

Undergraduate Experience Survey 2018:

Okanagan Campus



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

Okanagan Planning and Institutional Research

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.....	5
Evaluation of Educational Experience.....	6
Plans and Aspirations.....	6
Introduction	7
Methodology.....	7
Sample.....	7
Notes	10
Background and Personal Characteristics.....	10
Residence and Commute	10
Gender and Sexual Orientation	10
Ethno-Racial Distribution and Citizenship.....	11
Education, Employment, and Income of Parents/Guardians	12
Student Finances.....	17
Health and Wellbeing	19
General Wellbeing and Health.....	19
Mental Health, Stress, and Academic Performance	21
Disabilities	22
Food	23
Physical Activity	24
Facilities and Resources	26
Academic Engagement and Opportunities	27
Experiential Learning Experiences	27
Peer Mentor Program	28
Academic Advising	30
Academic and Personal Development.....	31
Development of Academic, Career, and Diversity Skills	31
Development of Capacity to Impact Society.....	33



Campus Respect and Climate for Diversity	35
Campus Inclusivity	37
Evaluation of Educational Experience.....	39
Academic, Student Life and Campus Experience.....	39
Belonging and Connectedness to UBC.....	41
Learning Environment at UBC.....	42
Plans and Aspirations.....	43
Continuation of Studies	43
Plans Following and Preparation for Graduation	44
References	46



Executive Summary

The Undergraduate Experience Survey (UES) was administered in spring 2018 to all undergraduate students at University of British Columbia's Okanagan campus (UBCO) who were enrolled in courses for the 2017-2018 academic year. In total, 2,193 students out of 8,189 responded to the survey—a response rate of 27%. The sample of respondents was generally a good representation of the 2017-2018 undergraduate population at UBCO, when considering domestic-international student status, year level, and program of study.

Background and Personal Characteristics

Ninety-three percent (n = 1451) of domestic respondents identified as Canadian, while the largest proportions of international respondents identified as Chinese or African. Seven percent of respondents self-reported as Canadian Aboriginal, which is representative of the cohort of students. All international and 9% (n = 144) of domestic respondents said they were born outside of Canada.

Just over two-thirds of domestic student respondents (68%, n = 1057) and half of international student respondents (50%, n = 92) 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. 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 salary employees (part-time or full-time) or self-employed/entrepreneur/business owner.

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, and scholarships/bursaries/grants. More than half of international respondents' funding came from their parents/family/friends or scholarships/bursaries/grants.

Health and Wellbeing

Over three-quarters of both domestic and international respondents rated their general health as good, very good, or excellent, while slightly over 60% of both domestic and international respondents rated their mental 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, however, one fifth of domestic and slightly over one tenth of international participants (n = 24) reported having a mental health disorder.

Most students reported that they understood the importance of managing stress, finding time to relax, physical activity, and eating healthy, in support of their academic success. Respondents generally reported feeling confident in their ability to cope with the demands of life and manage stress. However, nearly half of respondents identified having trouble balancing academic and non-academic time, as well as reaching out for support when needed.

In general respondents were fairly satisfied with the availability and quality of health resources, such as recreation facilities on campus and places to study or socialize on campus. On the other hand, a large



proportion of respondents were dissatisfied with the availability, quality, and cost of healthy and nutritious food on campus.

Most on campus services that support physical wellbeing were infrequently utilized. In regards to physical activity, the largest proportions of international and domestic respondents engaged in fewer than 2 days of vigorous physical activity over the past week. Conversely, 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 stressors (i.e. stress, anxiety, sleep difficulties, and depression), and how these impacted their academics over the past year. Over half of domestic students and just under half of international students reported stress as having the biggest negative effect on their studies.

Academic and Extracurricular Engagement

Both domestic and international students reported an interest in experiential learning opportunities. Practicum and research intensive experiences were the most commonly reported activity to have participated in, with more domestic students reporting practicum experience (14%, n = 220) than international students (6%, n = 11). However, domestic and international students reported similar results for participating in research intensive experiences (domestic: 13%, n = 212; international: 12%, n = 23).

Academic and Personal Development

From the time at which all respondents initially began at UBCO to the time of survey response, increases in the proportion of respondents rating their skills as excellent or very good were noted for all items: analytical and critical thinking skills, ability to be clear and effective when writing, and ability to verbally express opinions or ideas clearly and concisely.

Furthermore, students responded to a variety of statements regarding their capacity to make a positive impact on society. The majority of respondents also agreed or strongly agreed that during their time at UBC, they have gained skills that help them apply their academic learnings to wider societal issues (domestic: 77%, n = 215; international: 93%, n = 13) or to a professional work environment (domestic: 79%, n = 222; international: 86%, n = 12). Over two-thirds of respondents agreed or strongly agreed that they have something important to contribute to society, with slightly under two-thirds of respondents agreeing or strongly agreeing that as a result of their time at UBC, they have a better understanding of how they can positively impact the world.

Campus Climate for Diversity

Generally, students perceived UBC Okanagan's campus environment to be inclusive and respectful. Specifically, over two-thirds of respondents agreed or strongly agreed that students are respected regardless of their sexual orientation, disabilities, socioeconomic status, race/ethnicity, gender, political beliefs or religious beliefs, and that UBC values diversity.



Evaluation of Educational Experience

Over two-thirds of students indicated they were very satisfied or satisfied with their overall academic experience, whereas just over half of students were very satisfied or satisfied with their student life and campus experience. Domestic and international respondents were also predominantly satisfied or very satisfied with their ability to get into a program major they want, access to faculty outside of class, availability of help when they encountered problems in learning course material, quality of 300 and 400 level courses, and the quality of faculty instruction.

Most student respondents felt positively towards UBC Okanagan in terms of recommending others to enroll, and feelings of pride and belonging. For example, 82% (n = 1525) of domestic and 79% (n = 197) of international respondents agreed or strongly agreed that they would recommend enrolling at UBC to others, and 88% (n = 1637) of domestic and 86% (n = 212) of international students agreed or strongly agreed that they were proud to attend UBC.

Additionally, ratings of the learning environment at UBC were generally positive, with roughly 70% of respondents agreeing or strongly agreeing that UBC provides a supportive learning environment. High levels of agreement were also seen for UBC providing opportunities for students to explore their full potential.

Plans and Aspirations

Over three-quarters of respondents 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. However, more than half of international respondents (54%, n = 20) noted they would be transferring to UBC Vancouver, in comparison to only 7% of domestic (n = 25) respondents. As well, 12% (n = 42) of non-continuing domestic and 11% (n = 4) of international respondents planned to transfer to another university, and 10% (n = 35) of domestic students needed to work.

Graduating respondents most often planned to work full-time following their graduation or enrol in graduate or professional school. About one in four students said they planned to eventually obtain further education.

Graduating student respondents were also asked to indicate how well they felt UBC prepared them for further study and work after graduation. Respondents felt that UBC had better prepared them for further studies than for work after graduation.



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

Okanagan Planning and Institutional Research

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 are asked about their health and wellbeing, satisfaction with their academic experience, engagement in academic activities, perceptions of UBC and the Okanagan campus community, future plans and aspirations, and academic and personal development.

Methodology

All undergraduate students were invited to participate.

The UES was deployed online via e-mail invitations sent to: all first, second, third, fourth, fifth-year, and unclassified degree seeking undergraduate students. The survey was available to students from January 22, 2018 to February 23, 2018. 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 four modules where they could win additional prizes.

Sample

A total of 8,189 undergraduate students were invited to complete the survey. Of the 8,189 invitees, there were 2,193 full or partially completed surveys – an overall response rate of 27% (29% for domestic and 18% 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: 47%, sample: 35%) and females were overrepresented (cohort: 53%, sample: 65%).

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: 82%, sample: 88%), and under-representative of international students (cohort: 18%, sample: 12%). When looking at program choice, the sample of respondents was a good representation of the cohort. (See Table 2).



Table 1: Demographic breakdown of cohort and sample

	Cohort		Sample	
	Count (N)	%	Count (N)	%
Gender				
Female	4353	53.2%	1432	65.3%
Male	3836	46.8%	761	34.7%
Year Level				
Unclassified	92	1.1%	26	1.2%
Year 1	2508	30.6%	681	31.1%
Year 2	1755	21.4%	433	19.7%
Year 3	1799	22.0%	518	23.6%
Year 4	1851	22.6%	485	22.1%
Year 5	184	2.2%	50	2.3%
Visa Type				
CNDN	6746	82.4%	1932	88.1%
PERM	323	3.9%	69	3.1%
REFG	2	0.0%	0	0.0%
STUV	1118	13.7%	192	8.8%
Domestic/International				
Domestic	6746	82.4%	1932	88.1%
International	1443	17.6%	261	11.9%
Program				
Unclassified	142	1.7%	34	1.6%
BA-O	2001	24.4%	543	24.8%
BASC-O	1287	15.7%	311	14.2%
BEDA-O	47	0.6%	14	0.6%
BEDC-O	39	0.5%	18	0.8%
BEDE-O	28	0.3%	4	0.2%
BEDS-O	5	0.1%	2	0.1%
BFA-O	107	1.3%	26	1.2%
BHK-O	726	8.9%	218	9.9%
BMGT-O	853	10.4%	163	7.4%
BMS-O	21	0.3%	4	0.2%
BSC-O	2342	28.6%	635	29.0%
BSN-O	560	6.8%	213	9.7%
CIEP-O	10	0.1%	1	0.0%
DIEP-O	17	0.2%	4	0.2%
TEAL-O	4	0.0%	3	0.1%

Note: The above data is from administrative data



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

Okanagan Planning and Institutional Research

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 1). Among both domestic and international respondents, females were overrepresented (domestic: cohort: 56%, sample: 67%; international: cohort: 42%, sample: 51%) and males were underrepresented (domestic: cohort: 44%, sample: 33%; international: cohort: 58%, sample: 49%). The year levels, VISA types, and programs of domestic respondents were generally representative of the cohort. First year international respondents may be slightly overrepresented in the sample (cohort: 43%, sample: 48%). While the sample of respondents' programs were generally representative of the cohort, international BSC-O students may be slightly overrepresented in the sample (cohort: 32%, sample: 40%).

