

# Undergraduate Experience Survey 2015: Okanagan Campus



**a place of mind**

THE UNIVERSITY OF BRITISH COLUMBIA

**Okanagan Planning and Institutional Research**

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## Executive Summary

The Undergraduate Experience Survey (UES) was administered in spring 2015 to all undergraduate students at UBC's Okanagan campus who were enrolled in courses for the 2014-2015 academic year. In total, 1700 students responded to the survey – a response rate of 23%. The sample of respondents was generally a good representation of the 2014-2015 undergraduate population at UBC's Okanagan campus, when considering gender, ethnicity, and program of study.

Slightly over 90% of domestic respondents identified as Canadian, while half of international respondents identified as Chinese, East Asian, or Southeast Asian. Five percent of respondents self-reported as Canadian Aboriginal. All international and 13% of domestic respondents said they were born outside of Canada. Half of domestic and 62% of international respondents reported that at least one of their parents had completed a university degree.

Over half of students residing off-campus said they were using public transport to commute to campus (domestic: 51%, international: 74%).

Students indicated that they had improved in their competencies related to academics and personal development (e.g. teamwork, leadership, communication, and addressing complex issues). Also, students generally indicated they were academically engaged and able to manage academic challenges they face. Further, over 80% of domestic respondents said they found their courses interesting. The proportion of domestic and international respondents who rated their current ability to understand their field of study as very good or excellent was much greater compared to when starting at UBC.

Over three-quarters of both domestic and international respondents rated their general health as good, very good, or excellent. More than 80% of domestic and international respondents indicated they slept at least 6 hours in a typical weeknight, while 6 in 10 domestic and half of international respondents said they slept an average of at least 7 hours. Students generally indicated they had good social supports and were aware of resources that could help them with mental health issues, should they need support. Additionally, over 90% of domestic and international respondents indicated they understood the importance of mental well-being in supporting academic and life success.

Students identified positively with UBC, UBC's Okanagan campus, and the campus community. Specifically, over 80% of domestic and international respondents said they felt that they belong at the Okanagan campus, and over 90% of domestic and international respondents reported they were making friends with their peers at UBC. In terms of intercultural competencies, students rated their current competency as much higher than when starting at UBC. For instance, seventy percent of domestic and 76% of international students rated their current competency in respecting cultural diversity as very good or excellent. The proportion of students rating their current level of understanding of Aboriginal perspectives as very good or excellent tripled in size since starting at UBC.

More than half of students said they had participated in volunteer experiences while at UBC, and about a third said they intend to do so. Over 90% of students reported that they believe they have something important to contribute to society. Of students who indicated they were graduating at the end of the 2014-2015 year, over a third said they planned on working full-time once they graduate. As well, over a third said they planned to pursue graduate or professional school studies, and about 10% were unsure of their plans. Approximately 80% of students indicated they believed that they had gained practical experience at UBC that has helped make them feel more prepared for their career.



## Introduction

The Undergraduate Experience Survey (UES) is administered each year in the spring to all enrolled part-time 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). It has been administered at both the Vancouver and Okanagan campuses of UBC in 2010, 2012, and 2015.

The UES asks questions about multiple aspects of life as an undergraduate student, including engagement in extracurricular activities, use of academic supports, health and well-being, perceptions of UBC and the Okanagan campus community, and students' assessment of their competencies.

## Methodology

The survey was deployed online via e-mail invitations that were sent out to all current part-time and full-time undergraduate students. The survey was live from February 17<sup>th</sup> to March 13<sup>th</sup>, 2015. As an incentive for completing the survey, students were entered into a draw for Visa gift cards.

## Sample

A total of 7550 undergraduate students were invited to participate in the Undergraduate Experience Survey (UES) 2015. There were 30 students that were omitted from the cohort as we received email bounce backs indicating the email addresses were invalid, or the student indicated they were no longer a student at UBC's Okanagan campus. Thus, 7537 was the total number of students who could respond. Overall, 1700 students responded, yielding a response rate of 23%.

*Table 1a: Year level*

Year	Cohort		Sample	
	Count	%	Count	%
1	1814	24%	469	28%
2	1532	21%	335	20%
3	1907	26%	456	27%
4	1973	27%	385	23%
5	207	3%	37	2%
<b>Missing ("0")</b>	<b>104</b>		<b>18</b>	
<b>Total (excl. missing)</b>	<b>7433</b>		<b>1700</b>	

Table 1a illustrates that the sample of respondents generally reflects the composition of the cohort (i.e. all those invited to participate) in terms of students' year level. Year 1 students are slightly over-represented in the sample (28% vs. 24%) while year 4 students are slightly under-represented in the sample (23% vs. 27%).

*Table 1b: Visa status*

Visa	Cohort		Sample	
	Count	%	Count	%
<b>CNDN</b>	<b>6404</b>	<b>85%</b>	<b>1529</b>	<b>90%</b>
<b>PERM</b>	<b>360</b>	<b>5%</b>	<b>54</b>	<b>3%</b>
<b>STUV</b>	<b>771</b>	<b>10%</b>	<b>117</b>	<b>7%</b>
<b>REFG</b>	<b>1</b>	<b>0%</b>		
<b>Missing ("UNKN")</b>	<b>1</b>			
<b>Total (excl. missing)</b>	<b>7536</b>		<b>1700</b>	



Table 1b indicates that the sample of respondents is a reasonable match of the cohort for students' Visa status. Approximately 9 in 10 respondents were domestic (Canadian citizens or permanent residents), while 7% were international students.

*Table 1c: Program*

<b>Program</b>	<b>Cohort</b>		<b>Sample</b>	
	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>
<b>BA-O</b>	2158	30%	510	31%
<b>BSC-O</b>	2067	28%	495	30%
<b>BASC-O</b>	832	11%	173	10%
<b>BMGT-O</b>	792	11%	155	9%
<b>BHK-O</b>	613	8%	140	8%
<b>BSN-O</b>	493	7%	129	8%
<b>BEDE-O</b>	116	2%	14	1%
<b>BFA-O</b>	123	2%	23	1%
<b>BEDS-O</b>	67	1%	12	1%
<b>Other (BSW-O, CLLP-O, PHAR-O)</b>	4	0%	2	0%
<b>CIEP-O</b>	12	0%	2	0%
<b>DIEP-O</b>	29	0%	3	0%
<b>Missing ("0")</b>	231		39	
<b>Total (excl. missing)</b>	7306	100%	1659	

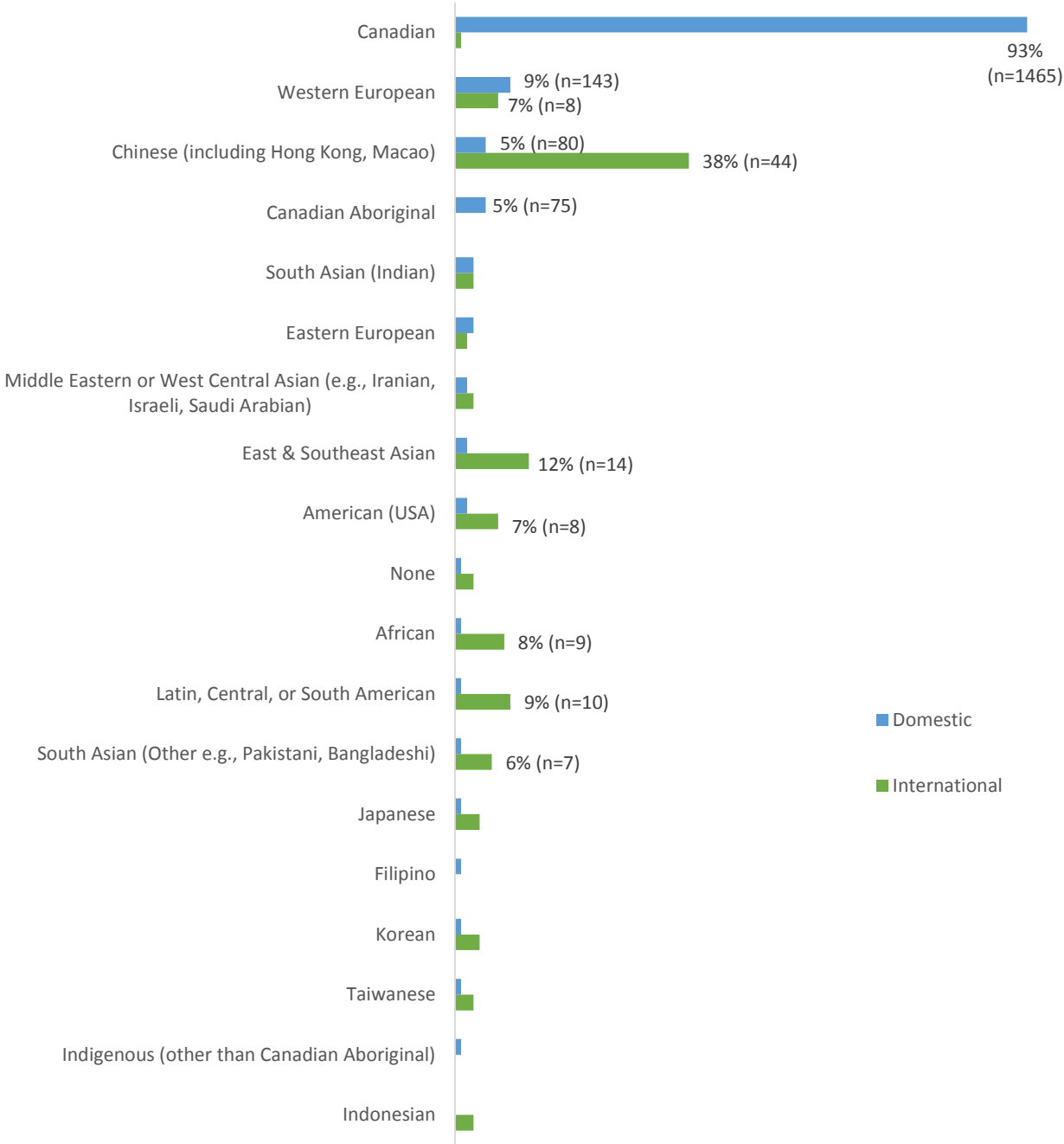
Table 1c shows that the sample of respondents was a good reflection of the cohort of undergraduates who were invited to participate, when considering students' program of study. Bachelor of Arts and Sciences students represent about 60% of the sample, while Applied Science, Management, Human Kinetics, and Nursing students represent about 10% each.



## Section A: Demographics

All international respondents indicated they were born outside of Canada, while 13% of domestic respondents (n=198) said they were born outside of Canada. Over 90% of domestic respondents identified as Canadian, while 1% of international respondents did. Chinese was the most commonly reported option for international respondents (38%), followed by East and Southeast Asian (12%).

Figure 1: Self-reported ethno-cultural background



Note: Students could select more than one option. Percentages represent the number of respondents who selected a given option divided by the total number of respondents. The “prefer not to answer” (n=16) responses were excluded.

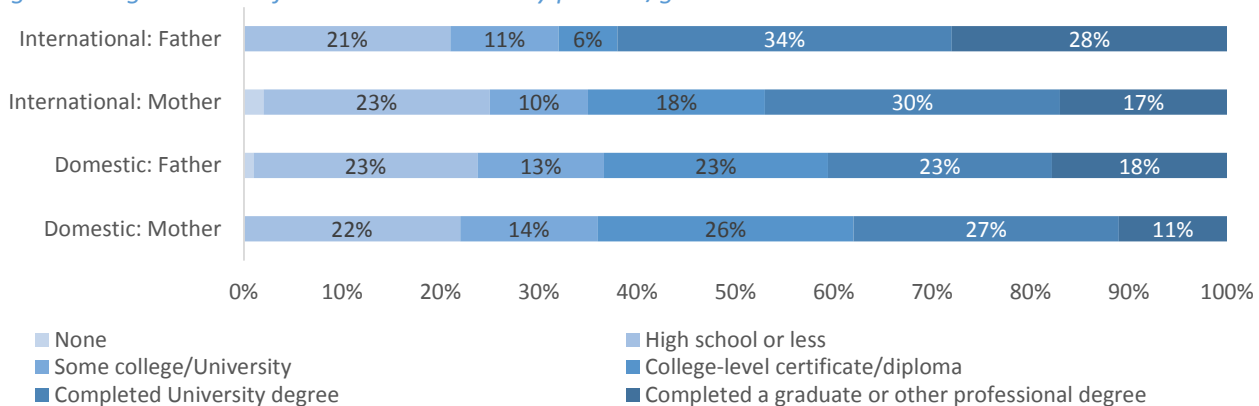


Those who reported as Canadian Aboriginal (n=75) were asked to specify the aboriginal group with which they most identify –59% (n=44) said First Nations, while 37% (n=28) said Métis.

One third of both domestic and international respondents indicated they identified as male, 66% (n=1026) of domestic and 63% (n=72) of international respondents identified as female, while a handful of respondents reported as other. A further 1% of domestic and 3% of international respondents indicated they preferred not to answer the item. Ninety percent of domestic and 84% of international respondents identified as heterosexual, 2% of domestic and 1% of international students reported as gay/lesbian, and 5% of domestic and 9% of international respondents identified as bisexual or other. A further 3% of domestic and 6% of international respondents indicated that they preferred to not answer the item.

In terms of mental and physical disabilities, approximately 10% of respondents (n=176) reported they had a learning or other type of disability, of which 52% (n=92) reported they had requested accommodation for their disability at UBC.

Figure 2: Highest level of education attained by parents/guardians



Note: 35 domestic and 6 international respondents indicated “not applicable” for the item about their mother or guardian’s level of education, and 56 domestic and 8 international respondents did so for their father or guardian’s level of education. These “not applicable” responses were omitted from the percentages reported above.

Among domestic respondents, 38% said their mother had completed a university undergraduate degree or higher and 41% said their father had done so. For international respondents, these values were 47% for mother’s level of education and 52% for father’s. Overall, 51% of domestic (n=799) and 62% of international respondents (n=73) reported to have had at least one parent/guardian who had completed a university, graduate, or professional degree.

### Living and Commuting to Campus

The majority of respondents reported they were commuter students (i.e. not living on-campus). Seventy nine percent of domestic respondents (n=1255) and 54% of international respondents (n=63) indicated they were living off-campus for the 2014-2015 school year. Among commuter students, the most common method of commuting to campus was by vehicle alone (55%; n=714), followed by public transport (51%; n=665). Among domestic respondents, vehicle alone was the most commonly selected response (56%; n=706) followed closely by public transit (50%; n=635), whereas public transport was the most common selection by international respondents (74%; n=40). Overall, 42% (n=714) of respondents reported vehicle alone and 39% (n=665) reported public transit.

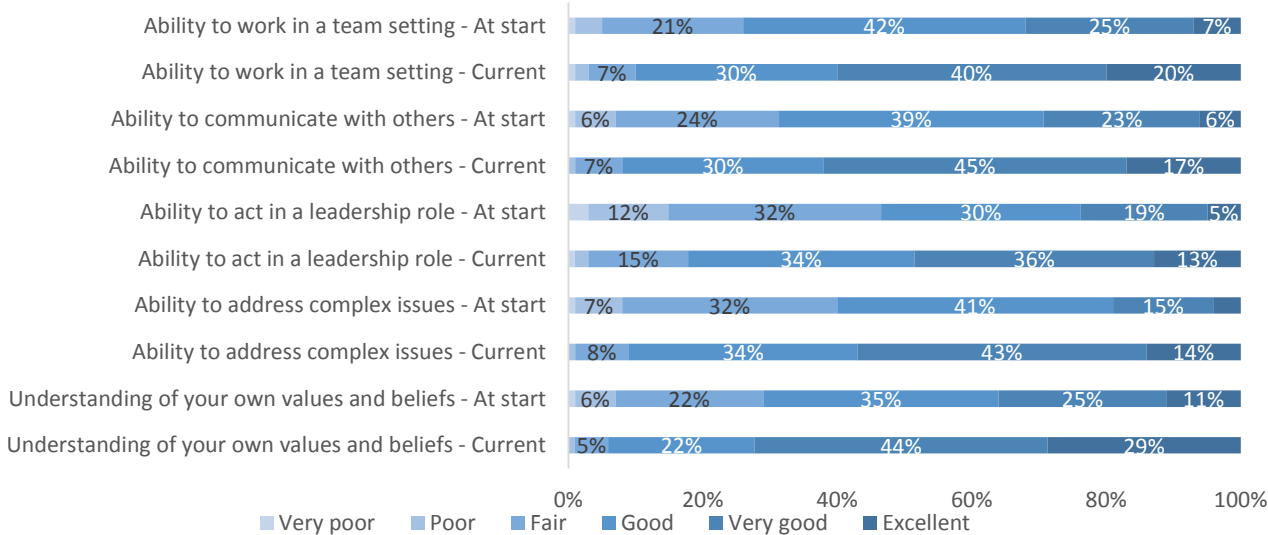


## Section B: Academic Engagement

Respondents were asked to rate their level of proficiency in various areas, both when they started at UBC’s Okanagan campus, as well as their current level.

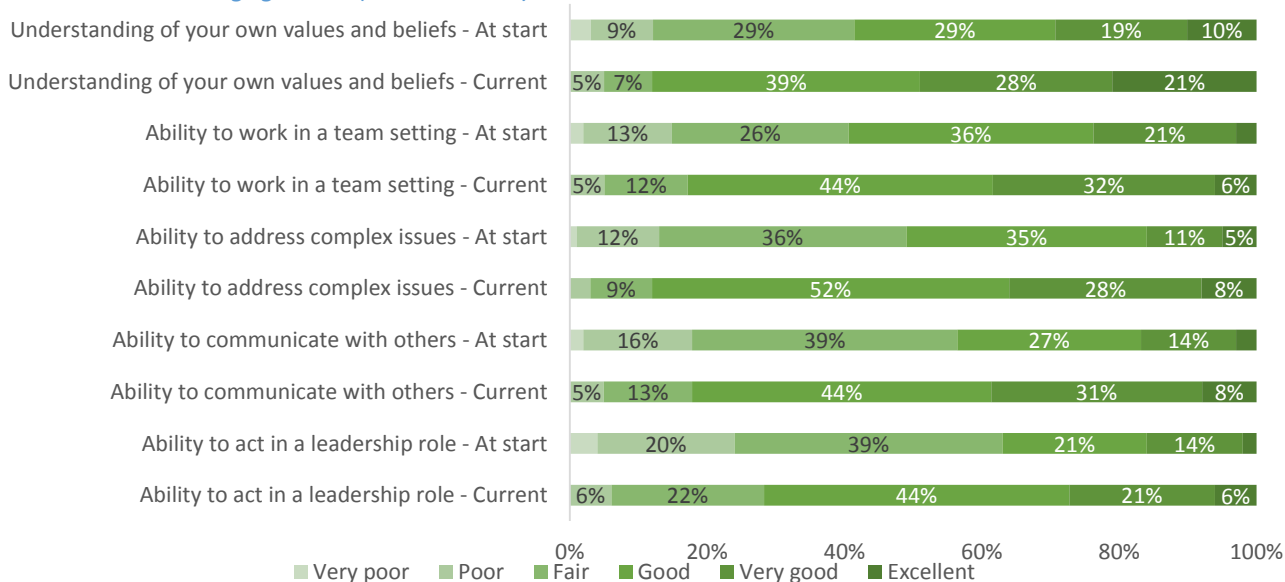
As Figures 2a and 2b illustrate, respondents tended to improve on each aspect. For domestic respondents, the proportion selecting excellent was approximately three times as large for their current level compared to their level when starting at UBC. For instance, 6% of respondents rated their ability to work in a team setting when they started at UBC as excellent compared to 20% rating their current level as excellent.

