



University of British Columbia 2018/19 Annual Enrolment Report



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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.

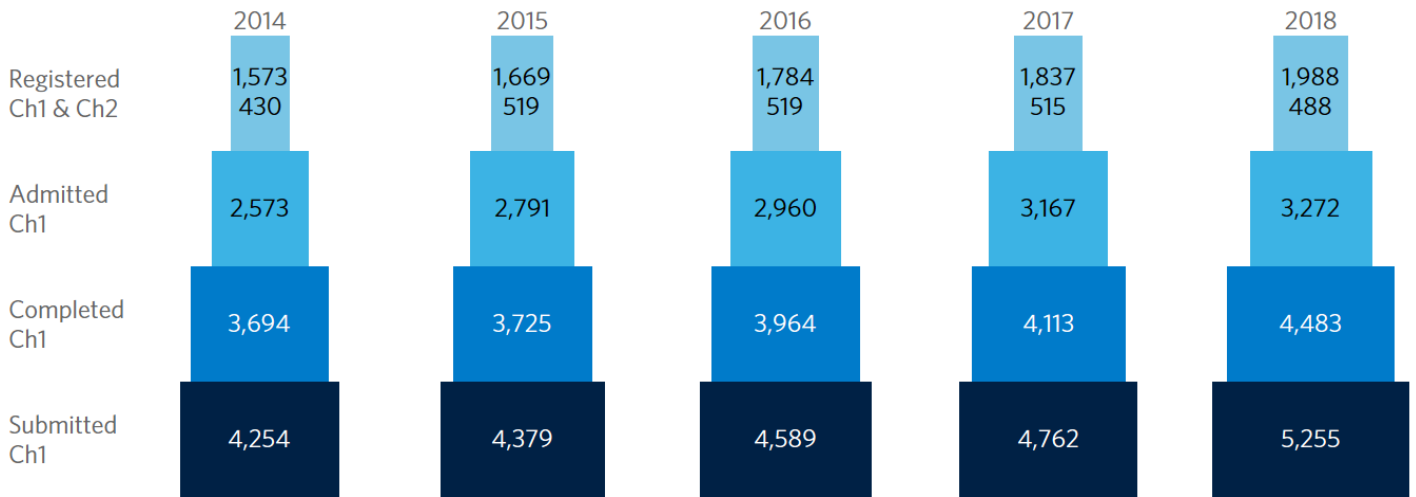
Figures 1 through 4 illustrate the campus-specific undergraduate applicant pools by domestic and international status. Each pyramid shows the numbers of submitted and completed applications, and the numbers of admitted students and subsequent registrations for 2014/15 through 2018/19. Undergraduate students 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

