Undergraduate Experience Survey 2016: Okanagan Campus
Table of Contents

Executive Summary .................................................................................................................. 4
Background and Personal Characteristics ............................................................................. 4
Health and Wellbeing ............................................................................................................. 4
Academic and Extracurricular Engagement .......................................................................... 5
Academic and Personal Development .................................................................................... 5
Campus Climate for Diversity ............................................................................................... 6
Evaluation of Educational Experience .................................................................................. 6
Plans and Aspirations ............................................................................................................ 6
Introduction .......................................................................................................................... 7
Methodology .......................................................................................................................... 7
Sample .................................................................................................................................... 7
Notes ....................................................................................................................................... 9
Background and Personal Characteristics .......................................................................... 10
Residence and High School Location .................................................................................... 10
Gender ...................................................................................................................................... 11
Learning English .................................................................................................................... 11
Ethno-Racial Distribution and Citizenship ........................................................................... 11
Education and Employment of Parents/Guardians ............................................................... 12
Student Finances .................................................................................................................. 17
Health and Wellbeing ........................................................................................................... 23
General Wellbeing and Access to Wellbeing Resources ....................................................... 23
Food and Water ..................................................................................................................... 25
Recreation .............................................................................................................................. 26
Built Environment ................................................................................................................ 26
Physical Activity and Sedentary Behaviour .......................................................................... 28
Disabilities .............................................................................................................................. 29
Mental Health, Stress, and Academic Performance ............................................................... 30
Academic and Extracurricular Engagement ....................................................................... 33
Academic Engagement ........................................................................................................ 33
Scholarship, Research, and Creative Activities .................................................................... 34
Educational Enrichment Opportunities ............................................................................... 35
Academic Support Programs and Services ........................................................................... 36
Other On-Campus Programs and Services ................................................................. 37
Peer Mentor Program ................................................................................................. 37
Academic and Personal Development ...................................................................... 39
   Development of Academic and Career Skills .................................................... 39
   Development of Competencies in Diversity ......................................................... 39
   Development of Capacity to Impact Society .................................................... 40
Campus Climate for Diversity .................................................................................. 42
Evaluation of Educational Experience .................................................................... 43
   Academic, Student Life and Campus Experience .............................................. 43
   Belonging and Connectedness to UBC ............................................................... 44
   Learning Environment at UBC .......................................................................... 45
   Campus Environment at UBC .......................................................................... 46
Plans and Aspirations ............................................................................................... 48
   Continuation of Studies ..................................................................................... 48
   Plans Following and Preparation for Graduation .............................................. 49
References ................................................................................................................. 51
Executive Summary
The Undergraduate Experience Survey (UES) was administered in spring 2016 to 50% of first- and fourth-year and all second- and third-year undergraduate students at UBC’s Okanagan campus who were enrolled in courses for the 2015-2016 academic year. In total, 1788 students out of 5677 responded to the survey—a response rate of 31%. The sample of respondents was generally a good representation of the 2015-2016 undergraduate population at UBC’s Okanagan campus, when considering domestic-international student status, year level, and program of study.

Background and Personal Characteristics
Slightly over 90% (n = 1050) of domestic respondents identified as Canadian, while over half of international respondents identified as Chinese; European; or Latin, Central or South American. Five percent of respondents self-reported as Canadian Aboriginal, which is representative of the cohort of students where 5% were identified as Aboriginal. All international and 13% (n = 141) of domestic respondents said they were born outside of Canada. Mostly, both international and domestic respondents learned to speak English before age six, with the vast majority of domestic students noting English was their native language.

About two-thirds of domestic student respondents (63%, n = 717) and 55% of international student respondents (n = 37) identified as female on the survey. Among both domestic and international respondents, females were overrepresented in the sample, while males were underrepresented.

The majority of domestic and international respondents identified that their mother and/or father attained a college-level certificate/diploma, a university degree, or a graduate/professional degree. Overall, 11% (n = 113) domestic and 8% (n = 5) international respondents were first generation university students. In general, international respondents’ parents had attained higher levels of education than those of domestic respondents. The bulk of respondents cited that their father/guardian and mother/guardian were employed full-time.

Respondents identified their sources of funding for their tuition and other expenses. For domestic respondents, the most common funding sources were parents/family/friends, government student loans, personal savings, and employment (other than working for pay at UBC). The majority of international respondents’ funding came from their parents/family/friends.

Health and Wellbeing
Over three-quarters of both domestic and international respondents rated their general health as good, very good, or excellent. The majority of domestic and international students indicated that they do not have a disability or ongoing medical condition.

Most students reported that they understood the importance of both their mental and physical wellbeing in supporting their academic and life success. However, the lowest proportions of respondents selecting strongly agree or agree were noted for the items: “I am able to balance my academic time and non-academic time,” (domestic: 50%, n =580; international: 49%, n =34) and “I feel that UBC cares about my wellbeing” (domestic: 43%, n = 498; international: 53%, n = 37).

In general respondents were fairly satisfied with the availability and quality of health resources, drinking water, and recreation facilities on campus. On the other hand, a large proportion of respondents were dissatisfied with the availability of healthy and nutritious food and quality of food on campus. On-campus recreation
facilities/amenities/services were infrequently utilized, with 60% (n = 695) of domestic and 41% (n = 28) of international respondents reporting they did not use them over the past week.

The largest proportions of respondents did not engage in any vigorous physical activity over the past week. While the greatest proportion of international respondents did not perform any moderate physical activity over the past week, domestic respondents reported various levels of moderate physical activity, with a fairly even spread of responses over 0 to 3 days per week. Further, about half of student respondents stated that they walked each day over the last week, for at least 10 minutes at a time. In terms of sedentary behaviour, most respondents indicated they spent 4 to 8 hours sitting each day.

Students also reported on whether they had experienced a range of issues, and how these impacted their academics over the past year. Stress, anxiety, sleep difficulties and depression were most often reported as having affected respondents’ studies in a negative way.

Academic and Extracurricular Engagement
Both domestic and international respondents demonstrated academic engagement. The most common academic activities respondents engaged in often or more frequently included: having a class in which the professor knew or learned their name (domestic: 49%, n = 817; international: 50%, n = 62); communicating with a faculty member by e-mail, texting, or in person (domestic: 53%, n = 866; international: 51%, n = 58); and choosing challenging courses even though their GPA may be lowered (domestic: 37%, n = 608; international: 37%, n = 46).

Overall, more international than domestic student respondents participated in scholarship, research, and creative activities, as well as expressed more interest in educational enrichment opportunities. Research projects or papers as a component of course work, and student research courses were the most frequently cited activities among both domestic and international respondents. Community service learning projects were the most common enriched education experience which student respondents participated in (domestic: 12%, n = 174; international: 22%, n = 20).

When asked to specify their usage of academic support services, 53% (n = 733) of domestic and 48% (n = 43) of international students indicated that they had used Supplemental Learning sessions, and half of international respondents had used the Writing and Research Centre. In terms of other on-campus programs and services, campus life events and campus recreation were most popular. Additionally, international respondents were frequently involved in international programs and services.

Academic and Personal Development
From the time at which domestic respondents initially began at UBC Okanagan to the present time of survey response, increases in the proportion of respondents rating their skills as excellent or very good were noted for all items. Among domestic respondents, in academic and career skills, the largest increases were seen in: understanding of their field of study, analytical and critical thinking, and ability to read and comprehend academic material. Ability to read and comprehend academic material, understanding their field of study, and research skills were the areas of greatest improvement for international respondents. For competencies related to diversity, domestic respondents indicated the most improvement in their ability to understand international perspectives and understanding of racial and ethnic differences/issues, while international respondents did so for their understanding of racial and ethnic differences/issues and comfort working with people from other cultures or backgrounds different from their own.
Furthermore, students responded to a variety of statements regarding their capacity to make a positive impact on society. Over two-thirds of respondents agreed or strongly agreed that they were confident in their capacity to make a positive difference to society.

Campus Climate for Diversity
Generally, students perceived UBC Okanagan’s campus environment to be inclusive and respectful. Specifically, over two-thirds of respondents strongly agreed or agreed that students are respected regardless of their sexual orientation, race/ethnicity, gender, political beliefs and religious beliefs; that they felt free to express their religious and political beliefs; and that UBC values diversity.