Figure 2a: Academic engagement (Domestic)



International respondents also tended to show an increase in various abilities and proficiencies related to academics. For instance, 24% rated their ability to act in a leadership role when starting UBC as excellent compared to 38% who rated their current level as excellent.

Figure 2b: Academic engagement (International)





Students were asked to rate their level of agreement to several statements about academic-related aspects of UBC. Generally, students indicated they were academically engaged and able to manage the academic challenges they face. Both domestic and international respondents expressed high levels of confidence in their ability to succeed academically and reported to be finding their courses interesting.

Figure 3a: Academic perceptions (Domestic)

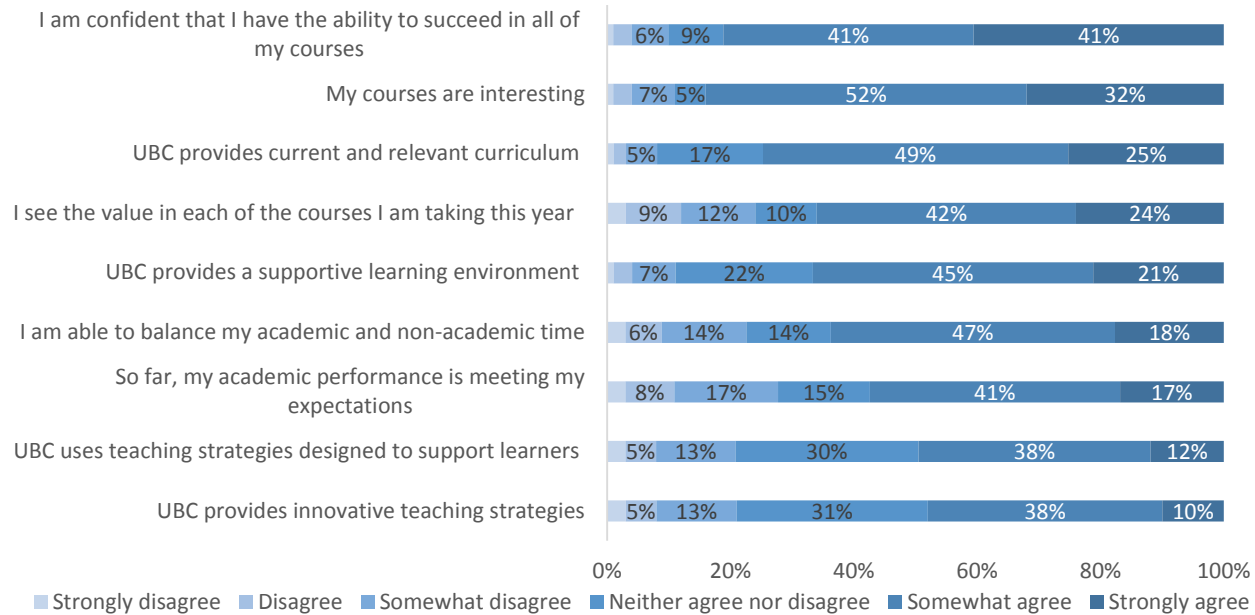
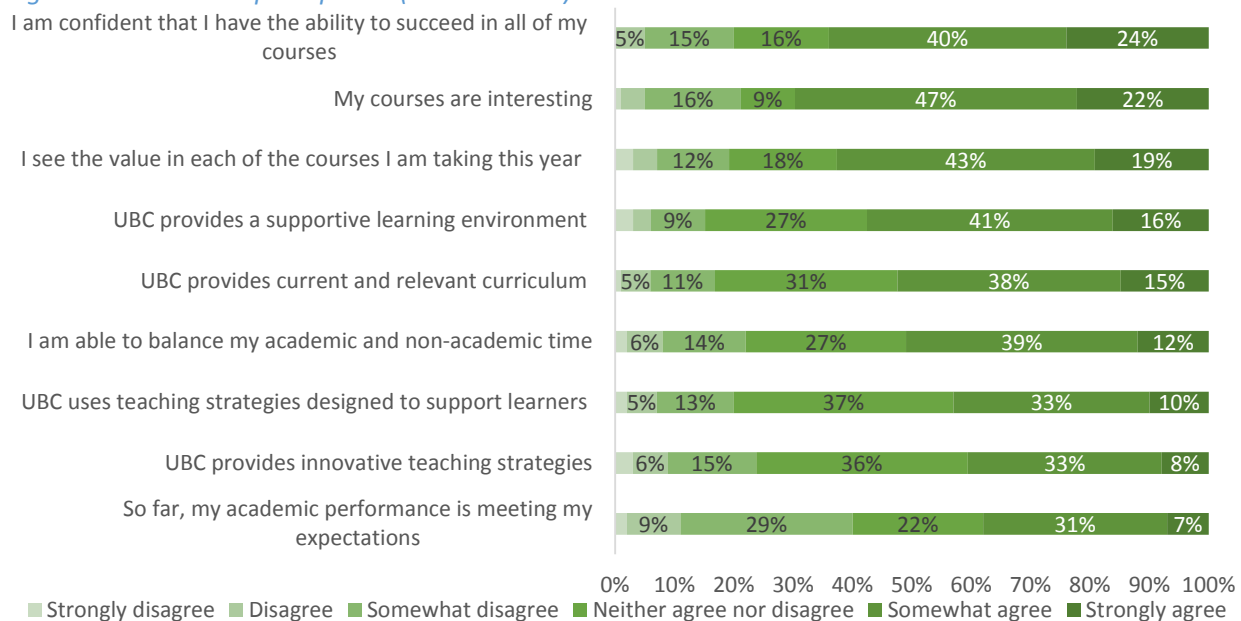


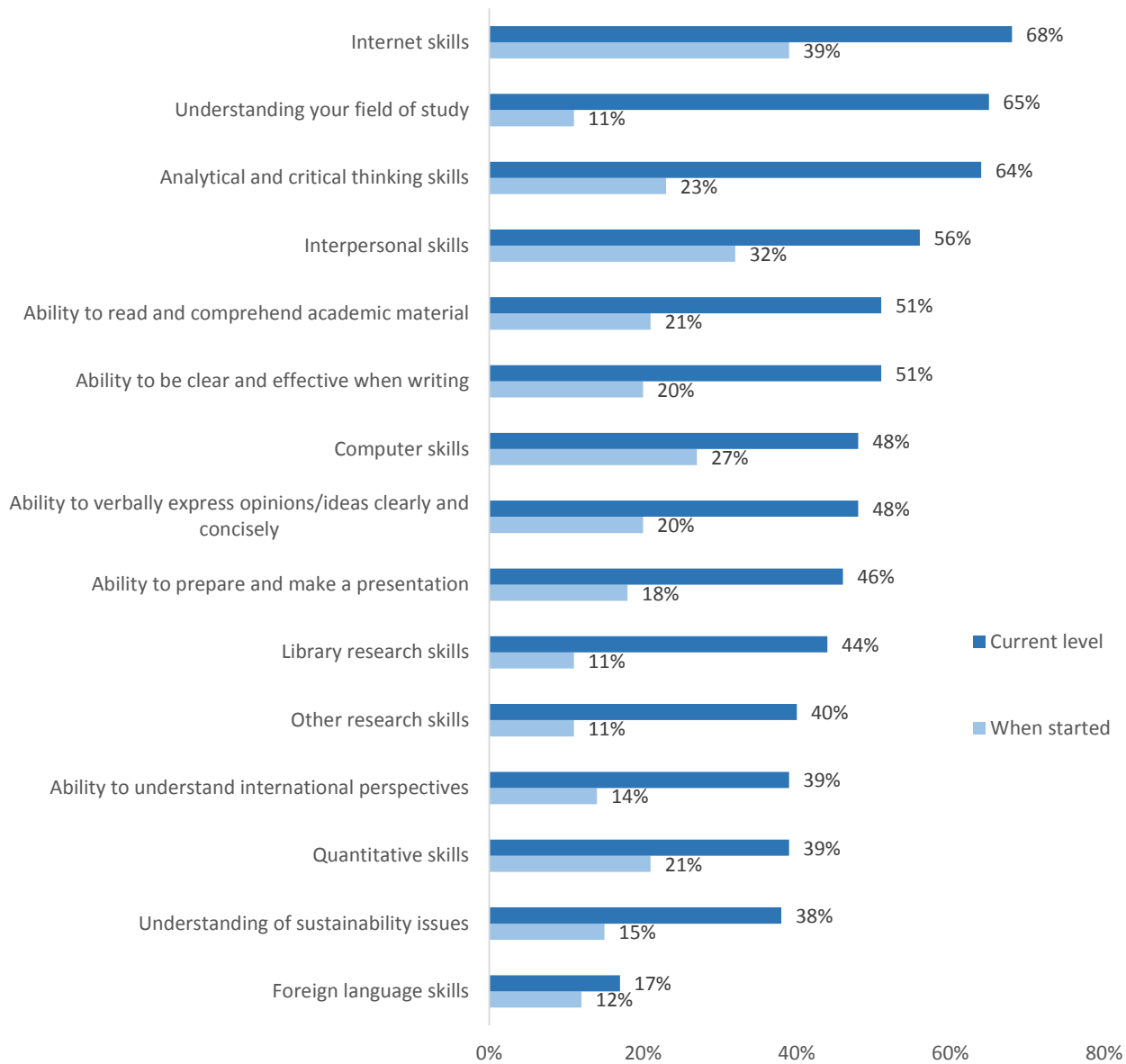
Figure 3b: Academic perceptions (International)



Students evaluated their competencies/skills in various area when they first started at UBC and their current level. The largest improvements among domestic respondents were in internet skills and understanding their field of study, where the proportion who rated their competency as very good or excellent was almost three times the size currently compared to when they started at UBC.



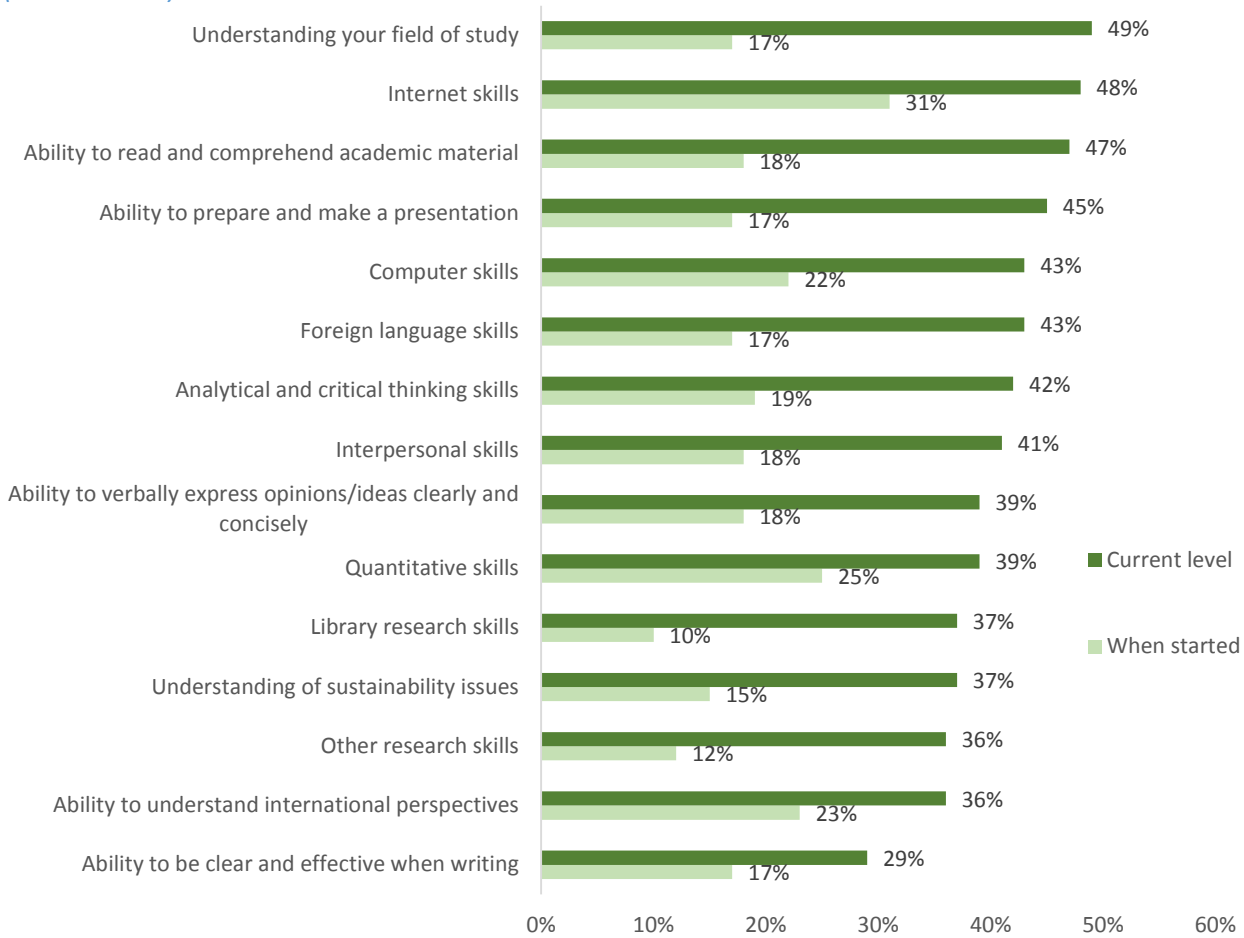
Figure 4a: Self-perception of competencies (very good or excellent) when started at UBC and current level (Domestic)



Among the international respondents, understanding their field of study and internet skills were the two areas that were rated by the largest proportion as very good or excellent (in terms of their current level). Moreover, the largest improvement was observed in the area of understanding your field of study as 17% of international respondents rated their abilities in this area when starting at UBC as very good or excellent, compared to 49% who rated their current level as very good or excellent.



Figure 4b: Self-perception of competencies (very good or excellent) when started at UBC and current level (International)



Students were asked to estimate the number of hours they spend on various tasks/activities during a typical week. Domestic and international respondents expected to spend the most hours each week preparing for class, attending class, as well as relaxing and socializing. Conversely, domestic and international students indicated they would spend the least time providing care for dependents, as almost 80% of respondents reported they anticipated spending no hours in a typical week doing so.



Figure 5a: Hours spent in typical 7-day week on various activities (Domestic)

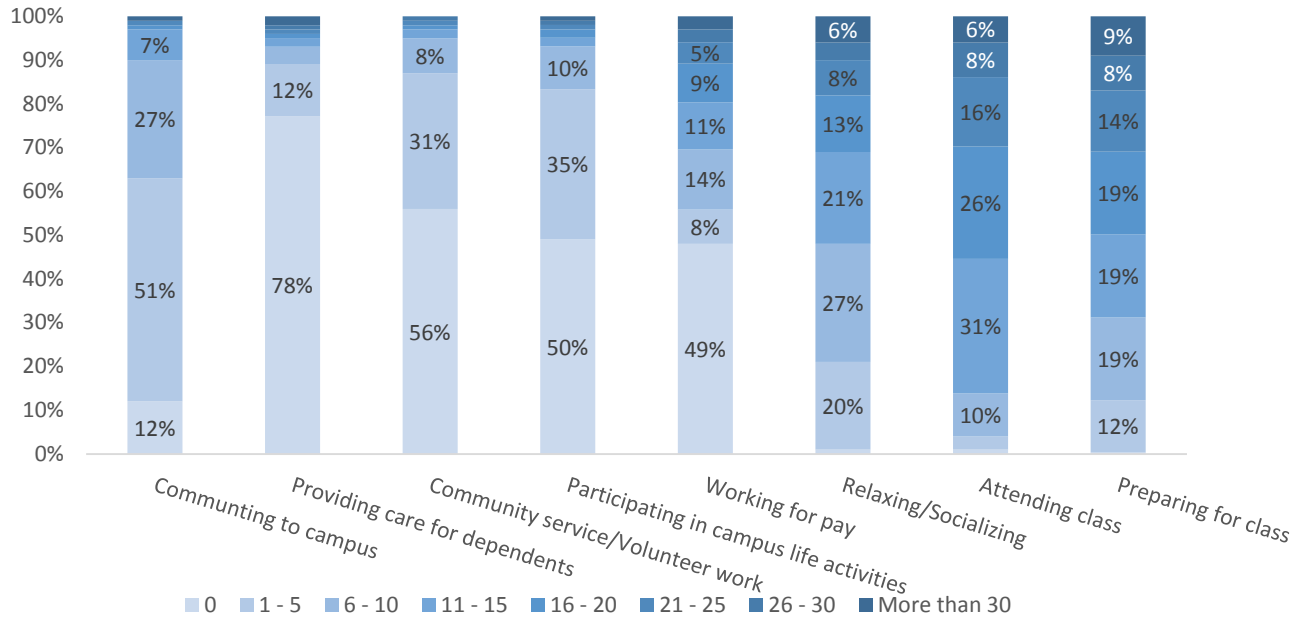
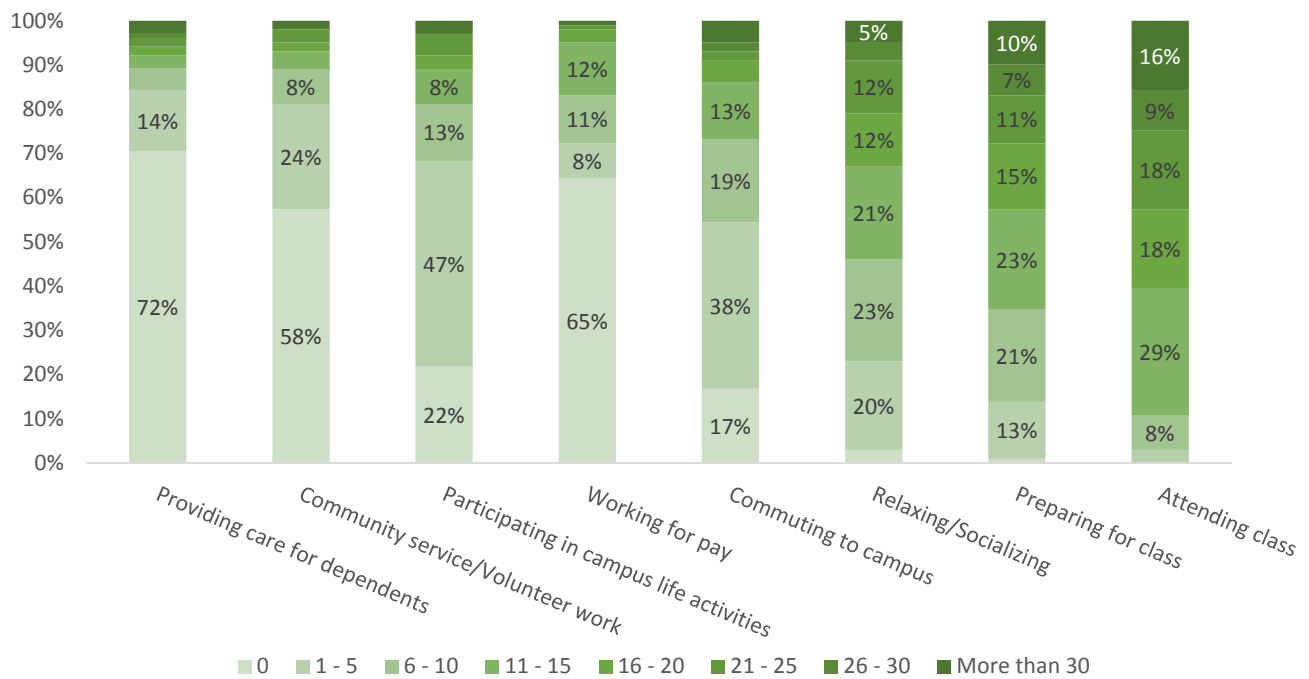


