan campus graduates in 2018, which is down slightly from the unusually large number of credentials awards in 2016. Those were due in part to a larger than expected cohort of students that began their studies in 2012. Since 2005, over 15,000 credentials have been awarded to Okanagan graduates. The Vancouver campus has had 12% growth in the number of credentials awarded between 2014 and 2018. More than 12,000 credentials were awarded to students on the Vancouver campus in 2018.

TABLE 10: NUMBER OF CREDENTIALS AWARDED, BY YEAR, BY CAMPUS

Campus	Program Level	Program Type	2014	2015	2016	2017	2018
Okanagan	Undergraduate	<i>Domestic</i>					
		Baccalaureate Degree	1,227	1,285	1,328	1,255	1,286
		Post-Baccalaureate Degree	143	119	117	89	45
		<i>International</i>					
		Baccalaureate Degree	70	93	116	132	110
		Undergraduate Total	1,440	1,497	1,561	1,476	1,441
	Graduate	<i>Domestic</i>					
		Master's Degree	130	113	143	113	158
		Doctoral Degree	16	27	17	28	17
		<i>International</i>					
		Master's Degree	20	32	37	49	56
		Doctoral Degree	9	12	14	14	10
		Graduate Total	175	184	211	204	241
		Okanagan Total	1,615	1,681	1,772	1,680	1,682
Vancouver	Undergraduate	<i>Domestic</i>					
		Diploma & Certificate	526	516	513	518	506
		Baccalaureate Degree	5,502	5,494	5,413	5,560	5,505
		Post-Baccalaureate Degree	1,030	1,067	1,038	1,102	1,140
		<i>International</i>					
		Diploma & Certificate	47	73	56	72	73
		Baccalaureate Degree	866	960	1,098	1,329	1,711
		Post-Baccalaureate Degree	6	12	7	13	18
		Undergraduate Total	7,977	8,122	8,125	8,594	8,953
	Graduate	<i>Domestic</i>					
		Master's Degree	1,701	1,779	1,643	1,725	1,778
		Doctoral Degree	391	402	376	361	345
		<i>International</i>					
		Master's Degree	618	683	715	692	836
		Doctoral Degree	143	170	181	185	184
		Graduate Total	2,853	3,034	2,915	2,963	3,143
		Vancouver Total	10,830	11,156	11,040	11,557	12,096
Grand Total			12,445	12,837	12,812	13,237	13,778

Note: In the Vancouver campus count of credentials awarded, the Master's Degree includes graduate students receiving a parchment for the Master of Digital Media program, which is conferred jointly by UBC, Simon Fraser University, British Columbia Institute of Technology and Emily Carr University of Art + Design.

The proportion of Aboriginal students conferred a UBC degree has increased over time, and by 50% total between 2014 and 2018 (see Table 11). Aboriginal students at the Okanagan campus received about 6% of all the undergraduate and graduate credentials awarded in 2018, which is generally consistent with the proportion of the total student population that self-identified as Aboriginal. At the Vancouver campus, Aboriginal students received about 2% of all the credentials awarded in 2018, and the overall number increased by 45% between 2014 and 2018.

TABLE 11: NUMBER AND PROPORTION OF CREDENTIALS AWARDED TO ABORIGINAL STUDENTS, BY YEAR, BY CAMPUS

Campus	Program Level	2014		2015		2016		2017		2018	
		Number	%	Number	%	Number	%	Number	%	Number	%
Okanagan	Undergraduate	60	4%	66	4%	68	4%	68	5%	97	7%
	Graduate	3	2%	5	3%	12	6%	7	3%	5	2%
	Okanagan Total	63	4%	71	4%	80	5%	75	4%	102	6%
Vancouver	Undergraduate	120	2%	145	2%	162	2%	168	2%	168	2%
	Graduate	34	1%	40	1%	51	2%	24	1%	56	2%
	Vancouver Total	154	1%	185	2%	213	2%	192	2%	224	2%
Grand Total		217	2%	256	2%	293	2%	267	2%	326	2%

WHAT WERE UBC'S UNDERGRADUATE STUDENTS' RETENTION AND COMPLETION RATES?

Reported are the retention and completion rates of the cohort of students who met the Consortium for Student Retention Data Exchange (CSRDE) standard definition; that is, they began as first-time (new-to-UBC), full-time, first-year students. The retention rate measures persistence from first year to second year, irrespective of whether there was a change in program or campus, or change from full- to part-time study. If the students were registered at one of UBC's campuses, in the subsequent winter session, they were counted as having been retained at UBC (system-level). For undergraduate students, it is typical to report completion rates within six years of the students' program start dates.

Overall, 86% of the 2017/18 cohort of UBC Okanagan first-year undergraduate students were retained into 2018/19; 87% of the domestic cohort and 86% of the international cohort were retained.

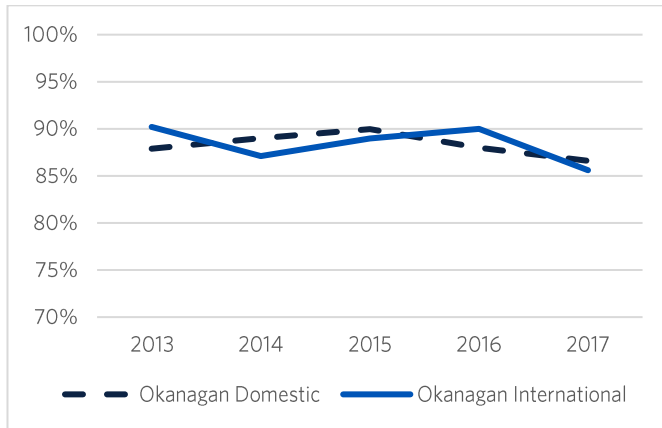
For UBC Vancouver, 93% of the 2017/18 cohort of first-year undergraduate students were retained into 2018/19. Overall, international students had somewhat lower rates of retention than those of domestic students (see Figure 24). With the most recent cohort, 94% of domestic students and 90% of international first-year students were retained from 2017/18 into 2018/19.

These retention rates compare favourably to other institutions in BC. For the 2016/17 cohort, the Okanagan campus retained students at 86%, and the Vancouver campus at 93%. In comparison, Simon Fraser University retained students at 90%, the University of Victoria at 83%, the University of Northern British Columbia at 79%, and Thompson Rivers University at 76%.¹⁰

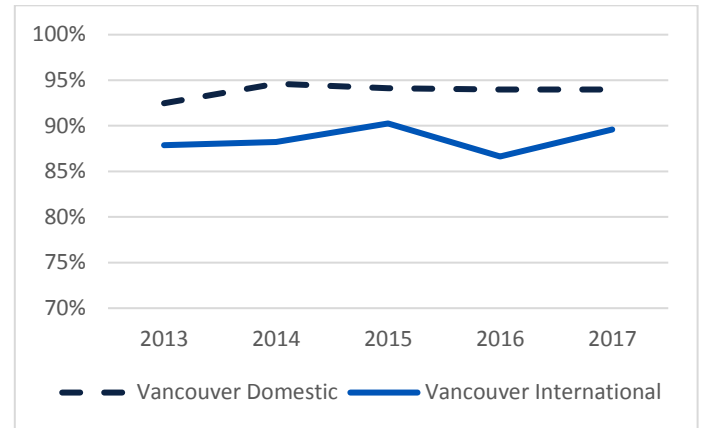
¹⁰ See: British Columbia Higher Education Accountability Dataset. <http://bcheadset.ca/>

FIGURE 24: RETENTION RATES OF DOMESTIC AND INTERNATIONAL FIRST-YEAR STUDENTS, BY YEAR, BY CAMPUS

Okanagan Campus



Vancouver Campus

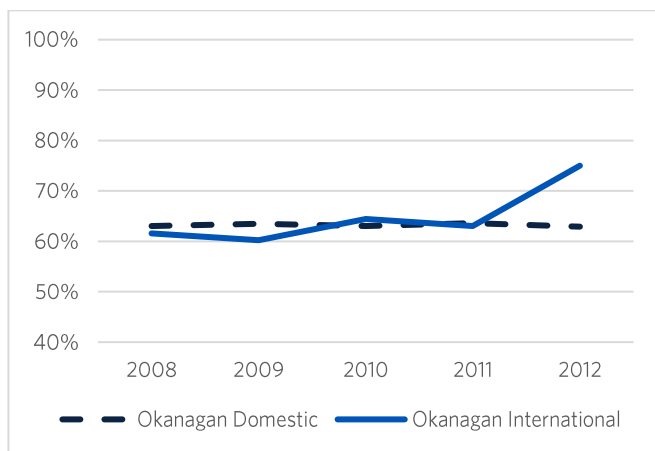


With respect to the cohort of undergraduate students who began their degree programs in 2012/13, 64% of UBC Okanagan students and 77% of UBC Vancouver students completed their degree programs within six years.

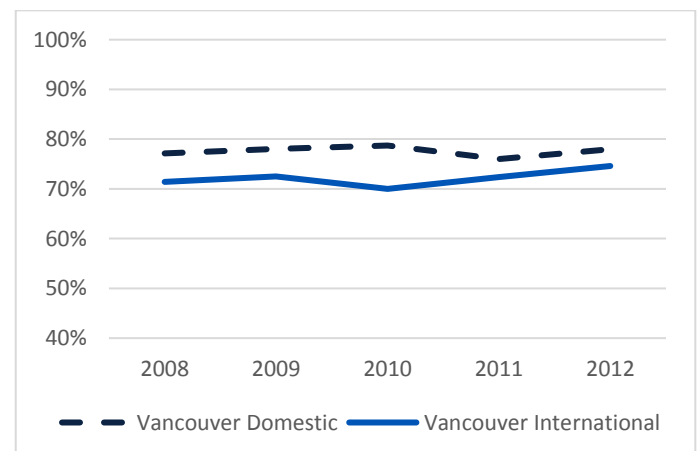
Overall, despite some fluctuation between domestic and international students, six-year completion rates have remained consistent over time. However, International student completion from 2012 on the Okanagan Campus appear to have jumped, which may have contributed to the large number of credentials awarded in 2016. Figure 25 shows the completion rates, by campus, for the cohorts that have had sufficient time (i.e., six years) to complete their programs.