Evaluation of Educational Experience
About half of students indicated they were satisfied or very satisfied with their overall academic experience, and their student life and campus experience. Domestic and international respondents were also often satisfied or very satisfied with their ability to get into a program major they want, access to faculty outside of class, and the availability of help when they encountered problems in learning course material.

Most student respondents felt positively towards UBC Okanagan in terms of encouraging others to enroll, and feelings of pride, connectivity, and belonging. For example, 81% (n = 1273) of domestic and 79% (n = 84) of international students agreed or strongly agreed that they were proud to attend UBC, and 75% (n = 1172) of domestic and 72% (n = 77) of international respondents agreed or strongly agreed that they would recommend enrolling at UBC to others.

Additionally, ratings of the learning environment at UBC were generally positive, with 75% (n = 911) of domestic and 78% (n = 57) of international respondents agreeing or strongly agreeing that UBC provides a supportive learning environment. High levels of agreement were also seen for the items related to UBC challenging and supporting students to achieve their potential.

Respondents rated numerous characteristics of the campus environment. Overall, the campus environment was perceived favorably in terms of friendliness, caring, tolerance of diversity, appreciation of diversity, safety, academic challenge, and intellectualism. Conversely, there was spread in the ratings of affordability, with many students selecting a rating towards the unaffordable end of the scale.

Plans and Aspirations
Three-quarters of respondents (domestic: 75%, n = 857; international: 67%, n = 45) said that they planned to continue their studies at UBC’s Okanagan campus next year. The most frequently cited reason students were not continuing was that they were graduating. Quite a few international (50%, n = 11) and domestic (15%, n = 42) respondents noted they would be transferring to UBC Vancouver. As well, 15% (n = 44) of non-continuing domestic respondents planned to transfer to another university, and 14% (n = 39) needed to work. Of those who specified why they would transfer to UBC Vancouver, the largest proportions of respondents said they would be transferring because a program or courses they were interested in were not offered at UBC Okanagan/there were more options for courses at UBC Vancouver (domestic: 45%, n = 17; international: 56%, n = 5).

Graduating respondents most often planned to enrol in graduate or professional school or work full-time following their graduation. About 6 in 10 domestic and international respondents said they intended to eventually obtain credentials beyond a Bachelor’s degree.
Introduction

The Undergraduate Experience Survey (UES) is administered annually in the spring to all enrolled part- and full-time undergraduate students at the University of British Columbia’s Okanagan Campus. The survey is based on the University of California Undergraduate Experience Survey (UCUES), with additional questions that are more specific to UBC initiatives.

Respondents were asked about their health and wellbeing, engagement in academic and extracurricular activities, perceptions of UBC and the Okanagan campus community, future plans and aspirations, and academic and personal development.

Methodology

This year, UBC Okanagan participated in partnership with New York University in the Innovation Capacity Project. The Innovation Capacity Project surveys first-year students and students in their graduating year (fourth-years), to examine the influence of post-secondary experience on students’ capacity to be innovators. Thus, 50% of first- and fourth-year students were randomly assigned to be invited to the Innovation Capacity Project, while the other 50% were invited to participate in the UES. All second- and third-year students were invited to participate in the UES.

The UES was deployed online via e-mail invitations sent to: all second-, third-, and fifth-year degree seeking undergraduate students; 50% of first- and fourth-year degree seeking undergraduate students; Access Studies students; and unclassified students (fifth-years). The survey was available to students from February 18th to March 22nd, 2016. As an incentive for participating in the survey, students were entered into a draw for one of ten $100 VISA gift cards, and could opt in to two modules where they could also win a $100 VISA gift card.

Sample

A total of 5677 undergraduate students were invited to complete the survey, excluding email bounce backs. Of 5677 invitees, there were 1788 full or partial completes – an overall response rate of 31% (33% for domestic and 21% for international students).

The sample of respondents was generally a good representation of the cohort of students, with some exceptions (refer to Table 1). Males were underrepresented (cohort: 46.5%, sample: 37.1%) and females were overrepresented (cohort: 53.5%, sample: 62.9%). The sample of respondents reflects the composition of the cohort well in terms of year level. The sample was slightly over-representative of domestic students (cohort: 89.5%, sample: 93.0%), and under-representative of international students (cohort: 10.5%, sample: 7.0%). When looking at program choice, the sample of respondents was a good representation of the cohort.
Table 1: Demographic breakdown of cohort and sample

<table>
<thead>
<tr>
<th></th>
<th>Cohort</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count (N)</td>
<td>%</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>2642</td>
<td>46.5%</td>
</tr>
<tr>
<td>Female</td>
<td>3035</td>
<td>53.5%</td>
</tr>
<tr>
<td><strong>Year Level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>1200</td>
<td>21.1%</td>
</tr>
<tr>
<td>Year 2</td>
<td>1436</td>
<td>25.3%</td>
</tr>
<tr>
<td>Year 3</td>
<td>1808</td>
<td>31.8%</td>
</tr>
<tr>
<td>Year 4</td>
<td>965</td>
<td>17.0%</td>
</tr>
<tr>
<td>Year 5</td>
<td>148</td>
<td>2.6%</td>
</tr>
<tr>
<td><strong>VISA Type</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CNDN</td>
<td>4789</td>
<td>84.4%</td>
</tr>
<tr>
<td>PERM</td>
<td>289</td>
<td>5.1%</td>
</tr>
<tr>
<td>STUV</td>
<td>598</td>
<td>10.5%</td>
</tr>
<tr>
<td>REFG</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Domestic/International</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic</td>
<td>5079</td>
<td>89.5%</td>
</tr>
<tr>
<td>International</td>
<td>598</td>
<td>10.5%</td>
</tr>
<tr>
<td><strong>Program</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA-O</td>
<td>1522</td>
<td>26.8%</td>
</tr>
<tr>
<td>BASC-O</td>
<td>765</td>
<td>13.5%</td>
</tr>
<tr>
<td>BEDE-O</td>
<td>62</td>
<td>1.1%</td>
</tr>
<tr>
<td>BEDS-O</td>
<td>21</td>
<td>0.4%</td>
</tr>
<tr>
<td>BFA-O</td>
<td>82</td>
<td>1.4%</td>
</tr>
<tr>
<td>BHK-O</td>
<td>481</td>
<td>8.5%</td>
</tr>
<tr>
<td>BMGT-O</td>
<td>561</td>
<td>9.9%</td>
</tr>
<tr>
<td>BSC-O</td>
<td>1599</td>
<td>28.2%</td>
</tr>
<tr>
<td>BSN-O</td>
<td>368</td>
<td>6.5%</td>
</tr>
<tr>
<td>CIEP-O</td>
<td>8</td>
<td>0.1%</td>
</tr>
<tr>
<td>DIEP-O</td>
<td>28</td>
<td>0.5%</td>
</tr>
<tr>
<td>CLLP-O</td>
<td>1</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Note: The data above is from SISC

When breaking down the cohort and sample by domestic/international student status, in general, the samples of respondents reflected the cohorts well, with a few exceptions (see Table 2). Among both domestic and international respondents, females were overrepresented (domestic: cohort: 54.9%, sample: 64.2%; international: cohort: 41.0%, sample: 45.6%) and males were underrepresented (domestic: cohort: 45.1%, sample: 35.8%; international: cohort: 59.0%, sample: 54.4%). The year levels, VISA types, and programs of domestic respondents were representative of the cohort. Second year international respondents were slightly overrepresented in the sample (cohort: 24.1%, sample: 27.2%). While the sample of international respondents’
programs were generally representative of the cohort, BASC-O students were slightly overrepresented in the sample (cohort: 12.4%, sample: 16.0%).