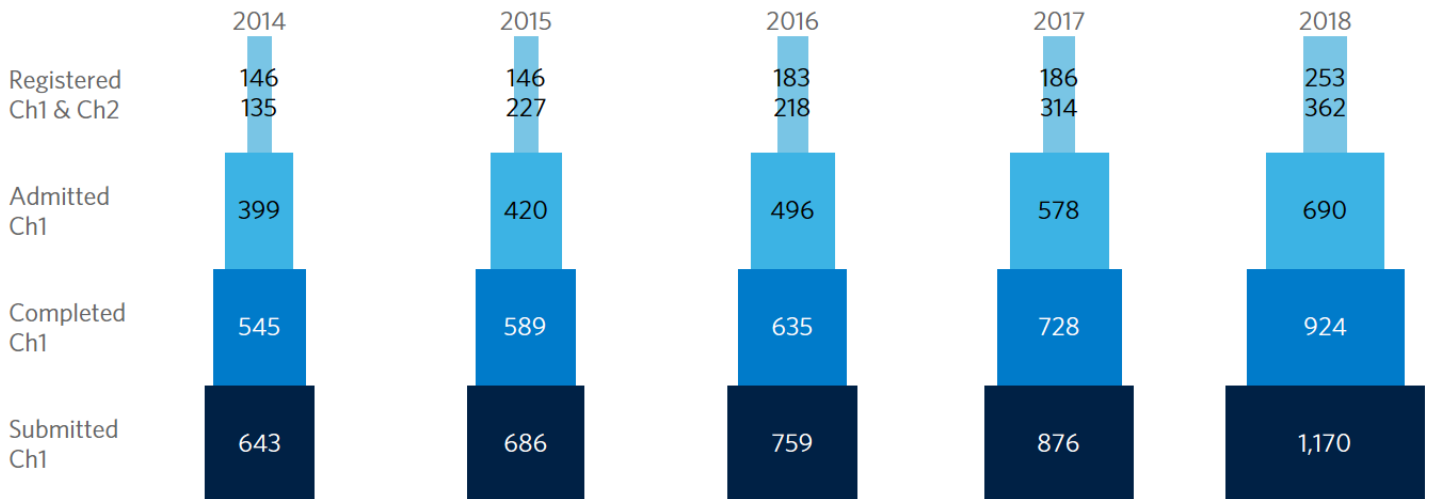


FIGURE 3: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC, ALL YEAR LEVELS), VANCOUVER CAMPUS, BY YEAR

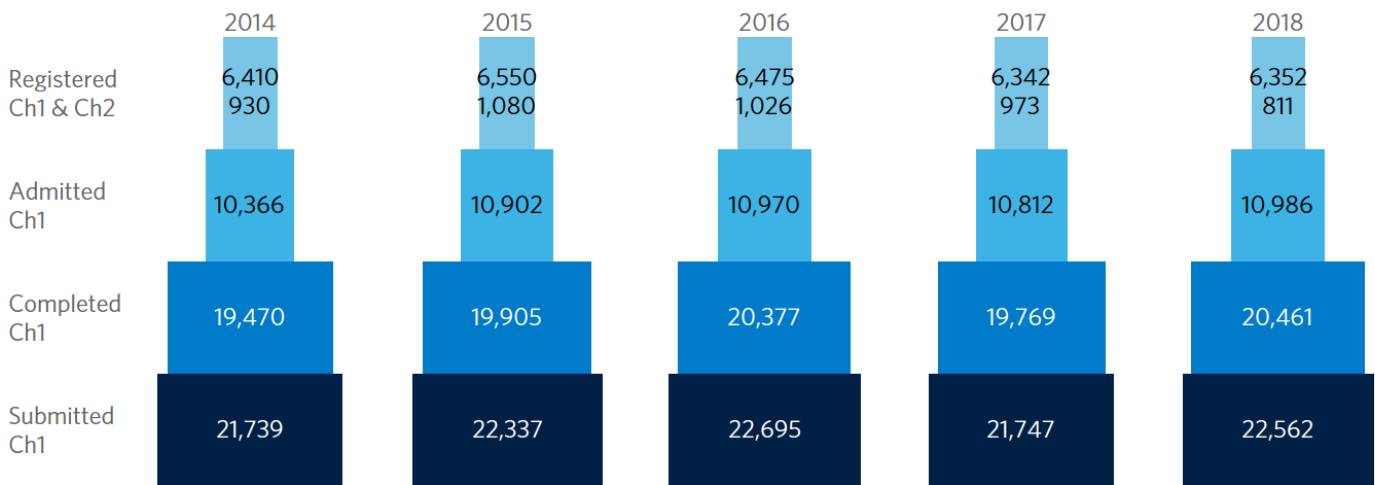


FIGURE 4: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL ALL YEAR LEVELS), VANCOUVER CAMPUS, BY YEAR

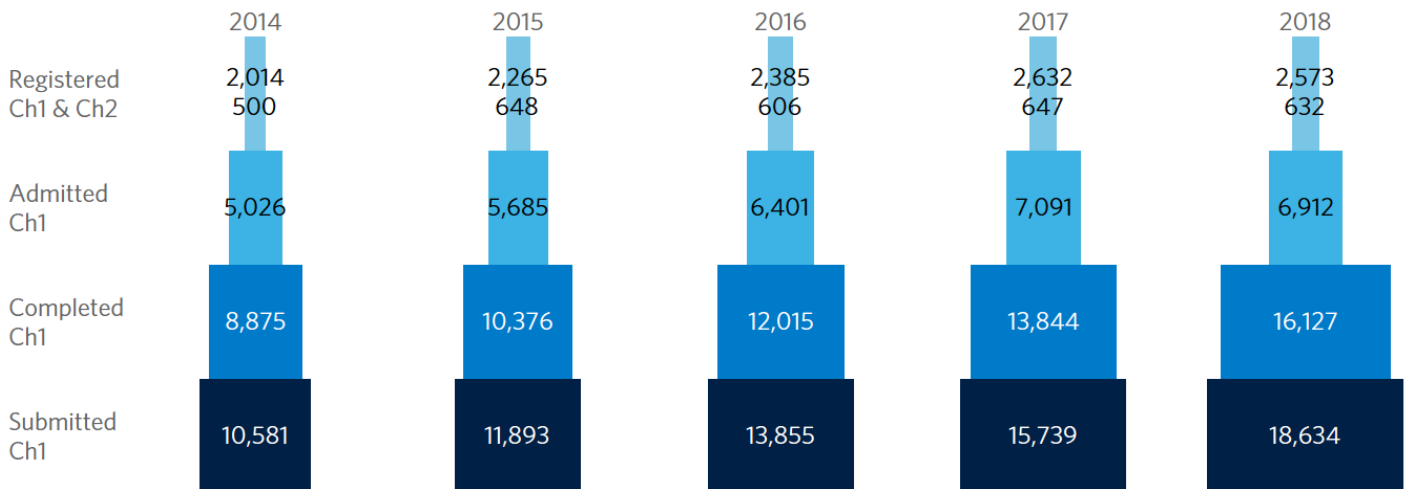


TABLE 1: UNDERGRADUATE STUDENTS' ADMIT AND YIELD RATES, ALL YEAR LEVELS, BY YEAR

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

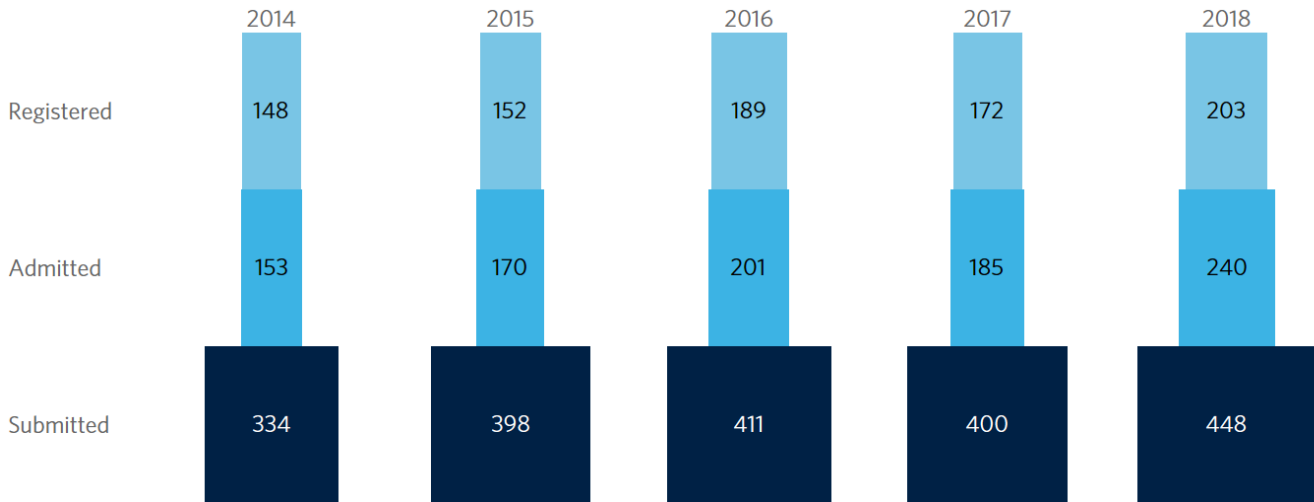


FIGURE 6: GRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL), OKANAGAN CAMPUS, BY YEAR

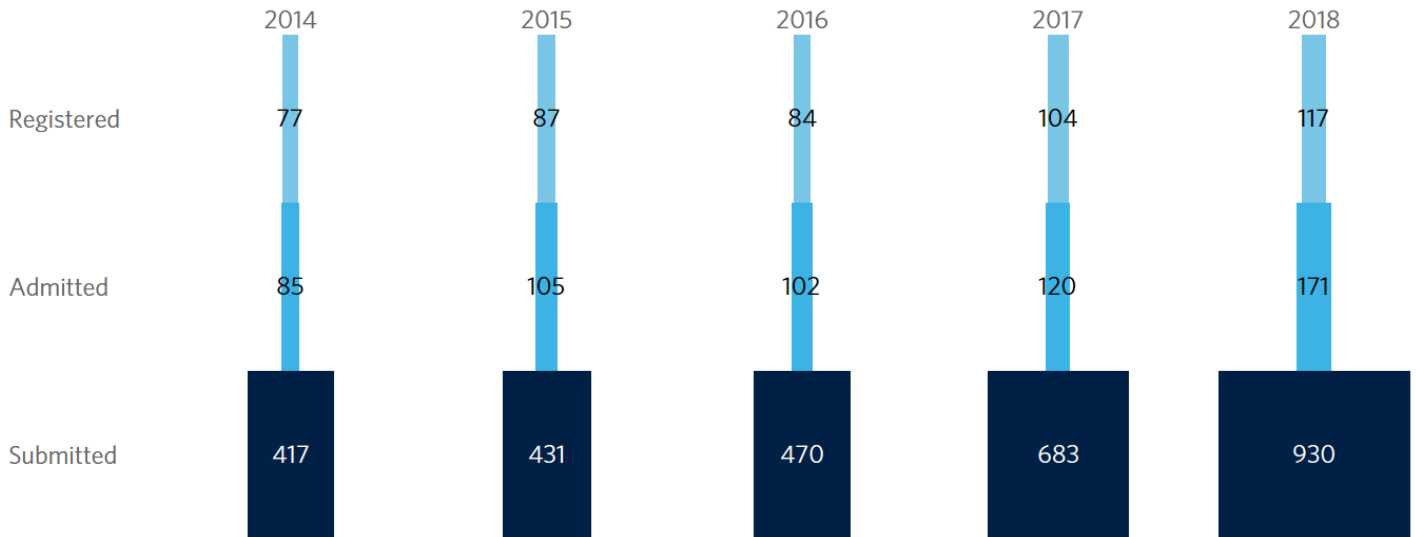


FIGURE 7: GRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC), VANCOUVER CAMPUS, BY YEAR

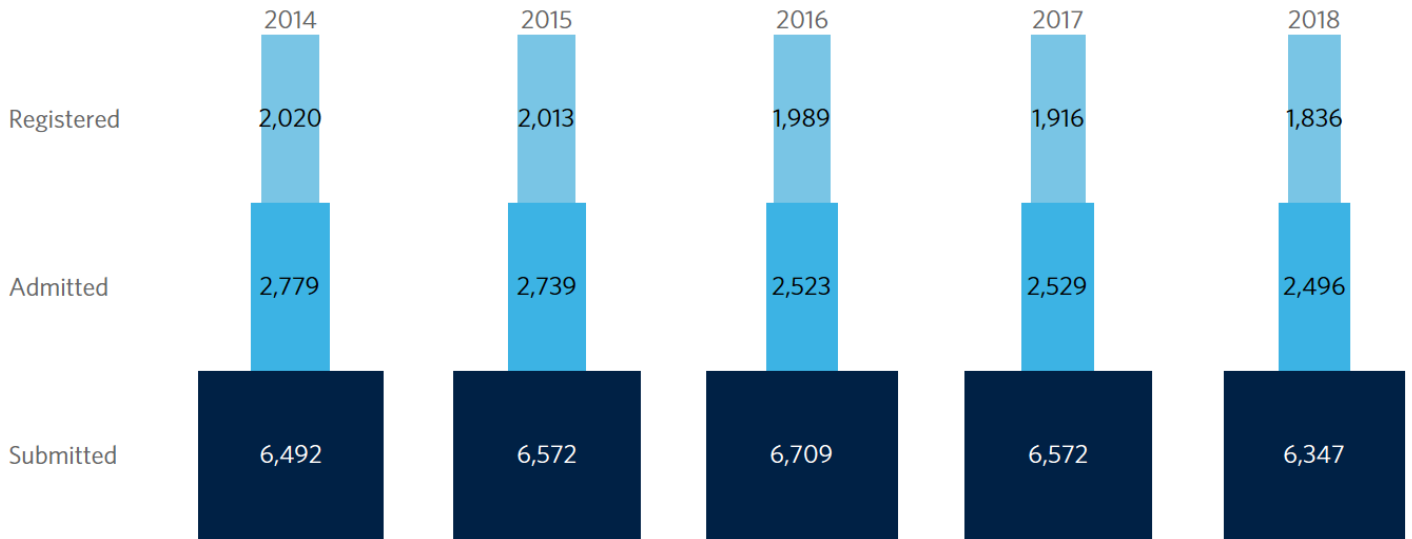


FIGURE 8: GRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL), VANCOUVER CAMPUS, BY YEAR

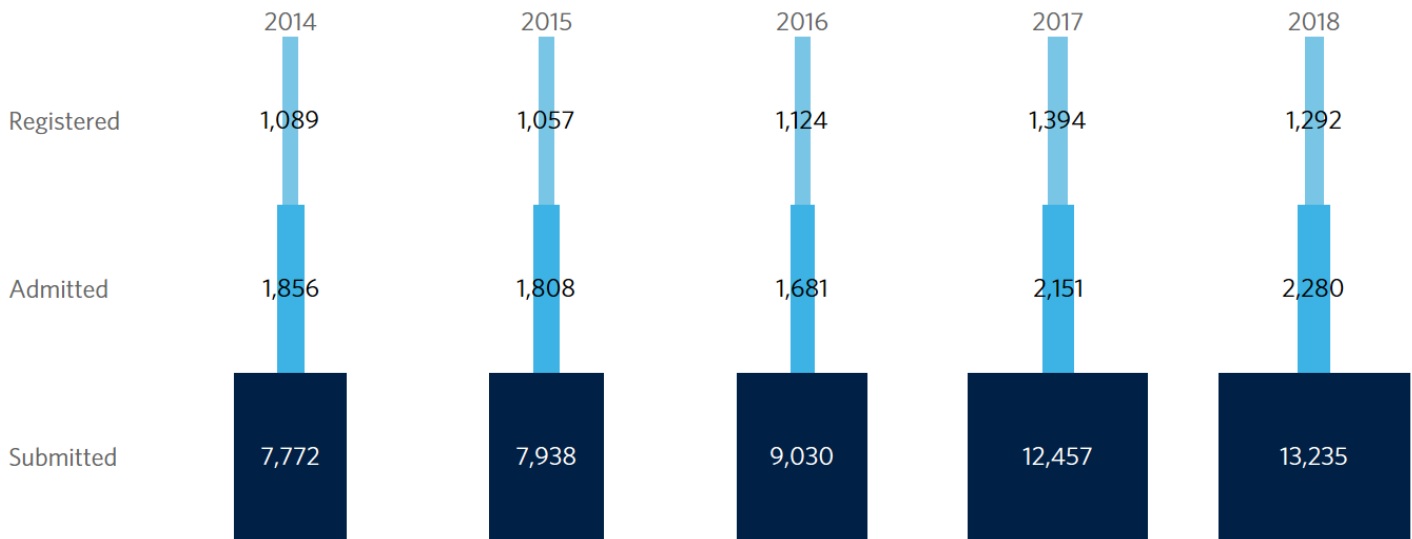


TABLE 2: GRADUATE STUDENTS' ADMIT AND YIELD RATES, BY YEAR

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?