FIGURE 25: SIX-YEAR COMPLETION RATES OF DOMESTIC AND INTERNATIONAL UNDERGRADUATE STUDENTS, BY YEAR, BY CAMPUS

Okanagan Campus



Vancouver Campus



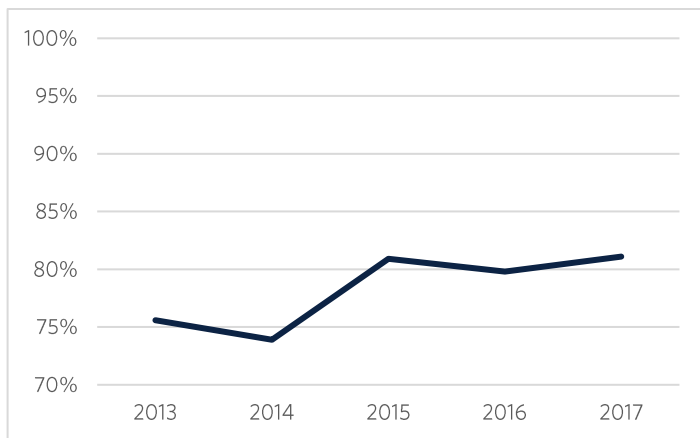
WHAT WERE UBC'S ABORIGINAL UNDERGRADUATE STUDENTS' RETENTION AND COMPLETION RATES?

UBC's Aboriginal undergraduate students' retention and completion rate cohorts are defined as new to UBC regardless of full-time/part-time status. Aboriginal retention measures persistence from a student's first year into the subsequent year regardless of whether the student switches programs, campuses, or opts for part-time study.

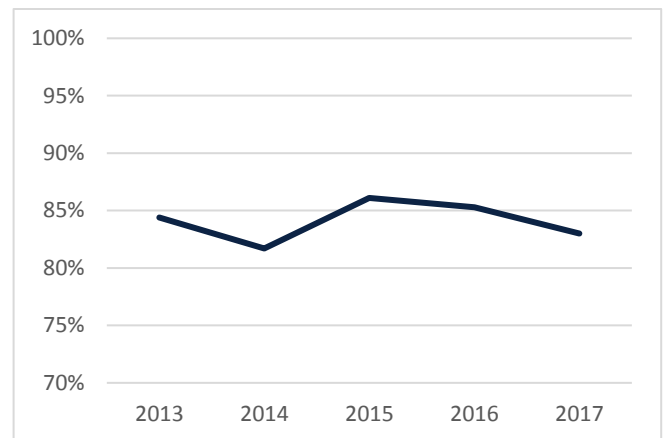
Overall, 82% of the 2017/18 cohort of UBC Okanagan first-year undergraduate Aboriginal students were retained into 2018/19, and for UBC Vancouver, 83% were retained.

FIGURE 26: RETENTION RATES OF ABORIGINAL STUDENTS, BY YEAR, BY CAMPUS

Okanagan Campus



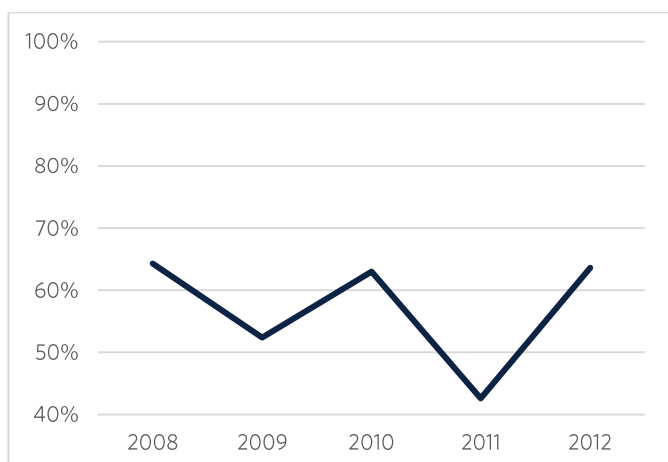
Vancouver Campus



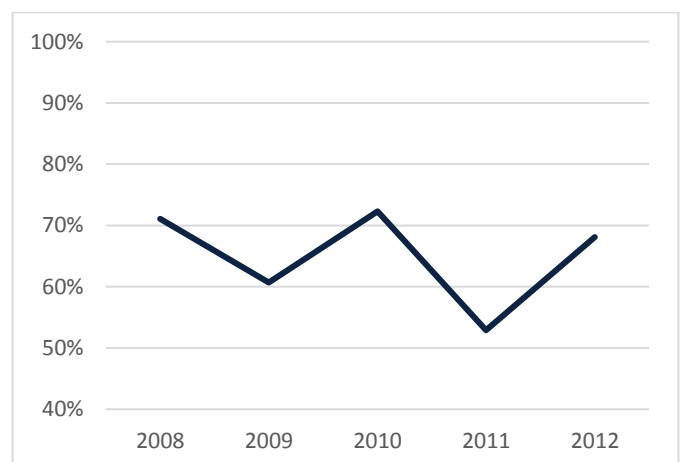
With respect to the cohort of full-time undergraduate students who began the first-year of their degree programs in 2012/13, 64% of UBC Okanagan students and 68% of UBC Vancouver students completed their degree programs within six years.

FIGURE 27: SIX-YEAR COMPLETION RATES OF ABORIGINAL UNDERGRADUATE STUDENTS, BY YEAR, BY CAMPUS

Okanagan Campus



Vancouver Campus



WHAT WAS THE TIME TAKEN BY UBC OKANAGAN GRADUATE STUDENTS TO COMPLETE THEIR PROGRAMS?

The entire cohort of graduate students is considered when determining completion rates, rather than limiting the analysis to full-time students. Figures 28 and 29 show the cohorts of UBC Okanagan and Vancouver master's students (Okanagan, N = 273; Vancouver, N = 6,724) who began their programs between 2008/09 and 2011/12, and the number of years between the start of their programs and degree completion.

For both campuses, most master's students graduated within one to three years, irrespective of whether they were in a thesis-based, thesis-optional, or course-based program.

FIGURE 28: MASTER'S STUDENTS' YEARS TO COMPLETION, 2008-2011 COHORTS, OKANAGAN CAMPUS (N = 273)

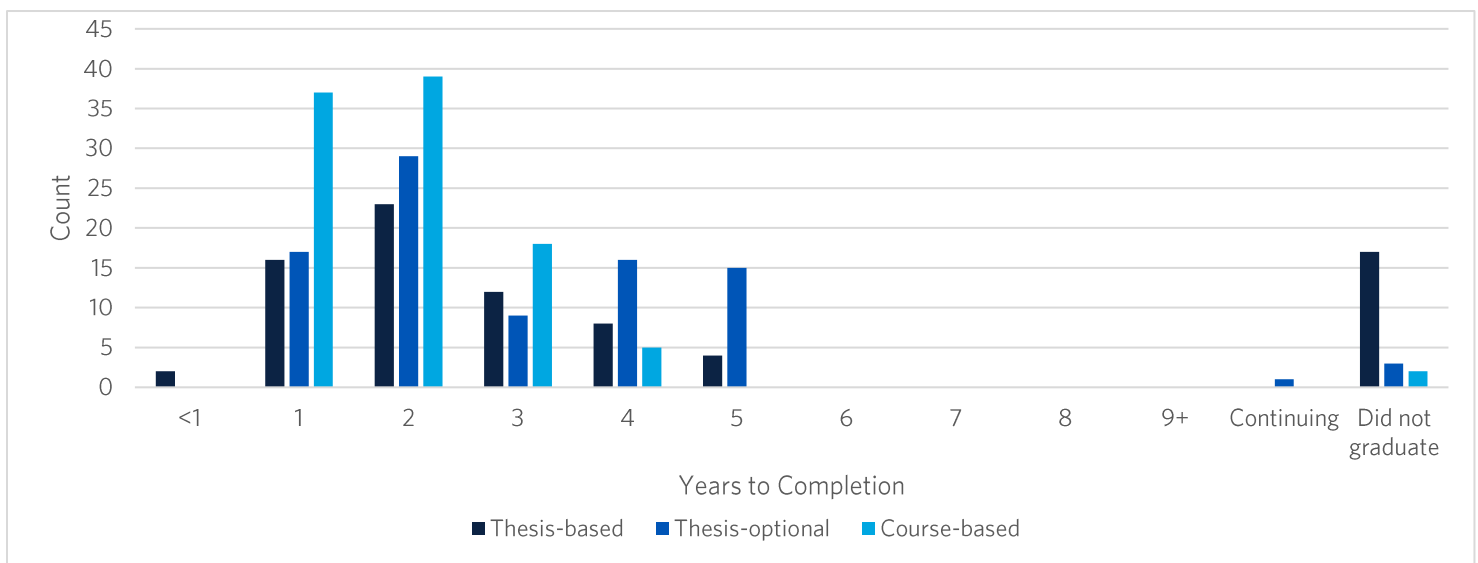
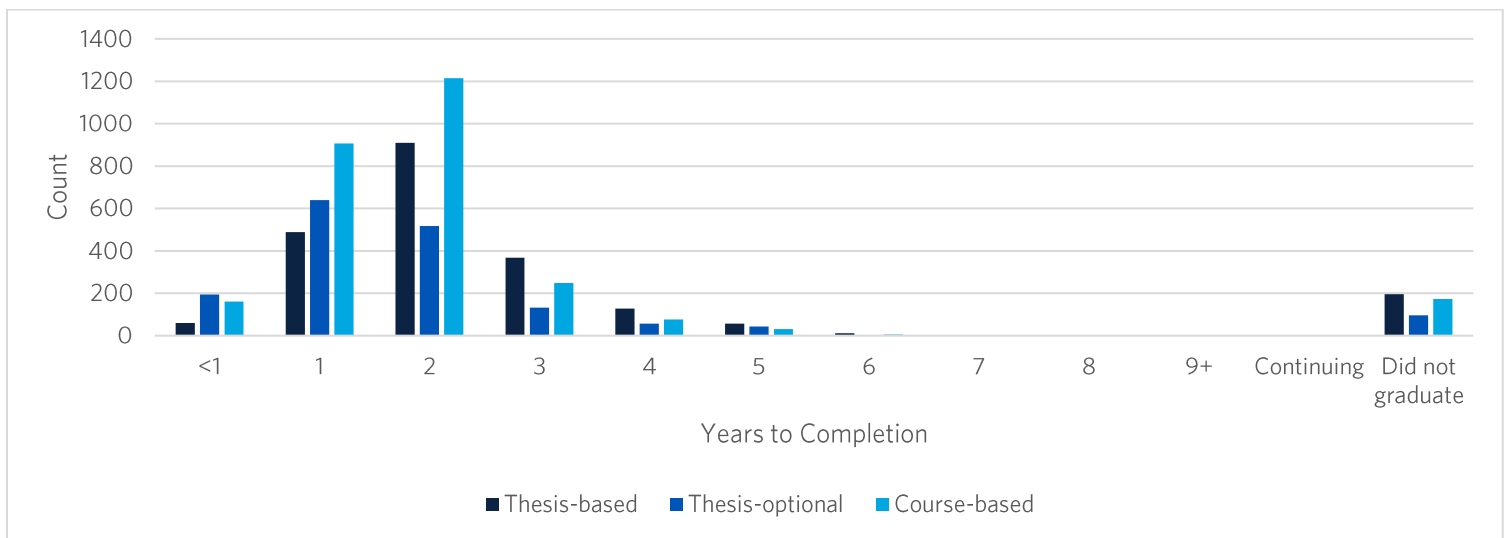