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

<table>
<thead>
<tr>
<th></th>
<th>Domestic</th>
<th></th>
<th></th>
<th>International</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count (N)</td>
<td>%</td>
<td>Count (n)</td>
<td>%</td>
<td>Count (N)</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>2289</td>
<td>45.1%</td>
<td>595</td>
<td>35.8%</td>
<td>353</td>
</tr>
<tr>
<td>Female</td>
<td>2790</td>
<td>54.9%</td>
<td>1068</td>
<td>64.2%</td>
<td>245</td>
</tr>
<tr>
<td>Year Level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>987</td>
<td>19.4%</td>
<td>353</td>
<td>21.2%</td>
<td>213</td>
</tr>
<tr>
<td>Year 2</td>
<td>1292</td>
<td>25.4%</td>
<td>426</td>
<td>25.6%</td>
<td>144</td>
</tr>
<tr>
<td>Year 3</td>
<td>1655</td>
<td>32.6%</td>
<td>530</td>
<td>31.9%</td>
<td>153</td>
</tr>
<tr>
<td>Year 4</td>
<td>880</td>
<td>17.3%</td>
<td>284</td>
<td>17.1%</td>
<td>85</td>
</tr>
<tr>
<td>Year 5</td>
<td>147</td>
<td>2.9%</td>
<td>41</td>
<td>2.5%</td>
<td>1</td>
</tr>
<tr>
<td>VISA Type</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CNDN</td>
<td>4789</td>
<td>94.3%</td>
<td>1596</td>
<td>96.0%</td>
<td>n/a</td>
</tr>
<tr>
<td>PERM</td>
<td>289</td>
<td>5.7%</td>
<td>67</td>
<td>4.0%</td>
<td>n/a</td>
</tr>
<tr>
<td>STUV</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>598</td>
</tr>
<tr>
<td>REFG</td>
<td>1</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>n/a</td>
</tr>
<tr>
<td>Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA-O</td>
<td>1335</td>
<td>26.3%</td>
<td>472</td>
<td>28.4%</td>
<td>187</td>
</tr>
<tr>
<td>BASC-O</td>
<td>691</td>
<td>13.6%</td>
<td>198</td>
<td>11.9%</td>
<td>74</td>
</tr>
<tr>
<td>BEDE-O</td>
<td>62</td>
<td>1.2%</td>
<td>11</td>
<td>0.7%</td>
<td>0</td>
</tr>
<tr>
<td>BEDS-O</td>
<td>21</td>
<td>0.4%</td>
<td>7</td>
<td>0.4%</td>
<td>0</td>
</tr>
<tr>
<td>BFA-O</td>
<td>73</td>
<td>1.4%</td>
<td>23</td>
<td>1.4%</td>
<td>9</td>
</tr>
<tr>
<td>BHK-O</td>
<td>474</td>
<td>9.3%</td>
<td>157</td>
<td>9.4%</td>
<td>7</td>
</tr>
<tr>
<td>BMGT-O</td>
<td>400</td>
<td>7.9%</td>
<td>120</td>
<td>7.2%</td>
<td>161</td>
</tr>
<tr>
<td>BSC-O</td>
<td>1442</td>
<td>28.4%</td>
<td>491</td>
<td>29.5%</td>
<td>157</td>
</tr>
<tr>
<td>BSN-O</td>
<td>368</td>
<td>7.2%</td>
<td>129</td>
<td>7.8%</td>
<td>0</td>
</tr>
<tr>
<td>CIEP-O</td>
<td>8</td>
<td>0.2%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>DIEP-O</td>
<td>28</td>
<td>0.6%</td>
<td>5</td>
<td>0.3%</td>
<td>0</td>
</tr>
<tr>
<td>CLLP-O</td>
<td>1</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: The data above is from SISC

Notes

Readers should be aware that the percentages given in this report reflect the number of respondents who selected an option in terms of the total number of students who responded to a given survey item. In other words, “50%” denotes 50% of students who responded to a certain item rather than 50% of all domestic or all international students who participated in this survey.

Figures representing international students’ responses should be interpreted with a degree of caution as they can only represent a maximum of 125 respondents.
Background and Personal Characteristics

Residence and High School Location

Eighty seven percent (n = 983) of domestic student respondents were born in Canada, and 99% (n = 66) of international respondents were born outside of Canada (1 respondent selected prefer not to answer). Most international respondents moved to Canada between the years 2013 to 2015 (73%, n = 48).

Eighty percent (n = 905) of domestic undergraduate student respondents have lived in the Okanagan region for at least one year, 40% (n = 452) have lived elsewhere in BC for at least one year, 33% (n = 376) have lived in another province/territory in Canada for at least one year, and 16% (n = 183) have lived in another country besides Canada for at least one year. Most international respondents (67%, n = 45) have lived outside of Canada for at least one year and have lived in the Okanagan region for at least one year (63%, n = 42).

The majority of international respondents (82%, n = 55) attended a high school outside of Canada. Over two-thirds of domestic respondents attended a high school in British Columbia. In particular, 36% (n = 408) attended a school in the Okanagan region of BC and 34% (n = 380) did so outside the Okanagan.

Respondents were asked to specify their living situation for this academic year. Over half of international respondents said they would be living at UBC residence (58%, n = 39), while responses among domestic respondents were varied. Specifically, 23% (n = 265) noted they would be living with parents and 19% (n = 213) cited they would be living with friends.

Figure 1: Living situation
Gender
About two-thirds of domestic student respondents (63%, n = 717) and 55% of international student respondents (n = 37) identified as female on the survey.

Learning English
The majority of domestic respondents noted that English was their native language (84%, n = 950). Most international respondents selected that they learned English before they were 6 years old (34%, n = 23) or when they were 6 to 10 years old (30%, n = 20).

Ethno-Racial Distribution and Citizenship
Nearly all domestic respondents (93%, n = 1050) selected that they identify their ethnicity as Canadian, while 5% (n = 55) selected Canadian Aboriginal and 10% (n = 116) chose European. The proportion of students identifying as Aboriginal was representative of the cohort (cohort: 5%, sample: 5%). International respondents most often identified as Chinese (34%, n = 23); European (12%, n = 8); and/or Latin, Central or South American (12%, n = 8). Among respondents selecting Canadian Aboriginal, First Nations (49%, n = 27) and Métis (47%, n = 26) were the most common groups identified with. These proportions are reflective of survey data.

Figure 2a: Self-reported ethnicity

Note: Ethnicities which 0% of respondents selected were excluded (Indonesian and Caribbean); this graph is reflective of survey data.
Data on respondents’ citizenship was also pulled from SISC. The majority of respondents were Canadian citizens \( (n = 1596) \). Additionally, the most common countries of citizenship for international respondents were China \( (n = 37) \), India \( (n = 16) \), and the United States \( (n = 12) \).

**Figure 2b: Citizenship**

Note: this figure reflects data from SISC

**Education and Employment of Parents/Guardians**

One-third \( (n = 22) \) of international student respondents’ fathers/guardians have completed a graduate or other professional degree, and over a third \( (37\%, n = 25) \) have completed a university degree. Among domestic respondents, the highest level of formal education obtained by fathers/guardians was mixed, with 23\% \( (n = 264) \) having completed a university degree, 23\% \( (n = 255) \) having a high school education or less, 18\% \( (n = 202) \) having received a college-level certificate/diploma, and 18\% \( (n = 199) \) having obtained a graduate or other professional degree.
Most often, international respondents stated that their mother/guardian had completed a graduate or other professional degree (25%, n = 17), or had completed a university degree (31%, n = 21). The most common levels of education obtained by the mothers/guardians of domestic respondents were a university degree (27%, n = 300), a college-level certificate/diploma (22%, n = 245), and high school or less (20%, n = 227).

Overall, 11% (n = 113) of domestic and 8% (n = 5) of international respondents were first generation university students, meaning that neither their mother/guardian nor father/guardian had taken any post-secondary classes. Respondents selecting "Don't know," "Prefer not to answer," and "Not applicable" were excluded in these calculations.

The majority of both domestic and international respondents reported that their father/guardian (domestic: 77%, n = 869; international: 82%, n = 55) and mother/guardian (domestic: 73%, n = 823; international: 63%, n = 42) presently had paid employment or was self-employed.
Of those who indicated their parent/guardian currently had paid employment or was self-employed, 76% (n = 667) of domestic and 64% (n = 36) of international respondents cited that their father was a full-time employee working 30 hours or more per week, while 65% (n = 537) of domestic and 67% (n = 29) of international respondents did so for their mother/guardian.