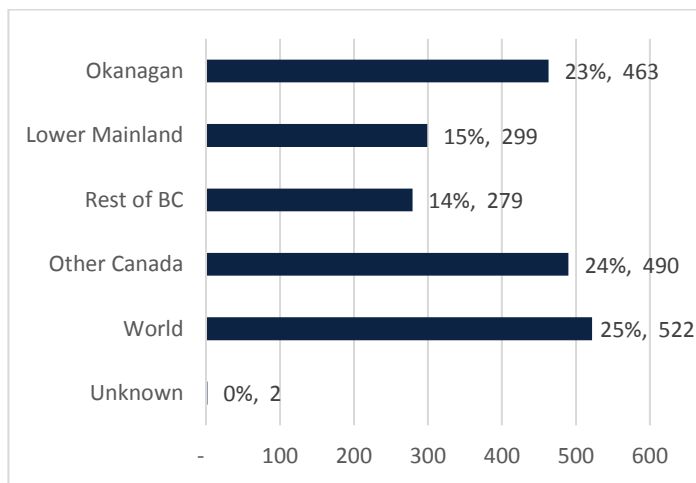
Figure 9 displays, for each campus, where 2018/19's new direct-entry students previously studied. Note that citizenship is different from the location of the institution previously (last) attended; many Canadians matriculate from schools overseas (and are counted against the domestic enrolment targets)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

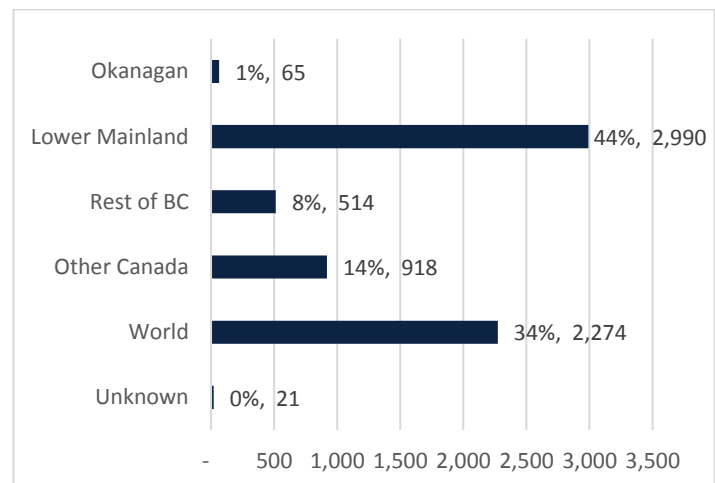
In 2018/19, 6,782 new direct-entry students, who comprised 60% of all the new-to-UBC undergraduate students, registered at the Vancouver campus. Of the registered students, 44% (N = 2,990) had previously studied at an institution in the Lower Mainland, 9% had studied elsewhere in BC (N = 579), and 34%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



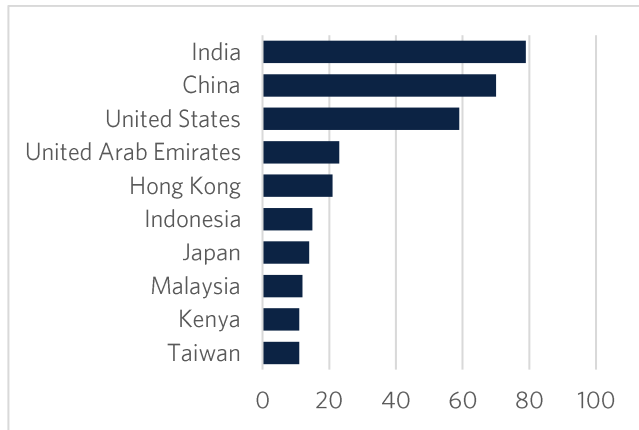
Vancouver Campus (N = 6,782)



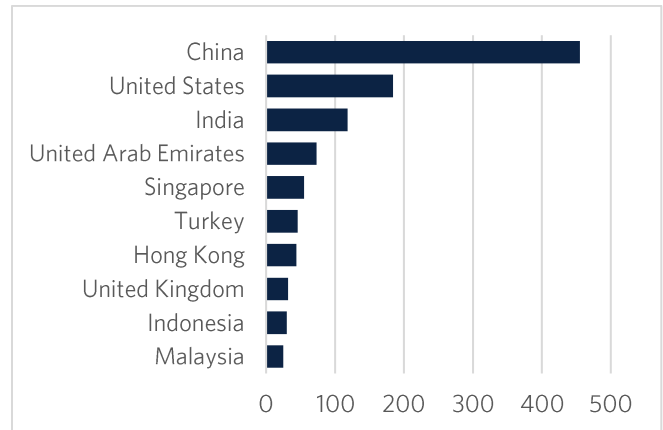
UBC actively recruits students in approximately 80 different countries and 20+ states with the USA, and has relationships with many schools around the world. New direct-entry students who previously studied at an institution outside of Canada originated from over 110 countries. The most common countries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

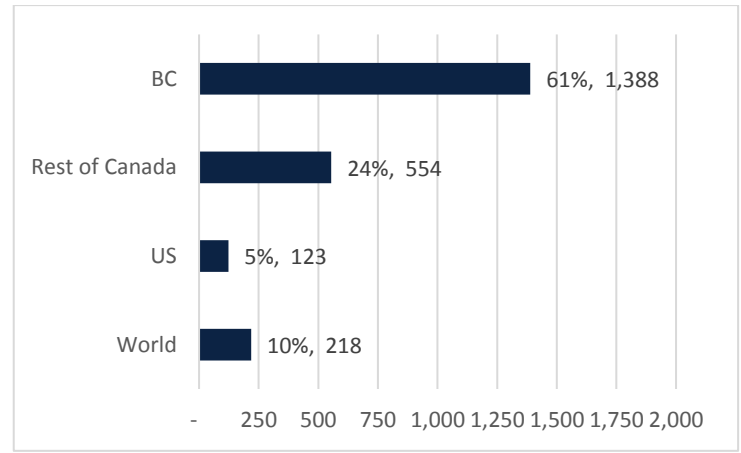
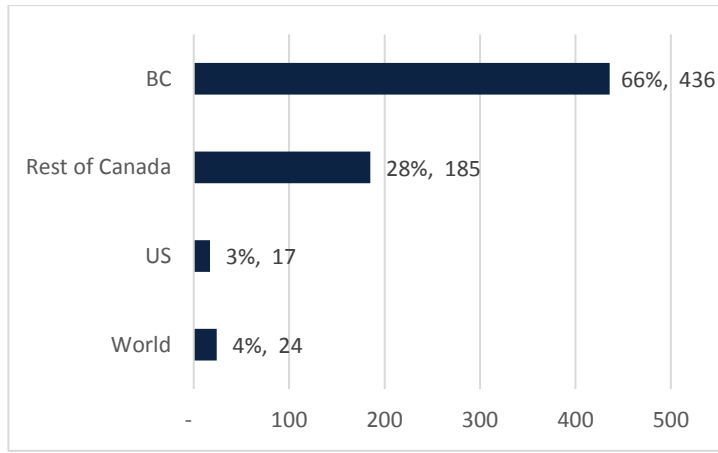
In 2018/19, in total, 662 new-to-UBC undergraduate students transferred from another post-secondary institution to the Okanagan campus, representing 24% of all the new-to-UBC Okanagan undergraduate students. Figure 11 shows that 436 students (or 66% of all the post-secondary transfer students in 2018/19)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

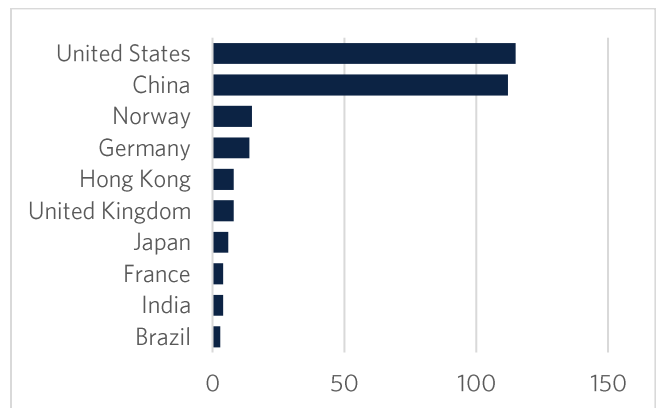
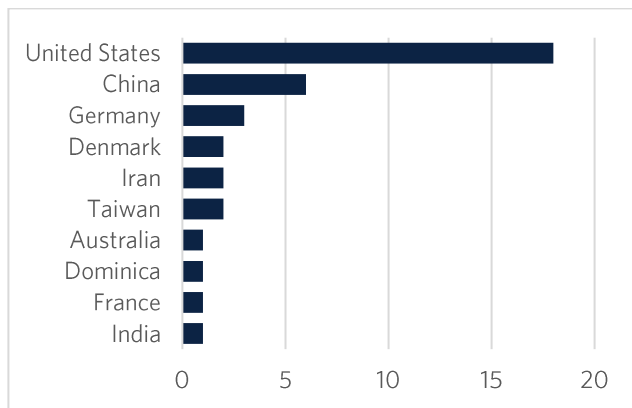


The 2018/19 transfer students attended post-secondary institutions in 37 countries and territories before enrolling at UBC. The most common countries, other than Canada, are shown in Figure 12.