FIGURE 29: MASTER'S STUDENTS' YEARS TO COMPLETION, 2008-2011 COHORTS, VANCOUVER CAMPUS (N = 6,724)

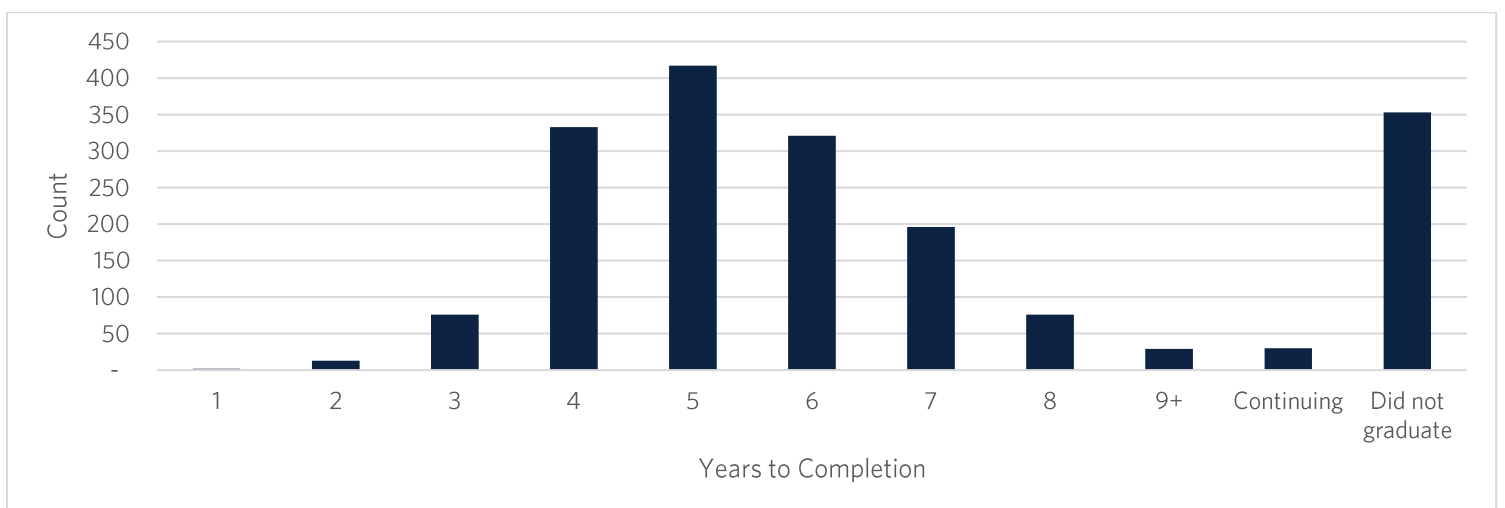


For UBC's doctoral students, whose programs are expected to take longer than those of master's students, we report how many students graduated within nine years of program enrolment.

On the Okanagan campus, half of the 16 doctoral students that have had at least nine years to complete their degrees have done so (starting between 2005 and 2008). The eight students who did not complete their degree left after an average of 1.5 years.

For the Vancouver campus, 1,847 students began their studies between 2005 and 2008. The 353 students who did not complete their degree left after an average of 2.29 years.

FIGURE 30: DOCTORAL STUDENTS' YEARS TO COMPLETION, 2005-2008 COHORTS, VANCOUVER CAMPUS (N = 1,847)



STRATEGIC UNDERGRADUATE ENROLMENT INITIATIVES – A DIVERSE STUDENT BODY BY DESIGN

GEOGRAPHIC DIVERSITY OF THE INCOMING CLASS (DOMESTIC)

As a provincial, national and international university, maintaining geographic diversity in the incoming class is a key objective for both UBC campuses.

Over the past five years, UBC Enrolment Services has re-focused its efforts on engaging BC secondary students from smaller communities outside of the local area.¹¹ The number of school visits by UBC recruiters and advisors has increased, as have strategies that specifically target students from smaller communities. As a result, and using 2014/15 as a baseline, direct-entry enrolment from smaller communities in BC has grown by 40% (251 students in all) on the Okanagan campus and 23% on the Vancouver campus (185 students).

National representation within the UBC system grew by 10% in 2018/19. The Okanagan campus grew national direct-entry enrolment by 8% (473 new students). In total, 31% of the UBC Okanagan domestic direct-entry class comes from a Canadian secondary school outside of BC, resulting in one of the highest proportions of out-of-province domestic student enrolment of any university in Canada. The Vancouver campus grew by 12% (a total of 767 direct-entry students from Canadian secondary schools outside of BC), with growth coming equally from all parts of the country.

Finally, both campuses also saw an increase in domestic students (Canadian citizens) graduating from secondary schools abroad. The Okanagan campus saw a 19% increase (87 students) and the Vancouver campus saw a 17% increase (465 new students) over the previous year. Be they secondary school students living in the local community or half way around the world, UBC continues to be a destination of choice for Canadian secondary school students.

GEOGRAPHIC DIVERSITY OF THE INCOMING CLASS (INTERNATIONAL)

International students contribute a rich diversity to both UBC's campuses. Specifically, five regions have been identified as strategic priority areas for growth: the USA, the Middle East, Africa, Southeast Asia, and South Asia. Strong representation from China continues, and the focus toward greater geographic diversity is showing results, as evidenced by a 35% increase in new student enrolment from India and South Asia. Unrest in different parts of the world, as well as the desire to reach students far and wide, necessitate that UBC continually innovate on how to attract students from diverse countries. UBC's on eRecruitment is an example of a strategic initiative that allows UBC to continue to recruit in regions that cannot currently be visited in person.

¹¹ This is defined as BC applicants graduating from secondary schools outside of the Lower Mainland, Victoria, and Kelowna; for the Okanagan campus, Vernon and Penticton are also excluded as they form part of the "local community".

ABORIGINAL STUDENTS

Aboriginal students' lived experiences enrich UBC's teaching, research and learning environment. In 2018/19, UBC saw an increase in the number of new-to-UBC students identifying as Aboriginal, the results of an ongoing long-term recruitment strategy designed to influence every stage of the recruitment cycle (younger students, prospects, applicants, admitted students, and registrants) and involves a great deal of liaison with the external community:

- Throughout the fall of 2017, UBC recruitment staff visited over 76 different Aboriginal schools and communities throughout the country, and met with over 1,700 prospective students and school counsellors.
- As Aboriginal students may be present in any prospective student audience, all recruitment activities throughout Canada include Indigenous content and all recruitment staff are knowledgeable of Aboriginal resources and opportunities on campus. UBC staff commence every recruitment presentation in Canada with a land acknowledgement; from the Atlantic coast, acknowledging the ancestral and unceded territory of the Mi'kmaq People to as far west as Whitehorse, in the land of the Kwanlin Dün First Nation, and the traditional territories of Ta'an Kwäch'än people. In addition, Aboriginal students' stories are interwoven throughout our recruitment presentations and communication materials.
- Staff and faculty on the Okanagan campus work closely with Aboriginal communities in the Okanagan Valley, maintaining strong relationships and fostering access to the university both on and off campus. The UBC Okanagan Campus and Okanagan College Aboriginal Education Council includes membership from 18 Aboriginal and First Nations organizations and has a mandate to provide advice, recommendations and guidance to enhance the participation and success of Aboriginal students in UBC and Okanagan College programs.
- Through the support of the UBC Excellence Fund, an Aboriginal Community Liaison Manager has been hired to work closely with partners in the Lower Mainland. Since the start of the pilot in 2016, over 1,300 prospective Aboriginal students and counsellors from more than 60 communities have visited campus.
- *Experience UBC* provides an opportunity for prospective Aboriginal students in Grades 10 and 11 to spend a day on either campus to explore the community and to connect with faculty and current students; in 2018, 360 students participated in the event in either Vancouver or Kelowna. Aboriginal Programs and Services on the Okanagan campus also runs an event for local Grade 12 Aboriginal students; roughly 90 students participated this past year.
- An annual on-campus event is held to provide information and resources for secondary and post-secondary school counsellors who support Aboriginal students with post-secondary transitions.

When it comes time to apply, staff dedicated to Aboriginal student portfolios work directly with each undergraduate applicant. Our goal is to individually support each student through the process and to provide options, be they related to admission or finances, to maximize access to UBC and to welcome the students into a supportive community of learners.

For admitted students, *Destination UBC* provides transportation, accommodation and other costs for newly-admitted Aboriginal students to spend a weekend on either campus during the spring to discover the supportive community that awaits; 20 Aboriginal students participated on each campus in 2018 and all but one later enrolled for September 2018. In addition, Aboriginal students were well represented in the number of students holding Centennial Scholars Entrance Awards, Presidential Scholars Awards, and Tuum Est Experiential Awards.