Figure 4: Employment status of respondents’ fathers/guardians (dark blue) and mothers/guardians (light blue)

Note: Only n = 43 international respondents are reflected in the graph for mother/guardian.

Among respondents who indicated that their father/guardian currently had no paid employment, most domestic respondents (n = 72) indicated that they were retired/pensioned. Only 6 international respondents selected that their father/guardian currently had no paid employment. Of those citing their mother/guardian presently had no paid employment, most domestic (55%, n = 117) and international (67%, n = 10) students said that their mother was a stay-at-home parent/guardian not otherwise employed. Note that only 15 international respondents said that their mother/guardian had no paid employment at the present time.

The jobs of respondents’ fathers/guardians and mothers/guardians were wide-ranging. Skilled trades workers (13%, n = 90) was the most frequently selected category by domestic respondents to reflect their father/guardian’s job. Business and administration professionals (non-management) (e.g., finance, sales, marketing, and public relations) (18%, n = 7) was the most common choice for father/guardian’s job for international respondents.

Among domestic respondents, the most common category chosen to represent their mother/guardian’s job was health professional (doctor, nurse, veterinarian, other medical professionals) (15%, n = 107). Of international respondents, 16% (n = 5) said their mother/guardian was a teacher (elementary or secondary).
Figure 5a: Job of father/guardian

Note: Categories which 0% of respondents selected were excluded. These are as follows: armed forces - Commissioned Officer; armed forces - Non-Commissioned Officer; armed forces - other ranks; clerical worker, secretary, administrative assistant or bank teller; social and cultural professionals (e.g., librarians, authors, artists); sports and fitness worker; social workers and child and youth care workers; postal workers; dentist, dental assistants and dental hygienists; accounting and finance professionals; school principals; flight attendant/steward/stewardess; and pilot. Only n = 38 international respondents are reflected in this graph.
Figure 5b: Job of mother/guardian

Note: Categories which 0% of respondents selected were excluded. These are as follows: armed forces - Commissioned Officer; armed forces - Non-Commissioned Officer; armed forces - other ranks; chef; driver or crew member (truck, car, train, ship); science or engineering technician; skilled agricultural, forestry or fishery worker; skilled trades worker (e.g., electrician, mechanic, construction, carpenter, metalwork, plumber, garment worker); social workers and child and youth care workers; dentist, dental assistants and dental hygienists; postal workers; RCMP, police officers, and fire fighters; school principals; and pilot. Only n = 32 international respondents are reflected in this graph.
Respondents indicating that their parent/guardian was self-employed were asked to specify how many employees their parent/guardian’s company had. The bulk of both domestic and international respondents noted that their parent/guardians’ company employed 25 or fewer employees.

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

Note: Only n = 16 (father/guardian) and n = 9 (mother/guardian) international respondents are reflected in this figure.

Student Finances

About one-third of international respondents expressed that their parents/guardians have had to use their other savings (35%, n = 19) and/or work extra (i.e., long hours, take on two or more jobs, delay retirement) (33%, n = 18) to help pay for their tuition/expenses, while, respectively, 29% (n = 225) and 24% (n = 187) of domestic respondents said so.
Respondents were given a variety of statements related to their finances and academic studies, and asked to indicate which ones apply to them. Over half of domestic (52%, n = 423) and international (56%, n = 25) respondents worry regularly about how to pay their tuition fees and living costs. However, 42% (n = 341) of domestic and 36% (n = 16) of international student respondents felt that, overall, they could manage their finances.

Note: Only n = 45 international respondents are reflected in this graph.
When questioned about their experience of financial stress related to their tuition and living expenses while at UBC, most respondents had experienced some or a significant level of financial stress (domestic: 71%, n = 803; international: 66%, n = 44). The majority of respondents did not receive either an admission scholarship (domestic: 85%, n = 959; international: 70%, n = 47) or a scholarship during their studies (domestic: 74%, n = 842; international: 72%, n = 48).

Most international respondents who indicated that they did receive a scholarship upon admission (48%, n = 10) or during their studies (63%, n = 12) expressed that they would still have been able to attend had they not received the scholarship. For both admissions scholarships and scholarships received during studies, just under half of domestic student respondents selected that they still would have been able to attend or that they would have been able to attend, but it would have been difficult financially.

Figure 9: Respondents’ ability to attend UBC had they not received an admissions scholarship (dark blue) or a scholarship during their studies (light blue)

Note: Only n = 21 (admissions scholarship) and n = 19 (scholarship during studies) international respondents are reflected in this figure.

Survey respondents were asked to compare their ability to pay for their education when they first started at UBC with that of the present time. The largest percentage of respondents cited that their ability had not changed (domestic: 48%, n = 540; international: 63%, n = 42), while the second largest proportion said it was somewhat worse (domestic: 19%, n = 215; international: 12%, n = 8). The most common reasons given as to why their ability to pay had worsened included: their personal/family financial circumstances have worsened (domestic: 39%, n = 156; international: 56%, n = 9) and UBC tuition fees have increased since they began their studies at UBC (domestic: 36%, n = 142; international: 44%, n = 7).
Figure 10: Reasons as to why respondents’ ability to pay for their education worsened

![Graph showing reasons for financial difficulties.](image)

Note: Only n = 16 international respondents are reflected in this graph.

When identifying the sources of their funding for tuition and other expenses, 41% (n = 453) of domestic student respondents indicated their parents/family/friends were paying for 41% or more of their costs, and 22% (n = 239) did so for government student loans. Overall, the most common funding sources were parents/family/friends, government student loans, personal savings, and employment (other than working for pay at UBC). Parents/family/friends covered the majority of international respondents’ tuition and other expenses, with 60% (n = 37) noting that they provided 81% or more of their funding.
Figure 11a: Domestic respondents’ sources of funding for tuition and other expenses

<table>
<thead>
<tr>
<th>Source of Funding</th>
<th>0 to 20%</th>
<th>21 to 40%</th>
<th>41 to 60%</th>
<th>61 to 80%</th>
<th>81 to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents/family/friends</td>
<td>50%</td>
<td>9%</td>
<td>13%</td>
<td>13%</td>
<td>15%</td>
</tr>
<tr>
<td>Government student loans</td>
<td>70%</td>
<td>8%</td>
<td>9%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Personal savings</td>
<td>72%</td>
<td>12%</td>
<td>9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment (other than working for pay at UBC)</td>
<td>85%</td>
<td></td>
<td>8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarships/Bursaries/Grants</td>
<td>89%</td>
<td></td>
<td>6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bank loans/Credit cards/Lines of credit</td>
<td>94%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spouse/partner</td>
<td>98%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band Funding (First Nations/Aboriginal)</td>
<td>98%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working for pay at UBC</td>
<td>98%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Figure 11b: International respondents’ sources of funding for tuition and other expenses

<table>
<thead>
<tr>
<th>Source of Funding</th>
<th>0 to 20%</th>
<th>21 to 40%</th>
<th>41 to 60%</th>
<th>61 to 80%</th>
<th>81 to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents/family/friends</td>
<td>16%</td>
<td>5%</td>
<td>18%</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>Personal savings</td>
<td>92%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarships/Bursaries/Grants</td>
<td>94%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sponsorship for international students</td>
<td>95%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working for pay at UBC</td>
<td>97%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spouse/partner</td>
<td>97%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment (other than working for pay at UBC)</td>
<td>98%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government student loans</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bank loans/Credit cards/Lines of credit</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The option of Band funding (First Nations/Aboriginal) was excluded from this graph.
Over two-thirds (n = 37) of Aboriginal student respondents (all domestic) expressed that band funding provided 0 to 20% of their total funding for their tuition and other expenses. An additional 22% (n = 12) noted that their band covered 61% or more of their costs.