Figure 5b: Hours spent in typical 7-day week on activities (International)

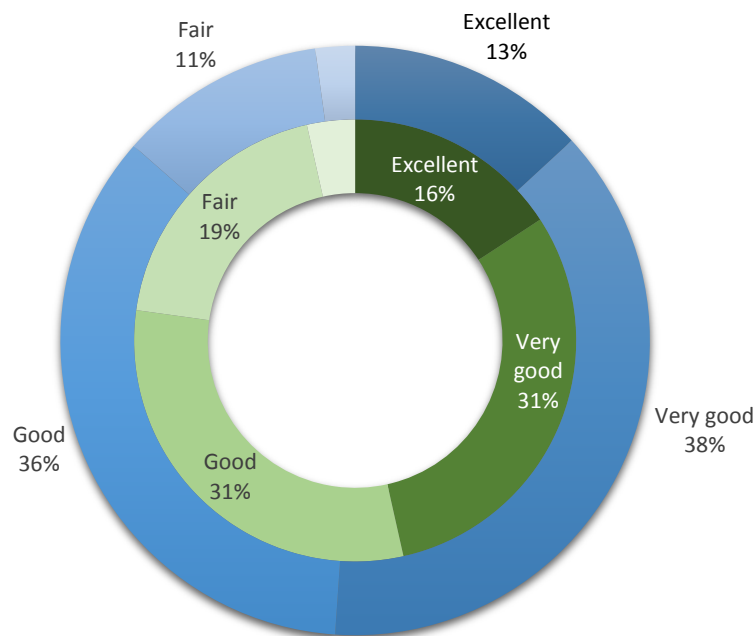


## Section C: Health, Well-Being and Stress

Students were asked to report their general health on a 5-point scale from excellent to poor. There was also a response option for those who were unsure how to describe their general health, however only a handful (0.3%) of domestic respondents and no international respondents reported this option. For this reason, the percentages in Figure 6 exclude students who reported “I don’t know” in response to this item. Thirteen percent of domestic respondents (n=206) said excellent, and 38% (n=595) said very good. As well, 16% of international respondents (n=18) rated their general health as excellent.

Figure 6 illustrates that respondents generally reported good health, as over 75% of both domestic and international respondents rated their general health as good, very good, or excellent. Furthermore, approximately half of domestic respondents (51%; n = 801) and international respondents (47%; n = 53) rated their general health as very good or excellent.

Figure 6: Rating of general health (outer circle: Domestic, inner circle: International)



### Hours of Sleep

Students were also asked to indicate the average number of hours they slept per night on weeknights. Among domestic respondents, 12% said 5 or fewer hours, 27% said 6, 38% said 7, and 24% said 8 or more hours. The pattern among international respondents was similar: 19% said 5 or fewer hours, 29% said 6, 35% said 7 hours, while 17% said 8 or more.

### Perceptions of Mental Health and Well-Being

Mental health and well-being are important components of student success. Respondents rated their level of agreement to various statements about well-being, both physical and mental, as well as other aspects related to health. Both domestic and international respondents reported that they understood the importance of physical and mental well-being in supporting academic and life success, as over 85% of respondents reported some level of agreement to the statements related to these issues.



Students generally reported positive mental health and well-being and/or that they were aware of resources that could support them if needed. The proportion of respondents indicating agreement to any of the items related to mental health and well-being ranged from 71% to 96% for domestic respondents and 84% to 97% for international respondents.

Students demonstrated confidence in their ability to manage challenges they face, as 90% of both domestic and international respondents indicated they agreed with the statement “I’m confident in my ability to cope with the demands of my life.”

Figure 7a: Perceptions of mental health and well-being (Domestic)

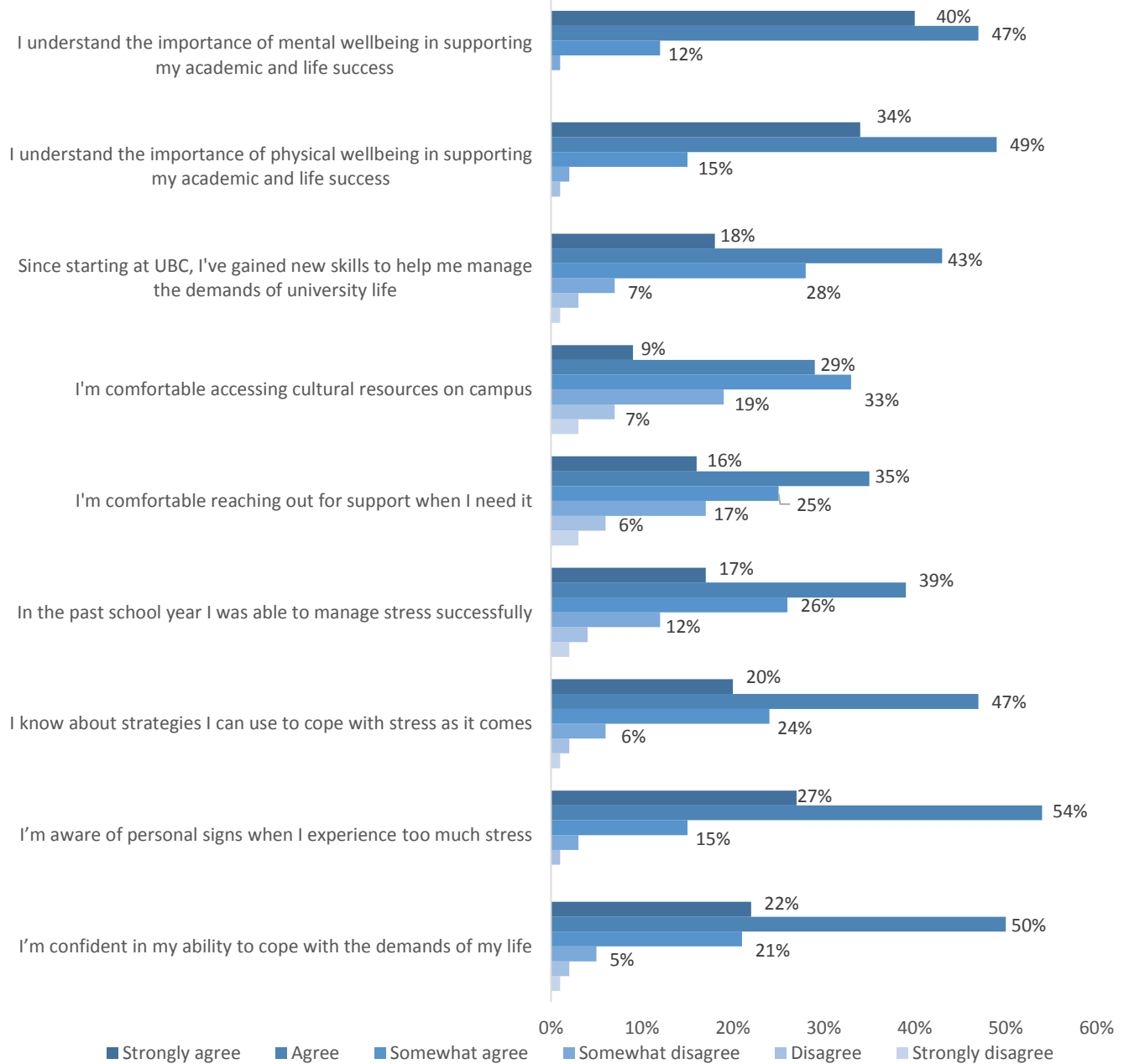
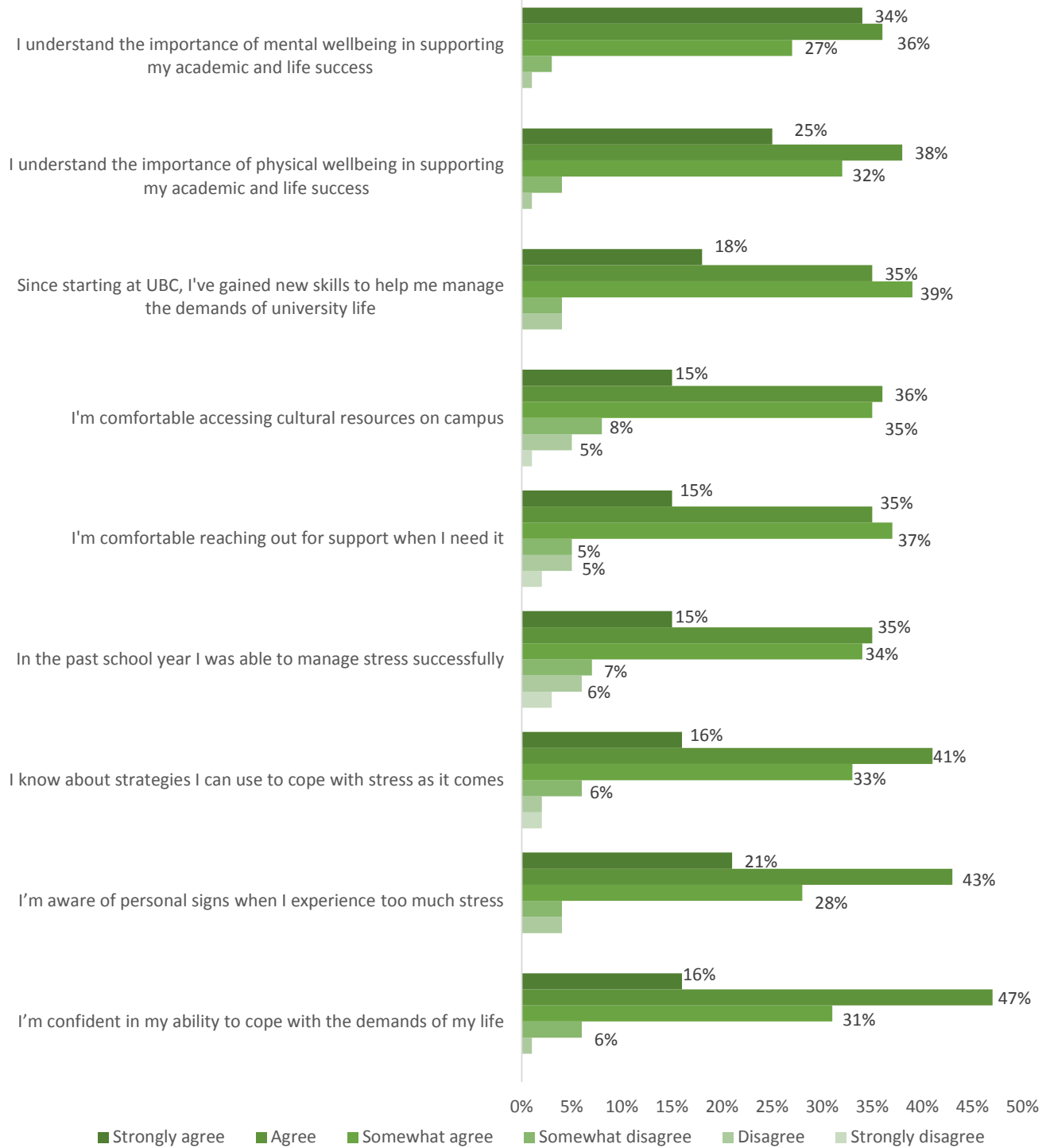


Figure 7b: Perceptions of mental health and well-being (International)

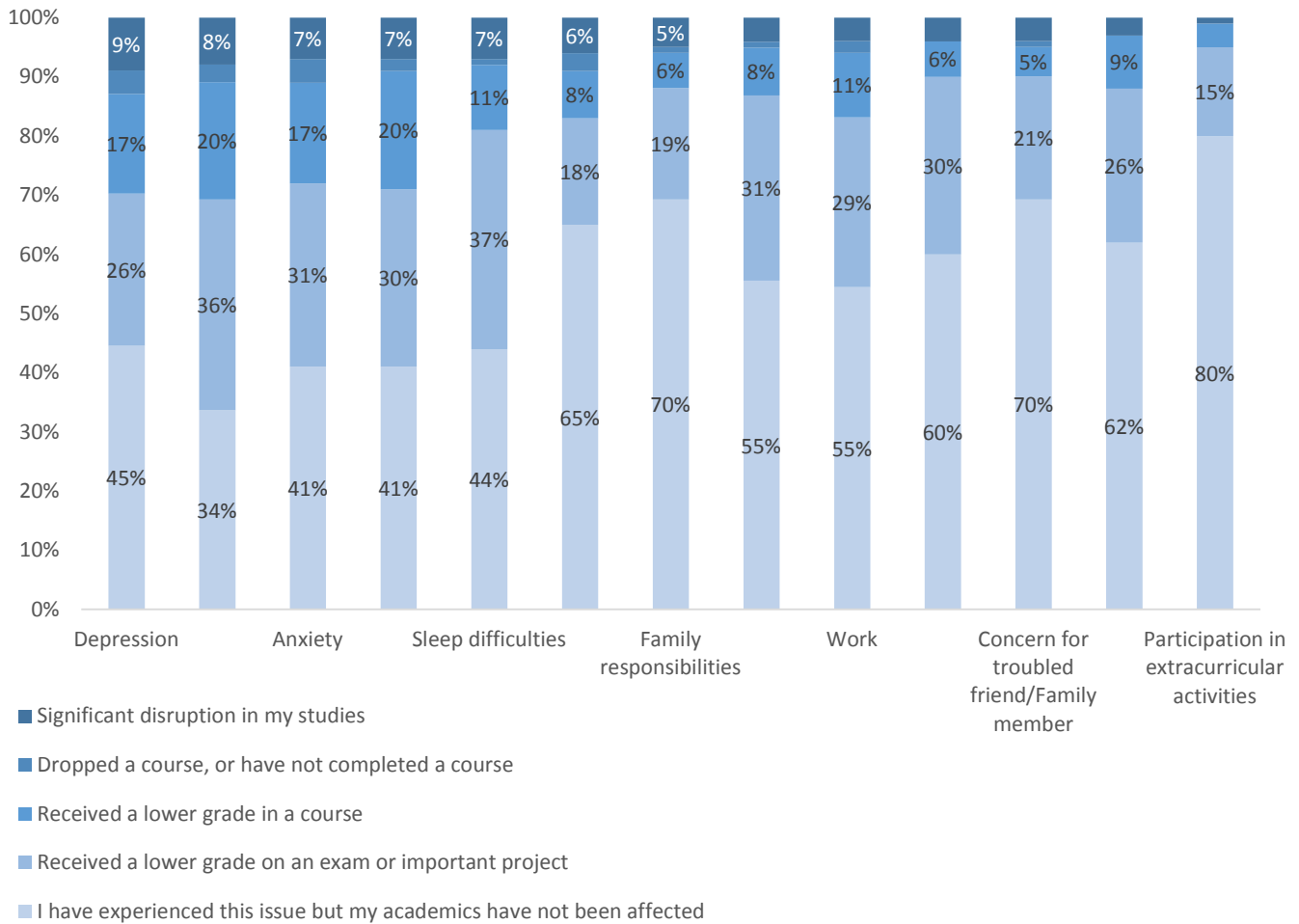


Various factors can impact one’s academic performance at university. Students reported whether they had experienced a range of issues, and whether those issues had negatively affected their academics over the past 12 months. Stress was the issue indicated by the largest proportion of domestic respondents as having negatively impacted their academics in some way (67%), followed by anxiety (59%). Depression was the issue that the largest proportion of domestic (9%) respondents said caused a significant disruption in their studies. On the other hand,



participation in extracurricular activities was the factor that the smallest proportion of domestic respondents (20%) said had negatively impacted their academics in the past 12 months.