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

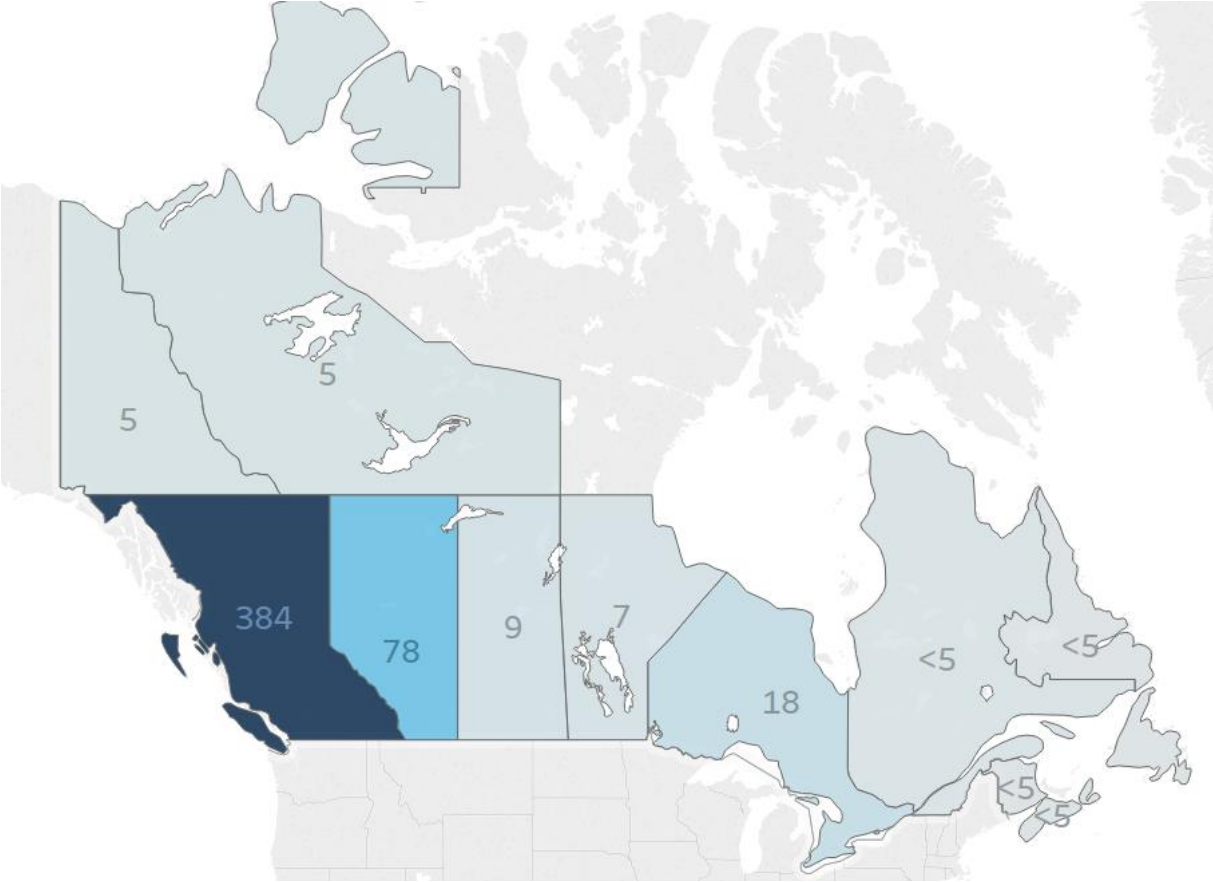
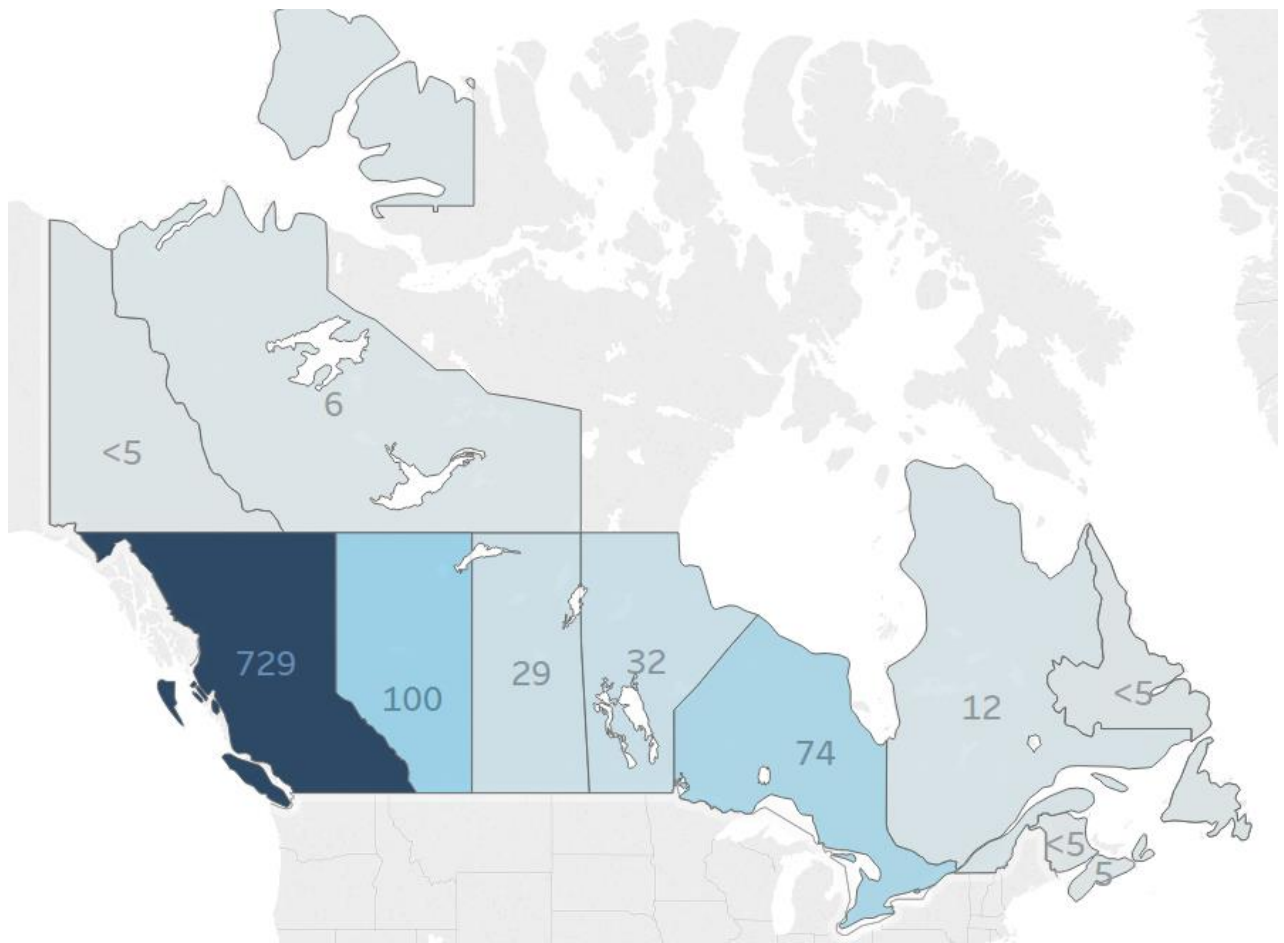


FIGURE 14: ABORIGINAL STUDENTS' PREVIOUS INSTITUTION, BY PROVINCE, 2018/19, VANCOUVER CAMPUS (IF IN CANADA), N = 997



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

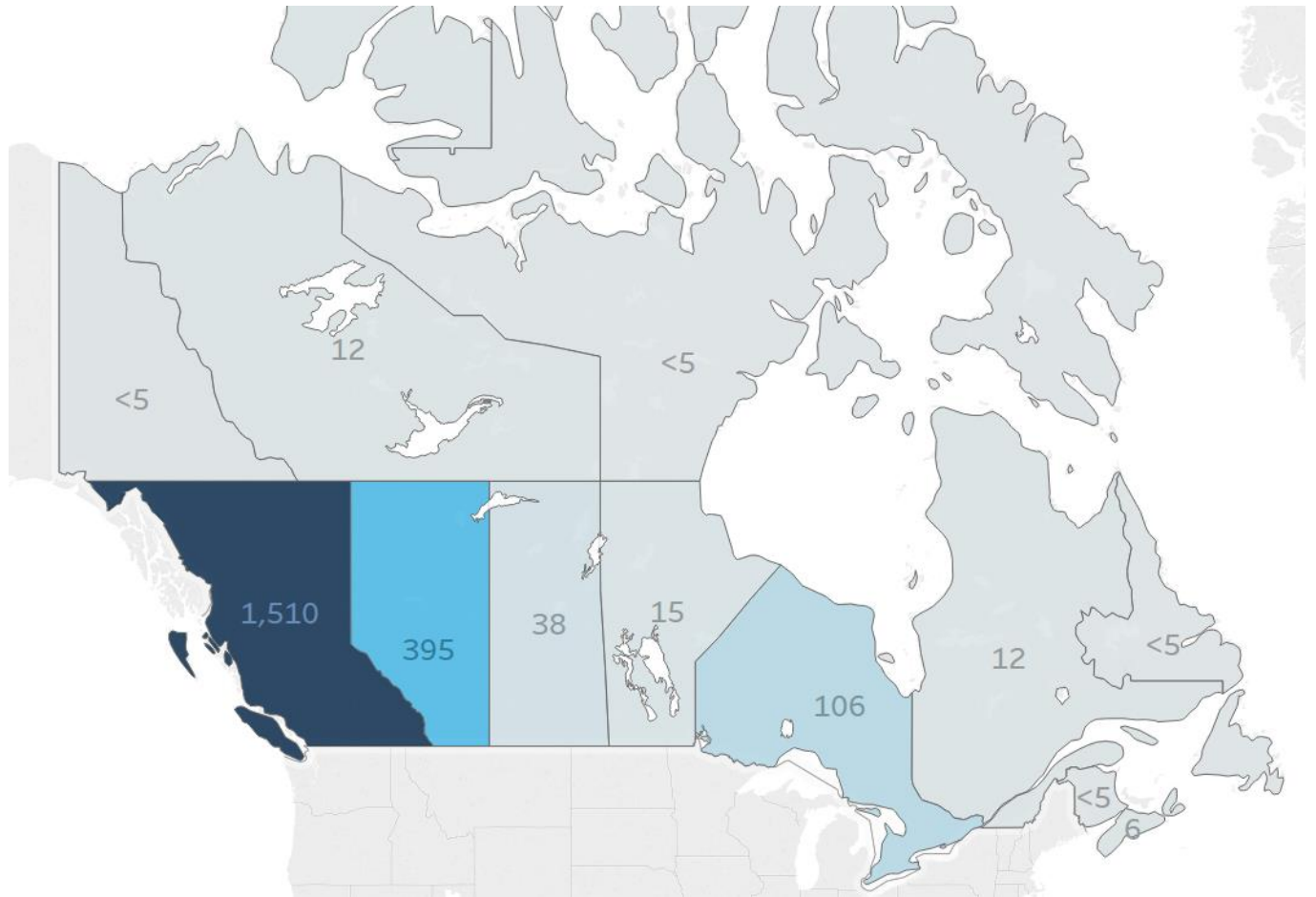
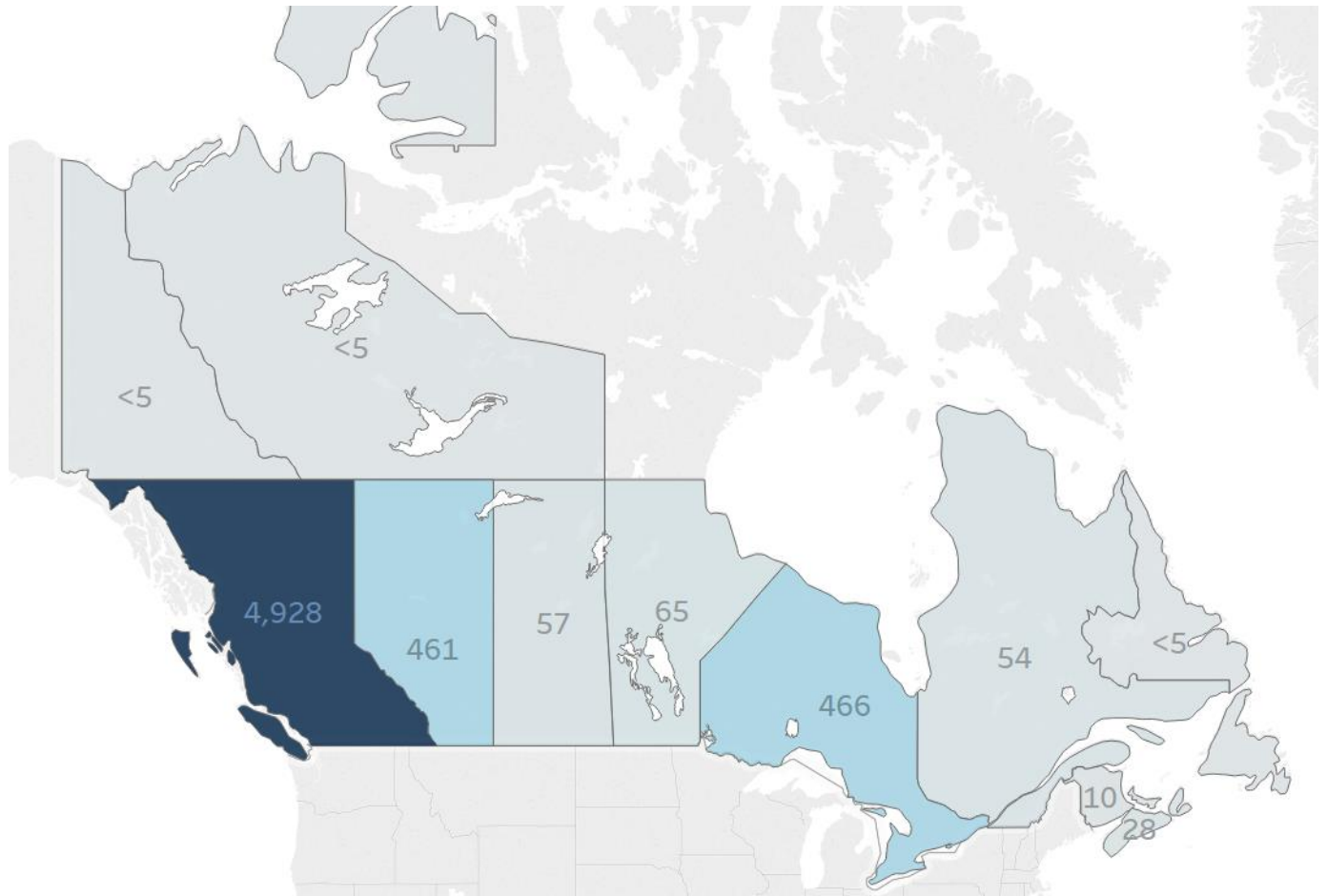