**Figure 12: Band funding coverage of tuition and other expenses among Aboriginal respondents**

Note: This graph is only reflective of respondents who self-identified as Aboriginal on this survey (n = 55, all domestic respondents).
Health and Wellbeing

General Wellbeing and Access to Wellbeing Resources

Survey respondents rated their level of agreement on a variety of statements related to general wellbeing and access to wellbeing resources. The top two statements to which both domestic and international respondents most often agreed (selected strongly agree or agree) were: “I understand the importance of mental wellbeing in supporting my academic and life success” (domestic: 87%, n = 1014; international: 80%, n = 56), and “I understand the importance of physical wellbeing in supporting my academic and life success” (domestic: 83%, n = 969; international: 74%, n = 52). The following statements resulted in the lowest proportions of respondents selecting strongly agree or agree: “I am able to balance my academic time and non-academic time” (domestic: 50%, n = 580; international: 49%, n = 34), and “I feel that UBC cares about my wellbeing” (domestic: 43%, n = 498; international: 53%, n = 37).

Figure 13a: Domestic respondents’ agreement to statements related to wellbeing
About 6 in 10 respondents were satisfied (very satisfied or satisfied) with the availability (domestic: 58%, n = 576; international: 56%, n = 36) and quality of health resources on campus (domestic: 62%, n = 580; international: 59%, n = 37).

**Figure 13b: International respondents’ agreement to statements related to wellbeing**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the importance of mental wellbeing in supporting my academic and life success</td>
<td>24%</td>
<td>56%</td>
<td>17%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand the importance of physical wellbeing in supporting my academic and life success</td>
<td>20%</td>
<td>54%</td>
<td>23%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am confident that I have the ability to succeed in all of my courses</td>
<td>16%</td>
<td>51%</td>
<td>23%</td>
<td>7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am confident in my ability to cope with the demands of my life</td>
<td>14%</td>
<td>51%</td>
<td>27%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know how to access resources on campus that can support me with my mental wellbeing</td>
<td>13%</td>
<td>53%</td>
<td>27%</td>
<td>6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know how to access resources on campus that can support me with my physical wellbeing</td>
<td>11%</td>
<td>57%</td>
<td>20%</td>
<td>9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel that UBC cares about my wellbeing</td>
<td>9%</td>
<td>44%</td>
<td>33%</td>
<td>6% 6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am able to balance my academic time (in class, study time, etc.) and non-academic time (work, exercise, socializing, care for dependents, etc.)</td>
<td>7%</td>
<td>41%</td>
<td>37%</td>
<td>6% 6%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Figure 14: Domestic (dark blue) and international (light blue) respondents’ satisfaction with quality and availability of health resources on campus**

<table>
<thead>
<tr>
<th>Quality of health resources on campus</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Somewhat satisfied</th>
<th>Somewhat dissatisfied</th>
<th>Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of health resources on campus</td>
<td>14%</td>
<td>48%</td>
<td>28% 6%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality of health resources on campus</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Somewhat satisfied</th>
<th>Somewhat dissatisfied</th>
<th>Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of health resources on campus</td>
<td>11%</td>
<td>48%</td>
<td>22% 13%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Respondents who selected not applicable/don’t know were excluded
Survey respondents rated how they currently feel about their life as a whole on a scale of 0 through 10, with 0 being very dissatisfied and 10 being very satisfied. The bulk of respondents, 63% of domestic (n = 716) and 69% of international (n = 47), selected between 6 and 8 on the scale. Furthermore, 68% (n = 779) of domestic and 78% (n = 53) of international student respondents rated their general health as very good or good.

**Figure 15: Ratings of general health**

Food and Water

In general, respondents were fairly dissatisfied with the quality and availability of healthy and nutritious food on campus. Specifically, only 21% (n = 14) of international and 29% (n = 320) of domestic student respondents were very satisfied or satisfied with the quality of food on campus, and 24% (n = 16) of international and 29% (n = 319) of domestic respondents were satisfied with the availability of healthy and nutritious food options on campus.

Quality and availability of drinking water were rated more favorably. Over two-thirds of domestic student respondents were very satisfied or satisfied with both the quality (68%, n = 774) and availability of drinking water (67%, n = 763). A slightly lower proportion of international student respondents were very satisfied or satisfied with the water on campus, 52% (n = 36) with the availability of drinking water on campus, and 61% (n = 42) with the quality of drinking water on campus.

**Figure 16: Domestic (dark blue) and international (light blue) respondents’ satisfaction with quality and availability of food and water on campus**
Recreation
Approximately half of all respondents indicated they were very satisfied or satisfied in terms of the availability (domestic: 45%, n = 459; international: 40%, n = 27) and quality (domestic: 50%, n = 483; international: 51%, n = 35) of recreational facilities on campus.

Figure 17: Domestic (dark blue) and international (light blue) respondents’ satisfaction with quality and availability of recreation facilities on campus

Most domestic (60%, n = 695) and international 41% (n = 28) respondents stated that they did not use/participate in any of UBC’s Okanagan campus’ recreation facilities/amenities/services (e.g., the Hangar, trails, gymnasium, intramurals, sports clubs, yoga, etc.) over the last week. Respectively, another 13% of domestic and 28% of international student respondents used these facilities/amenities/services on one day.

Figure 18: On-campus recreation facilities/amenities/services usage over the past week

Built Environment
Survey participants were asked to rate their level of agreement on a variety of statements related to UBC Okanagan campus’ built environment and its conduciveness to physical activity. Fairly high levels of agreement were seen for the item “At UBC’s Okanagan campus, there are many different walking routes/pathways I can use (e.g., for recreation/exercise, from building to building, etc.),” with 68% (n = 46) of international and 61% (n = 700) of domestic respondents strongly agreeing or agreeing.
Furthermore, respondents reported on their utilization of some of the features of UBC Okanagan campus’ built environment. About three quarters of domestic (76%, n = 878) and international (74%, n = 50) student respondents noted that they use green spaces on campus occasionally or more frequently.
According to the Canadian Physical Activity Guidelines, adults should accumulate at least 150 minutes of moderate to vigorous physical activity per week (Canadian Society for Exercise Physiology, 2012). It was found that the largest proportion of respondents did not engage in any vigorous physical activity over the past week. In particular, 47% (n = 27) of international and 25% (n = 265) of domestic respondents selected “I did not do any vigorous physical activity last week.” While 40% (n = 23) of international respondents did not do any moderate physical activity over the last week, responses of domestic respondents were varied, with 20% (n = 210) selecting 2 days per week, 18% (n = 194) 3 days per week, and 19% (n = 206) “I did not do any moderate physical activity last week.”
While many respondents did not engage in any moderate or vigorous physical activity over the last week, many stated that they walked each day, for at least 10 minutes at a time (51% (n = 536) of domestic and 46% (n = 26) of international).

**Figure 22: Walking over the last week**

Those who specified that they engaged in vigorous physical activity, moderate physical activity, and/or walking for at least one day over the past week were asked to identify how much time they typically spent doing these activities on one day. The greatest percentage of respondents chose between an hour to an hour and fifty minutes to reflect the amount of time they did vigorous physical activity (domestic: 59%, n = 451; international: 45%, n = 14), did moderate physical activity (domestic: 53%, n = 392; international: 36%, n = 11), and/or walked (domestic: 36%, n = 285; international: 31%, n = 13). Note that only 41 international respondents indicated how much time they usually spent walking on one of those days, and only 31 did so for moderate and vigorous physical activity.

There was spread in the distribution of responses to the question regarding how much time respondents usually spent sitting (i.e., sedentary) each day. However, the bulk of respondents cited that they spend 4 to 8 hours sitting each day (65% (n = 689) domestic and 51% international (n = 29)). According to the 2012 and 2013 Canadian Health Measures Survey, on a daily average, adults aged 18 to 39 spend 9 hours and 36 minutes sedentary (Statistics Canada, 2015).

**Disabilities**

The majority of domestic (63%, n = 724) and international (81%, n = 55) respondents indicated that they do not have a disability or ongoing medical condition. Mental health disorders (16%, n = 182) were the most commonly reported by domestic respondents who had a disability/ongoing medical condition, while international respondents most often selected Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (6%, n = 4).
Individuals who reported that they had one or more of the above disabilities or ongoing medical conditions were asked whether they had had requested accommodation at UBC. Seventy percent (n = 250) of domestic and 46% (n = 5) of international respondents had done so. Note that only 11 international respondents answered this question. Of those domestic respondents that requested an accommodation from the Disability Resource Centre, most received one (77%, n = 71). The Disability Resource Centre’s services were rated favorably (excellent, very good, or good) by 86% (n = 59) of domestic student respondents who used them. Only two international respondents rated the services they received from the Disability Resource Centre.