Moving forward, the university will sustain and enhance its Aboriginal student recruitment and community liaison efforts. But liaison and recruitment are only part of the enrolment story. Once students commence their studies at UBC, they must be properly supported to ensure retention through to graduation. In the upcoming year, UBC will build on existing policies and practices designed to support Aboriginal student success and better understand opportunities to improve retention through the Cross-Campus Aboriginal Student Retention Working Group. UBC is well positioned to do so, as members of this Working Group have led a province-wide research initiative focusing on Aboriginal students' access to post-secondary education and retention.

STUDENTS WITH LIVED EXPERIENCE IN GOVERNMENT CARE

Starting in 2013, UBC was one of a handful of BC post-secondary institutions that began to prioritize access for students with lived experience in government care. In addition to special consideration and support in the application process, students with lived experience in care are eligible for a tuition waiver at UBC. Over the past few years, the number of registered students at UBC who were “post-care” has doubled. However, with all BC post-secondary institutions beginning to offer a tuition waiver in 2018, students with lived experience in government care have many more educational options within the province and UBC’s intake has reduced from previous year. There are currently 42 former youth in care studying at UBC on either a Ministry or a UBC waiver of tuition, a 72% increase over 2016.

SUPPORTING ADMITTED STUDENTS

Achieving enrolment objectives (in terms of quantities and qualities of students) is the result of strategic recruitment activities, supportive advising and robust orientation programming for newly admitted students. Once offered admission, 51% of direct-entry students accept the offer (of those admitted to their preferred program), and of those who accept an offer of admission to any program, 12% do not attend classes in September. In other words, the recruitment process is far from complete once the admission letters are provided.

Student Recruitment and Advising and the International Student Initiative employ a variety of strategic approaches to encourage admitted students to accept their offers of admission. Recruitment, Marketing and Prospective Student Engagement employ a diverse communication strategy that delivers the right message to students at the right time. Academic Advising units (within the Faculties on the Vancouver campus and centrally located in Student Development and Advising on the Okanagan campus) provide content and programming to ensure newly admitted students are well supported in constructing an academic plan. And the Vice-President, Students’ team ensures that new student onboarding is provided in a welcoming manner that fosters students’ self-advocacy and success.

Once the offer of admission letters are provided, a targeted and timed communication campaign keeps newly admitted students engaged with the university through to the deadline to accept the offer. In May, over 650 newly admitted Okanagan students were invited to the campus (including 362 who spent the weekend living in residence through *Destination UBC*) to start the orientation process and to begin exploring their academic options. In Vancouver, over 900 newly admitted students began their UBC journey with *UBC Welcomes You*, a day-long event in April designed to provide academic support in planning for first year, to encourage students to accept their offers of admission, and to help new students make connections with peers and senior student leaders. Similar events occurred throughout Canada and around the world to support and welcome the incoming class of 2018/19.

DEVELOPING AND CELEBRATING UNDERGRADUATE STUDENTS WITH UBC NEED AND MERIT-BASED AWARDS

The **Presidential Scholars Awards** (PSA) are the most prestigious merit-based awards available to entering domestic undergraduate students at UBC, including renewable awards of up to \$60,000 payable over four years and one-time awards of up to \$10,000. In 2018/19, UBC and its donors awarded \$2.0 million to 124 UBC (Okanagan and Vancouver campuses) entering students for excellent academic achievement; these students joined over 120 recipients already on campus, an increase over the previous year as a result of the Blue and Gold Campaign. In November 2017, UBC launched the campaign with the goal of raising \$100 million in student support over three years – the largest fundraising campaign

for students in UBC's history. The awards are intended to support students in need, students from under-represented communities, leadership-based awards, and combinations of these.

The **Tuum Est Experiential Awards** were introduced on the Vancouver campus in 2017/18 to provide outstanding secondary school applicants from across Canada with a \$3,000 award package designed to foster and support a rich learning experience at UBC. Recipients are offered prioritized access to opportunities to study abroad or partake in co-operative ("co-op") education that combines academic studies with work experience. The students also are offered support to access an undergraduate research experience or to explore leadership opportunities on campus.

The *Tuum Est Experiential Awards* are targeted to prospective students who have demonstrated a high level of engagement while in secondary school. One such group of students are the Loran Scholars, Canada's largest and most comprehensive four-year undergraduate award, offered on the basis of character, service and the promise of leadership. In 2018, UBC enrolled 12 Loran Scholars (over one third of the total population), setting a record for the largest number of Loran winners to ever go to a single institution in one year, and making UBC the top destination of Loran Scholars in Canada for the second year in a row.

In 2019/20, UBC Okanagan plans to introduce *Tuum Est Experiential Awards* for newly admitted students, complementing the already successful *Tuum Est Student Initiative Fund*, which provides up to \$3,500 to current UBC Okanagan students who wish to engage in enriched co-curricular learning experiences such as student initiatives, conferences, and competitions.

As a result of the university's Blue and Gold campaign, the **Centennial Scholars Entrance Award** program added 13 new awards this year, bringing the total on the Vancouver campus to 209. Thirty new and continuing awards are also available for students on the Okanagan campus. The applicants are assessed on both their academic merit and financial need; these awards offer educational opportunities to students (coming directly from high school or transferring from another university or college) who would not otherwise be able to attend UBC. Enrolment Services staff work closely with schools and communities to target the awards to those from under-represented student populations, including, but not limited to, Aboriginal students, students from low- and middle-income households, first-generation higher education learners, and students from rural communities. With values that range from \$4,000 to \$80,000 (a "full-ride" scholarship), the *Centennial Scholars Entrance Awards* provide life-changing opportunities to pursue education that might otherwise have been outside of the students' reach. And with the awards being a primary fundraising goal of the Blue and Gold campaign, steady growth is expected on both campuses in the years to come, making a UBC education increasingly accessible to under-represented populations throughout Canada.

The **Scholars Community** is in its third year, created with the support of the Excellence Fund, and has a membership of over 230 student scholars and 30 alumni. Domestic students who receive major awards have unique interests and responsibilities, and face particular challenges. That's why UBC created the Scholars Community – to ensure top scholars receive the support and inspiration they need to achieve their best. The Scholars Community provides major award winners with opportunities that enhance their academic and professional development, help build their skills and experiences, and support their wellbeing. The Community fosters support, a sense of community and opportunities to empower scholars to achieve their individual ambitions and realize their potential through speaker series, dedicated supports, mentorship programs, and peer-based support.

The international undergraduate student awards portfolio is a critical facet of the university's international student recruitment efforts. The portfolio ensures that UBC's two campuses attract a diverse international student population in terms of citizenship, cultural perspectives, gender, and socioeconomic background. In 2018/19, the number of students awarded a renewable **International Major Entrance Scholarship** (IMES) increased with 51 students enrolled on UBC's Okanagan campus and 132 on the Vancouver campus. Although the IMES award is not awarded on the basis of need, research shows that international students make decisions based on their financial need, perceived value, and affordability, and so the increased value of the IMES (\$25,000 over four years, up from \$7,000 in 2015/16) is having a positive impact on international student recruitment and retention.

The students granted **International Leader of Tomorrow Award**, the **Donald A. Wehrung International Student Award**, and the **Vantage Excellence Award** hail from vulnerable financial circumstances or tumultuous regions of the world and are often first generation post-secondary learners. The awards meet full need, tuition and living expenses, as well as provide value-added programming, including community-engagement opportunities, leadership opportunities, academic and research initiatives, and facilitated alumni connections. Students often reference these opportunities as a key influencer in their decision to attend UBC over other institutions.

The **International Scholars Program**, now in its 18th year, is designed to recruit top students with significant financial need who would not otherwise be able to attend UBC. The 2018/19 International Scholars cohort yielded 34 new students (5 students at the Okanagan campus and 29 students at the Vancouver campus) representing 23 countries. Azerbaijan is represented for the first time amongst UBC's International Scholars, thereby expanding the diversity of this already diverse group of top-calibre students (the full International Scholars cohort, all years, is comprised of 396 students with 92 countries of citizenship).

In keeping with UBC's strategic plan and commitment to facilitating experiences for undergraduate research and engagement, UBC provided \$2.35M to promote enriched learning experiences for international students, including international exchange, undergraduate research, and employment through the Work Learn/Work Study program. These initiatives along with the \$2.5M offered to continuing UBC students through Faculty Awards and other funding initiatives for continuing students play a significant role in attracting and retaining international undergraduate students.

RECRUITMENT STRATEGIES

Reaching prospective undergraduate domestic and international students through digital media is a key strategy for achieving annual enrolment goals and we continue to see a strong return on our efforts. UBC's dedicated prospective student website (you.ubc.ca) received over 4.5 million visits (June 2017 - May 2018); 47% of this web traffic was from within Canada, including every part of the province and all regions of the nation, while 53% was from international locations, including 200 countries and thousands of cities worldwide. With content and functional enhancements introduced to the academic program content for prospective students, the website, which received 2.7M page views in June 2017 through May 2018, achieved a 69% increase in traffic over the previous year.

Recognizing the importance of targeted communication (emails, webform queries, live chats, in-person events and visits) among youth audiences, a new customer relationship management (CRM) system was launched in June of 2018 for the 2019W recruitment cycle. The new CRM is enabling recruitment marketing teams to engage with students in a more segmented and personalized fashion, supporting the achievement of enrolment goals.

In addition to website content development and marketing, UBC's strategic social media initiatives engage many thousands of prospective students directly with key messages, important dates and information, and academic advising support. Some 53,000 of the visits to our prospective student website were referrals from social media channels.

Collectively these digital media initiatives support UBC's print, video, and other marketing activities, and support the direct recruitment efforts of the domestic and international recruitment teams in achieving the enrolment targets of both campuses.

STRATEGIC UNDERGRADUATE ENROLMENT MANAGEMENT – LOOKING AHEAD TO 2019/20

ACHIEVING INTAKE TARGETS FOR DIRECT-ENTRY UNDERGRADUATE PROGRAMS

New student enrolment targets are approved by the Senates of both campuses and the Board of Governors. For an institution like UBC, with a strong national and international reputation, it is critical to get as close to target as possible without going over or under. With both campuses enrolled to capacity, going under our new student targets means leaving seats empty, representing lost opportunities for students to access a UBC education. On the other hand, going over target puts increased pressure on internal resources such as teaching capacity, classroom space, and access to student services.