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

	<i>Domestic</i>				<i>International</i>			
	Cohort		Sample		Cohort		Sample	
	<i>Count (N)</i>	<i>%</i>	<i>Count (N)</i>	<i>%</i>	<i>Count (N)</i>	<i>%</i>	<i>Count (N)</i>	<i>%</i>
Gender								
Female	3750	55.6%	1299	67.2%	603	41.8%	133	51.0%
Male	2996	44.4%	633	32.8%	840	58.2%	128	49.0%
Year Level								
Unclassified	92	1.4%	26	1.4%	0	0.0%	0	0.0%
Year 1	1891	28.0%	556	28.8%	617	42.8%	125	47.9%
Year 2	1438	21.3%	374	19.4%	317	22.0%	59	22.6%
Year 3	1524	22.6%	473	24.5%	275	19.1%	45	17.2%
Year 4	1625	24.1%	456	23.6%	226	15.7%	29	11.1%
Year 5	176	2.6%	47	2.4%	8	0.6%	3	1.1%
Visa Type								
CNDN	6746	100%	1932	100.0%	n/a	n/a	n/a	n/a
PERM	0	0%	0	0.0%	323	22.4%	69	26.4%
REFG	0	0%	0	0.0%	2	0.1%	0	0.0%
STUV	n/a	n/a	n/a	n/a	1118	77.5%	192	73.6%
Program								
Unclassified	138	2.0%	32	1.7%	4	0.3%	2	0.8%
BA-O	1637	24.3%	485	25.1%	364	25.2%	58	22.2%
BASC-O	1019	15.1%	267	13.8%	268	18.6%	44	16.9%
BEDA-O	45	0.7%	14	0.7%	2	0.1%	0	0.0%
BEDC-O	38	0.6%	17	0.9%	1	0.1%	1	0.4%
BEDE-O	27	0.4%	4	0.2%	1	0.1%	0	0.0%
BEDS-O	5	0.1%	2	0.1%	0	0.0%	0	0.0%
BFA-O	93	1.4%	25	1.3%	14	1.0%	1	0.4%
BHK-O	693	10.3%	210	10.9%	33	2.3%	8	3.1%
BMGT-O	581	8.6%	125	6.5%	272	18.8%	38	14.6%
BMS-O	14	0.2%	2	0.1%	7	0.5%	2	0.8%



BSC-O	1882	27.9%	532	27.5%	460	31.9%	103	39.5%
BSN-O	543	8.0%	209	10.8%	17	1.2%	4	1.5%
CIEP-O	10	0.1%	1	0.1%	0	0.0%	0	0.0%
DIEP-O	17	0.3%	4	0.2%	0	0.0%	0	0.0%
TEAL-O	4	0.1%	3	0.2%	0	0.0%	0	0.0%

Note: The above data is from administrative data

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, unless otherwise noted. 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. Additionally, when applicable, students who responded to a question by selecting “Don’t know”, “Not applicable”, or “Prefer not to answer” were not included in the analysis of that specific question, unless otherwise noted.

Figures representing international students’ responses should be interpreted with a degree of caution as they can only represent a maximum of 261 respondents and may therefore be susceptible to variation based on a small number of responses.

Background and Personal Characteristics

Ninety-one percent (n = 1407) of domestic student respondents were born in Canada, and 100% (n = 186) of international respondents were born outside of Canada. Most international respondents moved to Canada between the years 2014 to 2017 (76%, n = 142).

Residence and Commute

Respondents were asked to specify their living situation for the 2017-2018 academic year. Majority of respondents said they live off-campus (domestic: 79%, n = 1237; international: 54%, n = 102), while almost all other students said they live at a UBC Okanagan residence (domestic: 19%, n = 296; international: 41%, n = 77).

The majority of domestic students reported commuting to school by vehicle – alone (41%, n = 506) or by public transport (31%, n = 382). Whereas majority of international students said they walk (44%, n = 46) or use public transit (39%, n = 41). Most respondents reported that their commute took 0-30 minutes one way; however, a quarter of domestic and one fifth of international respondents indicated it took 31-60 minutes to commute one way.

Gender and Sexual Orientation

About two-thirds of domestic student respondents (68%, n = 1057) and half of international student respondents (50%, n = 92) self identified as female on the survey. The remaining participants identified as male (domestic: 31%, n = 476; international: 49%, n = 90). Less than one percent (n = 13) of the sample self-identified as a gender minority.

Majority of respondents self-identified as heterosexual. However, 8% (n = 121) of domestic and 10% (n = 16) of international respondents identified as lesbian, gay, bisexual, or queer.

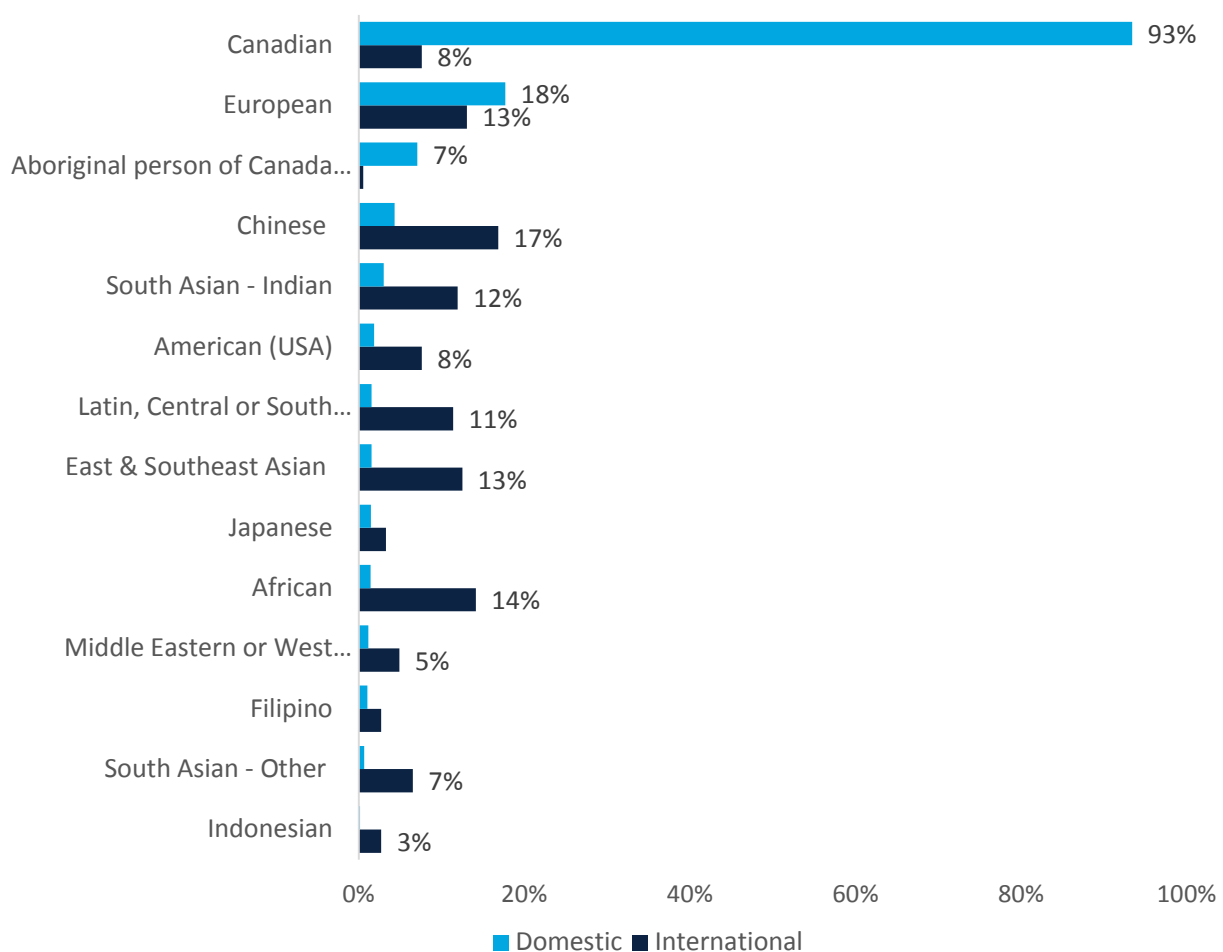


Ethno-Racial Distribution and Citizenship

Nearly all domestic respondents (93%, n = 1451) selected that they identify their ethnicity as Canadian, while 7% (n = 110) selected Canadian Aboriginal and 18% (n = 275) chose European. The proportion of students identifying as Aboriginal was representative of the domestic cohort (cohort: 7%, sample: 7%). Among respondents selecting Canadian Aboriginal, First Nations (53%, n = 58) and Métis (49%, n = 54) were the most common groups identified with.