Figure 8a: Impact of factors on academics, within last 12 months (Domestic)

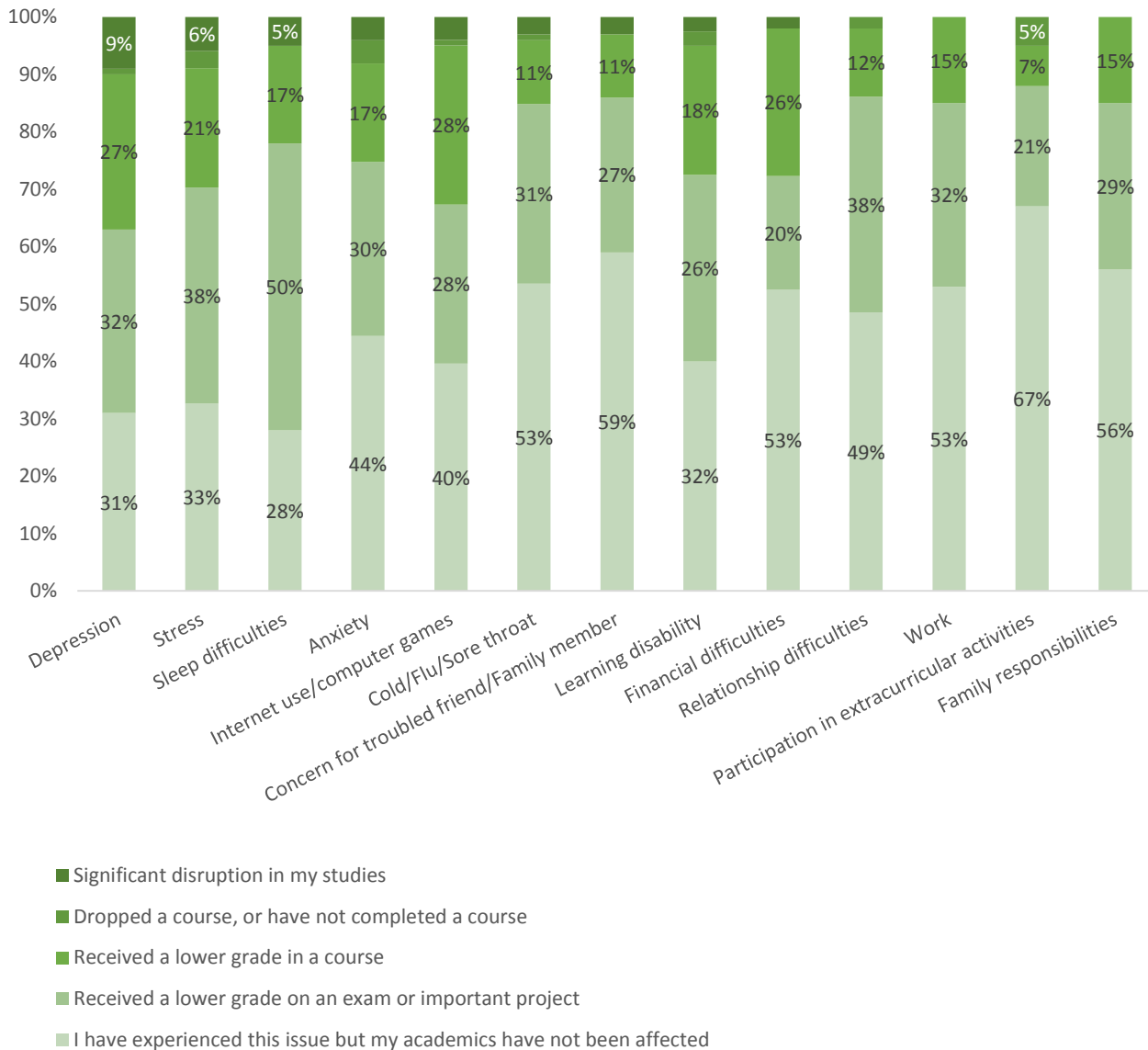


Among international respondents, sleep difficulties was the factor reported as negatively impacting academics, in some way, by the largest proportion (72%). Conversely, participation in extracurricular activities was the factor reported as negatively impacting academics by the smallest proportion of international respondents (33%). Depression was the factor which the largest proportion of international respondents said had resulted in a significant disruption in their studies (9%).





Figure 8b: Impact of factors on academics, within last 12 months (International)



### Perceptions of UBC Community and Social Supports

Students were also asked to indicate their views of UBC, in terms of the supports it offers and the campus community. Generally, students reported high levels of agreement with statements about positive aspects of UBC’s community and its well-being and health promoting aspects. For instance, around 90% of domestic and international respondents agreed with the statement “there are people around me here at UBC that I can depend on for friendship and help.” The proportion of domestic respondents that were in agreement was 80% or higher for all but one statement. Similarly, for international respondents, the level of agreement was high, with the proportion of respondents that were in agreement being 77% or more for the set of items. Over 80% of respondents agreed that they feel they belong at UBC’s Okanagan campus.



Figure 9a: Perceptions of UBC community and social support (Domestic)

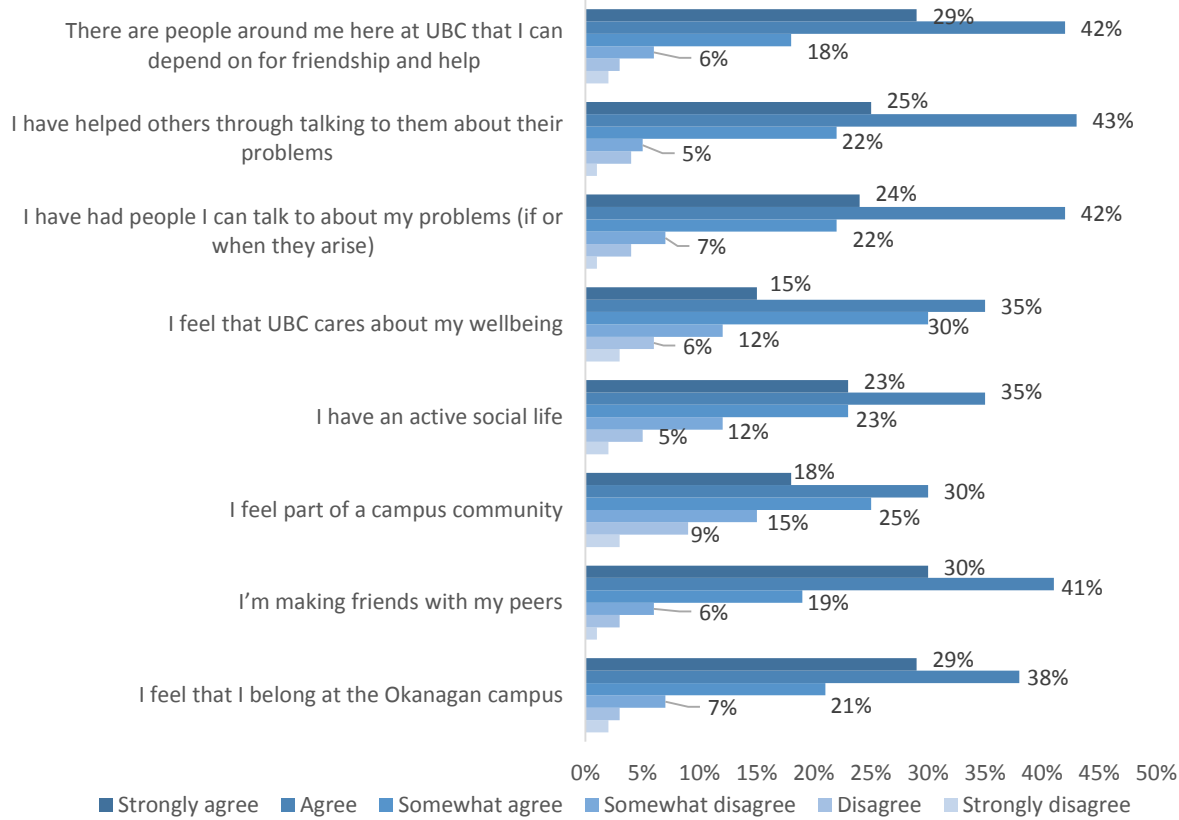
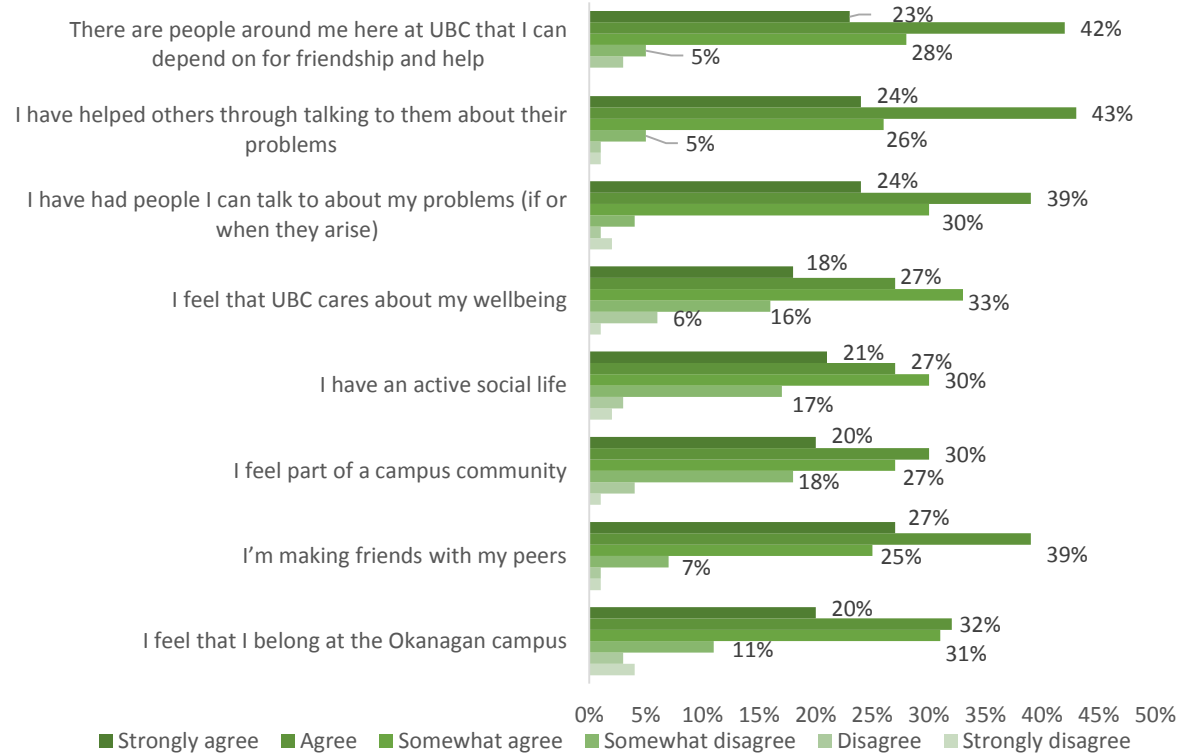


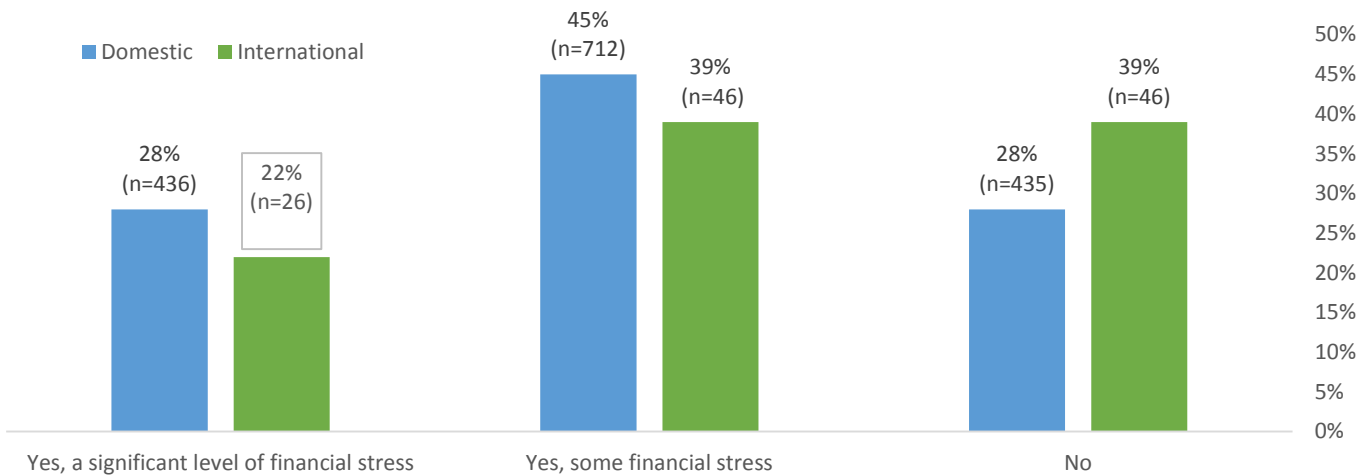
Figure 9b: Perceptions of UBC community and social support (International)



## Finances

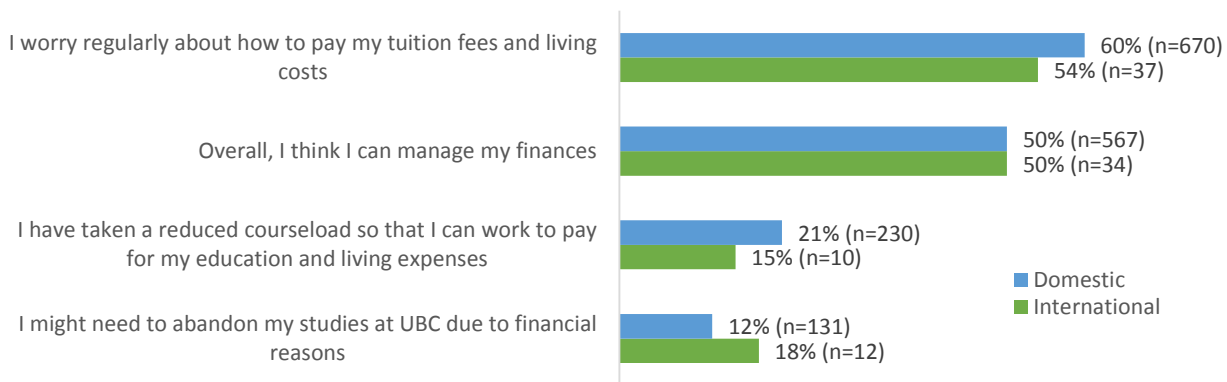
Figure 10 indicates that the majority of students (domestic: 73%; international: 61%) report experiencing financial stress (some or a significant level). Almost 30% of domestic and 22% of international respondents reported experiencing a significant level of financial stress.

Figure 10: Financial stress



Those who said they had experienced either some or a significant level of stress were asked to select whether or not various statements about their financial concerns were applicable to their situation. Students could select multiple responses. While 60% of domestic and 54% of international respondents indicated they regularly worry about paying tuition and living costs, 50% of both student groups also reported that they believe they can manage their stress. Moreover, only 12% of domestic and 18% of international respondents believe they may need to abandon their UBC studies due to financial reasons.

Figure 11: Financial stress follow-up questions



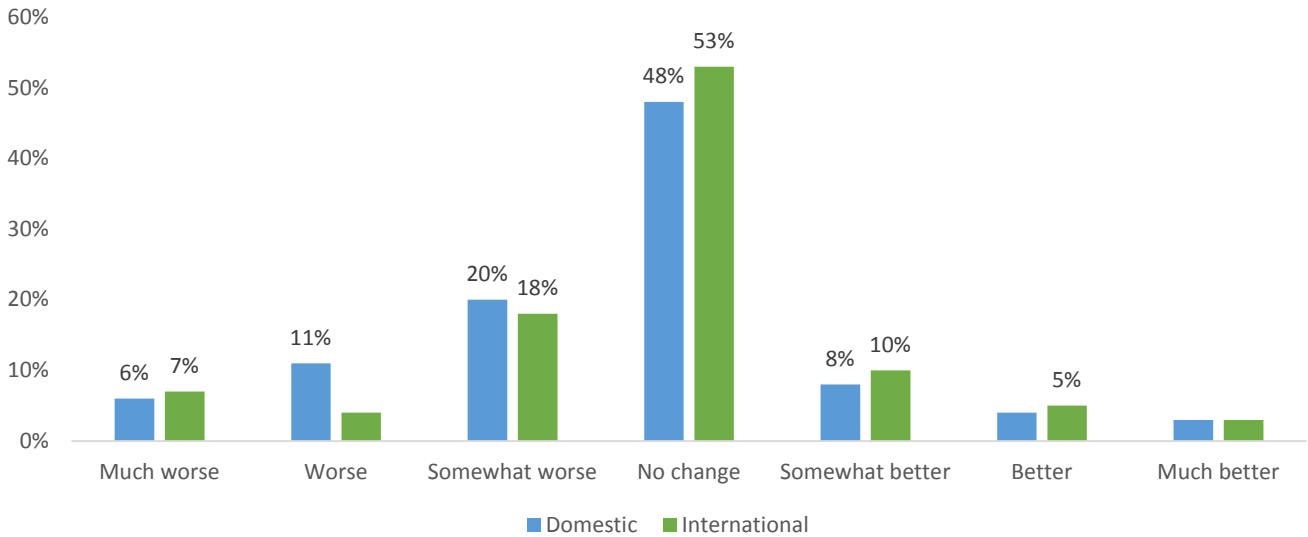
When asked whether or not they had received a financial scholarship from UBC upon admission, 23% (n=365) of domestic and 23% of international respondents (n=27) said they had. Those who indicated they had received a scholarship upon being admitted to UBC were asked whether they would have been able to attend UBC without the scholarship. Overall, 9% of domestic (n=32) and 39% of international (n=39) respondents said they would not have been able to, while a further 45% of domestic and 25% of international respondents indicated they would have been able to attend, but it would have been financially difficult. As well, 47% of domestic and 36% of international respondents indicated they still would have been able to attend, had they not received the scholarship.



Regarding scholarships awarded from UBC during students' studies (i.e. awarded to a continuing student rather than upon admission), 28% (n=431) of domestic and 16% (n=18) of international respondents indicated they had received such an award. Five percent of domestic (n=22) and 17% of international (n=3) respondents reported they would not have been able to attend UBC without such an award, while a further 43% of domestic and 39% of international respondents indicated it would have been financially difficult. Over half of domestic (52%) and 44% of international respondents reported they would still have been able to attend UBC without the scholarship.

Respondents were asked to compare their ability to pay for their education when they started at UBC to their current ability. Most respondents (54% international, 48% domestic) felt their ability remained the same.

Figure 12: Perceptions of ability to pay for education, compared to when starting at UBC



## Section D: Campus Climate for Diversity

Students rated their intercultural competency in various aspects, when they arrived at UBC and currently. Results were positive for both domestic and international students –both demonstrated at least a 15% increase in the proportion of students rating their abilities as very good or excellent from the time they started at UBC compared to the present time.