It is important to understand the complexities of managing new student managing enrolment to target. There are many variables that affect the shape and size of the incoming class: the size and competitive strength of the applicant pool, how competitive admission criteria are determined and managed, admission policies, balancing program enrolment between first and second choice applicants, how many offers of admission are made at various points in the cycle, the impact of scholarships and financial supports, the yield rate of admitted students, and summer attrition (i.e., students who accept their offer of admission but do not present for classes in September). All are critical variables that can significantly impact enrolment and need to be closely monitored, anticipated, and wherever possible, controlled.

Over the past several years, UBC Enrolment Services has developed strong enrolment management controls and techniques to help the Faculties and programs achieve their student intake targets without going over. These techniques will be further refined over the next enrolment cycle to ensure optimal enrolment in the face of ever-growing demand from students (both domestic and international).

A COMPREHENSIVE APPROACH TO UNDERGRADUATE ADMISSIONS

In 2012 and 2013, UBC broadened its approach to undergraduate admissions through the introduction of an applicant personal profile, 5-7 short answer questions allowing applicants to showcase their accomplishments and what their experiences taught them about themselves and the world around them. In 2019, UBC will introduce a more comprehensive approach to the academic portion of the undergraduate admissions assessment. Historically, primary emphasis was placed on identifying students who had achieved the highest possible grades in a subset of courses in their senior year. Moving forward, UBC will place greater emphasis on all learning achieved in the final two years of secondary school, assessing not only grades, but breadth, rigour, and relevance of academic coursework. This more comprehensive approach has been designed to increase the validity of admissions decisions, ensure consistency in assessment of all domestic and international curricula, and support positive learning outcomes in the secondary schools. Enrolment Services has been working closely with the BC Ministry of Education to ensure that all Grade 12 students in BC, who are interested in studying at UBC, are well prepared for the BC Ministry of Education's new graduation requirements of the Certificate of Graduation (Dogwood Diploma).

SUPPORTING STUDENTS THROUGH UBC BURSARIES

About \$21 million was disbursed for need-based assistance through the UBC Bursary Program, which includes emergency funding and grants. In 2018, changes to StudentAid BC's formula for assessing students' financial need resulted in greater demand on the UBC bursary system and a potential misalignment between funds allocated and students' or their families' ability to pay for their education. These recent changes prompted UBC to re-evaluate the way in which the Bursary Program manages and allocates support. The review was guided by UBC's Policy 72:

No eligible student (as defined by Policy #72) will be prevented from commencing or continuing his or her studies at the University for financial reasons alone. Eligible Students and their families have the primary responsibility for bearing the individual cost of higher education. If an Eligible Student and his or her family exhaust the financial resources available to them, the University will ensure that financial support will be made available to them.

Designed in consultation with UBC students on both campuses, the new approach is intended to strategically allocate bursaries to students with greatest need by applying a sliding scale for an expected student contribution based on family income and family size.

RE-THINKING CLASSROOM ALLOCATIONS

Enrolment Services at the Okanagan campus recently completed a project to examine how classroom space was being allocated. The goal of the project was to raise awareness of the allocation profile of classrooms and to begin to identify the factors that should be considered and controlled to make the most efficient use of the available inventory of learning spaces. Led by Enrolment Services, a similar project has been initiated for the Vancouver campus by the Office of the Provost and will incorporate broad consultation with teaching and research units. Course scheduling and classroom allocation should align with the university's aspiration to be innovative and adaptable to the evolving needs of teaching and learning, and must ensure that the appropriate technology and physical infrastructure are available.

CONCLUSION

In summary, 2018/19 was another very successful year for enrolment on the Okanagan and Vancouver campuses. UBC continues to surpass the number of seats for domestic undergraduate students funded by the BC Government, is strengthening its national representation of incoming undergraduate students, is maintaining a healthy enrolment of international students from many countries, and its strategic initiatives are increasing the enrolment and graduation of Aboriginal students.

APPENDIX A: HEADCOUNT ENROLMENT TABLES

OKANAGAN CAMPUS

TABLE 12: OKANAGAN STUDENT ENROLMENT BY FACULTY, BY PROGRAM, BY YEAR

Faculty	Program	2016 Winter			2017 Winter			2018 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Applied Science	Bachelor of Applied Science	1,001	147	1,148	1,095	192	1,287	1,151	241	1,392
	Master of Applied Science	35	73	108	37	72	109	49	63	112
	Master of Engineering	1	28	29	3	27	30	2	39	41
	Doctor of Philosophy	27	73	100	30	91	121	41	100	141
Applied Science Total		1,064	321	1,385	1,165	382	1,547	1,243	443	1,686
Arts and Sciences	Bachelor of Science	1,954	268	2,222	1,986	355	2,341	2,106	429	2,535
	Master of Arts	32	5	37	38	1	39	41	1	42
	Master of Data Science	-	-	-	-	-	-	13	15	28
	Master of Science	54	22	76	57	26	83	73	38	111
	Doctor of Philosophy	75	26	101	68	38	106	74	38	112
Arts and Sciences Total		2,115	321	2,436	2,149	420	2,569	2,307	521	2,828
Arts and Sciences/Creative and Critical Studies	Bachelor of Arts	1,719	257	1,976	1,699	302	2,001	1,736	442	2,178
	Bachelor of Media Studies	-	-	-	16	5	21	24	9	33
Arts and Sciences/Creative and Critical Studies Total		1,719	257	1,976	1,715	307	2,022	1,760	451	2,211
Creative and Critical Studies	Bachelor of Fine Arts	107	11	118	97	10	107	102	13	115
	Master of Arts	11	4	15	11	3	14	12	1	13
	Master of Fine Arts	18	-	18	21	1	22	18	4	22
	Doctor of Philosophy	9	3	12	9	3	12	8	3	11
Creative and Critical Studies Total		145	18	163	138	17	155	140	21	161
Education	Bachelor of Education	-	-	-	86	-	86	186	-	186
	Bachelor of Education, Elementary	73	-	73	28	-	28	-	-	-
	Bachelor of Education, Secondary	60	-	60	5	-	5	-	-	-
	Certificate Programs	3	-	3	13	-	13	4	-	4
	Diploma Programs	21	-	21	17	-	17	7	-	7
	Master of Arts	16	2	18	13	-	13	12	1	13
	Master of Education	45	1	46	55	4	59	52	2	54
	Doctor of Philosophy	9	-	9	12	-	12	10	-	10
Education Total		227	3	230	229	4	233	271	3	274
Health and Social Development	Bachelor of Human Kinetics	644	12	656	713	14	727	794	18	812
	Bachelor of Science in Nursing	529	-	529	560	-	560	565	-	565
	Master of Arts	2	-	2	1	-	1	-	-	-
	Master of Science	31	1	32	25	-	25	21	1	22
	Master of Science in Nursing	44	1	45	48	-	48	46	-	46
	Master of Social Work	91	4	95	91	3	94	96	5	101
	Doctor of Philosophy	33	2	35	38	2	40	36	4	40
Health and Social Development Total		1,374	20	1,394	1,476	19	1,495	1,558	28	1,586

Faculty	Program	2016 Winter			2017 Winter			2018 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Management	Bachelor of Management	598	245	843	611	241	852	641	294	935
	Master of Arts	1	1	2	-	1	1			-
	Master of Management	-	-		21	-	21	21		21
	Doctor of Philosophy	5	3	8	4	2	6	4	1	5
Management Total		604	249	853	636	244	880	666	295	961
Non-Degree	Access Studies	76	1	77	72	-	72	73	-	73
	Exchange	-	43	43	-	58	58	-	49	49
	Unclassified	98	1	99	64	2	66	84	2	86
	Visiting	14	17	31	3	20	23	13	7	20
Non-Degree Total		188	62	250	139	80	219	170	58	228
Grand Total		7,436	1,251	8,687	7,647	1,473	9,120	8,115	1,820	9,935

VANCOUVER CAMPUS

TABLE 13: VANCOUVER STUDENT ENROLMENT BY FACULTY, BY PROGRAM, BY YEAR

Faculty	Degree Program	2016 Winter			2017 Winter			2018 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Applied Science	Bachelor of Applied Science	3,490	1,034	4,524	3,435	1,233	4,668	3,424	1,329	4,753
	Bachelor of Environmental Design	48	14	62	42	15	57	47	14	61
	Bachelor of Science in Nursing	239	4	243	238	2	240	229	4	233
	M.A. (Asia Pacific) and M.A. (Planning)	1	-	1	-	-	-	1	4	5
	Master of Advanced Studies in Architecture	3	2	5	3	2	5	-	-	-
	Master of Advanced Studies Landscape Architecture	-	3	3	-	3	3	-	3	3
	Master of Applied Science	161	226	387	114	224	338	156	233	389
	Master of Architecture	142	31	173	147	31	178	142	28	170
	Master of Architecture / Master of Landscape Arch.	5	-	5	6	-	6	11	-	11
	Master of Arts (Planning)	14	1	15	2	-	2	2	1	3
	Master of Community and Regional Planning	57	6	63	66	8	74	71	11	82
	Master of Engineering	113	153	266	102	220	322	96	225	321
	Master of Engineering Leadership	49	33	82	44	34	78	41	63	104
	Master of Health Leadership and Policy	16	3	19	10	4	14	20	1	21
	Master of Landscape Architecture	43	17	60	48	18	66	45	11	56
	Master of Nursing	30	-	30	31	-	31	45	-	45
	Master of Science	1	1	2	1	1	2	-	2	2
	Master of Science (Planning)	7	-	7	-	-	-	1	-	1
	Nursing Practitioners	107	4	111	106	3	109	95	3	98
	Master of Software Systems	1	-	1	-	-	-	-	-	-
	Master of Urban Design	6	8	14	1	11	12	5	12	17
	Doctor of Philosophy - Biomedical Engineering	19	14	33				21	17	38
	Doctor of Philosophy - Chemical & Biol Engineering	28	52	80	21	49	70	21	45	66
	Doctor of Philosophy - Civil Engineering	40	29	69	34	38	72	28	40	68
	Doctor of Philosophy - Community & Regional Planning	11	9	20	12	12	24	16	8	24
	Doctor of Philosophy - Electrical & Computer Eng	82	92	174	69	106	175	70	104	174
	Doctor of Philosophy - Materials Engineering	15	42	57	13	47	60	13	47	60
	Doctor of Philosophy - Mechanical Engineering	24	45	69	23	50	73	19	53	72
	Doctor of Philosophy - Mining	22	8	30	18	13	31	18	20	38
	Doctor of Philosophy - Nursing	30	3	33	31	3	34	26	6	32
	Doctor of Philosophy - Total	271	294	565	221	316	537	232	340	572
Applied Science Total		4,804	1,834	6,638	4,617	2,125	6,742	4,663	2,284	6,947