Mental Health, Stress, and Academic Performance

Students reported whether they had experienced a range of issues, and whether those issues had negatively affected their academics over the past 12 months. Stress was the issue indicated by the largest proportion of respondents as having negatively impacted their academics in some way (domestic: 65%, n = 740; international: 62%, n = 42), followed by anxiety (domestic: 52%, n = 599; international: 46%, n = 31).
Figure 24a: Impact of various issues on academic performance (domestic respondents)

- Stress: 6% 30% 26% 24% 11%
- Anxiety: 19% 29% 22% 17% 10%
- Sleep difficulties: 27% 33% 23% 9% 7%
- Internet use/computer games: 35% 39% 16% 6%
- Depression: 41% 23% 13% 12% 8%
- Financial difficulties: 42% 37% 8% 6% 5%
- Concern for a troubled friend or family member: 43% 38% 10%
- Family responsibilities: 51% 33% 8%
- Work: 51% 26% 12% 7%
- Relationship difficulties: 53% 26% 11% 6%
- Participation in extracurricular activities (e.g., campus clubs, organizations, athletics): 56% 33% 6%
- Learning disability: 87% 33% 6%

- This did not happen to me/Not applicable
- I have experienced this issue but my academics have not been affected
- Received a lower grade on an exam or important project
- Received a lower grade in a course
- Dropped a course, or have not completed a course
- Significant disruption in my studies
Figure 24b: Impact of various issues on academic performance (international respondents)

- Stress
  - 10%
  - 28%
  - 41%
  - 16%

- Anxiety
  - 21%
  - 34%
  - 22%
  - 19%

- Sleep difficulties
  - 31%
  - 29%
  - 26%
  - 10%

- Internet use/computer games
  - 34%
  - 29%
  - 29%
  - 7%

- Depression
  - 38%
  - 22%
  - 15%
  - 18%

- Financial difficulties
  - 50%
  - 24%
  - 18%

- Concern for a troubled friend or family member
  - 53%
  - 28%
  - 10%
  - 9%

- Family responsibilities
  - 53%
  - 31%
  - 12%

- Relationship difficulties
  - 53%
  - 21%
  - 15%
  - 12%

- Participation in extracurricular activities (e.g., campus clubs, organizations, athletics)
  - 59%
  - 29%
  - 7%

- Work
  - 63%
  - 22%
  - 10%

- Learning disability
  - 66%
  - 18%
  - 10%
  - 6%

Key:
- This did not happen to me/Not applicable
- I have experienced this issue but my academics have not been affected
- Received a lower grade on an exam or important project
- Received a lower grade in a course
- Dropped a course, or have not completed a course
- Significant disruption in my studies
Academic and Extracurricular Engagement

Academic Engagement

For both domestic and international respondents, the top three academic activities very often or often engaged in included: having a class in which the professor knew or learned their name (domestic: 49%, n = 817; international: 50%, n = 62); communicating with a faculty member by e-mail, texting, or in person (domestic: 53%, n = 866; international: 51%, n = 58); and choosing challenging courses, when possible, even though they might lower their GPA (domestic: 37%, n = 608; international: 37%, n = 46). Respondents were least engaged in taking a small research-oriented seminar with faculty and working with a faculty member on an activity other than coursework. Specifically, 60% (n = 978) of domestic and 42% (n = 47) of international respondents never took a small research-oriented seminar with faculty, and 56% (n = 917) of domestic and 38% (n = 43) of international respondents never worked with a faculty member on an activity other than coursework.

Figure 25a: Domestic respondents’ engagement in academic activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very often</th>
<th>Often</th>
<th>Somewhat often</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had a class in which the professor knew or learned your name</td>
<td>26%</td>
<td>23%</td>
<td>17%</td>
<td>17%</td>
<td>11%</td>
<td>5%</td>
</tr>
<tr>
<td>Communicated with a faculty member by e-mail, texting, or in person</td>
<td>26%</td>
<td>27%</td>
<td>19%</td>
<td>20%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Chosen challenging courses, when possible, even though you might lower your GPA by doing so</td>
<td>13%</td>
<td>23%</td>
<td>21%</td>
<td>19%</td>
<td>13%</td>
<td>11%</td>
</tr>
<tr>
<td>Contributed to a class discussion</td>
<td>13%</td>
<td>19%</td>
<td>17%</td>
<td>23%</td>
<td>22%</td>
<td>5%</td>
</tr>
<tr>
<td>Made a class presentation</td>
<td>12%</td>
<td>20%</td>
<td>18%</td>
<td>19%</td>
<td>16%</td>
<td>15%</td>
</tr>
<tr>
<td>Talked with the instructor outside of class about issues and concepts derived from a course</td>
<td>12%</td>
<td>18%</td>
<td>19%</td>
<td>23%</td>
<td>18%</td>
<td>10%</td>
</tr>
<tr>
<td>Interacted with faculty during class sessions</td>
<td>11%</td>
<td>18%</td>
<td>19%</td>
<td>24%</td>
<td>21%</td>
<td>8%</td>
</tr>
<tr>
<td>Brought up ideas or concepts from different courses during class discussions</td>
<td>7%</td>
<td>14%</td>
<td>18%</td>
<td>23%</td>
<td>26%</td>
<td>12%</td>
</tr>
<tr>
<td>Found a course so interesting that you did more work than was required</td>
<td>6%</td>
<td>15%</td>
<td>19%</td>
<td>28%</td>
<td>22%</td>
<td>11%</td>
</tr>
<tr>
<td>Asked an insightful question in class</td>
<td>6%</td>
<td>13%</td>
<td>17%</td>
<td>25%</td>
<td>27%</td>
<td>13%</td>
</tr>
<tr>
<td>Worked with a faculty member on an activity other than coursework (e.g., student organization, campus committee,...)</td>
<td>6% 6% 10% 18%</td>
<td>56%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taken a small research-oriented seminar with faculty</td>
<td>7%</td>
<td>10%</td>
<td>18%</td>
<td>60%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Figure 25b: International respondents’ engagement in academic activities

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Very often</th>
<th>Often</th>
<th>Somewhat often</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had a class in which the professor knew or learned your name</td>
<td>18%</td>
<td>32%</td>
<td>21%</td>
<td>15%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Communicated with a faculty member by e-mail, texting, or in person</td>
<td>18%</td>
<td>34%</td>
<td>21%</td>
<td>19%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Chosen challenging courses, when possible, even though you might lower your GPA by doing so</td>
<td>13%</td>
<td>24%</td>
<td>26%</td>
<td>22%</td>
<td>10%</td>
<td>6%</td>
</tr>
<tr>
<td>Talked with the instructor outside of class about issues and concepts derived from a course</td>
<td>10%</td>
<td>25%</td>
<td>22%</td>
<td>29%</td>
<td>9%</td>
<td>5%</td>
</tr>
<tr>
<td>Contributed to a class discussion</td>
<td>10%</td>
<td>22%</td>
<td>26%</td>
<td>26%</td>
<td>11%</td>
<td>6%</td>
</tr>
<tr>
<td>Made a class presentation</td>
<td>9%</td>
<td>18%</td>
<td>19%</td>
<td>21%</td>
<td>20%</td>
<td>13%</td>
</tr>
<tr>
<td>Interacted with faculty during class sessions</td>
<td>5%</td>
<td>21%</td>
<td>27%</td>
<td>27%</td>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td>Found a course so interesting that you did more work than was required</td>
<td>5%</td>
<td>23%</td>
<td>25%</td>
<td>23%</td>
<td>18%</td>
<td>6%</td>
</tr>
<tr>
<td>Brought up ideas or concepts from different courses during class discussions</td>
<td>23%</td>
<td>23%</td>
<td>25%</td>
<td>17%</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Asked an insightful question in class</td>
<td>18%</td>
<td>23%</td>
<td>27%</td>
<td>21%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Worked with a faculty member on an activity other than coursework (e.g., student organization, campus committee, cultural activity)</td>
<td>13%</td>
<td>13%</td>
<td>20%</td>
<td>12%</td>
<td>38%</td>
<td></td>
</tr>
<tr>
<td>Taken a small research-oriented seminar with faculty</td>
<td>12%</td>
<td>17%</td>
<td>12%</td>
<td>17%</td>
<td>42%</td>
<td></td>
</tr>
</tbody>
</table>

Scholarship, Research, and Creative Activities

Survey respondents also indicated which scholarship, research, and creative activities that they are currently doing or have completed as a UBC student. Overall, more international than domestic student respondents indicated that they participated in the various activities. Research projects or papers as a component of course work were the most commonly cited, with 76% (n = 1211) of domestic and 71% (n = 76) of international respondents reporting they were currently doing or have done this activity.
Figure 26: Participation in scholarship, research, and creative activities

Educational Enrichment Opportunities

Community service learning projects were the most common enriched education experience which student respondents participated in, with 12% (n = 174) of domestic and 22% (n = 20) of international respondents saying they had already participated. Overall, international respondents expressed more interest in participating in educational enrichment opportunities, compared to domestic respondents.