International respondents most often identified as Chinese (17%, n = 31), African (14%, n = 26), European (13%, n = 24), South Asian – Indian (12%, n = 22), and/or Latin, Central or South American (11%, n = 21). See Figure 1.

Figure 1: Self-reported ethnicity

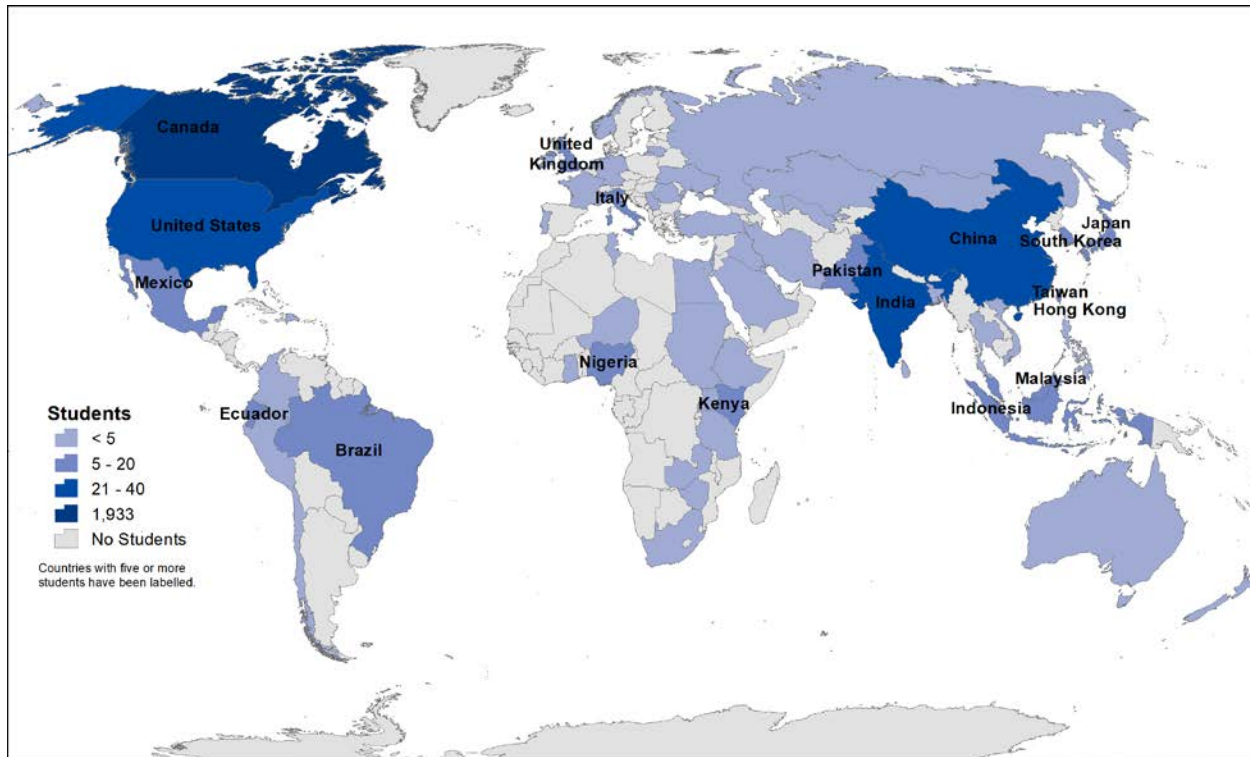


Note: Ethnicities which 2% or fewer of respondents selected were not included in the above graph (Indigenous – Outside of Canada, Caribbean, Korean, Taiwanese, Other); this graph is reflective of survey data.



Data on respondents' citizenship was also pulled from administrative data, in other words Figure 2 reflects the citizenship data for all students who participated in the survey according to their student profile administrative data. The majority of respondents were Canadian citizens ($n = 1933$). Additionally, the most common countries of citizenship for international respondents were China ($n = 39$), India ($n = 31$), and the United States ($n = 22$). Refer to Figure 2.

Figure 2: Respondent's citizenship by nationality

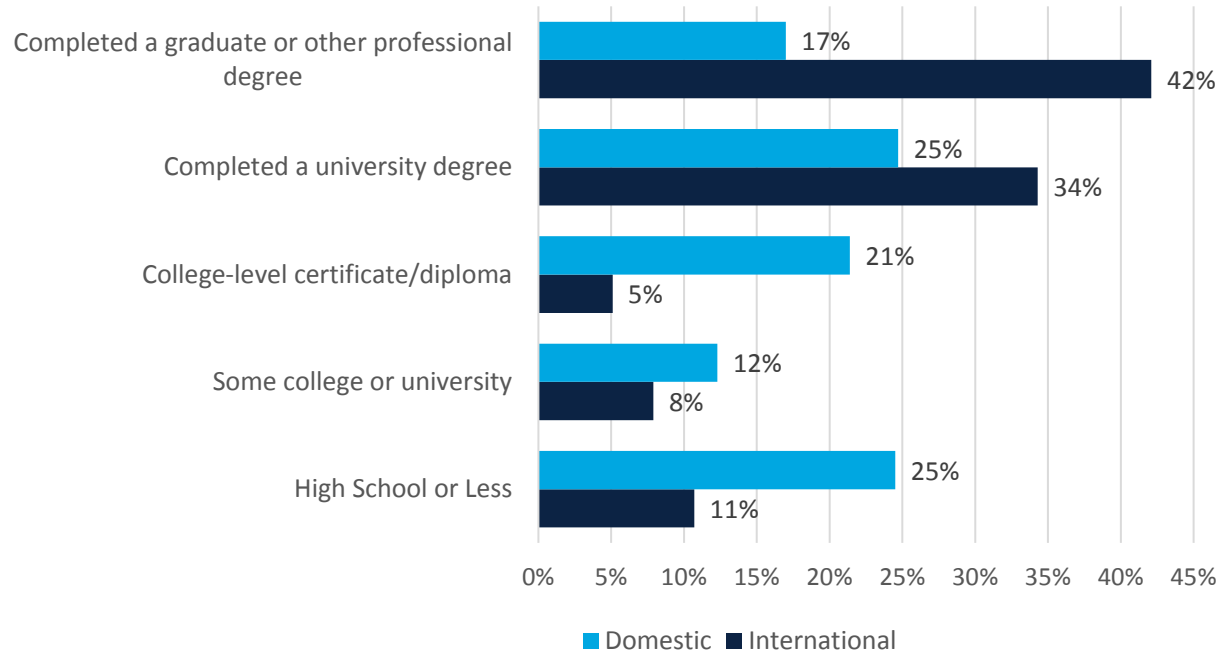


Note: The above data is from administrative data

Education, Employment, and Income of Parents/Guardians

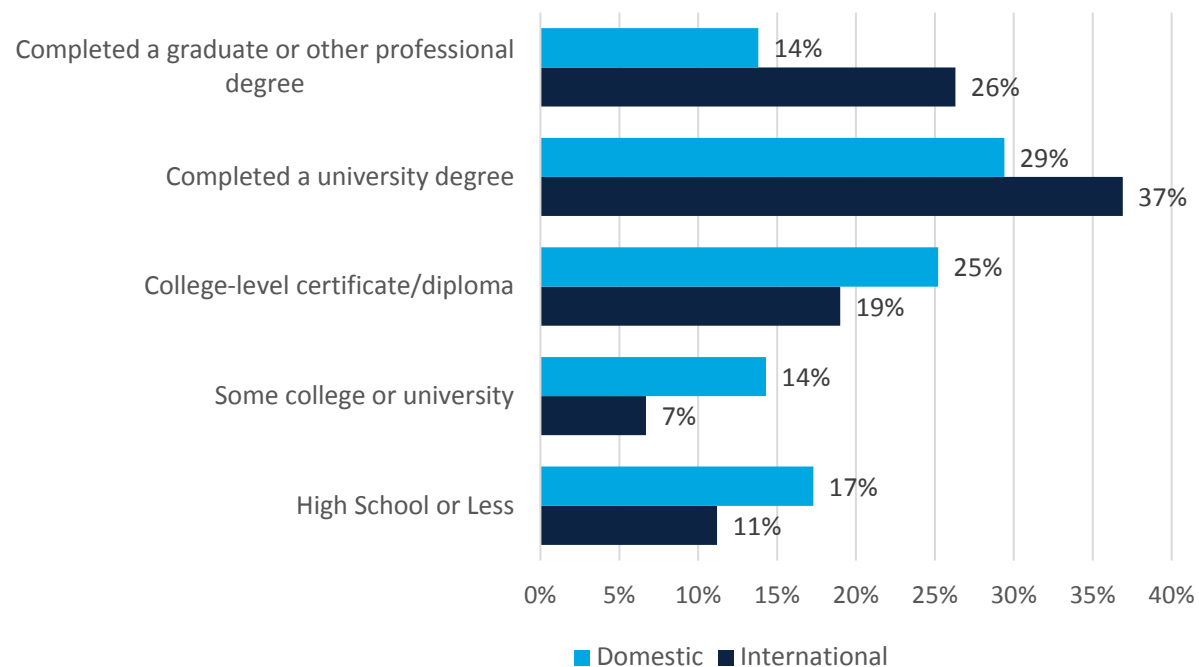
Among domestic respondents, the highest level of formal education obtained by fathers/guardians was mixed, with 25% ($n = 366$) having completed a university degree, 25% ($n = 364$) having a high school education or less, 21% ($n = 318$) having received a college-level certificate/diploma, and 17% ($n = 253$) having obtained a graduate or other professional degree. Conversely, over one-third (42%, $n = 75$) of international student respondents' fathers/guardians have completed a graduate or other professional degree and a third (34%, $n = 61$) have completed a university degree. Refer to Figure 3a.