Faculty	Degree Program	2016 Winter			2017 Winter			2018 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Arts	Bachelor of Arts	9,058	3,278	12,336	9,010	3,792	12,802	8,932	3,938	12,870
	Bachelor of Fine Arts	210	50	260	251	80	331	262	115	377
	Bachelor of International Economics	167	175	342	177	174	351	179	192	371
	Bachelor of Media Studies	81	42	123	99	53	152	97	60	157
	Bachelor of Music	225	22	247	217	29	246	224	37	261
	Bachelor of Social Work	100	-	100	100	1	101	106	2	108
	Cert Dechinta Community & Land-Based Research	-	-	-	-	-	-	9	-	9
	Diploma in Art History	24	2	26	22	1	23	16	1	17
	Diploma in Collaborative Piano Studies	-	1	1	-	-	-	-	-	-
	Diploma in Film Production	2	-	2	1	-	1	1	-	1
	Diploma in Linguistics	10	1	11	7	-	7	11	1	12
	Diploma in Music Performance Studies	3	1	4	7	2	9	4	1	5
	Doctor of Musical Arts	22	11	33	18	13	31	15	13	28
	Master of Archival Studies	18	10	28	21	14	35	15	13	28
	Master of Archival Studies & Library Info Studies	35	15	50	41	23	64	41	28	69
	Master of Arts	243	145	388	225	167	392	222	180	402
	Master of Arts (Asia Pacific Policy Studies)	6	1	7	1	-	1	-	-	-
	Master of Fine Arts	214	25	239	184	32	216	175	40	215
	Master of Journalism	52	19	71	49	21	70	52	23	75
	Master of Library and Information Studies	98	54	152	113	51	164	100	44	144
	Master of Music	48	17	65	32	18	50	40	18	58
	Master of Public Policy and Global Affairs	27	13	40	33	30	63	42	34	76
	Master of Science	9	9	18	8	11	19	8	8	16
	Master of Social Work	60	7	67	64	1	65	41	1	42
	Doctor of Philosophy	401	261	662	393	282	675	388	317	705
Arts Total		11,113	4,159	15,272	11,073	4,795	15,868	10,980	5,066	16,046
College for Interdisciplinary Studies	Master of Arts (Asia Pacific Policy Studies)	1	-	1	-	-	-	-	-	-
College for Interdisciplinary Studies Total		1	-	1	-	-	-	-	-	-

Faculty	Degree Program	2016 Winter			2017 Winter			2018 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Commerce and Business Administration	Bachelor of Business in Real Estate	11	-	11	12	-	12	13	-	13
	Bachelor of Commerce	2,298	1,440	3,738	2,354	1,449	3,803	2,420	1,459	3,879
	Certificate in Residential Valuation	173	1	174	207	1	208	171	1	172
	Diploma in Accounting	446	132	578	402	140	542	393	134	527
	Diploma in Urban Land Economics	767	4	771	769	4	773	718	7	725
	Executive Master of Business Administration	1	-	1	1	-	1	-	-	-
	International Master of Business Administration	7	57	64	6	53	59	6	66	72
	Juris Doctor/Master of Business Administration	5	-	5	5	-	5	5	-	5
	Master of Business Administration	178	135	313	181	115	296	130	109	239
	Master of Business Analytics	-	-	-	7	29	36	11	40	51
	Master of Management	43	38	81	61	40	101	59	39	98
	Master of Science in Business Administration	1	9	10	2	8	10	2	12	14
	Post Grad Cert in Real Property Valuation	299	4	303	280	3	283	256	5	261
	Professional Master of Business Administration	-	-	-	-	-	-	38	-	38
	Doctor of Philosophy	23	38	61	19	42	61	23	36	59
Commerce and Business Administration Total		4,252	1,858	6,110	4,306	1,884	6,190	4,245	1,908	6,153
Dentistry	Dental Residency	3	-	3	4	-	4	6	-	6
	Bachelor of Dental Science (Dental Hygiene)	145	3	148	151	2	153	144	2	146
	Master of Science	5	4	9	8	2	10	7	-	7
	MSc in Craniofacial Science/Dip in Prosthodontics	7	4	11	7	5	12	5	4	9
	MSc in Craniofacial Science/Dip. in Pediatric Dent	10	3	13	9	2	11	9	2	11
	MSc in Craniofacial Science/Dip. in Periodontics	6	4	10	7	2	9	6	1	7
	MSc in Craniofacial Science/Diploma in Endodontics	8	3	11	8	3	11	9	3	12
	MSc in Craniofacial Science/Diploma in Orthodontic	7	6	13	7	6	13	6	6	12
	PhD in Craniofacial Science/Dip in Periodontics	2	-	2	2	-	2	-	-	-
	PhD in Craniofacial Science/Dip in Prosthodontics	1	-	1	1	-	1	2	-	2
	PhD in Craniofacial Science/Diploma in Orthodontic	2	-	2	3	-	3	3	-	3
	Doctor of Dental Medicine	215	-	215	217	-	217	219	-	219
	Doctor of Philosophy	3	4	7	4	10	14	5	11	16
Dentistry Total		414	31	445	428	32	460	421	29	450

Faculty	Degree Program	2016 Winter			2017 Winter			2018 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Education	Bachelor of Education	734	11	745	797	16	813	845	17	862
	Bachelor of Human Kinetics	2	-	2	1	-	1	-	-	-
	Bachelor of Kinesiology	1,150	95	1,245	1,136	106	1,242	1,149	108	1,257
	Cert in Educational Administration and Leadership	-	-	-	-	-	-	1	-	1
	Cert. in Technology-Based Learning for Schools	9	-	9	8	-	8	9	-	9
	Cert.in Technology-Based Distributed Learning	19	3	22	21	1	22	16	1	17
	Diploma in Education	478	10	488	508	10	518	580	12	592
	Doctor of Education	42	1	43	43	2	45	49	1	50
	Graduate Certificate in Adult Learning & Education	2	-	2	7	2	9	3	-	3
	Graduate Certificate in Orientation and Mobility	9	1	10	7	1	8	6	-	6
	High Performance Coaching and Technical Leadership	17	1	18	18	4	22	12	-	12
	Master of Arts	180	36	216	167	37	204	151	32	183
	Master of Education	650	90	740	658	97	755	658	97	755
	Master of Educational Technology	257	13	270	227	15	242	213	14	227
	Master of High Performance Coaching & Technical Leadership	-	-	-	24	1	25	23	2	25
	Master of Kinesiology	37	2	39	19	2	21	21	3	24
	Master of Museum Education	25	3	28	16	1	17	32	2	34
	Master of Science	24	3	27	20	3	23	20	3	23
	Doctor of Philosophy	252	93	345	256	87	343	250	94	344
Education Total		3,887	362	4,249	3,933	385	4,318	4,038	386	4,424
Forestry	Bachelor of Science in Forest Sciences	71	42	113	73	76	149	60	86	146
	Bachelor of Science in Forestry	209	83	292	187	94	281	180	108	288
	Bachelor of Science in Wood Products Processing	81	74	155	83	108	191	81	103	184
	Bachelor of Science Natural Resources Conservation	231	120	351	232	123	355	221	126	347
	Bachelor of Urban Forestry	62	37	99	92	57	149	104	78	182
	Master of Applied Science	2	2	4	4	4	8	2	5	7
	Master of Forestry	3	5	8	5	12	17	5	9	14
	Master of Geomatics for Environment Management	-	-	-	17	12	29	12	15	27
	Master of International Forestry	1	7	8	3	12	15	3	12	15
	Master of Science	46	29	75	51	33	84	60	43	103
	Master of Sustainable Forest Management	13	7	20	20	5	25	18	4	22
	Doctor of Philosophy	56	68	124	61	63	124	63	61	124
Forestry Total		775	474	1,249	828	599	1,427	809	650	1,459
Graduate and Postdoctoral Studies	Master of Arts	8	-	8	6	-	6	3	1	4
	Master of Science	4	1	5	3	2	5	1	2	3
	Doctor of Philosophy	66	13	79	71	13	84	68	12	80
Graduate and Postdoctoral Studies Total		78	14	92	80	15	95	72	15	87