Figure 13a: Self-perception of intercultural competencies (very good or excellent) when started at UBC and current level (Domestic)

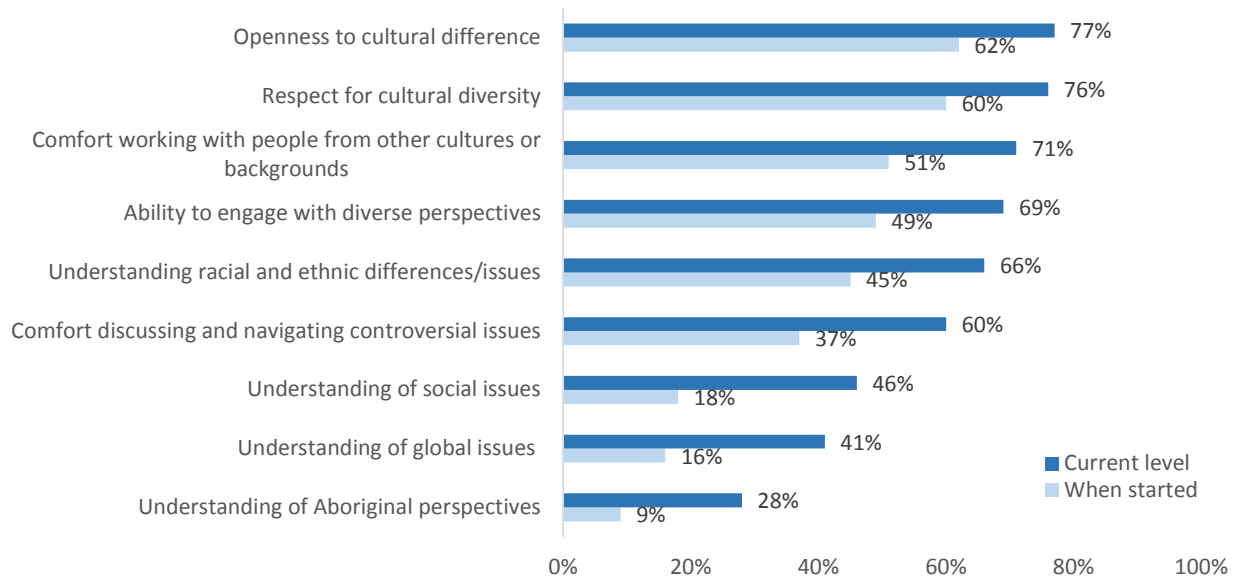
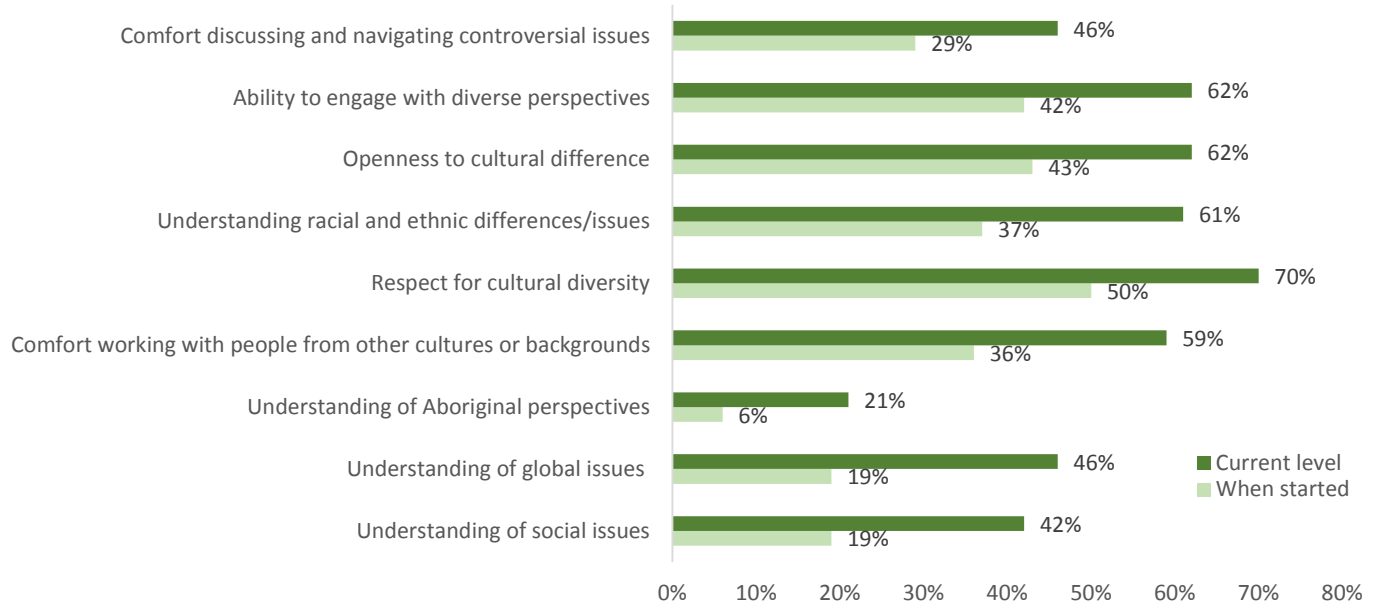


Figure 13b: Self-perception of intercultural competencies (very good or excellent) when started at UBC and current level (International)



Students also perceived the campus as an inclusive, respectful environment as over 80% of respondents agreed that students are respected at UBC regardless of various social, sexual, and demographic aspects.

*Table 2a: Perceptions of campus climate for diversity (Domestic)*

Students are respected at UBC regardless of their...	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
Economic or social class	30 (2%)	26 (2%)	81 (5%)	279 (18%)	757 (48%)	409 (26%)
Gender	21 (1%)	24 (2%)	69 (4%)	195 (12%)	792 (50%)	478 (30%)
Race or ethnicity	25 (2%)	23 (2%)	62 (4%)	235 (15%)	765 (49%)	466 (30%)
Religious beliefs	27 (2%)	21 (1%)	67 (4%)	254 (16%)	774 (49%)	435 (28%)
Political beliefs	24 (2%)	16 (1%)	67 (4%)	238 (15%)	805 (51%)	425 (27%)
Sexual orientation	20 (1%)	15 (1%)	59 (4%)	208 (13%)	790 (50%)	484 (31%)
Disabilities	29 (2%)	10 (1%)	55 (4%)	255 (16%)	760 (48%)	470 (30%)

*Table 2b: Perceptions of campus climate for diversity (International)*

Students are respected at UBC regardless of their...	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
Economic or social class	3 (3%)	3 (3%)	15 (13%)	29 (25%)	39 (33%)	28 (24%)
Gender	2 (2%)	1 (1%)	10 (9%)	29 (25%)	42 (36%)	33 (28%)
Race or ethnicity	3 (3%)	2 (2%)	18 (15%)	27 (23%)	40 (34%)	27 (23%)
Religious beliefs	3 (3%)	1 (1%)	13 (11%)	23 (20%)	47 (40%)	30 (26%)
Political beliefs	4 (3%)	1 (1%)	12 (10%)	29 (25%)	40 (35%)	30 (26%)
Sexual orientation	2 (2%)	1 (1%)	9 (8%)	28 (24%)	45 (39%)	32 (27%)
Disabilities	2 (2%)	0 (0%)	8 (7%)	29 (25%)	43 (37%)	35 (30%)

*Table 3a: Perceptions of diversity on campus (Domestic)*



	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
I feel free to express my political beliefs on campus	31 (2%)	28 (2%)	102 (7%)	310 (20%)	759 (48%)	348 (22%)
I feel free to express my religious beliefs on campus	37 (2%)	39 (3%)	122 (8%)	326 (21%)	709 (45%)	343 (22%)
I feel comfortable expressing my opinion in class	41 (3%)	83 (5%)	135 (9%)	405 (26%)	607 (39%)	199 (303)
I feel comfortable expressing my opinion on campus	36 (2%)	44 (3%)	135 (9%)	356 (23%)	678 (43%)	322 (21%)
UBC values diversity	25 (2%)	19 (1%)	49 (3%)	250 (16%)	710 (45%)	521 (33%)

Table 3b: Perceptions of diversity on campus (International)

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
I feel free to express my political beliefs on campus	4 (3%)	1 (1%)	17 (15%)	35 (30%)	39 (34%)	20 (17%)
I feel free to express my religious beliefs on campus	3 (3%)	2 (2%)	12 (10%)	27 (23%)	48 (41%)	24 (21%)
I feel comfortable expressing my opinion in class	3 (3%)	2 (2%)	12 (10%)	27 (23%)	48 (41%)	24 (21%)
I feel comfortable expressing my opinion on campus	5 (4%)	7 (6%)	14 (12%)	28 (24%)	41 (35%)	22 (19%)
UBC values diversity	3 (3%)	3 (3%)	8 (7%)	28 (24%)	43 (37%)	30 (26%)



Students rated their level of agreement to statements about personal and social aspects. Over 90% of domestic and international respondents indicated agreement to the item “I believe I have something important to contribute to society.” Students reported high levels of agreement to the seven items related to social, societal, and global issues.

Figure 14a: Social perceptions (Domestic)

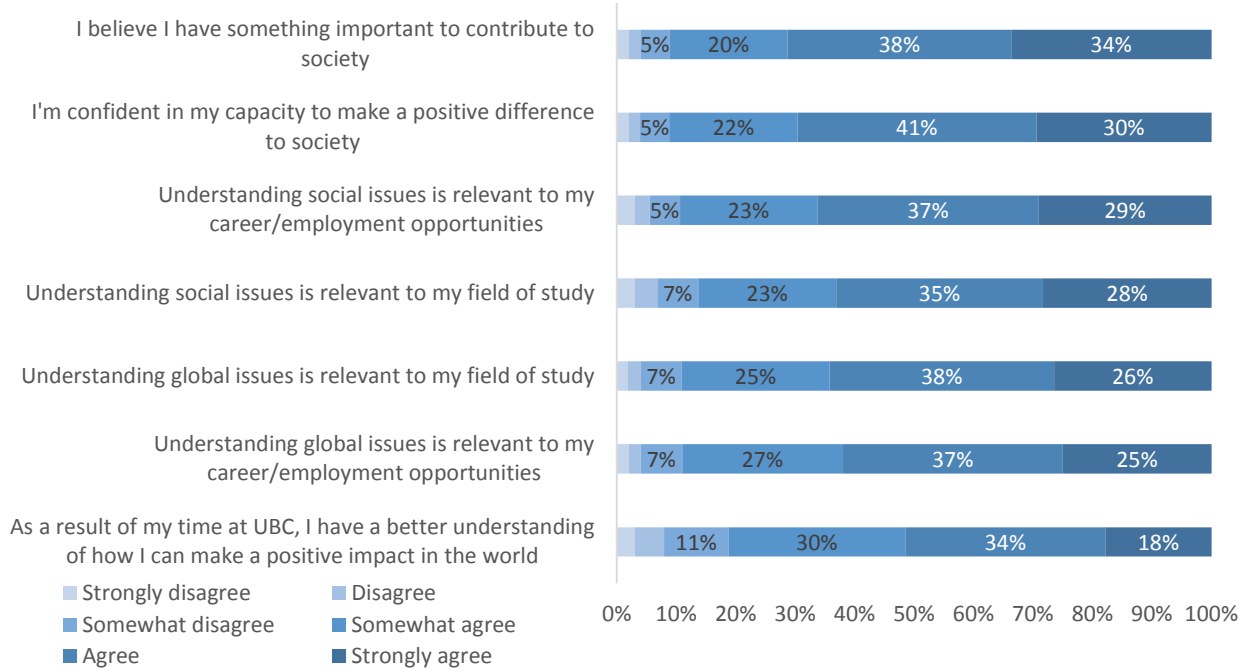
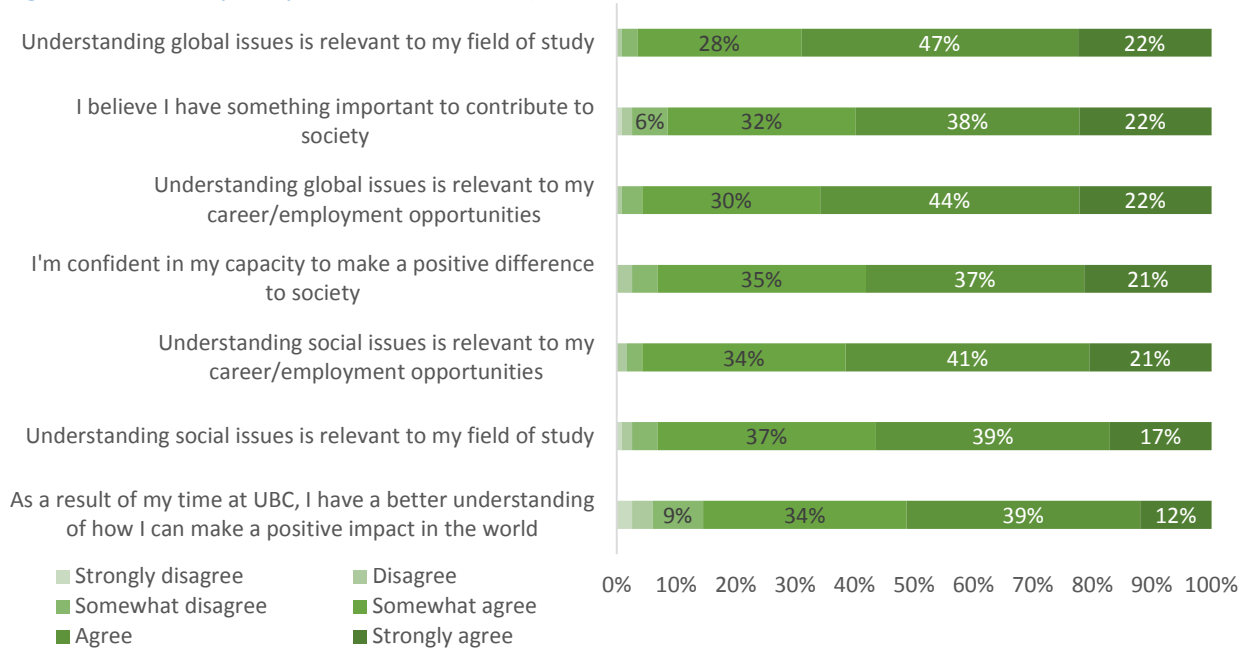


Figure 14b: Social perceptions (International)





## Section E: Educational Enrichment Activities

Responses suggest that students are active both in and outside the classroom. Almost 40% of domestic students have participated or plan to participate in research and work study experiences. As well, 1 in 5 international respondents reported participating in community-service learning or community-based research, and a further 29% said they plan to do so.

Figure 15a: Participation in educational enrichment activities (Domestic)

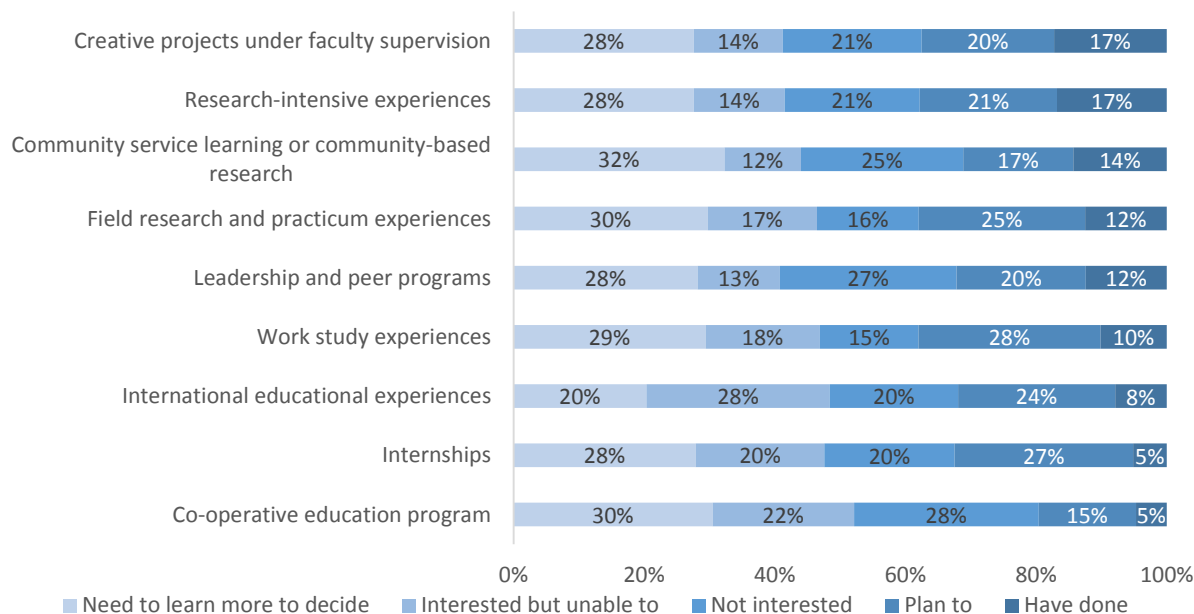
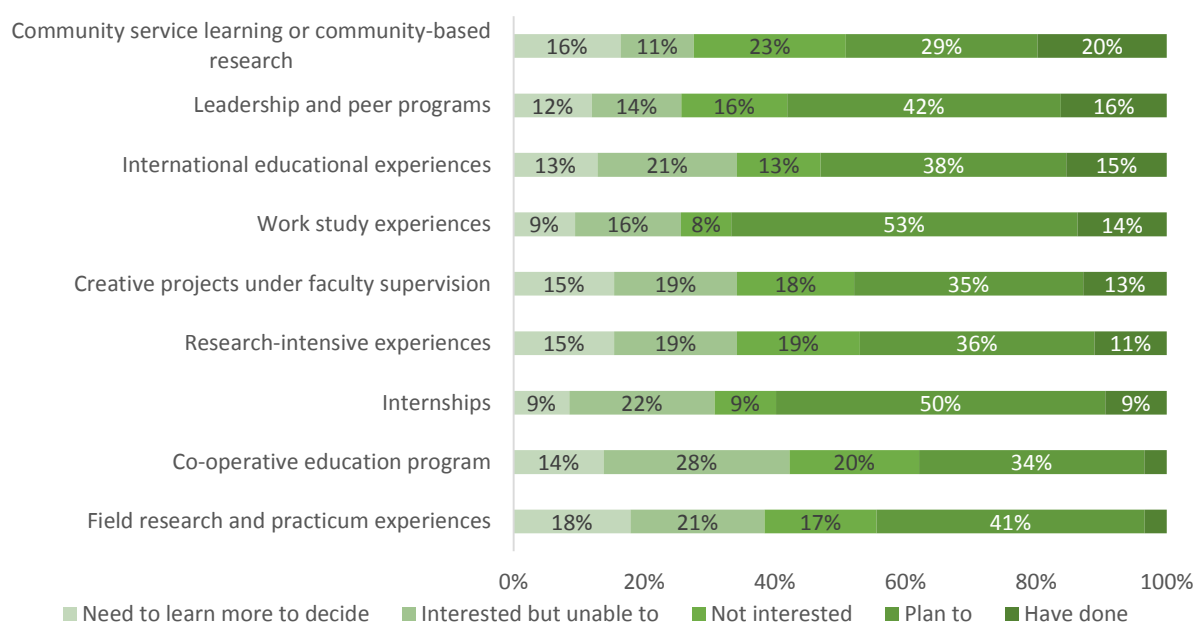


Figure 15b: Participation in educational enrichment activities (International)



Students reported their involvement and involvement intentions with campus and student life activities at UBC's Okanagan campus. More than half of all students (domestic and international combined) said they had participated in volunteer experiences while at UBC, and about a third said they intend to do so. More than half of domestic and international students indicated they had participated in campus events.