Figure 3a: Highest level of formal education obtained by father/guardian



The most common levels of education obtained by the mothers/guardians of domestic respondents was a university degree (29%, n = 444), a college-level certificate/diploma (25%, n = 380), and high school or less (17%, n = 261). Most often, international respondents stated that their mother/guardian had completed a university degree (37%, n = 66) or had completed a graduate or other professional degree (26%, n = 47). See Figure 3b.

Figure 3b: Highest level of formal education obtained by mother/guardian



Overall, 9% (n = 129) of domestic and 6% (n = 10) of international respondents were first generation university students, meaning that neither their mother/guardian nor father/guardian had taken any post-secondary classes.

The majority of respondents indicated that their father/guardian (domestic: 55%, n = 777; international: 48%, n = 77) and mother/guardian (domestic: 63%, n = 895; international: 40%, n = 65) were salary employees (part-time or full-time). See Figures 4a and 4b.

Figure 4a: Employment status of respondent's father/guardian

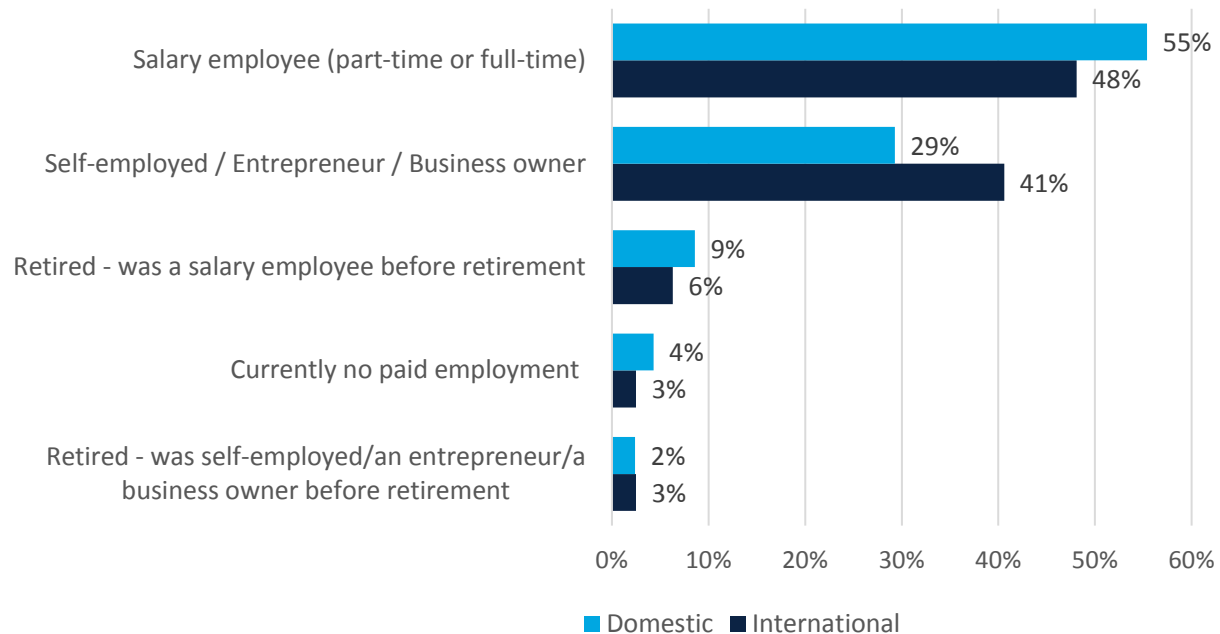
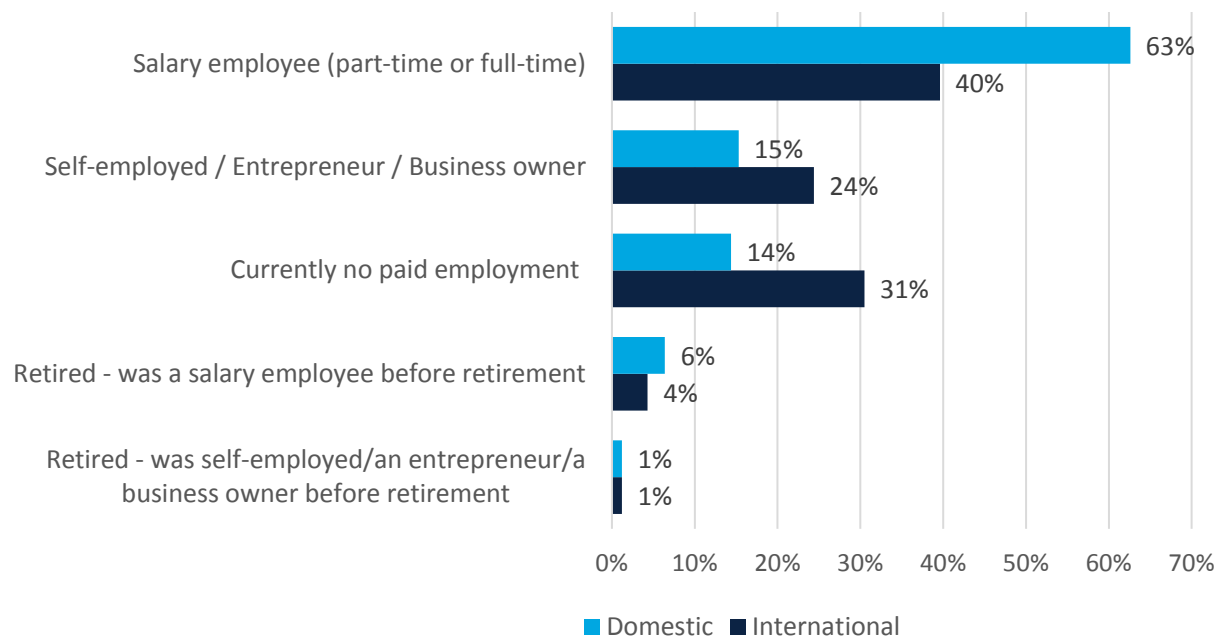


Figure 4b: Employment status of respondent's mother/guardian



In regards to the employment status of the father/guardian, after salary employee most respondents indicated that their father/guardian was self-employed/entrepreneur/business owner (domestic: 29%, n = 411; international: 41%, n = 65). A small percentage of respondents indicated that their father/guardian currently had no paid employment (domestic: 4%, n = 60; international: 3%, n = 4).

Majority of respondents indicated that their mother/guardian was also a salary employee, however, in comparison to the father/guardian, a large group of respondents indicated their mother/guardian currently had no paid employment (domestic: 14%, n = 206; international: 31%, n = 50). The remaining respondents indicated that their mother/guardian was either self-employed/entrepreneur/business owner (domestic: 15%, n = 219; international: 25%, n = 40) or retired.

When asked about their parent's/guardian's occupation, the occupation of respondents' fathers/guardians and mothers/guardians varied. Professional jobs, such as doctors, accountants, human resources professionals, pharmacists, actors etc., was the most frequently selected category by respondents to reflect their father/guardian's occupation (domestic: 35%, n = 238; international: 45%, n = 65) and to reflect their mother/guardian's occupation (domestic: 45%, n = 514; international: 42%, n = 45). Refer to Figures 5a and 5b.