Faculty	Degree Program	2016 Winter			2017 Winter			2018 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Land and Food Systems	Bachelor of Science in Agroecology	-	-	-	-	-	-	-	-	-
	Bachelor of Science in Applied Biology	391	66	457	343	83	426	369	104	473
	Bachelor of Science in Food Nutrition and Health	784	248	1,032	793	320	1,113	738	351	1,089
	Bachelor of Science in Global Resource Systems	81	35	116	85	40	125	84	36	120
	Master of Food and Resource Economics	6	25	31	14	27	41	6	31	37
	Master of Food Science	7	24	31	5	25	30	1	32	33
	Master of Land and Water Systems	5	3	8	7	7	14	9	9	18
	Master of Science	34	19	53	34	22	56	35	22	57
	Doctor of Philosophy	25	37	62	23	35	58	25	34	59
Land and Food Systems Total		1,333	457	1,790	1,304	559	1,863	1,267	619	1,886
Law	Juris Doctor	553	14	567	561	15	576	573	11	584
	Master of Laws	12	7	19	14	9	23	10	7	17
	Master of Laws (Common Law)	23	2	25	20	10	30	28	4	32
	Master of Laws in Taxation	11	4	15	10	3	13	11	6	17
	Doctor of Philosophy	27	12	39	24	13	37	25	9	34
Law Total		626	39	665	629	50	679	647	37	684
Medicine	Medical Residency	1,386	8	1,394	1,404	9	1,413	1,416	-	1,416
	Bachelor of Medical Laboratory Science	36	-	36	25	1	26	36	1	37
	Bachelor of Midwifery	82	-	82	80	-	80	78	-	78
	Doctor of Medicine	1,118	2	1,120	1,149	2	1,151	1,142	-	1,142
	Doctor of Medicine/Doctor of Philosophy	27	-	27	24	-	24	29	-	29
	Graduate Certificate in Global Surgical Care	7	-	7	9	1	10	8	3	11
	Graduate Certificate in Rehab Sciences	-	-	-	-	-	-	-	-	-
	Graduate Certificate in Rehabilitation Sciences	8	-	8	10	-	10	14	-	14
	GradCert Orthopaedic Manipulative Physical Therapy	-	-	-	6	-	6	8	-	8
	Master of Global Surgical Care	-	-	-	-	-	-	10	-	10
	Master of Health Administration	79	2	81	71	2	73	70	4	74
	Master of Health Science	32	5	37	33	5	38	28	5	33
	Master of Occupational Therapy	99	13	112	98	17	115	98	14	112
	Master of Physical Therapy	240	-	240	237	-	237	236	-	236
	Master of Physical Therapy/Doctor of Philosophy	1	-	1	2	-	2	2	-	2
	Master of Public Health	52	3	55	62	4	66	53	8	61
	Master of Public Health/Dipl Dental Public Health	1	-	1	-	-	-	-	-	-
	Master of Public Health/Master of Science Nursing	5	-	5	10	-	10	12	-	12
	Master of Rehabilitation Science	63	3	66	58	1	59	55	2	57
	Master of Engineering	-	-	-	9	6	15	-	-	-
	Master of Applied Science	-	-	-	31	12	43	-	-	-
	Master of Science	419	72	491	441	86	527	439	96	535
	Doctor of Philosophy	378	148	526	383	182	565	375	141	516
Medicine Total		4,033	256	4,289	4,142	328	4,470	4,109	274	4,383

Faculty	Degree Program	2016 Winter			2017 Winter			2018 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Pharmaceutical Sciences	Pharmacy Residency	40	-	40	44	-	44	46	-	46
	Bachelor of Science in Pharmacy	440	-	440	232	-	232	8	-	8
	Entry-to-Practice Doctor of Pharmacy	434	-	434	648	-	648	-	-	-
	Master of Science	11	7	18	9	7	16	10	8	18
	Doctor of Pharmacy	14	-	14	6	-	6	877	-	877
	Doctor of Philosophy	18	15	33	19	18	37	16	16	32
Pharmaceutical Sciences Total		957	22	979	958	25	983	957	24	981
Science	Bachelor of Computer Science	275	31	306	258	26	284	258	30	288
	Bachelor of Science	6,543	1,309	7,852	6,555	1,505	8,060	6,517	1,620	8,137
	Diploma in Meteorology	1	-	1	1	-	1	1	-	1
	Master of Applied Science	6	-	6	5	-	5	6	1	7
	Master of Arts	2	5	7	3	7	10	4	7	11
	Master of Data Science	19	3	22	23	22	45	42	32	74
	Master of Engineering	6	5	11	-	-	-	-	-	-
	Master of Science	267	200	467	278	222	500	261	226	487
	Doctor of Philosophy	461	448	909	452	469	921	447	476	923
Science Total		7,580	2,001	9,581	7,575	2,251	9,826	7,536	2,392	9,928
Vantage College	Vantage One Bachelor of Applied Science	-	86	86	-	90	90	-	70	70
	Vantage One Bachelor of Arts	-	141	141	-	169	169	1	248	249
	Vantage One Bachelor of Management	-	31	31	-	37	37	-	24	24
	Vantage One Bachelor of Science	-	105	105	-	96	96	-	155	155
Vantage College Total		-	363	363	-	392	392	1	497	498
Non-Degree	Access Studies	108	19	127	137	12	149	188	26	214
	Exchange	12	995	1,007	7	1,018	1,025	7	1,003	1,010
	Unclassified	924	38	962	915	37	952	847	41	888
	Visiting	153	260	413	163	178	341	139	154	293
Non-Degree Total		1,197	1,312	2,509	1,222	1,245	2,467	1,181	1,224	2,405
Grand Total		41,050	13,182	54,232	41,095	14,685	55,780	40,926	15,405	56,331

APPENDIX B: FTE ENROLMENT TABLES

Tables 14, 15, 16, and 17 report enrolment in full-time equivalents (FTEs). FTEs are measured over the fiscal year of April to March and consist of data from August 1st for the summer term and November 1st for the winter term.

TABLE 14: OVERALL STUDENT FTE, BY YEAR, BY CAMPUS

Campus	Student Level	Program Type	2014/15	2015/16	2016/17	2017/18	2018/19
Okanagan	Undergraduate	Diploma & Certificate	16	15	8	14	11
		Baccalaureate Degree	6,452	6,555	6,777	7,149	7,810
		Post-Baccalaureate Degree	242	205	180	130	186
		Non-Degree	83	74	93	103	97
		Undergraduate Total	6,792	6,849	7,058	7,396	8,104
	Graduate	Master's Degree	351	355	402	453	484
		Doctoral Degree	236	248	247	273	295
		Graduate Total	586	603	648	726	779
		Okanagan Total	7,378	7,453	7,706	8,122	8,883
Vancouver	Undergraduate	Diploma & Certificate	729	717	773	769	787
		Baccalaureate Degree	30,500	31,790	33,077	34,191	35,279
		Post-Baccalaureate Degree	3,108	3,112	3,204	3,403	3,451
		Non-Degree	1,162	1,123	1,091	1,097	1,043
		Undergraduate Total	35,499	36,742	38,145	39,461	40,560
	Residents	Medical Residents Total	1,346	1,401	1,437	1,461	1,468
	Graduate	Diploma & Certificate	14	22	19	-	-
		Master's Degree	4,638	4,567	4,759	4,757	4,797
		Doctoral Degree	3,448	3,365	3,323	3,352	3,337
		Non-Degree	-	-	-	-	-
		Graduate Total	8,101	7,954	8,101	8,108	8,134
		Vancouver Total	44,946	46,097	47,684	49,030	50,162
Grand Total			52,324	53,549	55,390	57,152	59,045

TABLE 15: DOMESTIC STUDENT FTE, BY YEAR, BY CAMPUS

Campus	Student Level	Program Type	2014/15	2015/16	2016/17	2017/18	2018/19
Okanagan	Undergraduate	Diploma & Certificate	16	15	8	14	11
		Baccalaureate Degree	5,819	5,825	5,940	6,153	6,486
		Post-Baccalaureate Degree	241	205	180	130	186
		Non-Degree	51	56	63	61	68
		Undergraduate Total	6,126	6,102	6,190	6,358	6,751
	Graduate	Master's Degree	276	270	293	341	348
		Doctoral Degree	139	148	145	151	157
		Graduate Total	415	417	438	493	505
		Okanagan Total	6,541	6,519	6,628	6,851	7,257
Vancouver	Undergraduate	Diploma & Certificate	662	652	713	696	709
		Baccalaureate Degree	24,838	25,012	25,271	25,124	25,340
		Post-Baccalaureate Degree	3,083	3,087	3,169	3,358	3,412
		Non-Degree	441	431	410	436	415
		Undergraduate Total	29,023	29,182	29,563	29,614	29,876
	Residents	Medical Residents Total	1,339	1,394	1,429	1,452	1,468
		Graduate	Diploma & Certificate	14	21	18	-
	Master's Degree		3,338	3,289	3,428	3,298	3,240
	Doctoral Degree		2,050	1,999	1,953	1,874	1,866
	Non-Degree		-	-	-	-	-
	Graduate Total		5,401	5,309	5,399	5,172	5,106
	Vancouver Total	35,764	35,885	36,391	36,239	36,450	
Grand Total			42,305	42,404	43,020	43,089	43,707

TABLE 16: DOMESTIC ABORIGINAL STUDENT FTE, BY YEAR, BY CAMPUS

Campus	Student Level	Program Type	2014/15	2015/16	2016/17	2017/18	2018/19
Okanagan	Undergraduate	Diploma & Certificate	3	0		1	0
		Baccalaureate Degree	304	314	328	383	413
		Post-Baccalaureate Degree	13	11	12	5	8
		Non-Degree	18	18	18	29	31
		Undergraduate Total	338	344	358	419	453
	Graduate	Master's Degree	21	23	19	26	22
		Doctoral Degree	10	10	9	7	7
		Graduate Total	31	33	28	33	29
		Okanagan Total	369	376	386	452	481
Vancouver	Undergraduate	Diploma & Certificate	8	7	5	7	9
		Baccalaureate Degree	511	503	537	612	568
		Post-Baccalaureate Degree	152	174	178	190	186
		Non-Degree	7	10	10	12	13
		Undergraduate Total	679	693	730	819	776
	Residents	Medical Residents Total	18	20	27	32	38
		Graduate	Diploma & Certificate	0	1	1	-
	Master's Degree		107	103	101	119	108
	Doctoral Degree		68	67	64	70	71
	Non-Degree					-	-
	Graduate Total		176	171	165	187	179
	Vancouver Total	872	885	922	1,040	993	
Grand Total			1,241	1,261	1,308	1,492	1,475

TABLE 17: INTERNATIONAL STUDENT FTE, BY YEAR, BY CAMPUS

Campus	Student Level	Program Type	2014/15	2015/16	2016/17	2017/18	2018/19
Okanagan	Undergraduate	Diploma & Certificate	-	-	-	-	-
		Baccalaureate Degree	633	730	837	996	1,324
		Post-Baccalaureate Degree	1	-	-	-	29
		Non-Degree	32	18	30	42	0
		Undergraduate Total	666	748	867	1,038	1,353
	Graduate	Master's Degree	75	86	108	112	135
		Doctoral Degree	96	100	102	122	138
		Graduate Total	171	186	210	235	274
		Okanagan Total	837	934	1,078	1,272	1,626
Vancouver	Undergraduate	Diploma & Certificate	67	64	60	73	78
		Baccalaureate Degree	5,662	6,778	7,807	9,066	9,939
		Post-Baccalaureate Degree	26	25	35	45	39
		Non-Degree	721	692	681	662	628
		Undergraduate Total	6,476	7,559	8,582	9,846	10,684
	Residents	Medical Residents Total	7	7	8	9	-
		Graduate	Diploma & Certificate	1	2	1	-
	Master's Degree		1,301	1,278	1,332	1,458	1,557
	Doctoral Degree		1,398	1,366	1,370	1,477	1,471
	Non-Degree		-	-	-	-	-
	Graduate Total		2,700	2,645	2,703	2,936	3,028
	Vancouver Total	9,182	10,212	11,293	12,791	13,712	
Grand Total			10,019	11,145	12,370	14,063	15,338