FIGURE 16: CANADIAN PROVINCE OF PREVIOUS INSTITUTION ATTENDED BY NEW UNDERGRADUATE STUDENTS, 2018/19, VANCOUVER CAMPUS (IF IN CANADA), N = 6,080



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

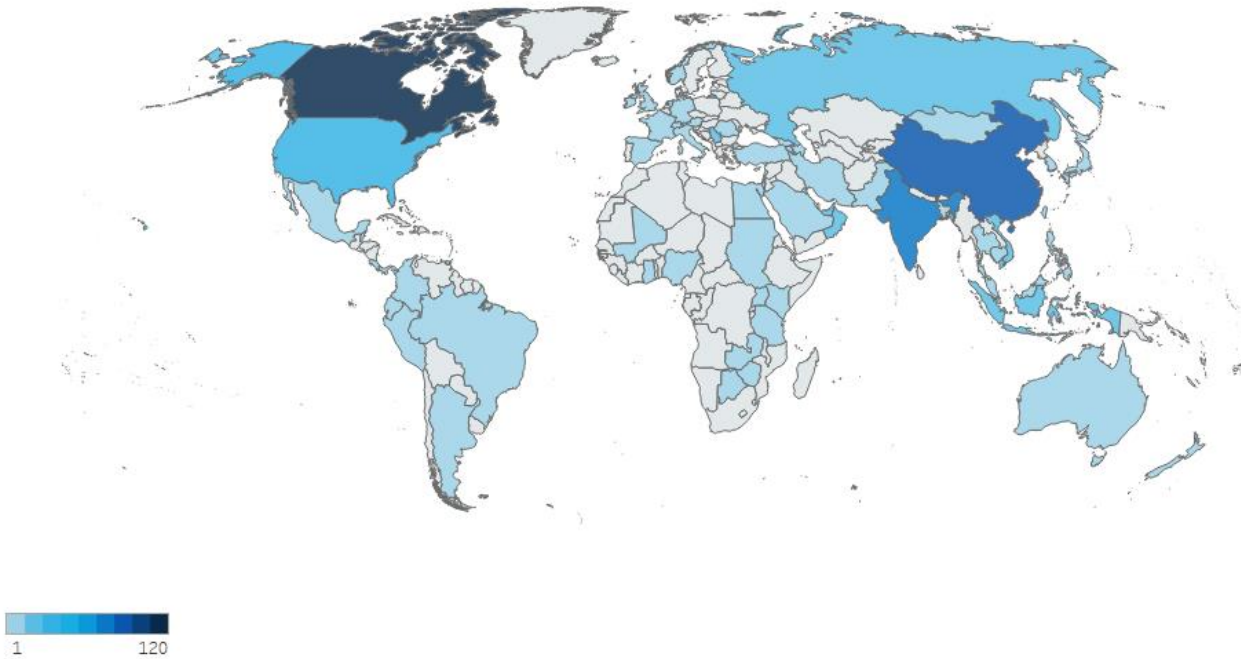
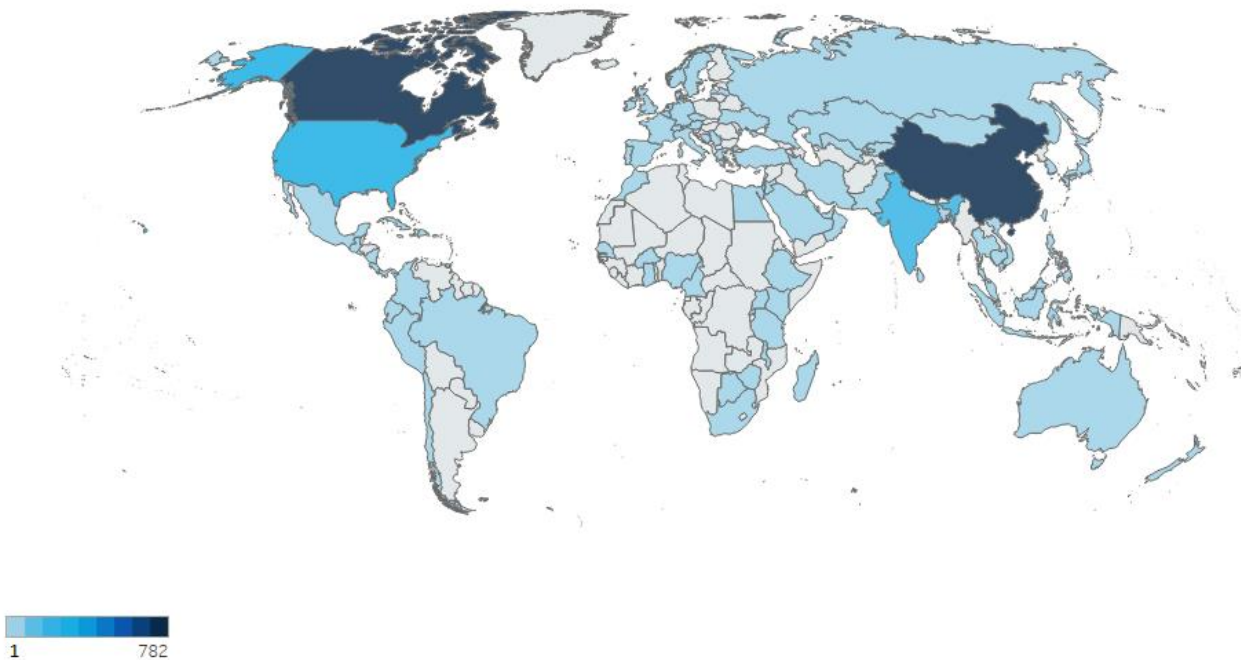


FIGURE 18: COUNTRY OF PREVIOUS INSTITUTION ATTENDED, NEW INTERNATIONAL UNDERGRADUATE STUDENTS, 2018/19, VANCOUVER CAMPUS, N = 2,782



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.

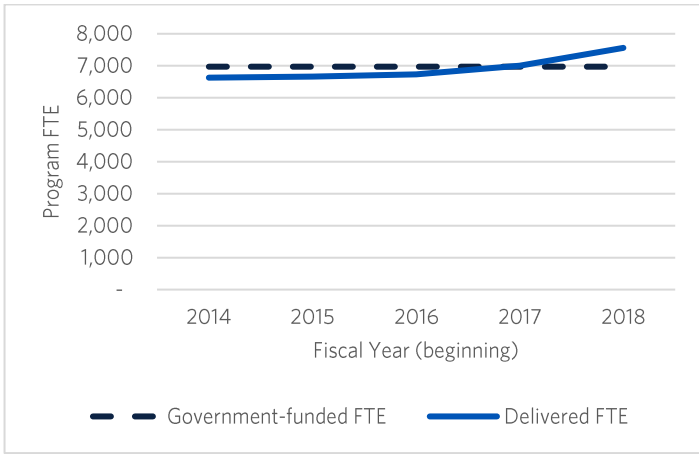
UBC Okanagan was funded for 6,971 domestic undergraduate and graduate student FTEs for 2018/19. Since 2012/13, the Okanagan campus has effectively delivered 100% of the government-funded FTE target and in 2018/19 delivered slightly over the FTE target. As of November 1, 2018, the actual FTE total was 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%).