Figure 5a: Occupation of father/guardian

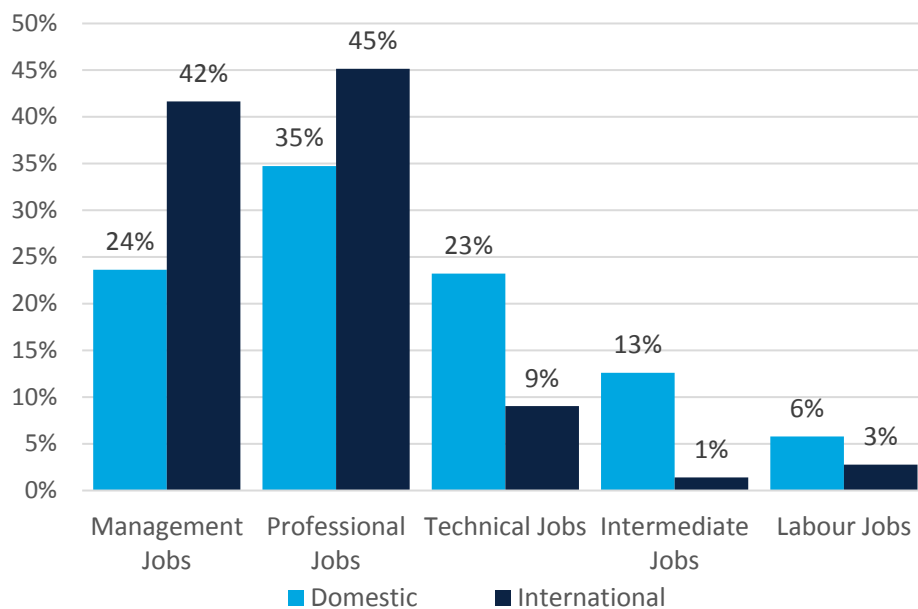
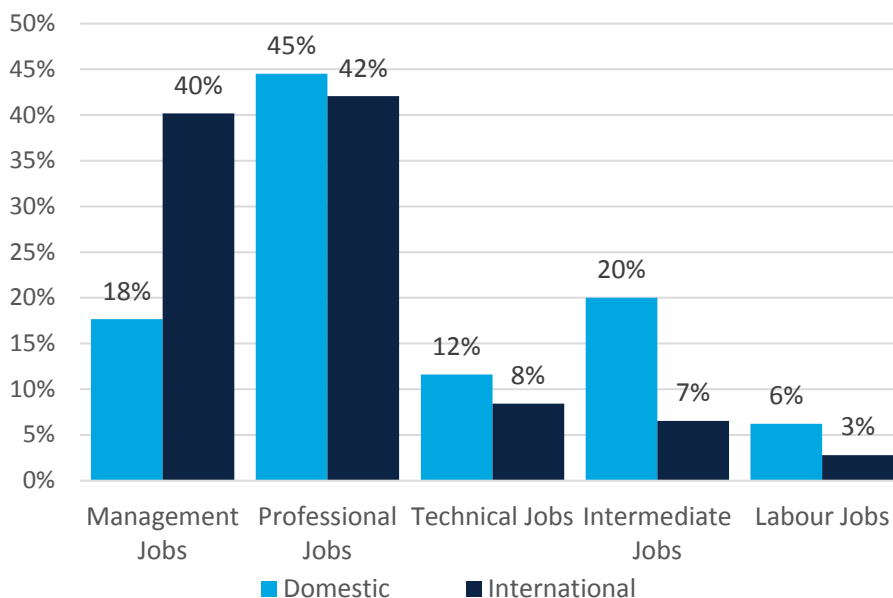


Figure 5b: Occupation of mother/guardian

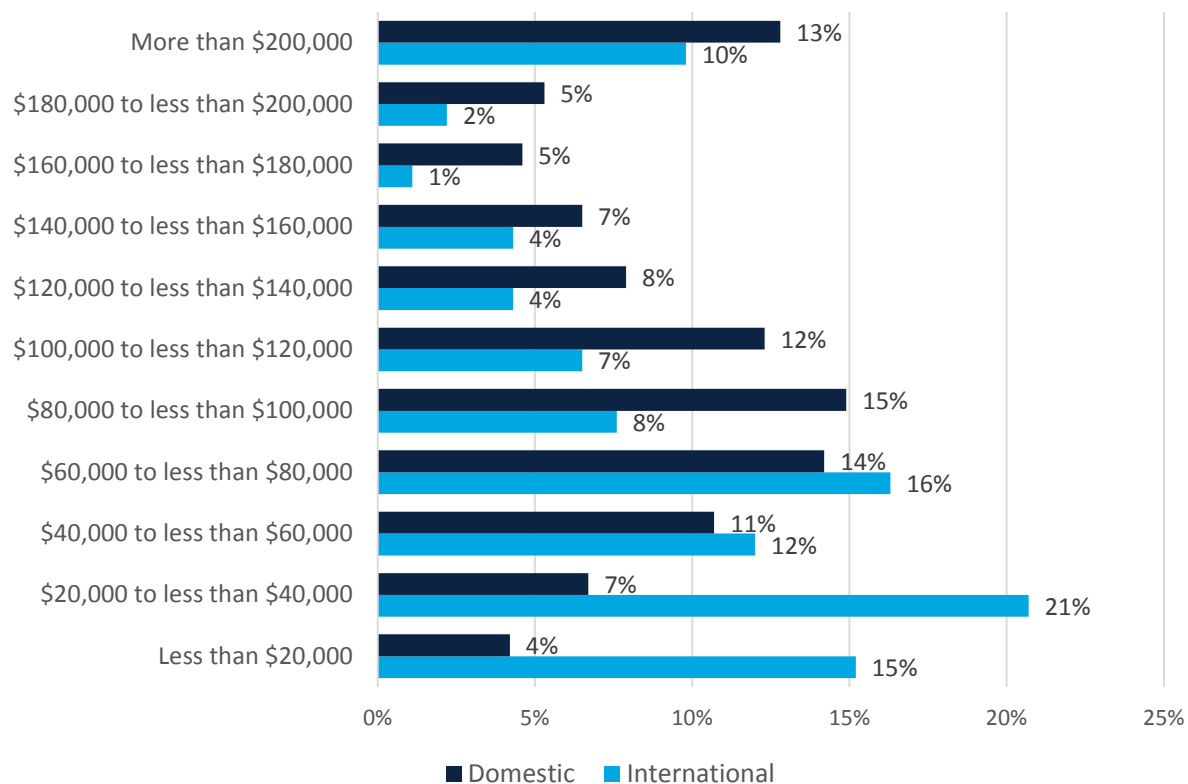


Students reported on their parents combined income and there was considerable range, however, the largest percentage of respondents answered 'Don't know' (domestic: 26%, n = 409; international: 31%, n = 58) and 'Prefer not to answer' (domestic: 9%, n = 144; international: 18%, n = 33).

Domestic respondents represented a large range of parental income, where as, one fifth of international (n = 19) respondents indicated that their combined parental income was \$20,000 to less than \$40,000 (see Figure 6).



Figure 6: Estimates of combined parental income



Note: This figure excludes those who answered 'Don't know' and 'Prefer not to answer'.

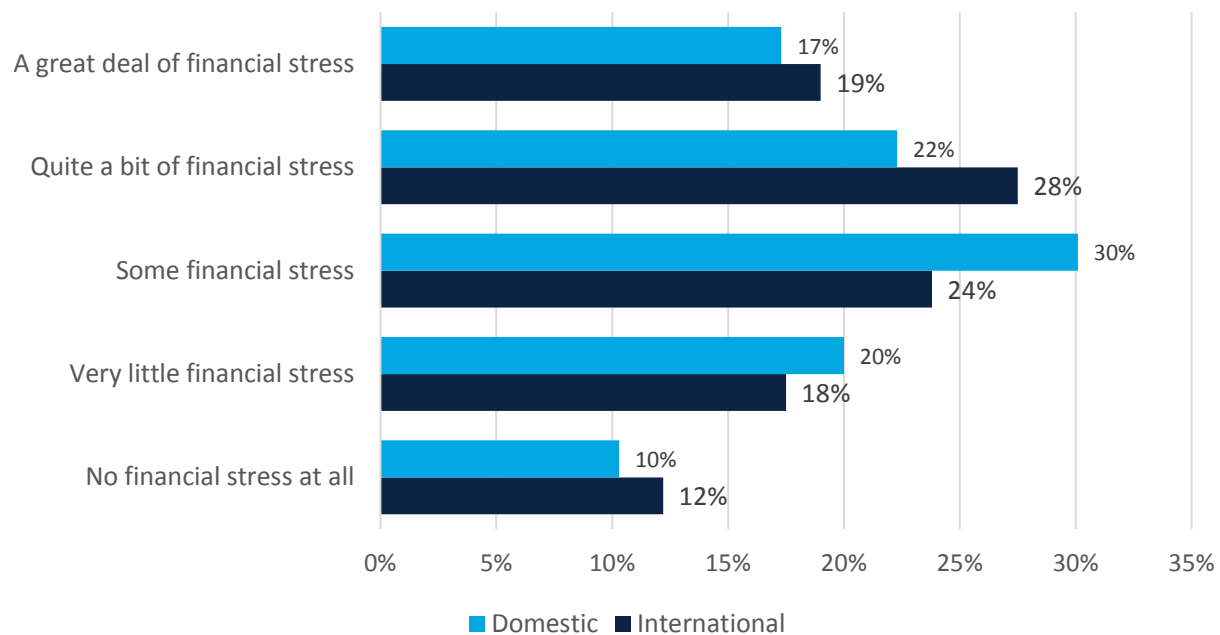
Student Finances

When asked what their primary source(s) of funding for their education was, majority of domestic and international students relied on their parents/family/friends. The next major source of income for all students was scholarships/bursaries/grants. Domestic students also reported that government student loans were a large source of funding.

Participants answered how tuition and living expenses have impacted their financial stress. Just under a third of domestic students reported that they have experienced some financial stress (30%, n = 472), while international students reported they have experienced quite a bit of financial stress (28%, n = 52) as a result of tuition and living expenses. See Figure 7.