Figure 16a: Campus activities involvement and intentions (Domestic)

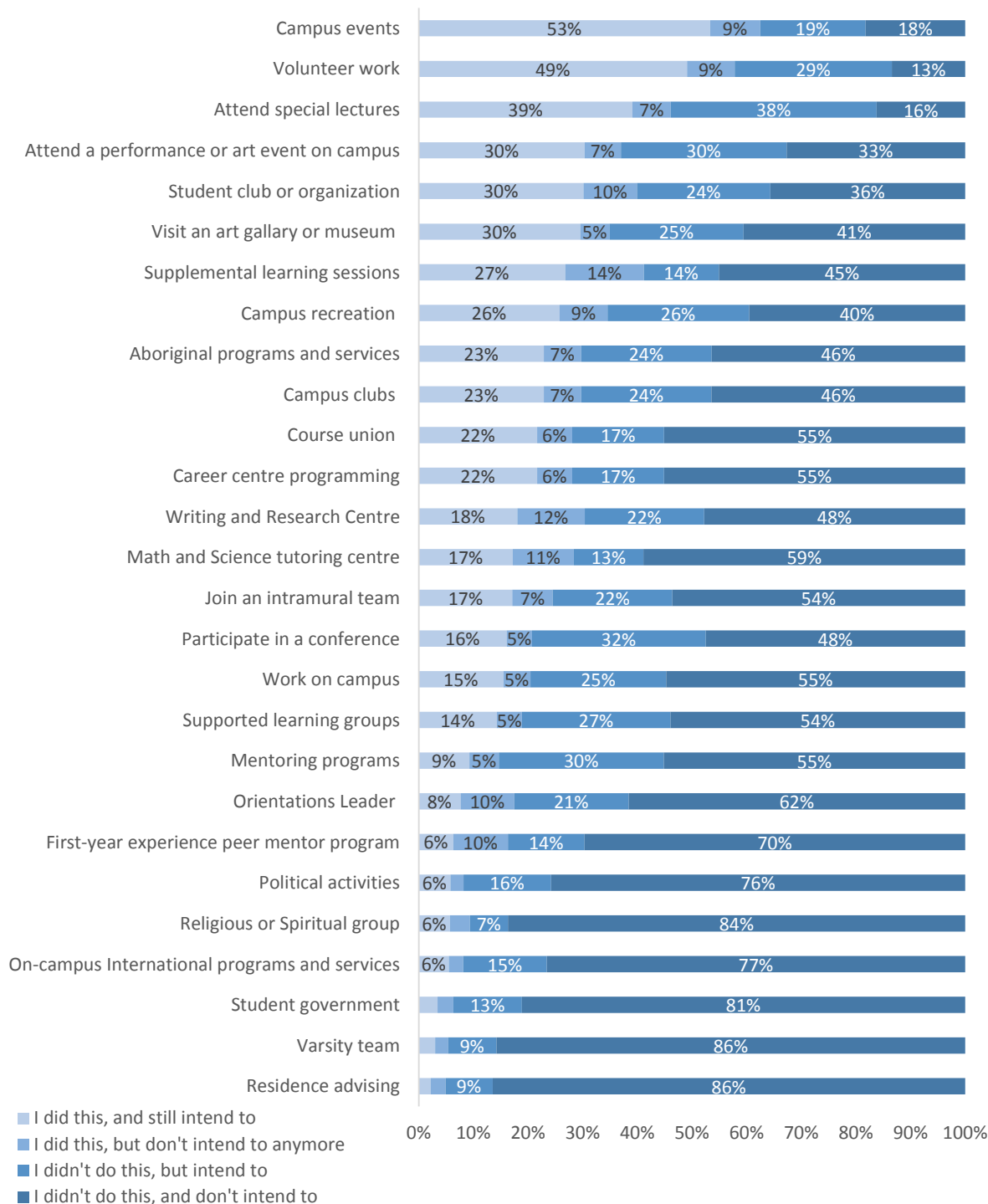
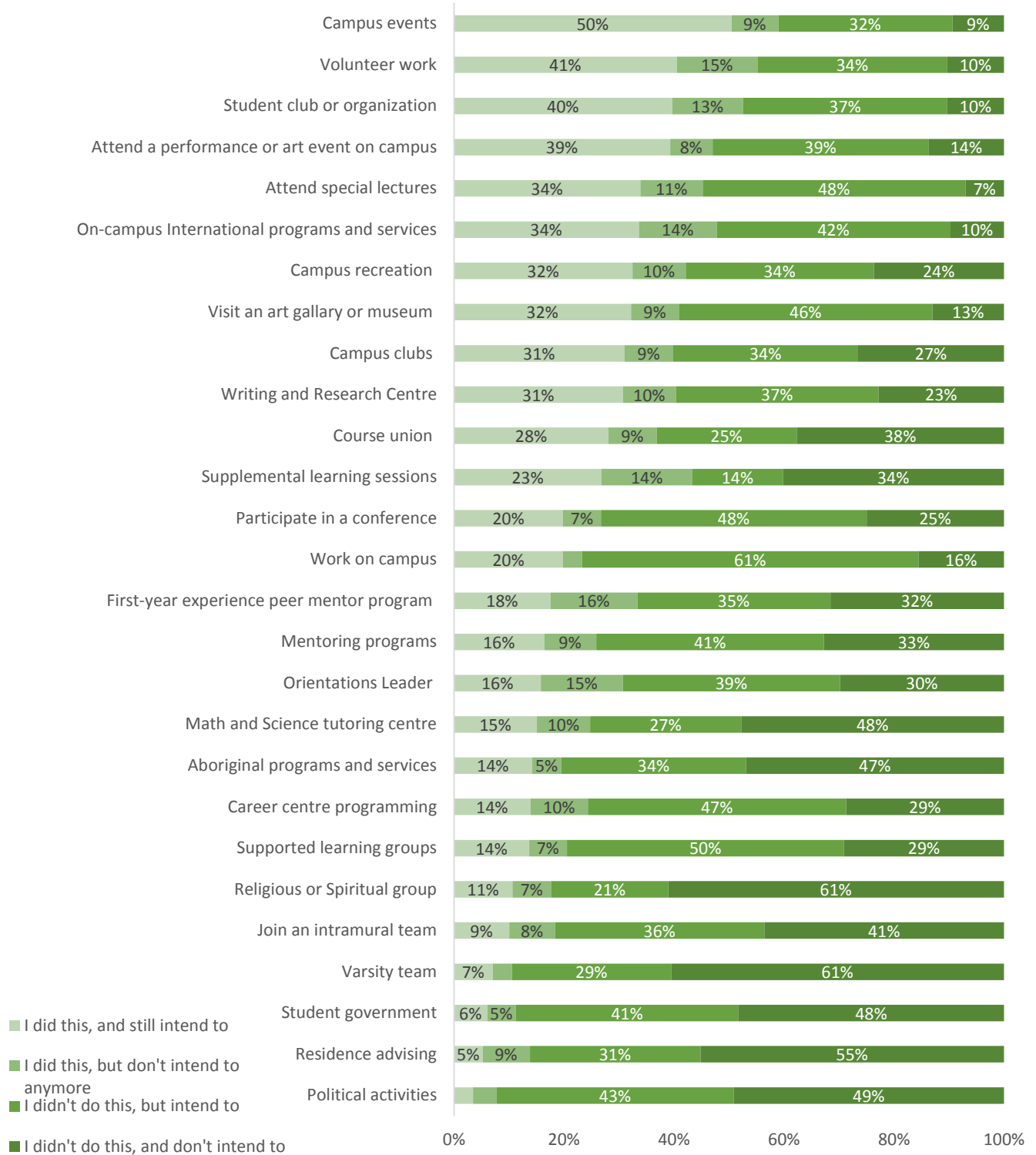


Figure 16b: Campus activities involvement and intentions (International)



Almost 9 out of 10 domestic and international respondents reported being satisfied with their overall level of service received by UBC –62% of domestic and 66% of international respondents indicated they were very satisfied or satisfied. Over 80% of respondents reported being satisfied with the student life and campus experience, as well as with their overall academic experience.

Figure 17a: Overall assessment of experiences (Domestic)

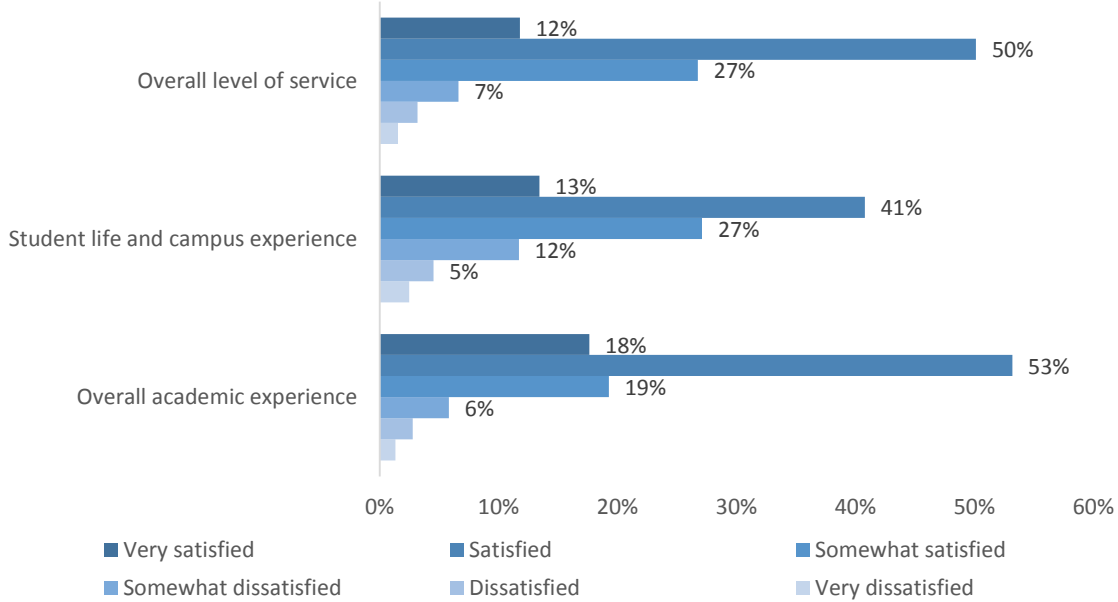
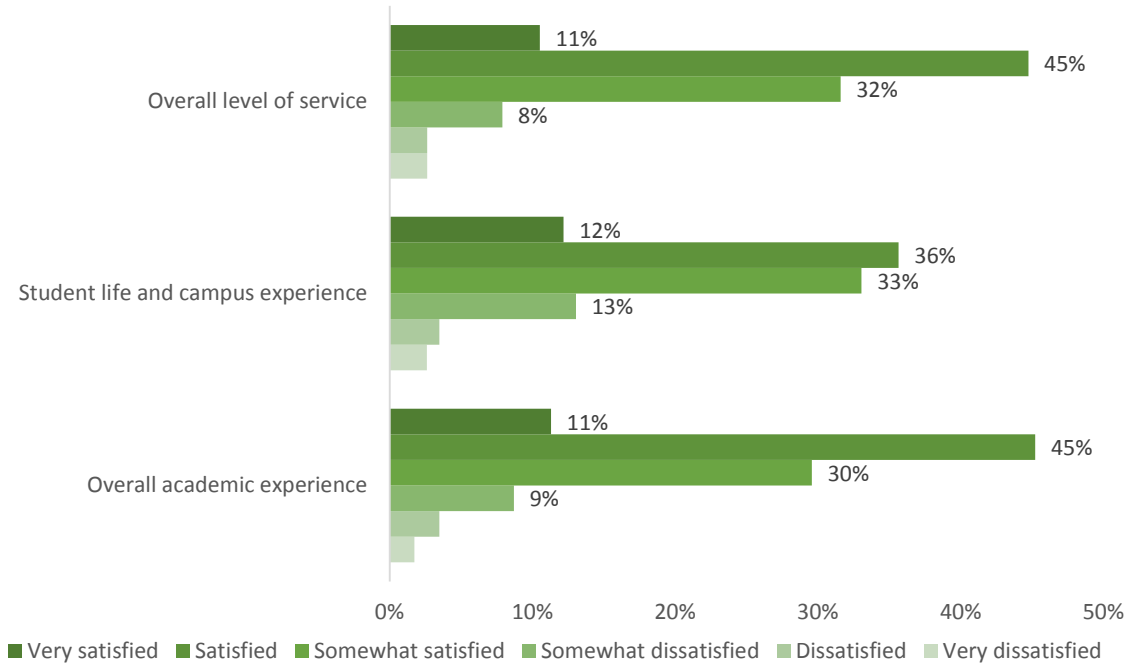


Figure 17b: Overall assessment of experiences (International)



How students perceive UBC was the subject of several questions in the UES. Students listed the extent to which they agree with various statements about UBC. Responses indicate respondents identified strongly with UBC, and placed value on their experiences and associations with UBC, as high levels of agreement were present. Eighty-five percent of domestic respondents agreed with the statement “overall, UBC is effective at communicating with students.” Over 90% of respondents agreed to the statement “I am proud to say that I attend UBC.” Moreover, the proportion of respondents indicating agreement to any statement in this question set was at least 80%.

Figure 18a: Perceptions of UBC (Domestic)

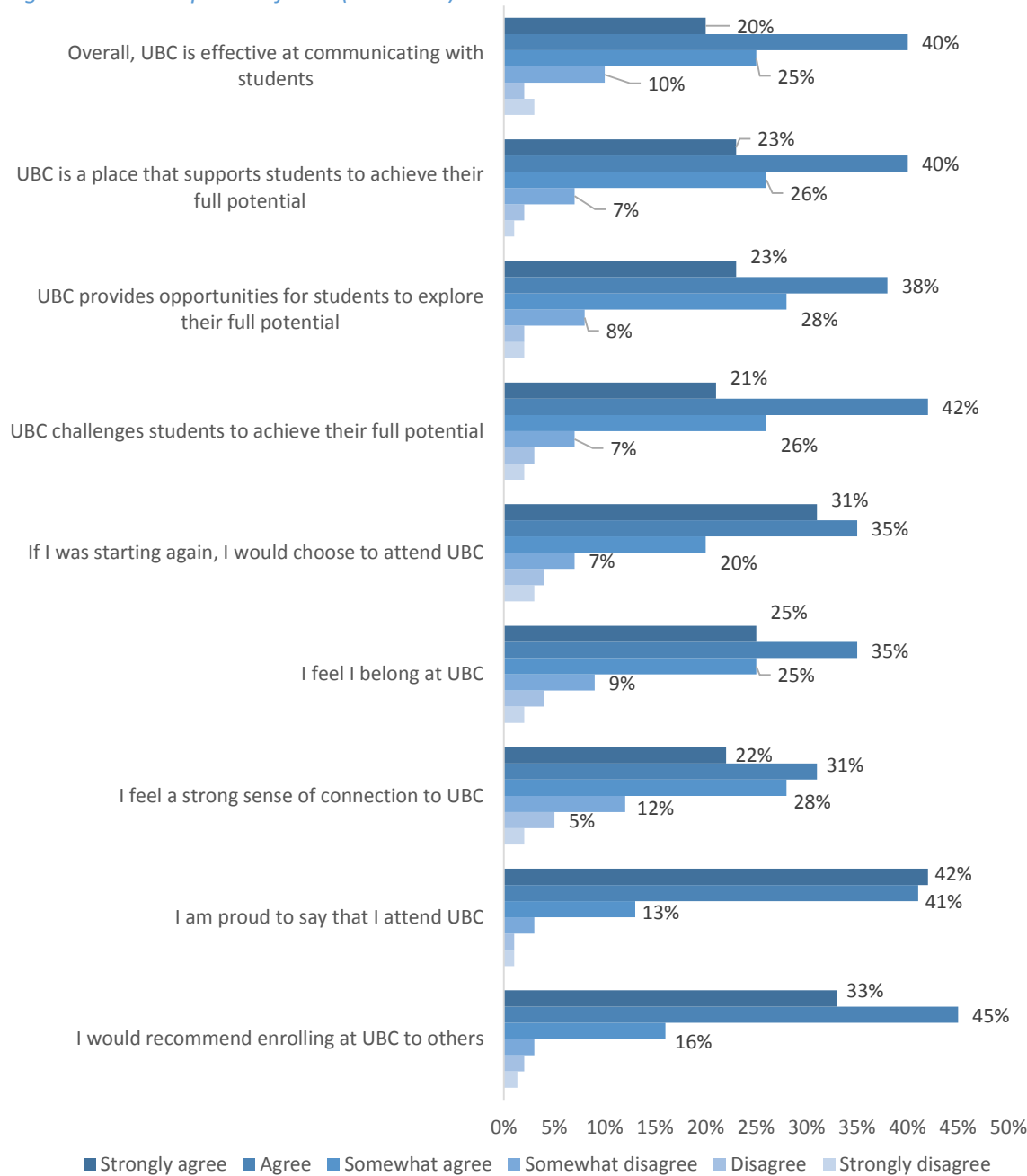
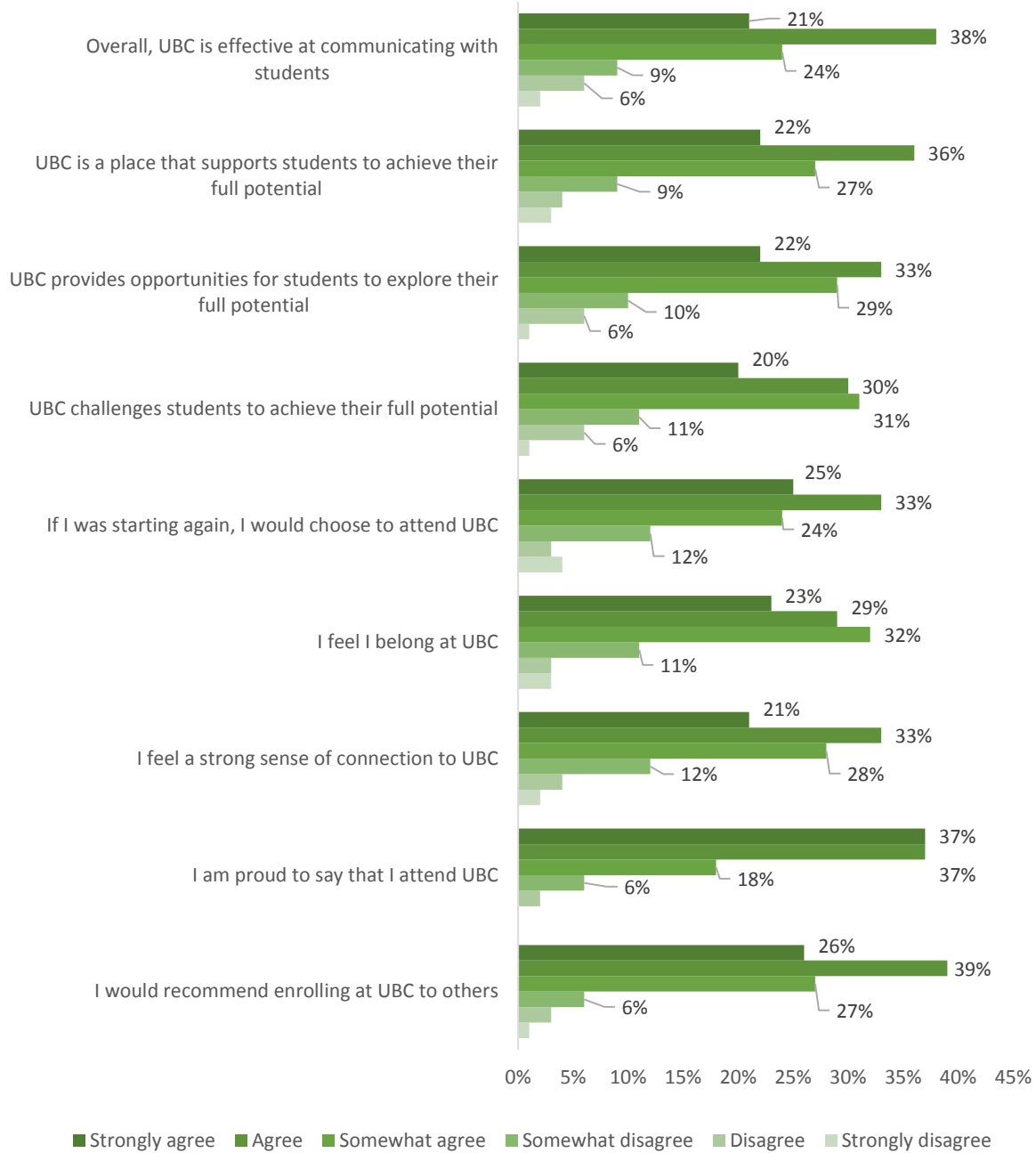