APPENDIX C: GLOSSARY

Aboriginal	Students from Canada who have reported themselves as Aboriginal, at some time while in the BC Kindergarten to Grade 12 system, or while at UBC.
Academic Year	The 12-month period from September 1 to August 31.
Access studies	A non-credential-granting program category. Students are allowed to register in a limited number of courses in a specific area to upgrade or achieve a qualification or when they do not wish to pursue a specific program.
Admission Stage	A stage of the admission process. The successive stages are: Submitted, Completed (application), Admitted, Accepted, and Registered.
Admission Stage: Admitted	The stage when applicants with completed applications receive an offer of admission.
Admission Stage: Completed	The stage when applicants have completed all application requirements.
Admission Stage: Registered	The stage when admitted students have registered for courses.
Admission Stage: Submitted	The stage when applicants have submitted an application. At this stage, there may be outstanding documents to submit.
Admit Rate	Within an admissions cycle, the ratio of admitted students to completed applicants.
Applicant	A person who has submitted an application.
Baccalaureate Program	An undergraduate program that does not ordinarily require admitted students to hold a prior degree.
Baccalaureate Degree	A credential awarded at the completion of a baccalaureate program.
Certificate	A credential awarded at the completion of a certificate program.
Certificate Program	A post-baccalaureate or graduate program not ordinarily requiring more than a year of study.

Cohort	A set of people who have been grouped because they have a shared characteristic(s).
Completion Rate	The proportion of students in a cohort who received a credential.
Continuing	Students who were registered in a prior session.
Course-based	Pertaining to graduate-level programs that do not require the completion of a thesis.
Credential	A qualification awarded on successful completion of a program of study.
Degree	A credential awarded on the successful completion of a program of post-secondary study.
Delivered FTE	The number of actual full-time equivalents that are reportable to the government.
Diploma	A credential awarded at the completion of a diploma program.
Diploma Program	A post-baccalaureate or graduate program ordinarily requiring more than a year's study.
Direct-entry Student	A student with no prior post-secondary experience.
Doctorate	The credential awarded upon completion of a doctoral program.
Doctoral Program	A graduate program of the highest level of academic study.
Domestic	Pertaining to citizens, refugees, or permanent residents of Canada.
Entering Grade Point Average	The grade point average of students at the time of admission.
Grade Point Average (GPA)	A number indicative of a student's academic achievement calculated as the total number of grade points received over a given period divided by the total number of credits awarded or attempted. UBC

uses a percentage scale (/100%) and equivalent letter grades for grading purposes and not a grade point average scale.

Exchange Students	A student participating in an exchange program.
Exchange Program	A program allowing students from one partner institution to attend another partner institution temporarily.
First Choice	Pertaining to an applicant's preferred program.
Fiscal Year	The twelve-month period from April 1st through March 31st.
Full-time Equivalent (abbrev.: FTE)	The workload of a student or employee converted to a proportion of a full-time course- or work-load. It is the ratio of a given course- or work-load to a stated full-time course or work-load.
Government Funded FTEs	FTEs (full-time student spaces) funded by the Ministry of Advanced Education, Skills and Training.
Graduate Program	A program that leads to a master's or doctorate credential.
Graduate Student	A student in a graduate program.
Headcount	A count of persons.
Intake Targets	A target for new student admissions to UBC's undergraduate programs, approved by Senate.
International	Pertaining to persons who are not citizens, refugees, or permanent residents of Canada.
International Student Initiative (abbrev.: ISI)	International students who pay international tuition to attend their program. International students are not included in the FTEs funded by the Ministry of Advanced Education, Skills and Training.
Last Institution	The most recent educational institution attended by a student or applicant.
Master's Degree	The credential awarded upon completion of a Master's program.

Matriculate	To enroll or register (or be enrolled or registered).
New To UBC	Pertaining to students who were never registered in a prior session.
Non-Degree Program	A program that does not lead to a credential. Also known as a non-credential program.
Non-Degree Students	Includes students registered in courses outside of a degree program, as well as students registered in courses after completion of a baccalaureate program.
Normal Load FTE (normal number of credits)	The course load of students converted to a proportion of their expected full-time course load.
Part-Time	For undergraduate students, those who are enrolled in fewer than 24 credits in winter session. For graduate students, those who are taking only 1 course per term if it is not a thesis course.
Post-Baccalaureate Degree	The credential awarded upon completion of a post-baccalaureate program.
Post-Baccalaureate Program	An undergraduate program ordinarily requiring a Bachelor's degree as a pre-requisite.
Program Type	A grouping of programs into commonly-used reporting categories.
Resident	A graduate of an Entry-to-Practice Doctor of Pharmacy, Doctor of Dental Medicine, or Doctor of Medicine program undertaking immediate post-graduate training in the workplace under supervision.
Retention Rate (Consortium for Student Retention Data Exchange (CSRDE))	A consortium of two-year and four-year institutions that shares with its members' data, internationally-accepted definitions, and knowledge. The CSRDE's defined cohort consists of first-time (new-to-UBC), full-time, first year students.
Student Level	A grouping of programs into three major categories: graduate, undergraduate, or resident.

Thesis-based	A graduate-level program that requires students to complete a thesis.
Thesis-optional	A graduate-level program wherein completion of a thesis is not mandatory.
Top Choice	A student's first choice of program, unless they are admitted to or registered in their second or alternative choice program only.
Transfer Student	Students that have been granted credit (transfer credit) by UBC toward a credential for programs or courses completed at another post-secondary institution.
Unclassified Student	A program category indicating a registered student who is not pursuing a credential.
Undergraduate Program	A program that leads to a baccalaureate or post-baccalaureate credential.
Undergraduate Student	A student in an undergraduate program.
Visiting Student	A student from one institution attending a non-partner institution temporarily.
Yield Rate	Within an admissions cycle, the ratio of registered students to admitted students.



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January 8, 2019

To: Senate, UBC Okanagan

To the attention of:

Christopher Eaton, Associate Registrar for Academic Governance
and Director of Senate and Curriculum Services

From: Dr. Ananya Mukherjee-Reed
Provost and Vice-Principal Academic

Re: Report to Senate on External Reviews of Academic Units, 2017-18

Item for Information:

In accordance with Senate policy I am pleased to forward the Annual Report on External Reviews of Academic Units and Programs, for information. This report covers the period of September 2017 through August 2018. It provides a summary of each of the 2 external reviews for accreditation undertaken.

Attachment: Report to Senate on External Academic Reviews, 2017-2018

Report to Senate
External Reviews of Academic Units and Programs at UBC Okanagan
2017 – 2018

Submitted by: Dr. Patricia Lasserre, Associate Provost, Enrolment and Academic Programs

There were no external reviews conducted for Academic Units and Programs between September 1, 2017 and August 31, 2018 at UBC Okanagan. However, two external reviews for accreditation were conducted on the following programs. Key findings and recommendations made by the accreditation panels are highlighted on the following pages and comprise the remainder of this report.

Contents

Program Accreditation Review, Irving K. Barber School (Clinical Psychology).....	2
Program Accreditation Review, Irving K. Barber School (Medical Physics).....	3

Program Accreditation Review, Irving K. Barber School
Faculty of Arts and Sciences
Reviewed May 24, 2018

The Clinical Psychology Doctoral program in the Faculty of Arts and Sciences was reviewed in April 2018 for accreditation by the Canadian Psychological Association (CPA). CPA accreditation is for four years.

Highlights and Key Findings:

- The panel commended the programme on their strong faculty support and the leadership of their training director. The Panel noted that substantial restructuring occurred within the program to ensure CPA's accreditation standards are met.
- Institutional support, library support, and administrative support for the programme were also identified as strengths.
- The curriculum was described as clear and sensitive with special recognition of the inclusion of Indigenous cultural safety training.
- The panel found the faculty members of the programme to be highly productive and role models for their students.

Key areas for clarification and/or monitoring through annual reporting:

The Clinical Psychology Doctoral program is asked to report annually on the identified areas that need clarification based on the CPA standards:

- Outline of the process by which the programme ensures that its faculty members are upholding the ethical standards of the profession.
- Steps taken to ensure that science and practice are integrated early in the curriculum, and that diversity training is included in their courses.
- The programme's efforts to secure additional core clinical faculty, and on how the programme intends to manage coverage of clinical courses and supervision in the interim.
- The range of practica available to students and the specific residency requirements for students coming from other institutions.
- The programme's success in increasing financial support for students.

Program Accreditation Review, Irving K. Barber School
Faculty of Arts and Sciences
Reviewed May 8, 2018

The PhD in Medical Physics program in the Faculty of Arts and Sciences was reviewed in May 2018 for re-accreditation by the Commission on Accreditation of Medical Physics Education Programs, Inc. (CAMPEP). CAMPEP accreditation is for three years. The previous review was conducted in 2016.

Highlights and Key Findings:

- Reviewers observed that the recommendations from the 2016 evaluation were promptly addressed.
- The reviewers found the program's goals and objectives are in full compliance with CAMPEP standards.
- The director of the program Dr. Jirasek has great experience with program development and students' supervision.
- Given that this program is team-taught via videoconference, challenges regarding communication among faculty members were apparent from the students' perspective.

Recommendations:

- Make every attempt to recruit a medical physicist with expertise in imaging to replace Dr. Jesse Tanguay.
- Consider arranging an opportunity at regular intervals, for example annually, for the faculty members to meet physically at one site to promote communication.
- Some dedicated administrative support should be assigned to support this graduate program.
- Develop a mechanism for the students to provide feedback on all teaching faculty members and not just those coordinating a particular course.
- Consider developing an additional course to expand on some of the medical imaging topics.