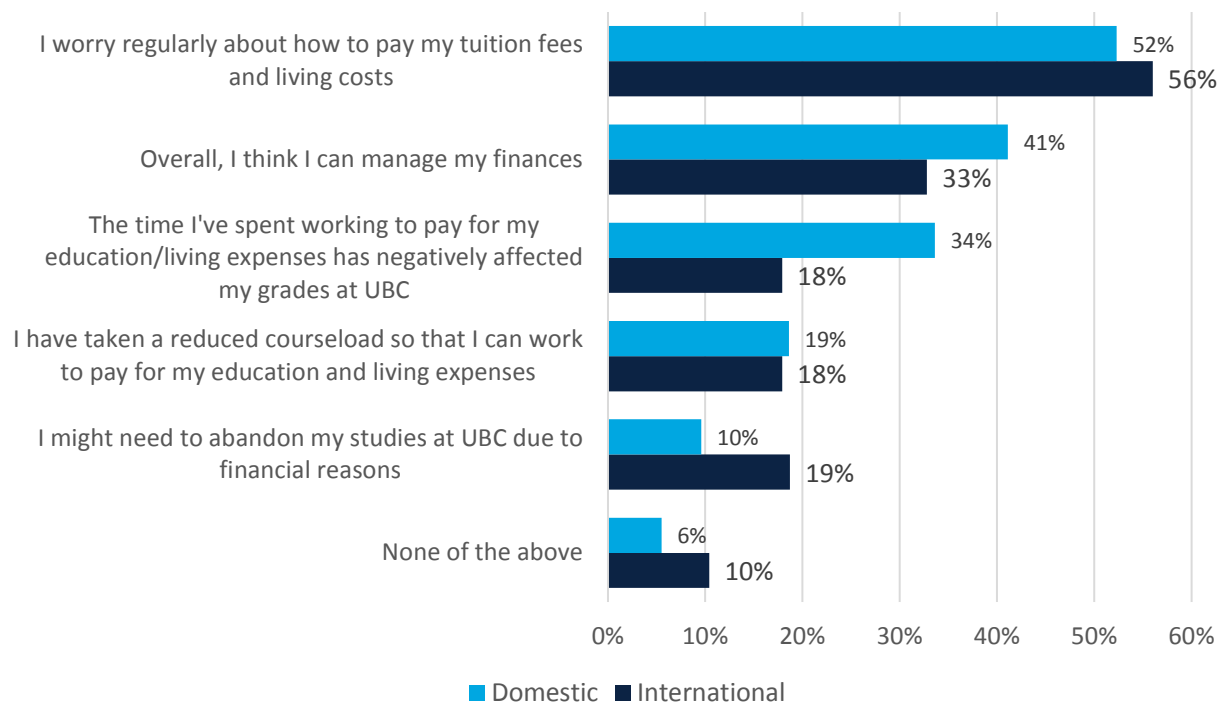
Figure 7: Financial stress due to tuition and living expenses while at UBC



When asked, what thoughts they have had due to financial stress, over half of respondents (domestic: 52%, n = 574; international: 56%, n = 75) indicated that they regularly worry about how to pay tuition fees and living costs. Over a third of domestic students (34%, n = 369) felt that the time they've spent working to pay for their education/living expenses has negatively affected their grades, while only 18% (n = 24) of international students felt the same way. Ultimately, 41% (n = 452) of domestic and 33% (n = 44) of international respondents felt they that overall they can manage their finances. Refer to Figure 8.



Figure 8: Respondent's thoughts and statements experienced due to financial stress



Health and Wellbeing

General Wellbeing and Health

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'm aware of personal signs when I experience too much stress" (domestic: 79%, n = 1318; international: 73%, n = 146), and "Since starting at UBC, I've gained new skills to help me manage the demands of university life" (domestic: 68%, n = 1123; international: 71%, n = 141). Refer to Figures 9a and 9b.

Domestic students and international students had the same results for which statements had the lowest proportions of respondents selecting strongly agree or agree. The items "I'm comfortable reaching out for support when I need it" (domestic: 44%, n = 738; international: 52%, n = 104) and "This school year, I've been able to manage stress successfully" (domestic: 45%, n = 788; international: 49%, n = 98) had the lowest levels of agreement.

Overwhelmingly, the majority of students reported that they understood the importance of managing stress and finding time to relax in support of their academic success. Although still the majority, fewer students felt that eating healthy and nutritious is important to academic success, with 86% of domestic (n = 871) and 83% of international (n = 105) respondents agreeing with the statement. Even fewer students felt that being physically active is important to academic success (domestic: 73%, n = 744; international: 68%, n = 86).



Figure 9a: Domestic respondents' agreement to statements related to wellbeing

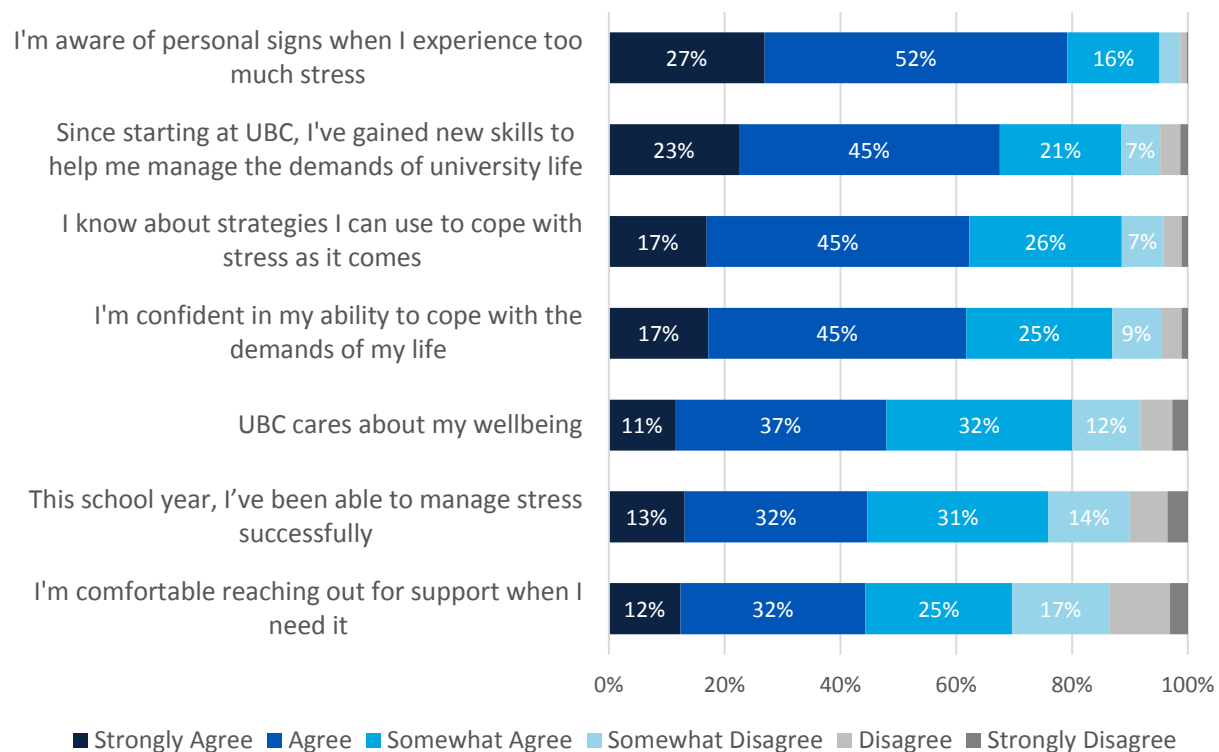
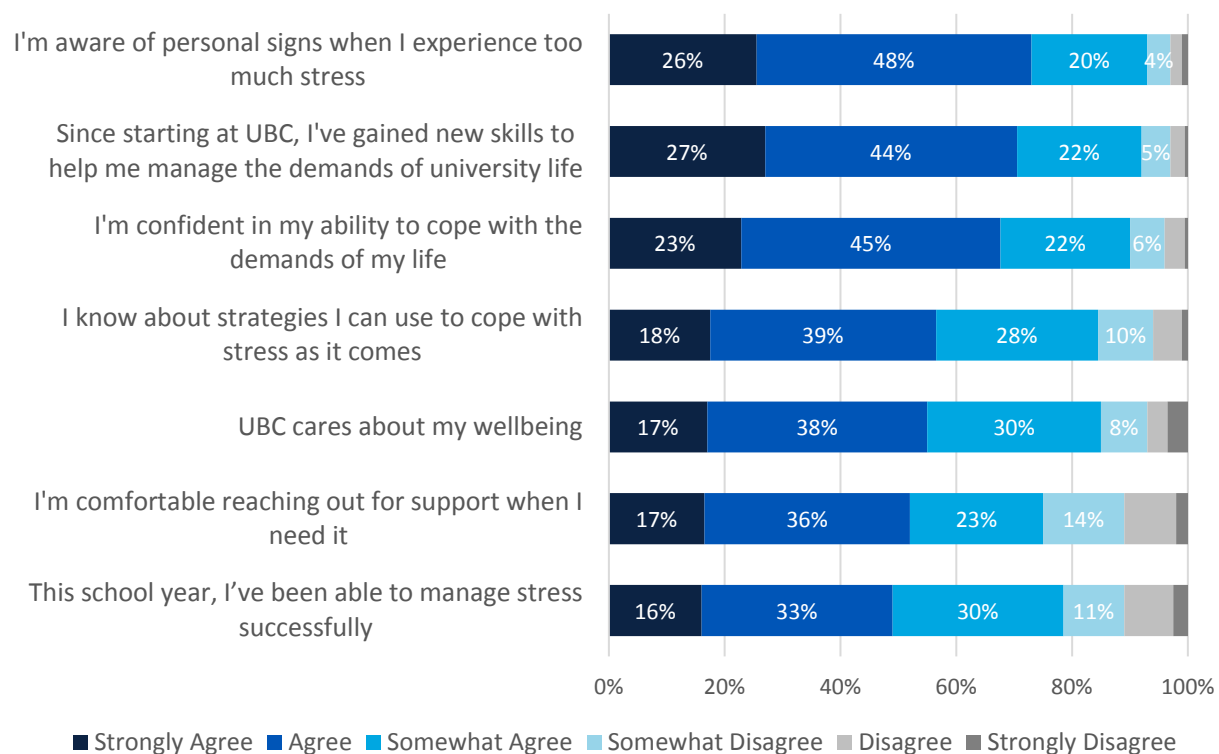