Figure 27a: Domestic respondents’ participation in educational enrichment opportunities

<table>
<thead>
<tr>
<th>Experience</th>
<th>Domestic</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community service learning project</td>
<td>12%</td>
<td>17%</td>
</tr>
<tr>
<td>Practicum experiences</td>
<td>12%</td>
<td>24%</td>
</tr>
<tr>
<td>Research-intensive experiences (senior research seminars, capstone seminars, honours seminars, advanced research projects)</td>
<td>11%</td>
<td>25%</td>
</tr>
<tr>
<td>Work-Study experiences</td>
<td>7%</td>
<td>28%</td>
</tr>
<tr>
<td>Community-based research</td>
<td>7%</td>
<td>21%</td>
</tr>
<tr>
<td>Co-operative Education Program</td>
<td>6%</td>
<td>17%</td>
</tr>
<tr>
<td>International educational experiences (exchange, group study, service learning, study abroad courses, research placements, short term...)</td>
<td>6%</td>
<td>23%</td>
</tr>
<tr>
<td>Field research</td>
<td>5%</td>
<td>25%</td>
</tr>
<tr>
<td>Internships</td>
<td></td>
<td>28%</td>
</tr>
</tbody>
</table>
Figure 27b: International respondents’ participation in educational enrichment opportunities

Academic Support Programs and Services
Student respondents noted their use of the academic support programs and services available to them on campus. Supplemental Learning sessions were often utilized, with 53% (n = 733) of domestic and 48% (n = 43) of international respondents selecting that they had already used this service. As well, half of international respondents (n = 45) had used the Writing and Research Centre.

Figure 28: Participation in academic support programs and services
Students who used or planned to use one or more of the academic support programs and services were asked to what extent they would be concerned about their academic success if there were no support programs available. The largest proportion of student respondents cited that they would be concerned to some extent (domestic: 33%, n = 397; international: 42%, n = 37).

Other On-Campus Programs and Services
As a whole, campus life events (domestic: 37%, n = 507; international: 44%, n = 40) were the most popular other on-campus programs and services which respondents were involved in. Domestic respondents were also often involved in campus recreation (36%, n = 494), while international respondents were frequently involved in international programs and services (42%, n = 38).

Figure 29: Participation in other programs and services offered on-campus

<table>
<thead>
<tr>
<th>Program</th>
<th>Domestic</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Centre programming</td>
<td>16%</td>
<td>21%</td>
</tr>
<tr>
<td>Aboriginal programs and services</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Religious or spiritual group(s)</td>
<td>8%</td>
<td>7%</td>
</tr>
<tr>
<td>Campus recreation (e.g., intramurals, yoga, running clubs)</td>
<td>22%</td>
<td>36%</td>
</tr>
<tr>
<td>Collegia space (UNC 336, UNC 335, EME 0252) and/or programming</td>
<td>23%</td>
<td>20%</td>
</tr>
<tr>
<td>Course union</td>
<td>36%</td>
<td>36%</td>
</tr>
<tr>
<td>Peer Mentor Program</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>Campus Health research projects</td>
<td>10%</td>
<td>16%</td>
</tr>
<tr>
<td>The student newspaper</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>On-campus international programs and services</td>
<td>14%</td>
<td>12%</td>
</tr>
<tr>
<td>I have not yet been involved, but plan to</td>
<td>32%</td>
<td>37%</td>
</tr>
<tr>
<td>I have not yet been involved, but plan to (international)</td>
<td>19%</td>
<td>22%</td>
</tr>
<tr>
<td>Yes, I have already been involved (international)</td>
<td>23%</td>
<td>23%</td>
</tr>
<tr>
<td>Yes, I have already been involved (domestic)</td>
<td>21%</td>
<td>22%</td>
</tr>
</tbody>
</table>

Peer Mentor Program
Mentees participating in the Peer Mentor Program were asked to rate their satisfaction in regards to their communication with their mentor. Overall, fairly high levels of satisfaction were seen, with more than half of respondents selecting very satisfied or satisfied for all the items.
Figure 30: Mentees’ satisfaction (% selecting very satisfied or satisfied) with aspects of Peer Mentor Program

Note: Only n = 22 international respondents are reflected in this graph.

Additionally, mentees indicated the extent to which their peer mentor influenced them to become engaged on campus. Among domestic respondents, over two thirds (68%, n = 167) felt that, to a great or some extent, their peer mentor helped them to feel welcomed to the UBC Okanagan campus. Seventy seven percent (n = 17) of international respondents noted that their peer mentor helped them to feel supported throughout their first year, and to become more knowledgeable about the campus overall, to a great or some extent.

Figure 31: Extent (% selecting a great extent or some extent) to which mentors influenced mentees

Note: Only n = 22 international respondents are reflected in this graph.
Academic and Personal Development

Development of Academic and Career Skills

Students evaluated their competencies in academic and career skills when they first started at UBC compared to their current ability level. The largest improvements among domestic respondents were seen in understanding their field of study (i.e., program major), analytical and critical thinking, and ability to read and comprehend academic material, where the proportion who rated their current competency as very good or excellent was about three to five times greater compared to when they started at UBC. For international respondents, ability to read and comprehend academic material, understanding their field of study (i.e., program major), and research skills were the top three areas in which the most improvement was observed.

Figure 32: Domestic (dark blue) and international (light blue) respondents’ perceptions of competencies in academic and career skills (very good or excellent) when started at UBC versus current level

Development of Competencies in Diversity

Respondents also rated their abilities on measures related to diversity when they started at UBC and presently. In general, many respondents evaluated their skills in these areas to be very good or excellent when they first
started at UBC, meaning less improvement was seen when compared to the academic and career competencies above. Domestic respondents cited the most progress in their ability to understand international perspectives (economic, political, social, and cultural) and understanding of racial and ethnic differences/issues. International respondents showed the most development in understanding racial and ethnic differences/issues and comfort working with people from other cultures or backgrounds different from their own.