Figure 18b: Perceptions of UBC (International)

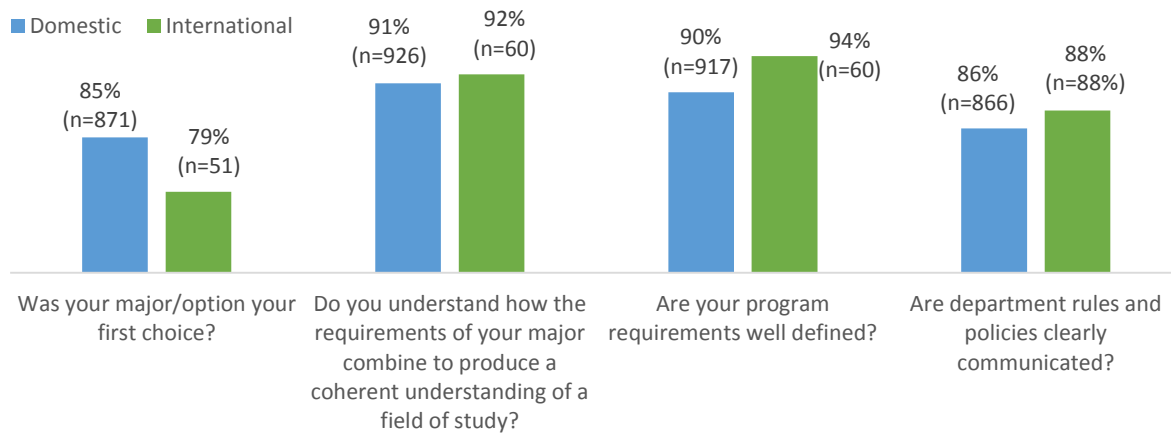


## Section F: Academic and Program Aspects

Students were asked to state whether they were, at the time of completing the survey (spring 2015), registered in their major. About two-thirds of domestic (65%; n=1029) and 57% of international respondents (n=65) indicated they were, and 27% (n=432) of domestic and 37% of international (n=42) said they were not. A further 8% of domestic (n=121) and 7% of international respondents (n=8) indicated that they were unsure whether they were already registered.

Figure 19 displays the responses to items related to respondents' choice of major/program. The results demonstrate that respondents generally had a solid understanding of how the requirements of their major combine to produce a coherent understanding of a field of study, they agreed that their program requirements are well defined, and they believed department rules/policies are clearly communicated.

Figure 19: Respondents indicating yes to academic program major-related items



Students demonstrated high levels of satisfaction with the quality of the courses available, the variety of courses, and the admissions/registration process.

Figure 20a: Satisfaction with educational aspects (Domestic)

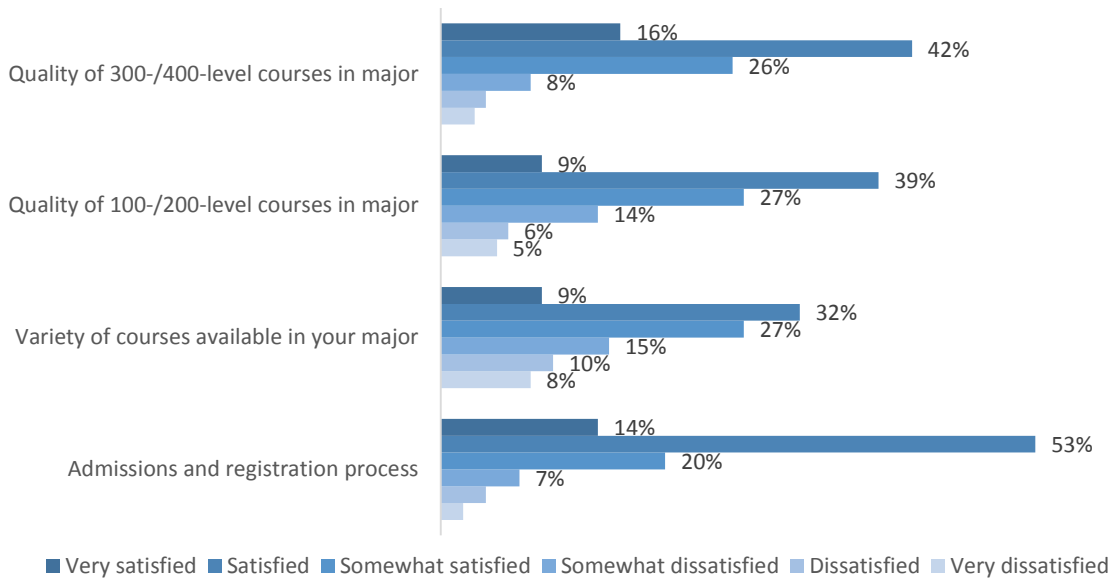
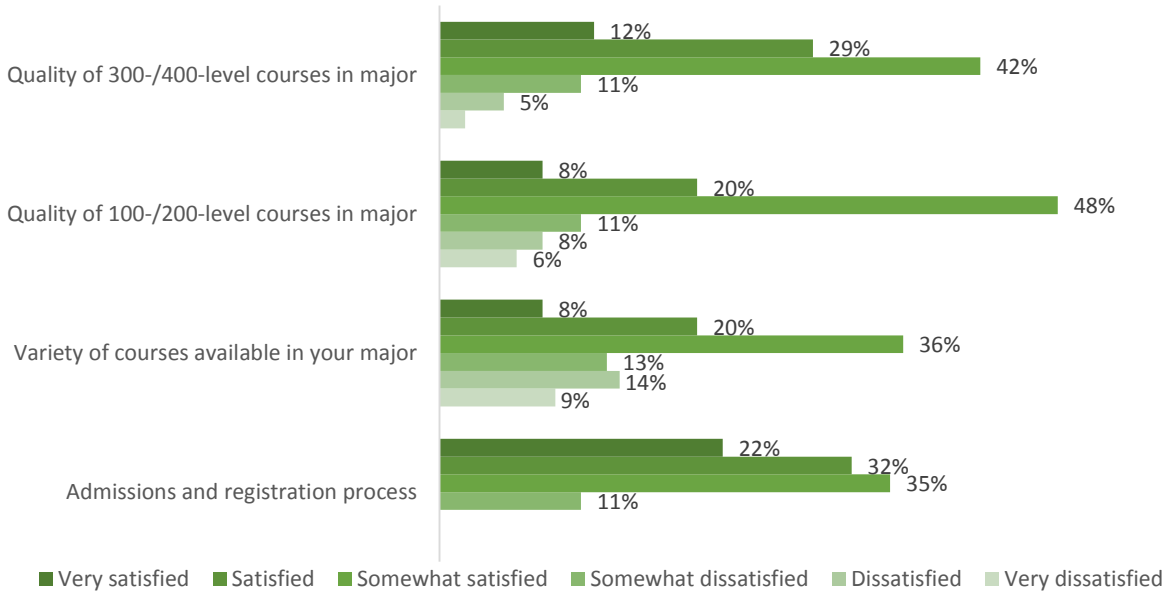
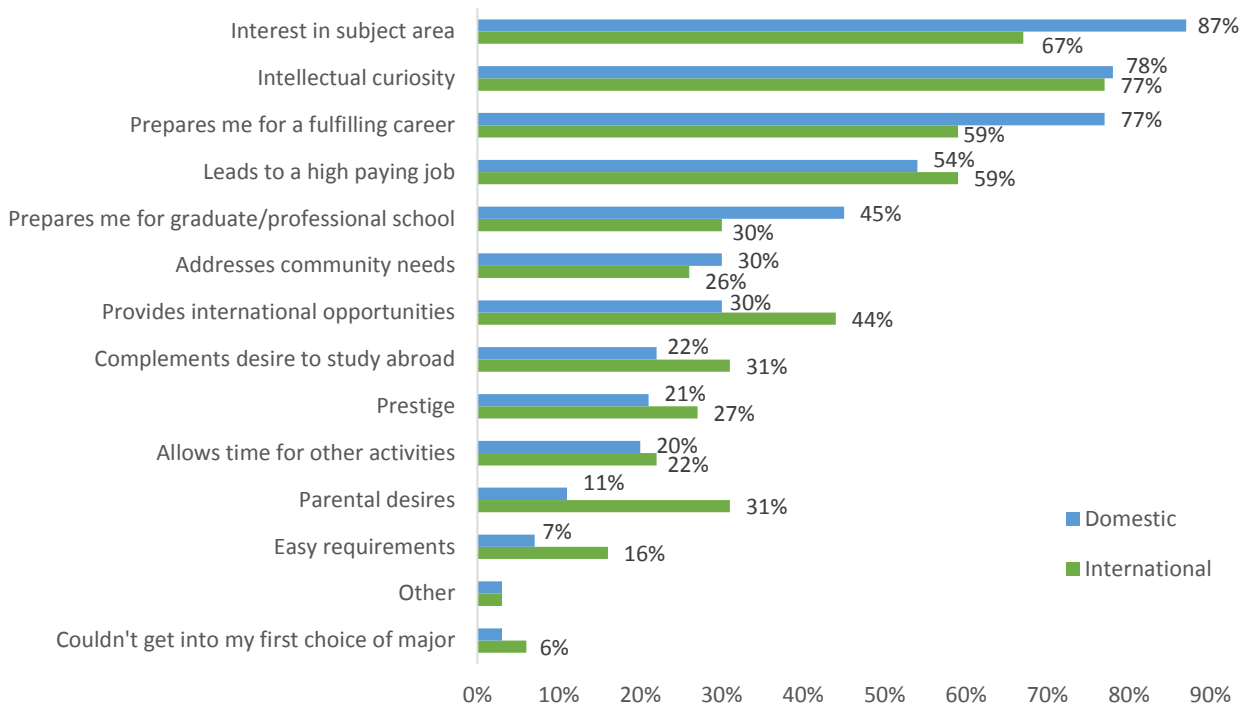


Figure 20b: Satisfaction with educational aspects (International)



Many factors can be important when considering one’s major. Three factors emerged as particularly important among students: interest in subject area, intellectual curiosity, and a sense that the major prepares one for a fulfilling career. Being unable to get into their first choice of major was an issue for only a small proportion (6% or less) of student respondents.

Figure 21: Factors considered important in deciding on major



About 80% of domestic (79%; n=1252) and international respondents (78%; n=91) reported they were able to get into all the courses they wanted for the Sept 2014 to April 2015 academic session. Of those unable to get into all courses desired, 48% of domestic (n=151) and 44% of international respondents (n=11) reported the course was





required (rather than an elective), while 11% of domestic and 4% of international respondents said they were unsure whether the course was required or an elective. The most common course subject areas students were unable to enrol in were Psychology (n=50), English (n=41), Human Kinetics (n=33), and Biology (n=29). Specifically, ENGL 112 (n=13), and HMKV 323 (n=12) were the most commonly reported courses.

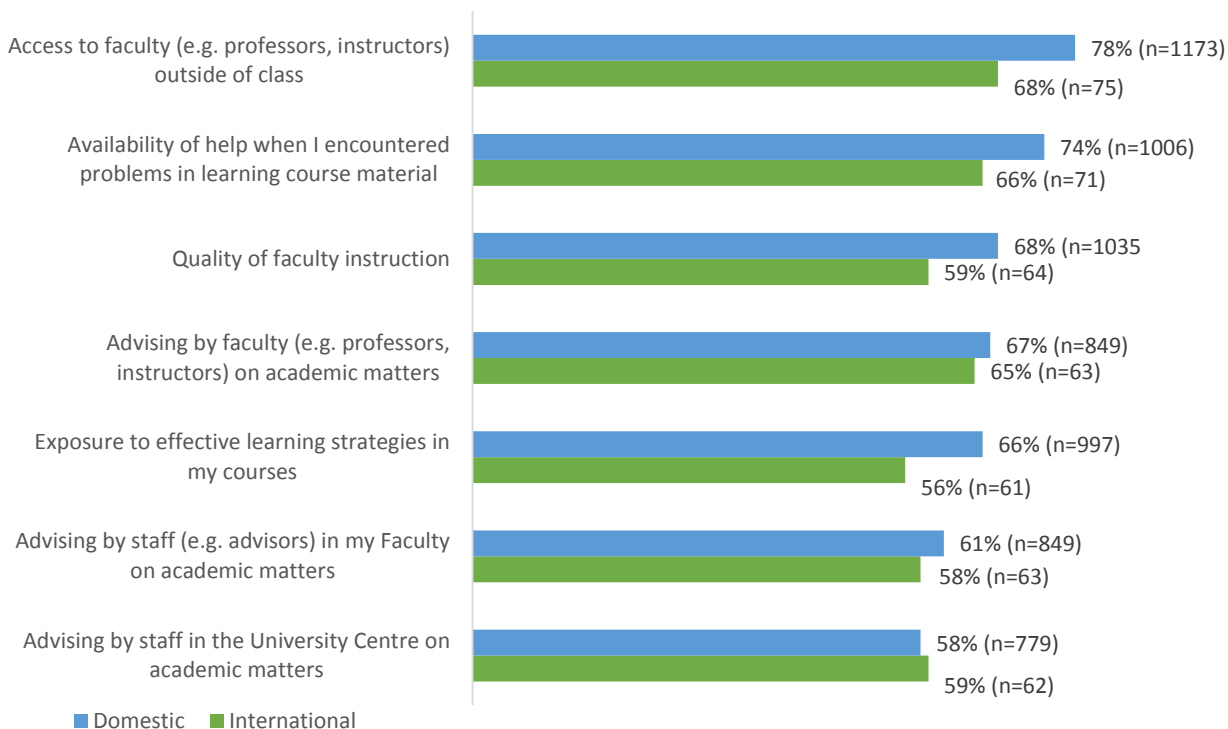
Those who reported they were unable to enrol in a course were asked if there was another course into which they could not enrol. About a third of respondents (n=109) indicated yes. Fifty-two percent of respondents indicated the course was an elective, 36% said it was required, and 12% were unsure. Psychology was the most commonly reported subject (n=15), followed by History (n=8), and Biology (n=8).

Students who said there were two courses into which they were unable to enrol were asked to report whether there was an additional third course into which they could not enrol. Twenty four students (27%) reported there was, of which 63% (n=15) said it was an elective. Psychology was the most commonly reported subject (n=7). A further 10 students (44%) reported there was a fourth course into which they could not enrol, of which 9 said it was an elective. Sustainability was the most commonly reported subject of the course (n=4).

When asked why they were unable to enrol in the courses, the most common reason selected by respondents was that all the sections were full, followed by the available section(s) not fitting in their timetable.

UES respondents were asked to rate their satisfaction with a variety of educational aspects. Most frequently, both domestic and international respondents were satisfied to some extent (satisfied or very satisfied) with access to faculty outside of class (78% domestic, 68% international) and the availability of help when they encountered problems in learning course material (74% domestic, 66% international).