Figure 9b: International respondents' agreement to statements related to wellbeing



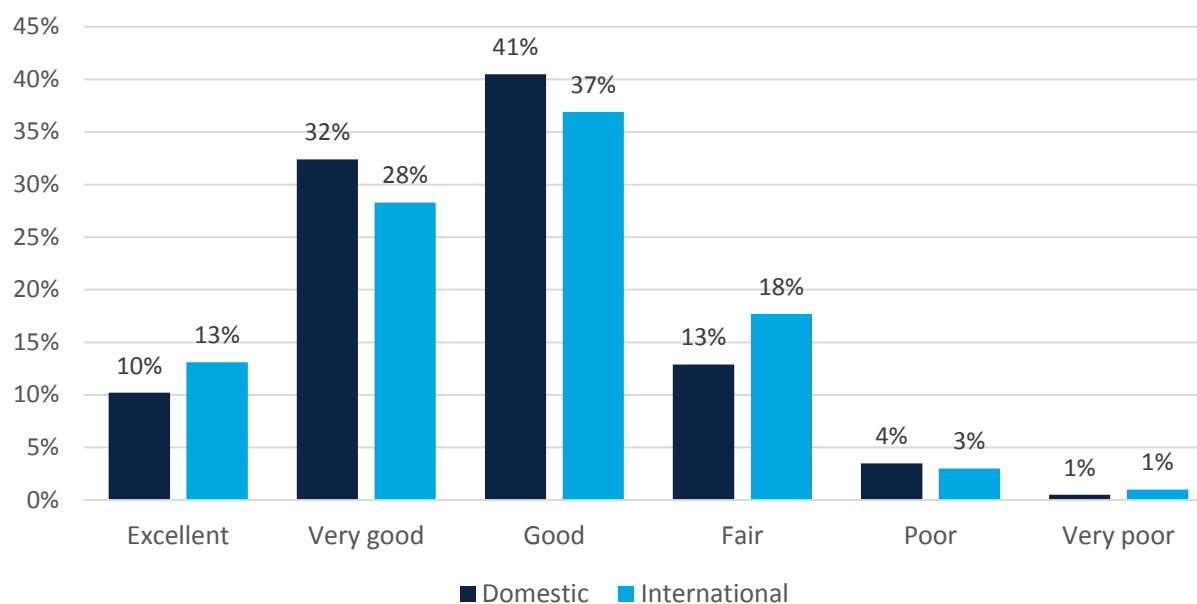
a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

Okanagan Planning and Institutional Research

Over three-quarters of both domestic and international respondents rated their general health as good, very good, or excellent (domestic: 83%, n = 1377; international: 78%, n = 155) (See Figure 10). Majority of participants strongly agreed or agree that they are comfortable accessing resources on campus that support physical wellbeing, such as the Hangar Fitness & Wellness Centre (domestic: 53%, n = 862; international: 61%, n = 122).

Figure 10: Ratings of general health

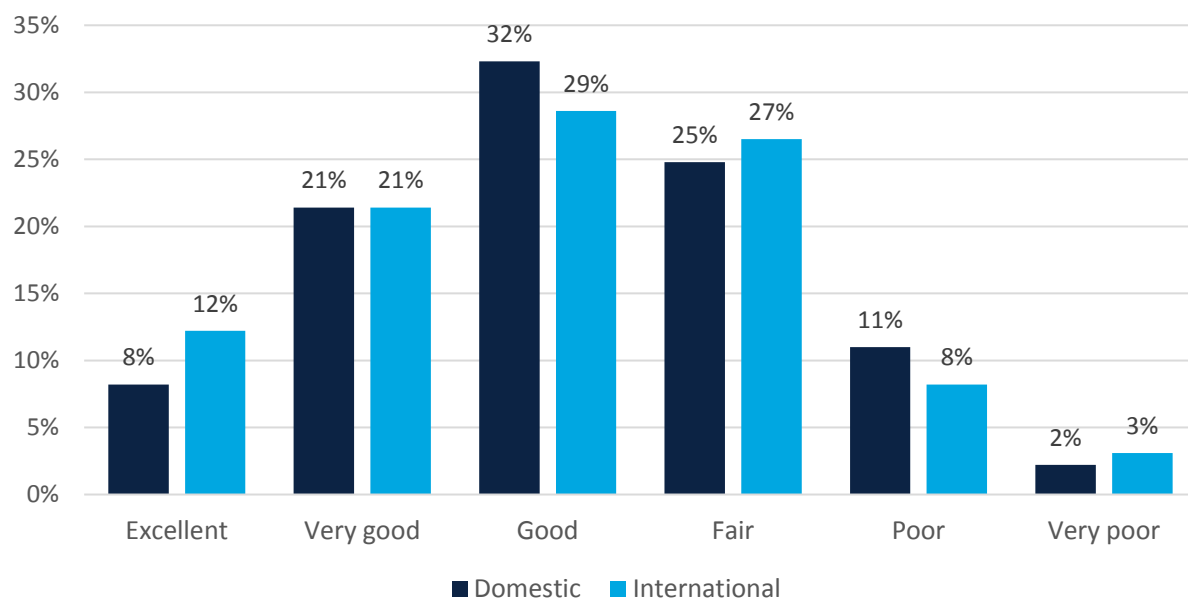


Mental Health, Stress, and Academic Performance

In comparison to general health, respondents rated their mental health slightly poorer. Just over 60% of both domestic and international respondents rated their mental health as good, very good, or excellent (domestic: 62%, n = 1023; international: 62%, n = 122) (Refer to Figure 11). In comparison to physical wellbeing, fewer participants felt comfortable accessing on campus resources in support of their mental wellbeing, like Health and Wellness (domestic: 45%, n = 732; international: 54%, n = 107), as measured by students who strongly agreed or agreed.



Figure 11: Ratings of mental health



Students also reported on whether they had experienced a range of stressors and whether these had negatively impacted their academics over the past year. Stress was reported as having the biggest impact on a student's studies, with over half of domestic students (58%, $n = 961$) and just under half of international students (47%, $n = 94$) reporting stress as having the biggest negative effect on their studies. After feeling stressed, feeling anxious was the next largest impact on academic performance, with 44% of domestic ($n = 735$) and 40% of international ($n = 79$) participants noting that feeling anxious had impacted their academic performance. Sleep difficulties and feeling depressed also had a negative impact on academic performance, but to a lesser extent. A negative impact on a student's studies was measured by the student self-reporting that due to that stressor (i.e. stress, anxiety, sleep difficulties and depression) they had experienced one of the following: a lower grade on an exam or important project, a lower grade in a course, dropped a course or had not completed a course, or faced significant disruption in their studies.

Disabilities

The majority of domestic and international students indicated that they do not have a disability or ongoing medical condition; however, 19% ($n = 296$) of domestic and 13% ($n = 24$) of international participants reported having a mental health disorder. Over three quarters of students strongly agreed or agreed that students are respected on this campus regardless of their disabilities and/or ongoing medical conditions (domestic: 78%, $n = 381$; international: 76%, $n = 32$).

Out of those who reported having a disability, only 28% ($n = 129$) of domestic and 33% ($n = 13$) of international students reported having requested accommodation at UBC Okanagan. Out of those who requested accommodation, most received the accommodation (domestic: 81%, $n = 106$, international: 80%, $n = 8$). Out of the students who received the accommodation, the Disability Resource Centre was rated favourably: over three quarters students rated the services they received as excellent, very good, or good.



Food

In general, respondents were fairly dissatisfied with the quality and availability of healthy and nutritious food on campus. Specifically, only 26% (n = 408) of domestic and 22% (n = 42) of international student respondents were very satisfied or satisfied with the quality of food on campus, and 25% (n = 386) of domestic and 29% (n = 55) of international respondents were satisfied with the availability of healthy and nutritious food options on campus. See Figures 12a and 12b.

Participants were also quite dissatisfied with the cost of healthy and nutritious food options on campus. The majority of respondents marked they were somewhat dissatisfied, dissatisfied, or very dissatisfied. Only 10% (n = 148) of domestic and 19% (n = 37) of international respondents reported being very satisfied or satisfied with the cost of food options. Many participants also strongly agreed or agreed that they have to choose less healthy and nutritious food options at UBCO because of cost (domestic: 55%, n = 506; international: 53%, n = 62).