Figure 33: Domestic (dark blue) and international (light blue) respondents’ perceptions of competencies in diversity (very good or excellent) when started at UBC versus current level

Development of Capacity to Impact Society
Respondents indicated their agreement to a variety of statements related to their capacity to make an impact on society. Both domestic and international respondents most often selected strongly agree or agree for the item “I am confident in my capacity to make a positive difference to society,” with 75% (n = 923) of domestic and 68% (n = 49) of international respondents doing so.
Figure 34a: Domestic respondents’ agreement to statements related to impact on society

- I am confident in my capacity to make a positive difference to society
  - Strongly agree: 29%
  - Agree: 46%
  - Somewhat agree: 20%
  - Somewhat disagree: 0%
  - Disagree: 10%
  - Strongly disagree: 10%

- During my time at UBC, I have gained skills that help me apply my academic learning to a professional or work environment
  - Strongly agree: 21%
  - Agree: 41%
  - Somewhat agree: 25%
  - Somewhat disagree: 8%

- During my time at UBC, I have gained skills that help me apply my academic learning to wider societal issues
  - Strongly agree: 20%
  - Agree: 42%
  - Somewhat agree: 28%
  - Somewhat disagree: 6%

- During my time at UBC, I have gained practical experience that will help me in the world of work
  - Strongly agree: 19%
  - Agree: 35%
  - Somewhat agree: 28%
  - Somewhat disagree: 10%
  - Disagree: 6%

- As a result of my time at UBC, I have a better understanding of how I can make a positive impact in the world
  - Strongly agree: 16%
  - Agree: 36%
  - Somewhat agree: 31%
  - Somewhat disagree: 11%
  - Disagree: 5%

Figure 34b: International respondents’ agreement to statements related to impact on society

- I am confident in my capacity to make a positive difference to society
  - Strongly agree: 21%
  - Agree: 47%
  - Somewhat agree: 27%

- During my time at UBC, I have gained skills that help me apply my academic learning to a professional or work environment
  - Strongly agree: 14%
  - Agree: 47%
  - Somewhat agree: 30%

- During my time at UBC, I have gained skills that help me apply my academic learning to wider societal issues
  - Strongly agree: 21%
  - Agree: 37%
  - Somewhat agree: 32%
  - Somewhat disagree: 5%

- As a result of my time at UBC, I have a better understanding of how I can make a positive impact in the world
  - Strongly agree: 12%
  - Agree: 42%
  - Somewhat agree: 30%
  - Somewhat disagree: 11%

- During my time at UBC, I have gained practical experience that will help me in the world of work
  - Strongly agree: 15%
  - Agree: 33%
  - Somewhat agree: 36%
  - Somewhat disagree: 8%
Campus Climate for Diversity

In general, student respondents perceived the campus as an inclusive, respectful environment. Over two thirds of respondents strongly agreed or agreed that students are respected at UBC regardless of various social, sexual orientation, and demographic aspects; they feel free to express their beliefs; and UBC values diversity.

Figure 35a: Domestic respondents’ level of agreement to items reflecting campus climate for diversity

Figure 35b: International respondents’ level of agreement to items reflecting campus climate for diversity
Evaluation of Educational Experience

Academic, Student Life and Campus Experience

About half of respondents or more were satisfied or very satisfied with their overall academic experience, as well as their student life and campus experience. Specifically, for overall academic experience, 64% (n = 1005) of domestic and 54% (n = 57) of international respondents selected very satisfied or satisfied, while 46% (n = 724) of domestic and 54% (n = 51) of international respondents did so for student life and campus experience.

Figure 36: Domestic (dark blue) and international (light blue) respondents’ satisfaction with academic, student life and campus experience

Moreover, students rated their satisfaction with a variety of aspects of their overall academic experience. It was found that respondents, both domestic and international, were most satisfied with their ability to get into a major they want, access to faculty outside of class, and the availability of help when they encountered problems in learning course material. Domestic respondents were least often satisfied with quality space to study and the availability of courses for general education or breadth requirements. The availability of courses for general education or breadth requirements and educational enrichment programs were the aspects international respondents were least often satisfied with.
Belonging and Connectedness to UBC

Respondents indicated their feelings of belonging and connectedness to UBC. Generally, students reported high levels of agreement with these statements. For instance, 81% (n = 1273) of domestic and 79% (n = 84) of international respondents strongly agreed or agreed that they are proud to say they attend UBC.

Note: Respondents selecting “don’t know/not applicable” were excluded in the calculations of the percentages for this figure.
Learning Environment at UBC

Student respondents also expressed their agreement with statements related to the learning environment at UBC. High levels of agreement were reported across all of the items, with 60% of students or more agreeing or strongly agreeing with each. The highest level of agreement was noted for “UBC provides a supportive learning
environment,” with 75% (n = 911) of domestic and 78% (n = 57) of international respondents saying they agreed or strongly agreed.

Figure 39: Domestic (dark blue) and international (light blue) respondents’ agreement with statements related to the learning environment at UBC

Campus Environment at UBC

Respondents rated numerous characteristics of the campus environment at UBC on a scale of 1 through 7. Overall, students rated the campus environment favourably, with most students selecting 5 or higher on the hostile-friendly, impersonal-caring, intolerant of diversity-tolerant of diversity, unappreciative of diversity-appreciative of diversity, and dangerous-safe scales. For the too easy academically-too hard academically scale, responses centered around 4 and 5. The only scale for which responses were unfavorable was the not affordable-affordable scale, where responses were fairly evenly distributed across 1 (not affordable) through 5.
Figure 40: Domestic and international respondents’ perceptions of the campus environment

1 - Hostile
2 - Impersonal
3 - Intolerant of diversity
4 - Unappreciative of diversity
5 - Dangerous
6 - Too easy academically
7 - Not affordable
8 - Not intellectual
9 - Friendly
10 - Caring
11 - Tolerant of diversity
12 - Appreciative of diversity
13 - Safe
14 - Too hard academically
15 - Affordable
16 - Intellectual

Domestic
International
Plans and Aspirations

Continuation of Studies

Students indicated whether they intended to continue their studies at UBC’s Okanagan campus next year (i.e., the 2016-17 academic year). Overall, 75% (n = 902) of respondents (domestic: 75%, n = 857; international: 67%, n = 45) indicated they would, 18% (n = 216) (domestic: 18%, n = 204; international: 18%, n = 12) said they would not, and 7% (domestic: 7%, n = 89; international: 15%, n = 10) were unsure.

Students who reported they would not be continuing at UBC’s Okanagan campus were asked to specify why. The most common reason was that they would be graduating (62% (n = 178) of domestic and 36% (n = 8) of international respondents). Other than graduating, the most common reason stated by international students was that they would be transferring to UBC’s Vancouver campus (50%, n = 11). It should be noted that only 22 international respondents indicated why they would not continue their studies. In addition to graduation, domestic respondents commonly cited they were planning to transfer to another university (15%, n = 44), were planning to transfer to UBC Vancouver (15%, n = 42), and needed to work (14%, n = 39).

Respondents saying that they planned to transfer to the UBC Vancouver campus were asked to state why. Written responses were coded into categories based on recurring themes. The largest proportions of respondents said they would be transferring because a program or course(s) they were interested in was not offered at UBC Okanagan, or there are more options for courses at UBC Vancouver (domestic: 45%, n = 17; international: 56%, n = 5). Moreover, 26% (n = 10) of domestic respondents intended to transfer to UBC Vancouver to be closer to family and/or friends, and 33% (n = 3) of international respondents did so because they want to live in a bigger city/Vancouver and/or attend a larger campus.

Figure 41: Respondents’ reasons as to why they intended to transfer to UBC Vancouver (UBCV)

Note: Only n = 38 domestic and n = 9 international respondents are reflected in this graph.
Plans Following and Preparation for Graduation

Among students who reported they were graduating, 24% said they planned on enrolling in graduate or professional school following graduation (domestic: 24%, n = 42; international: 25%, n = 2), while 47% said they intended to work full-time (domestic: 46%, n = 82; international: 75%, n = 6). It should be known that only 8 international respondents specified their after-graduation plans.

Graduating student respondents were also asked to indicate how well they felt UBC prepared them for further study and work after graduation. Overall, about one-third of respondents felt UBC prepared them well (strongly agreed or agreed), with the exception of domestic respondents’ perceptions of how well UBC prepared them for further study, where 60% (n = 106) did so.

Figure 42: Respondents’ perceptions (% selecting strongly agree or agree) of how well UBC prepared them for work and further study after graduation

Note: Only n = 8 international respondents are reflected in this figure.

All survey respondents specified the highest academic degree or credential that they planned to eventually earn. The greatest percentage of both domestic and international respondents said a Bachelor’s degree (domestic: 29%, n = 327; international: 21%, n = 14) or that they do not know yet (domestic: 16%, n = 177; international: 22%, n = 15). An additional 18% (n = 12) of international respondents planned to eventually earn their Doctorate.
When asked how many professors they know well enough to ask for a letter of recommendation in support of an application for a job or for graduate or professional school, over one-third of respondents stated they knew zero. A further 47% (n = 530) of domestic and 48% (n = 32) of international respondents knew one or two. The majority of respondents did not know any staff members they could ask (domestic: 60%, n = 679; international: 39%, n = 26).
References