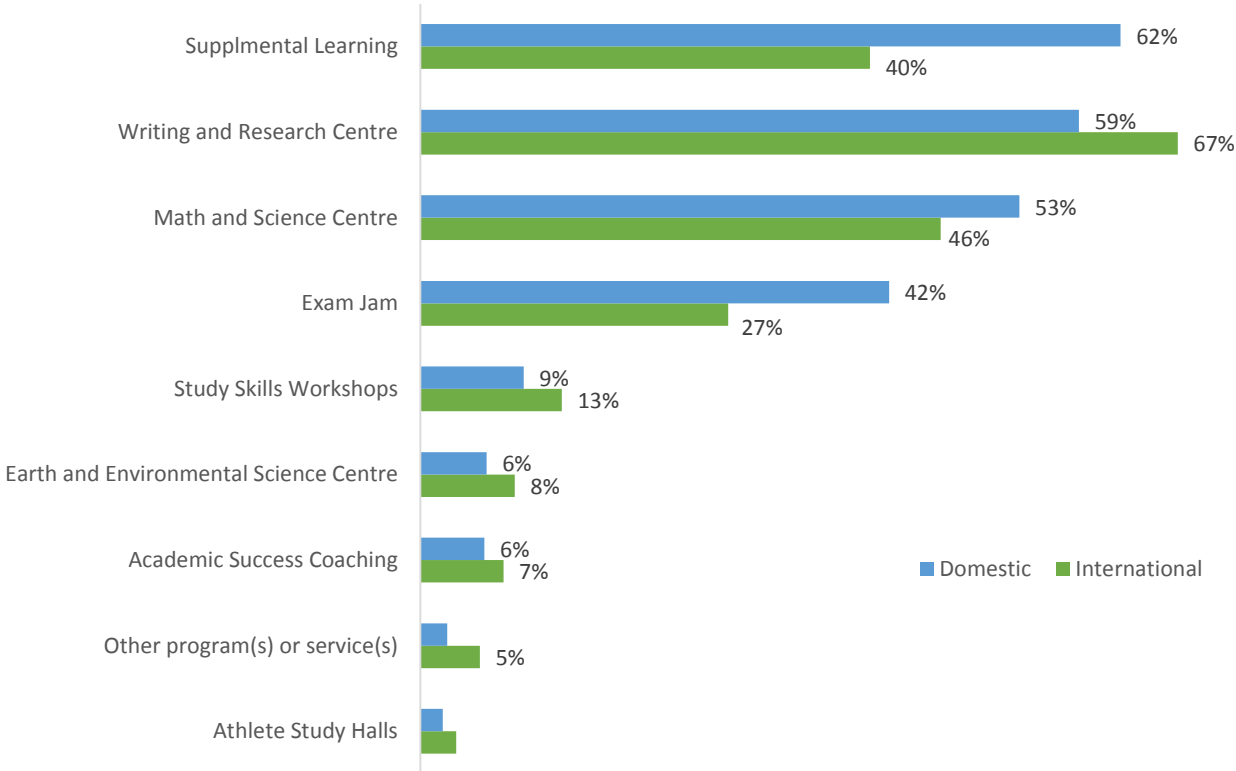
*Figure 22: Satisfaction (very satisfied or satisfied) with educational aspects at UBC (excluding “not applicable” responses)*



## Section G: Academic Supports

Students were asked to report if they had used academic support programs at UBC’s Okanagan campus. Sixty percent of domestic (n=953) respondents and 68% of international respondents (n=79) said they had used academic support programs, while a further 15% of domestic and 16% of international respondents indicated they intend to do so. A quarter of domestic respondents (n=391) and 16% of international respondents (n=19) reported they have not used any such programs and do not intend to do so.

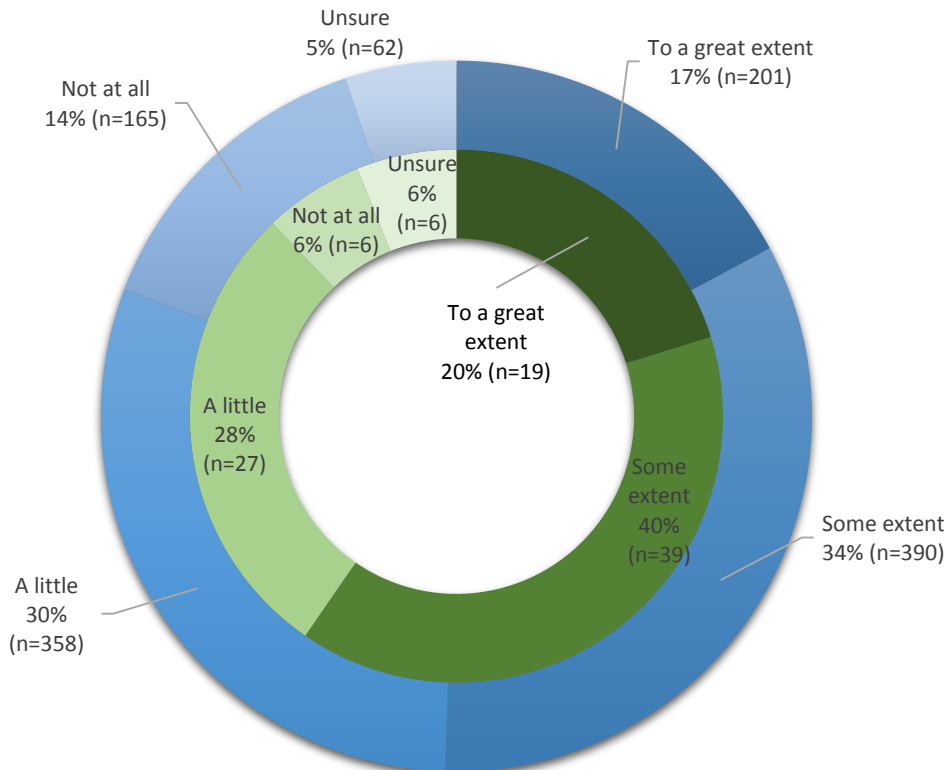
Figure 23: Use or intended use of academic support programs and services



Students who said they had used or intended to use academic support programs/services were asked to rate the extent to which they think they would be concerned about their academic success if such programs were not available on campus. Sixty percent of international and 51% of domestic respondents noted they would be concerned to a great extent or to some extent.



Figure 24: Extent of concern about academic success if academic support programs and services were unavailable (outer circle: Domestic, inner: International)



Students indicated how many professors they knew well enough to ask for a letter of recommendation for a job application or graduate/professional school. Among domestic students, 56% (n=846) said one, 23% (n=345) said two, 13% (n=190) said three, and 8% (n=125) said more than three. Of international respondents, 55% (n=61) said one, 23% (n=25) said two, 14% (n=15) said three, and 9% (n=10) said three or more. Similarly, students reported the number of university staff members they knew well enough to ask for such a letter. Among domestic students, 76% (n=1068) said one, 13% (n=184) said two, 5% (n=72) said three, and 5% (n=75) said more than three. Of international respondents, 67% (n=72) said one, 18% (n=19) said two, 7% (n=8) said three, and 8% (n=9) said three or more.



## Section H: Plans and Aspirations

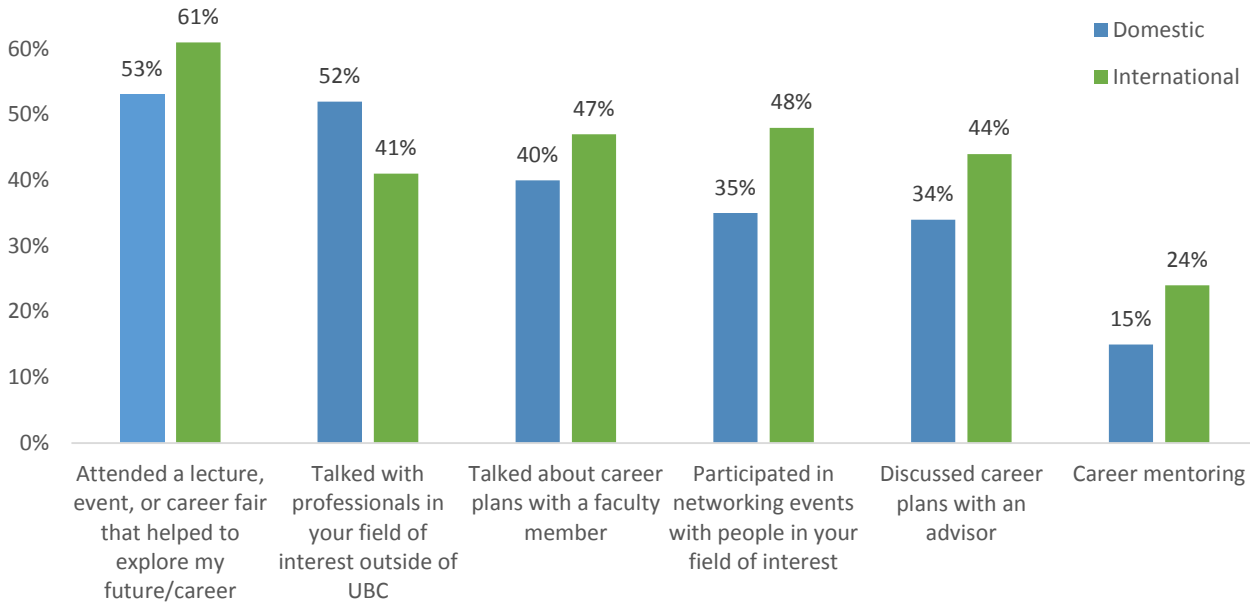
Students indicated whether they intended to continue their studies at UBC’s Okanagan campus next year (i.e. the 2015-16 academic year). Overall, 72% of respondents (domestic: 72%, International: 70%) indicated they probably would do so, 21% (domestic: 22%, international: 18%) said they probably would not, and 6% (domestic: 6%, international: 12%) were unsure.

Students who reported they would not be continuing at UBC’s Okanagan campus were asked to indicate why. The most common reason was that they would be graduating (78% of domestic and 50% of international respondents). Other than graduating, the most common reasons indicated by both domestic and international students were that they need to work or that they would be transferring to UBC’s Vancouver campus. Among those who reported they needed to work, 25% reported they had a job lined up (n=15), 22% said they may have a job lined up (n=13), and 53% said they did not (n=32).

Among students who reported they were graduating, 37% said they planned on enrolling in graduate or professional school following graduation (domestic: 37%, international: 34%), while 37% said they intended to work full-time (domestic: 37%, international 34%). Additionally, 11% reported they were unsure of their post-graduation plans (domestic: 11%, international: 9%).

Preparing for one’s career post-graduation is an important piece of undergraduate life. When students were asked to report their level of engagement with career-related and career preparation activities, over half of domestic and international respondents indicated they had attended a lecture, event, or career fair that helped them to explore their future/career. Small proportions of domestic (15%) and international (24%) respondents reported they had participated in career mentoring.

Figure 25: Career-related involvement



Students were surveyed about the extent to which they agree that UBC has provided meaningful preparations for careers post-graduation, in terms of supporting the formation of goals/possible career paths, experiences, and providing information about post-graduation options. In general, students reported that UBC has been beneficial in preparing them for post-graduation career options as the proportion of students that said they agree with the statements ranged from 63% to 85%.

Domestic students responded most positively to the items: “UBC has prepared me for further study after graduation” and “during my time at UBC, I’ve gained skills that help me apply my academic learning to a professional or work environment,” with 85% citing some level of agreement for each. For international respondents, the items “during my time at UBC, I’ve gained skills that help me apply academic learning to wider societal issues” and “my education at UBC has influenced the formation of my career goals” yielded the two highest levels of agreement –83%, and 78%, respectively. The statement with which the smallest proportion of respondents agreed with was “I feel well-informed about possibilities for my future career” (63% of domestic and 64% of international).

Figure 26: Career-related preparations given by UBC (Domestic)

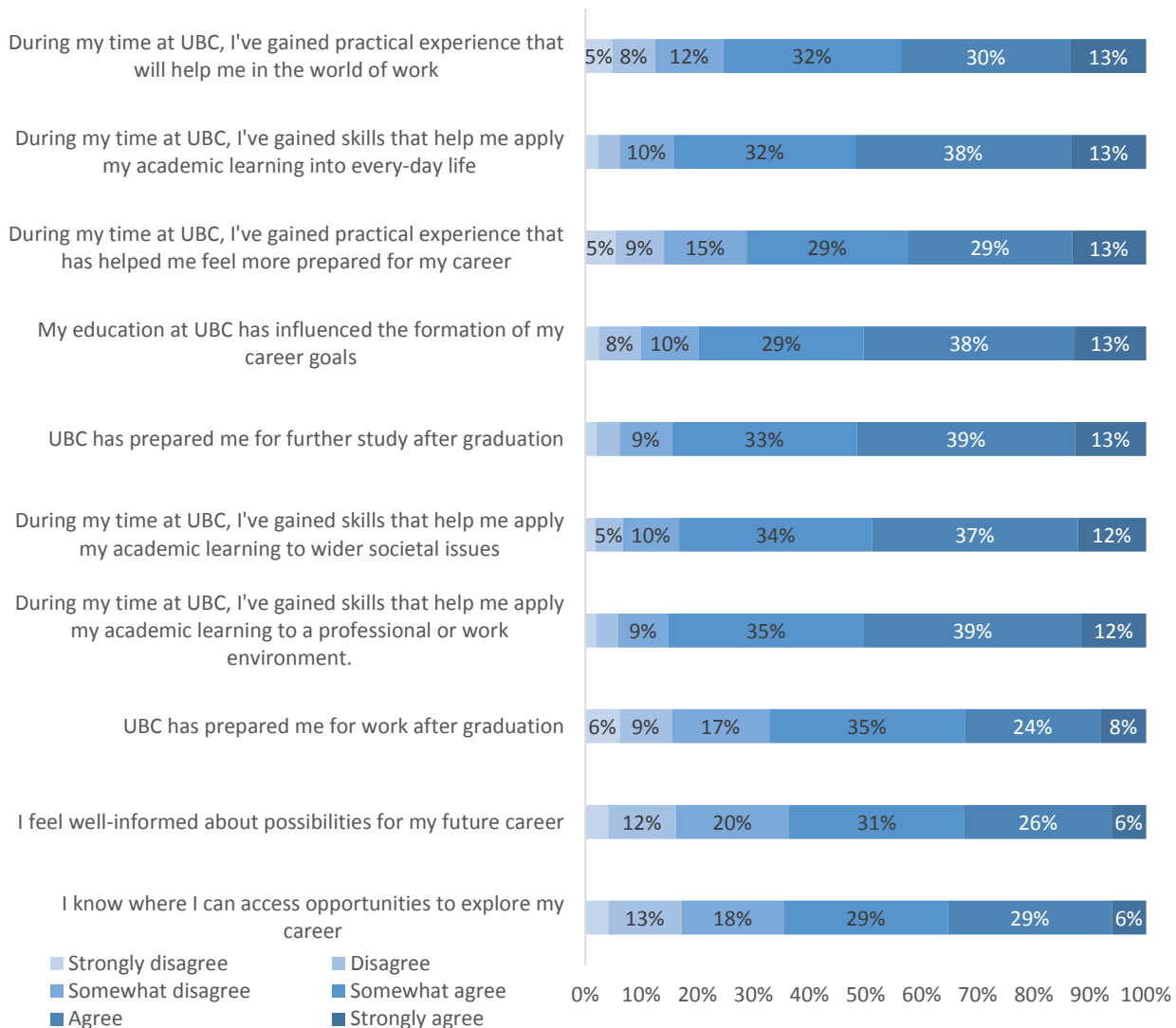
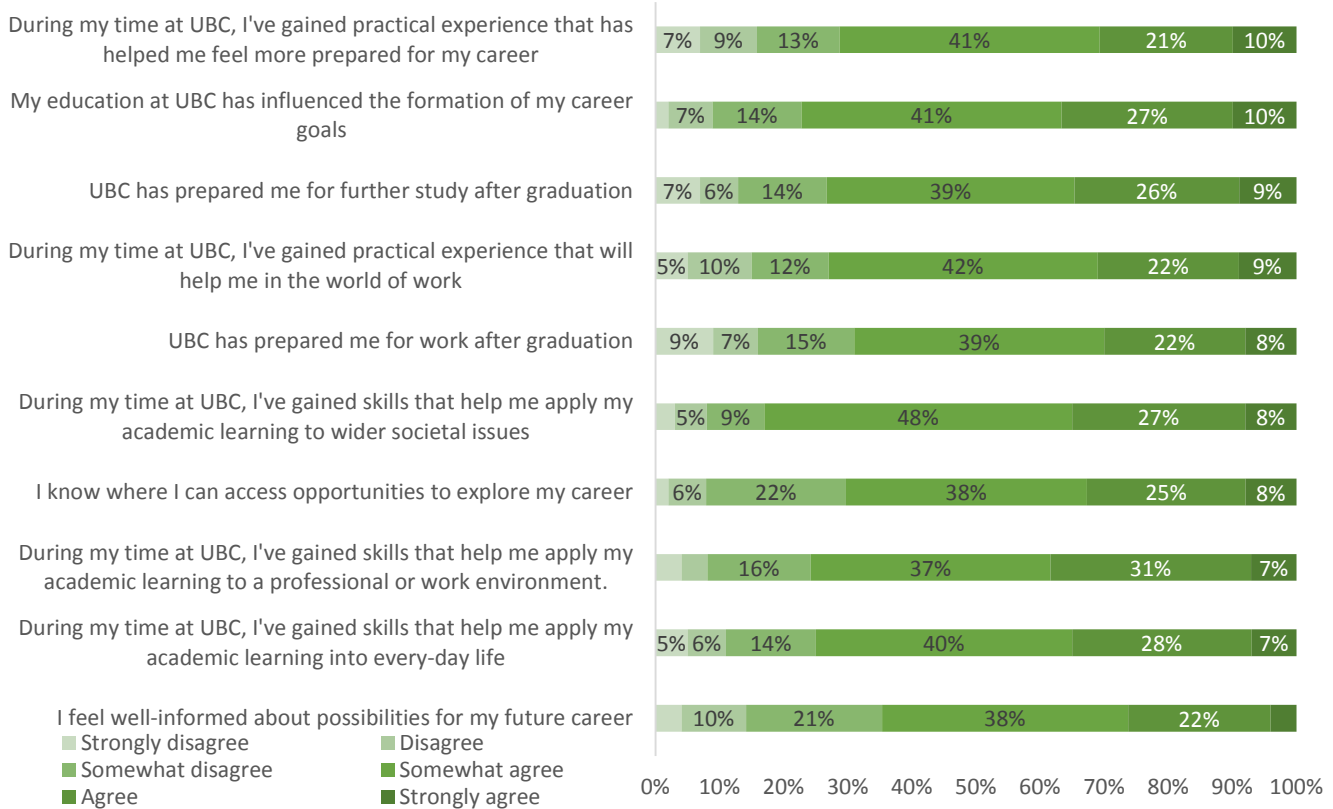


Figure 27: Career-related preparations given by UBC (International)



Students reported their level of satisfaction with several aspects of the various career supports and services provided by UBC to undergraduate students. Respondents were, in general, satisfied with the career-related support they had received from UBC. Specifically, 60% to 69% of domestic and international students reported satisfaction with each of the 4 items. The item for which the largest proportion of domestic respondents indicated satisfaction was the availability of career information at UBC (66%). International respondents were most often satisfied with career supports at UBC (69%). The aspect for which the least domestic and international respondents indicated satisfaction was the opportunities at UBC to explore their career options (domestic: 62%, international: 60%). It should be noted, however, that the proportion of students who reported dissatisfaction was 40% or less for any of the four aspects.

Figure 28: Satisfaction with career-related UBC supports (very satisfied, satisfied, and somewhat satisfied)