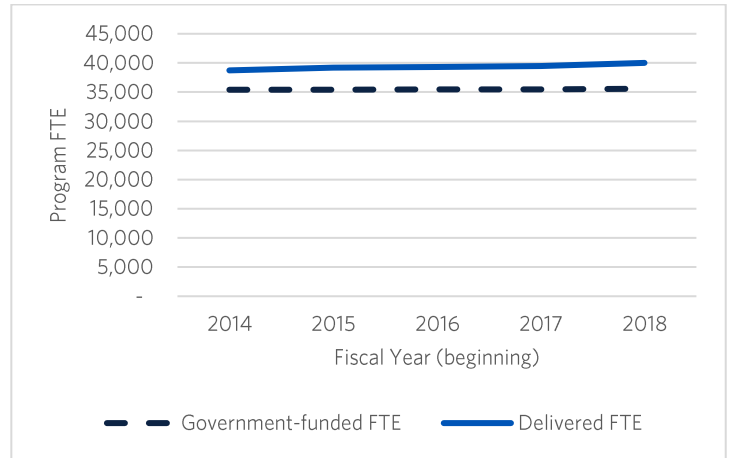
² We use the term "Aboriginal" in the spirit of its use in section 35(2) of the Canadian Constitution, to refer inclusively to members of First Nations, status and non-status, treaty and non-treaty Indians, Métis, and Inuit peoples in Canada, recognizing in doing so that many people prefer the terms 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
	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
		Vancouver Total	40,423	40,604	41,050	41,095	40,926
	Grand Total			47,679	47,924	48,486	48,742

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

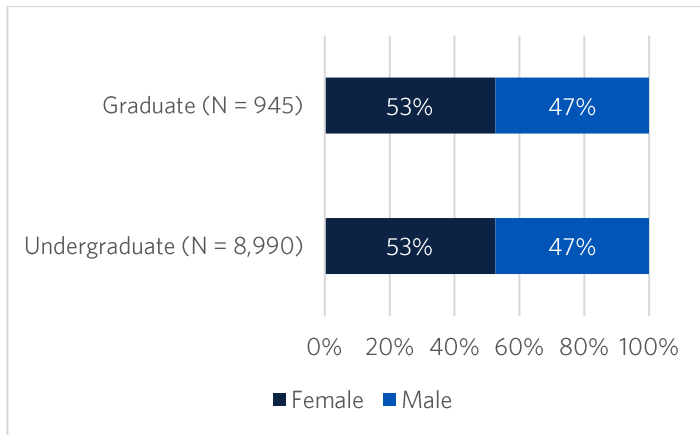
Campus	Student Level	Program Type	2014/15	2015/16	2016/17	2017/18	2018/19
Okanagan	Undergraduate	Diploma & Certificate	-	-	-	-	-
		Baccalaureate Degree	697	820	940	1,119	1,446
		Post-Baccalaureate Degree	1	-	-	-	-
		Non-Degree	64	37	62	80	58
		Undergraduate Total	762	857	1,002	1,199	1,504
	Graduate	Master's 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

WHAT WERE THE DEMOGRAPHIC CHARACTERISTICS OF UBC'S STUDENTS?

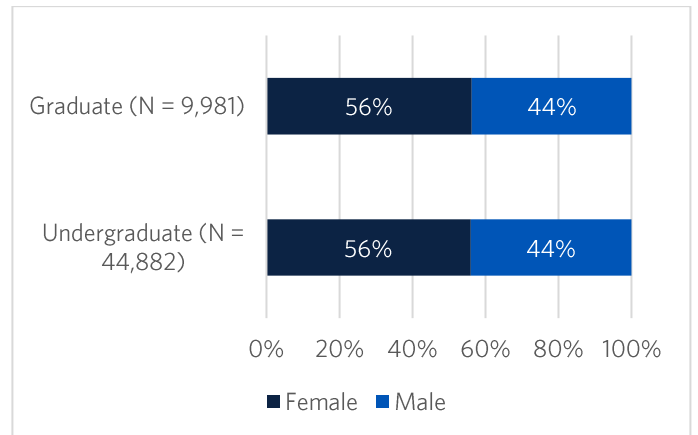
The gender distribution of students enrolled at UBC in 2018/19 was generally consistent across both campuses, with female students representing a small majority on both campuses (see Figure 20).⁸

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

Okanagan Campus



Vancouver Campus

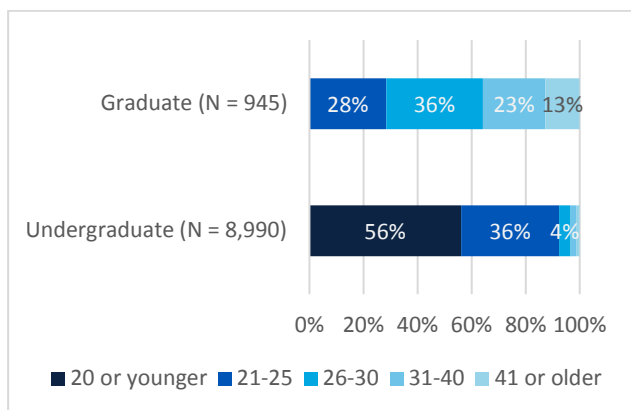


The majority of undergraduate students, in 2018/19, were 25 years of age or younger (92% of Okanagan students and 87% of Vancouver students) (see Figure 21). On the Okanagan campus, the undergraduate students' average age, in 2018/19, was 20 years. Of graduate students on the Okanagan campus, the largest 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.

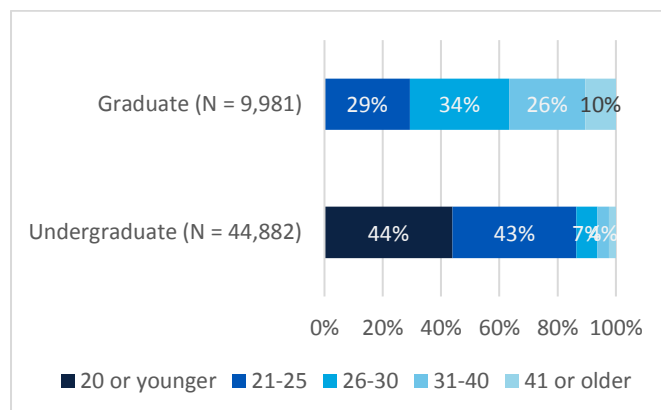
⁸ The binary gender categories "male" and "female" were used for this report because they were the only categories collected in the UBC student information system at the time.

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

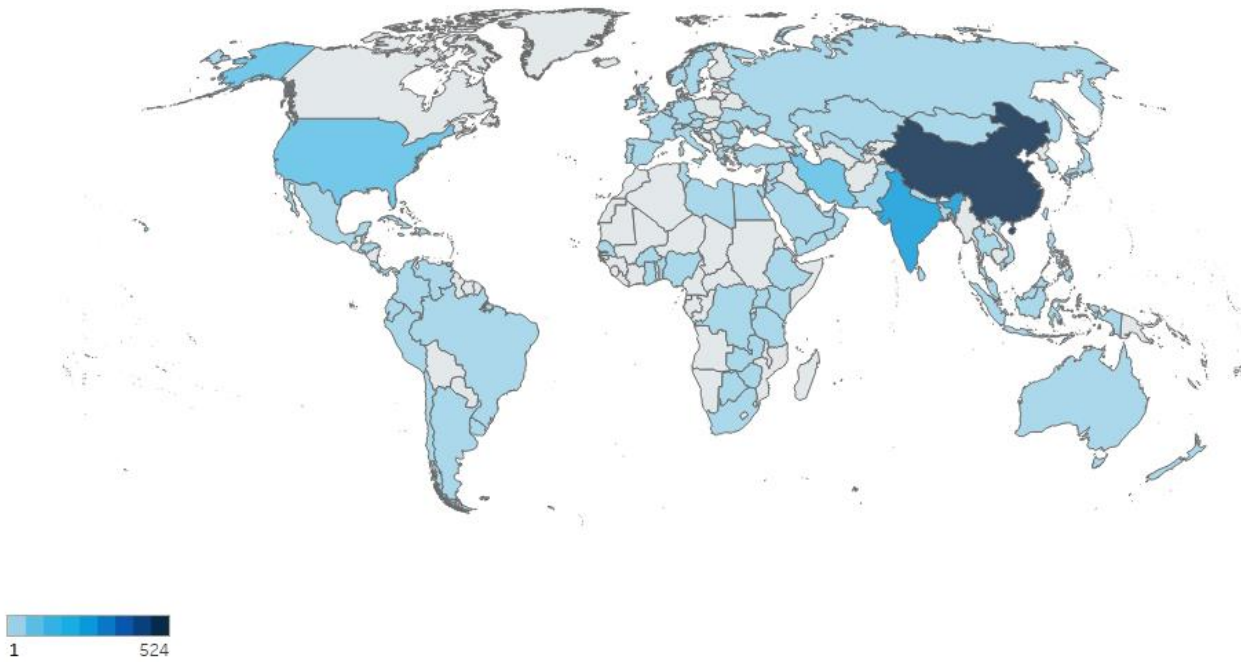
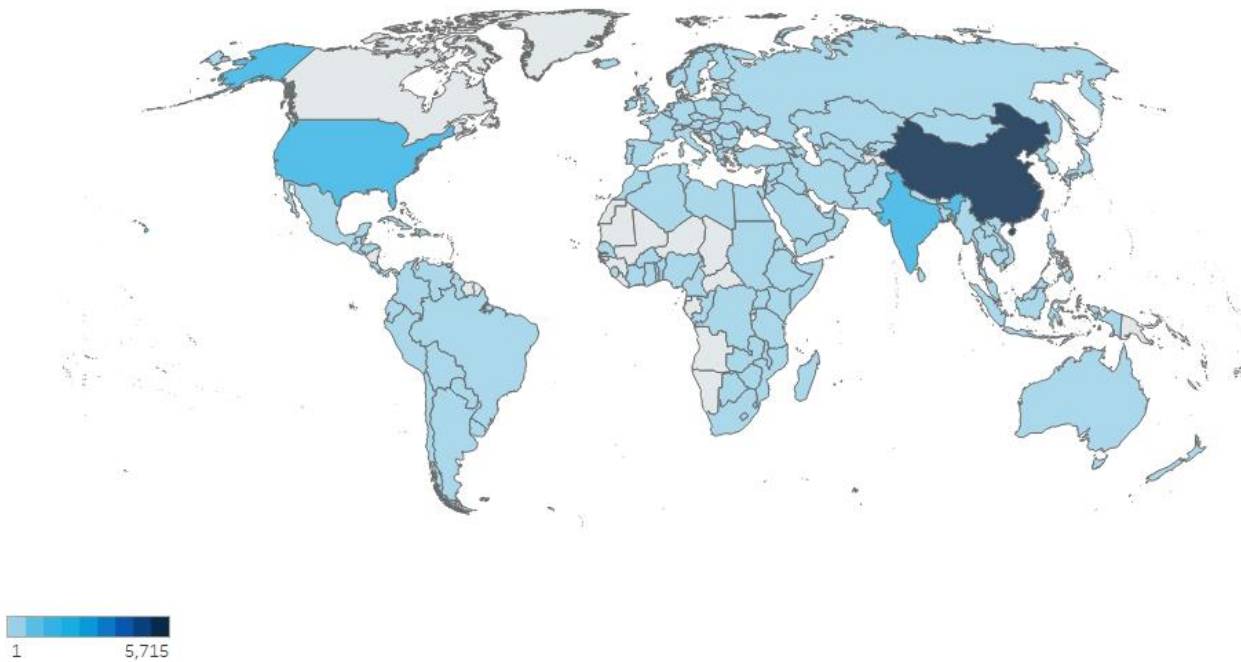


FIGURE 23: INTERNATIONAL STUDENTS' CITIZENSHIP, BY COUNTRY, 2018/19, VANCOUVER CAMPUS, N = 15,405



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.

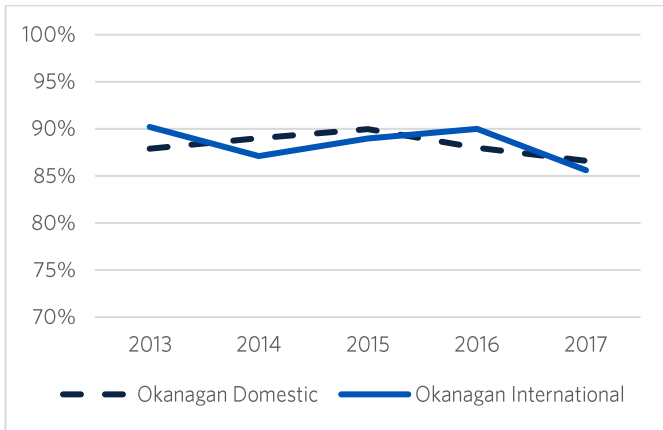
For UBC Vancouver, 93% of the 2017/18 cohort of first-year undergraduate students were retained into 2018/19. Overall, international students had somewhat lower rates of retention than those of domestic students (see Figure 24). With the most recent cohort, 94% of domestic students and 90% of international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

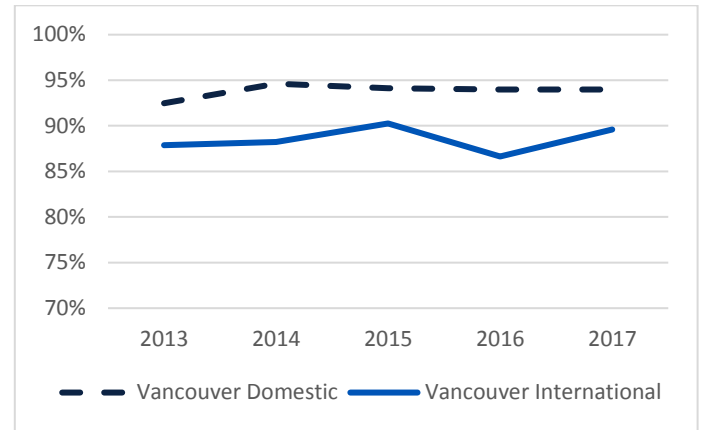
¹⁰ See: British Columbia Higher Education Accountability Dataset. <http://bcheadset.ca/>

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

Okanagan Campus



Vancouver Campus

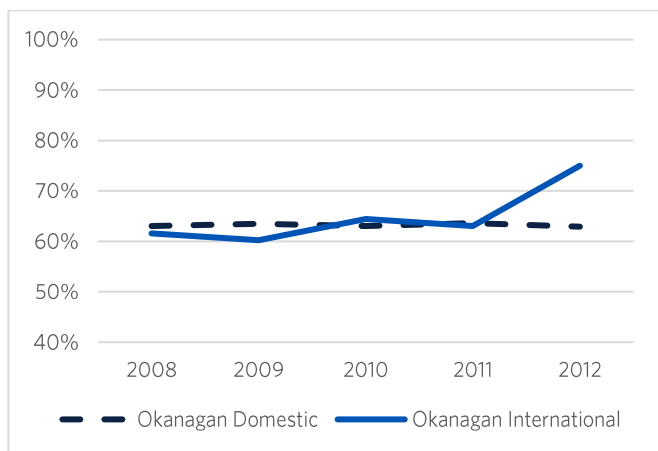


With respect to the cohort of undergraduate students who began their degree programs in 2012/13, 64% of UBC Okanagan students and 77% of UBC Vancouver students completed their degree programs within six years.

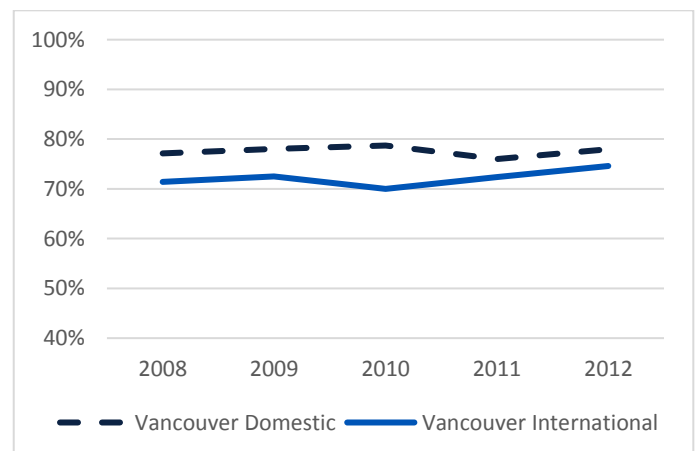
Overall, despite some fluctuation between domestic and international students, six-year completion rates have remained consistent over time. However, International student completion from 2012 on the Okanagan Campus appear to have jumped, which may have contributed to the large number of credentials 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



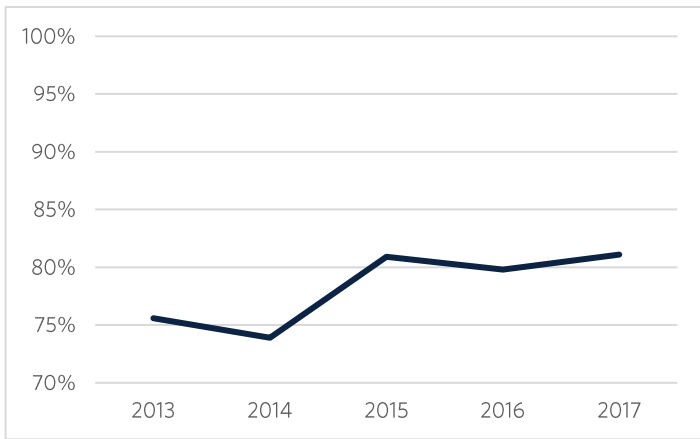
WHAT WERE UBC'S ABORIGINAL UNDERGRADUATE STUDENTS' RETENTION AND COMPLETION RATES?

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.

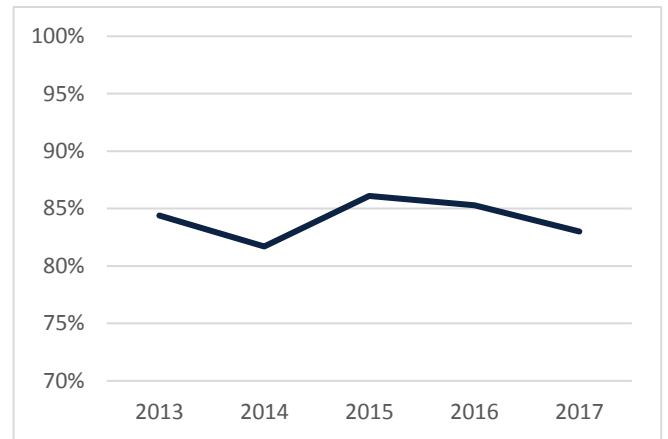
Overall, 82% of the 2017/18 cohort of UBC Okanagan first-year undergraduate Aboriginal students were retained into 2018/19, and for UBC Vancouver, 83% were retained.

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

Okanagan Campus



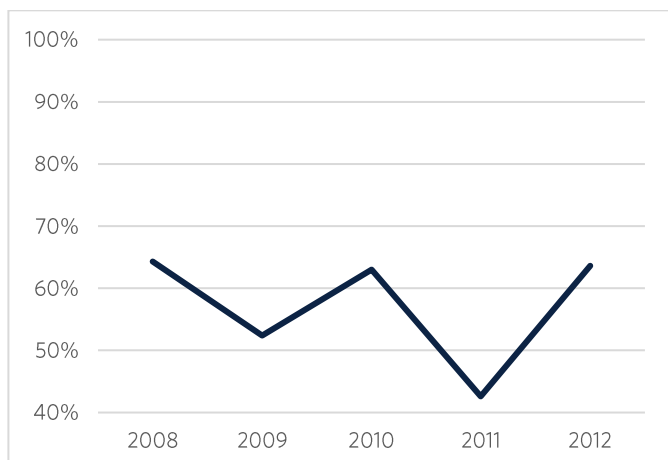
Vancouver Campus



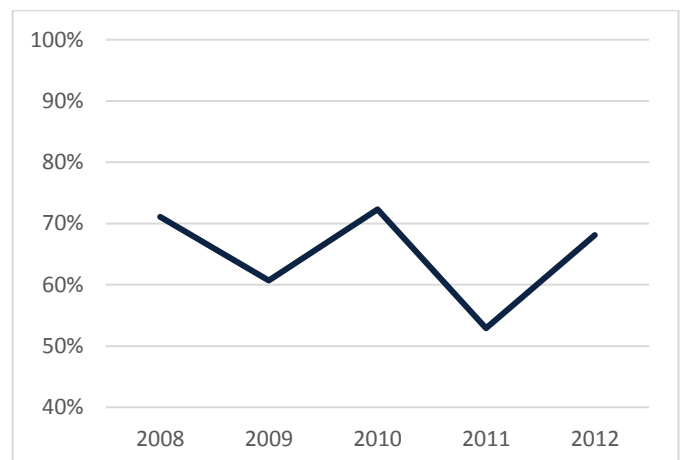
With respect to the cohort of full-time undergraduate students who began the first-year of their degree programs in 2012/13, 64% of UBC Okanagan students and 68% of UBC Vancouver students completed their degree programs within six years.

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 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)

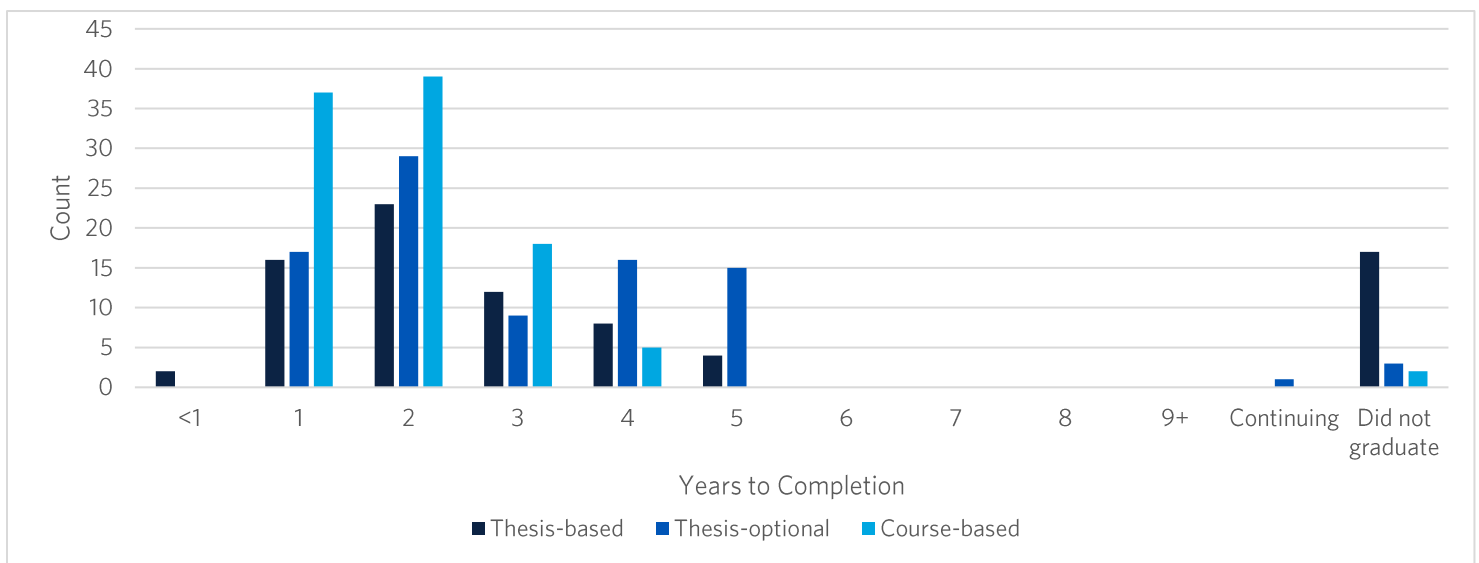
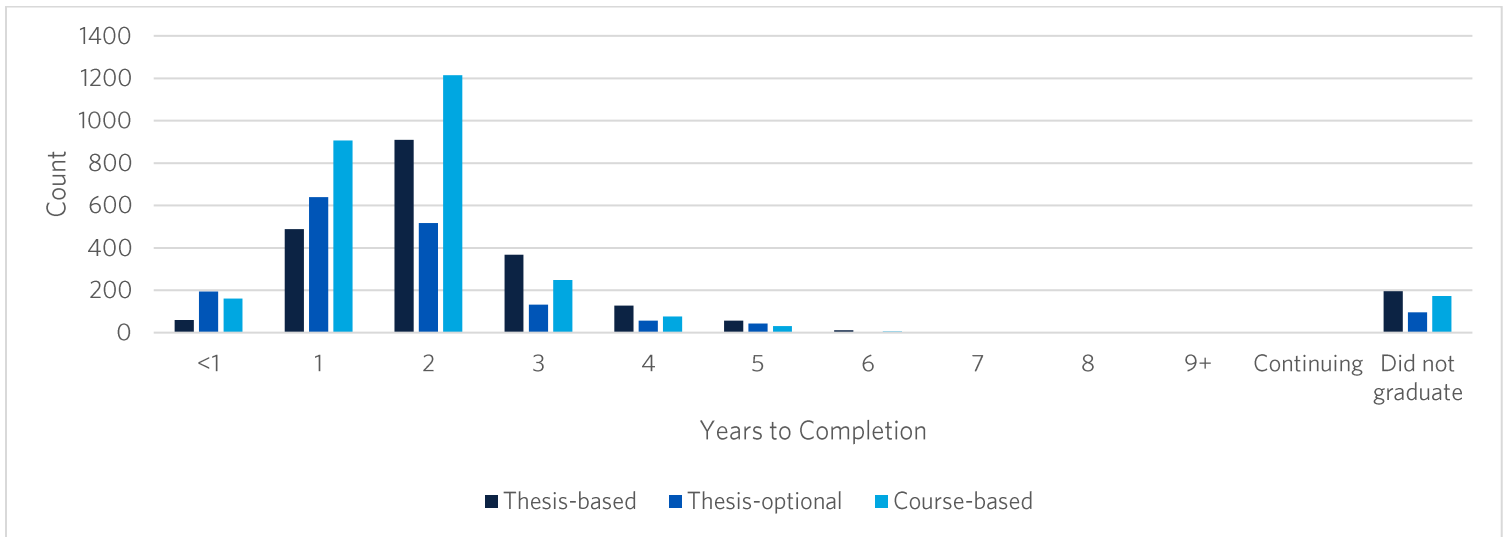


FIGURE 29: MASTER'S STUDENTS' YEARS TO COMPLETION, 2008-2011 COHORTS, VANCOUVER CAMPUS (N = 6,724)

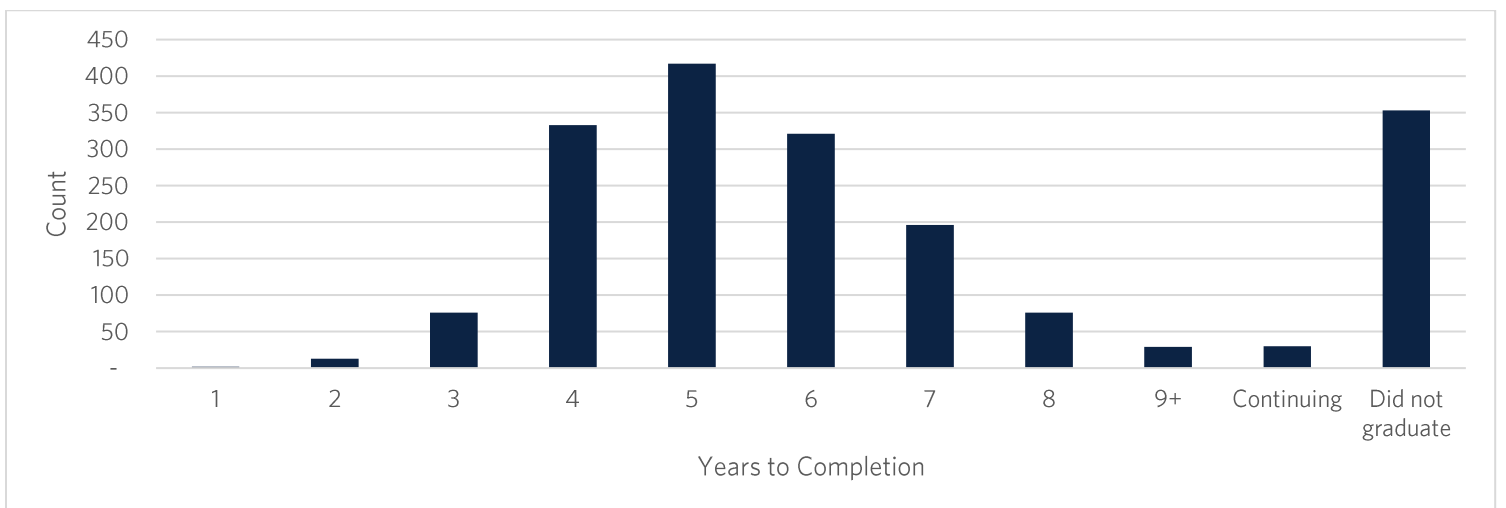


For UBC's doctoral students, whose programs are expected to take longer than those of master's students, we report how many students graduated within nine years of program enrolment.

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

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
		Grand Total	42,305	42,404	43,020	43,089	43,707
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	

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
		Grand Total	1,241	1,261	1,308	1,492	1,475
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	

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
		Grand Total	10,019	11,145	12,370	14,063	15,338
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	

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.

Master's Program	A graduate program ordinarily requiring a Bachelor's degree as a pre-requisite.
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.