Figure 12a: Domestic respondents' satisfaction response to food statements

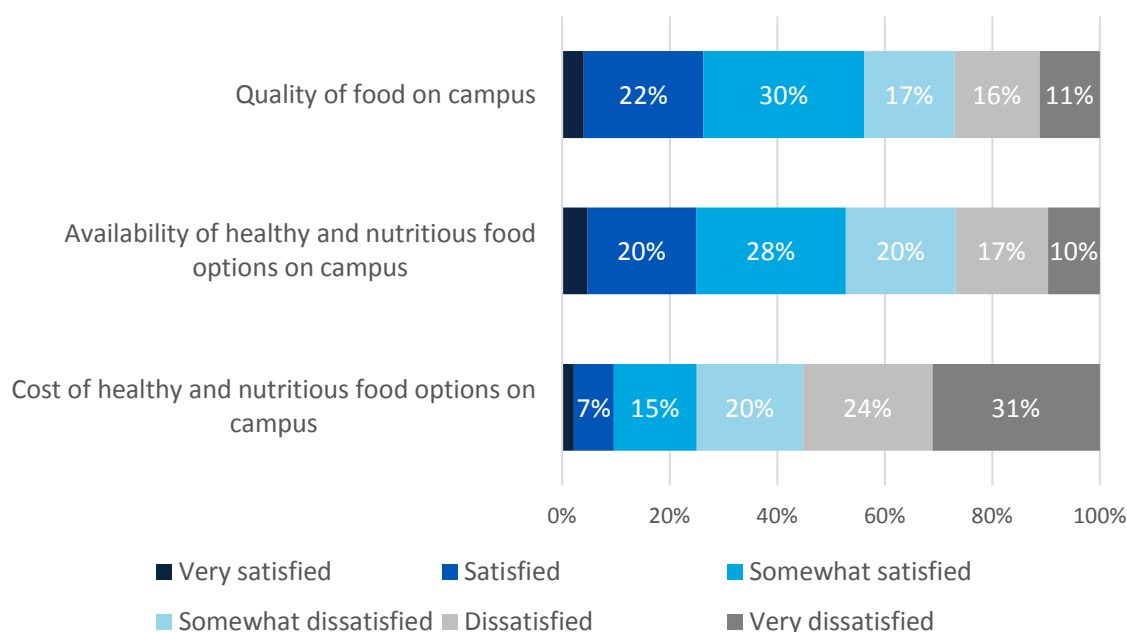
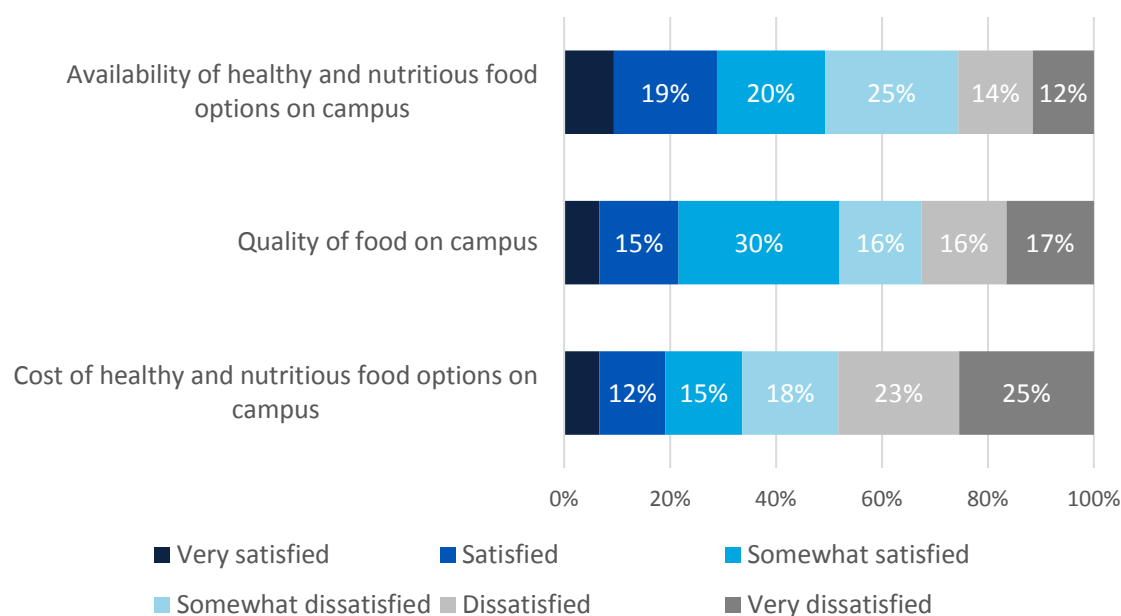


Figure 12b: International respondents' satisfaction response to food statements



Some participants felt satisfied with how UBCO provides food. 22% (n = 207) of domestic and 26% of international (n = 30) students strongly agreed or agreed that UBCO provides food in a way that promotes health and wellbeing. Slightly more respondents agreed that UBCO provides food in a way that promotes sustainability (e.g. eco-to-go, plant-based meal options).

In regards to information/labeling of food options at UBCO, roughly 40% of students felt that information was adequate in relation to dietary restrictions and allergens, and adequate so that an informed food choice could be made.

Respondents also reported on their regular dietary habits. Over two-thirds of students reported consuming 1-4 servings of fruit and/or vegetables each day, while the remaining participants consumed fruits and vegetables in a higher quantity. Males reported consuming somewhat fewer fruits and vegetables than females. In comparison, the Government of Canada recommends 7-8 servings of vegetables and fruits per day for adult females and 8-10 servings for adult men (The Government of Canada, 2018). Roughly half of students prepare or cook 1-10 meals a week. Approximately 40% of students reported that they eat foods that are high in fat, salt, or sugar occasionally, while the remaining student responses were mostly split between 'never' or 'often'.

Physical Activity

According to the Canadian Physical Activity Guidelines, adults should accumulate at least 150 minutes of vigorous to moderate physical activity per week (Canadian Society for Exercise Physiology, 2018). Vigorous physical activity refers to activities that take hard physical effort and make your breathe harder than normal, for example heavy lifting, aerobics, and fast bicycling. Where as moderate physical activity refers to activities that take moderate physical effort and make you breathe somewhat harder than normal, such as carrying light loads or bicycling at a regular pace.



Although responses varied, particularly for domestic students, there was a fairly even spread over 0 to 3 days with vigorous activity per week (See Figure 13). However, it was found that the largest proportion of respondents did not engage in any vigorous physical activity over the past week. In particular, 22% (n = 216) of domestic and 37% (n = 44) of international respondents selected “I did not do any vigorous physical activity last week.”

Similarly, 25% (n = 245) of domestic and 41% (n = 49) of international respondents did not do any moderate physical activity over the last week. Refer to Figure 14.

Figure 13: How many days per week respondents engage in vigorous physical activity

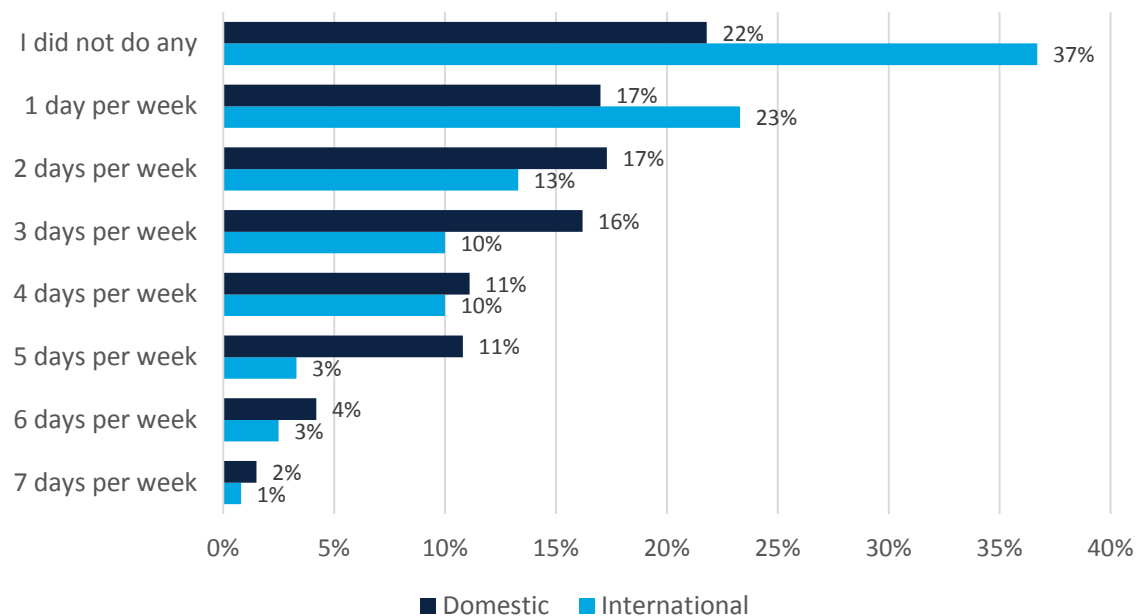
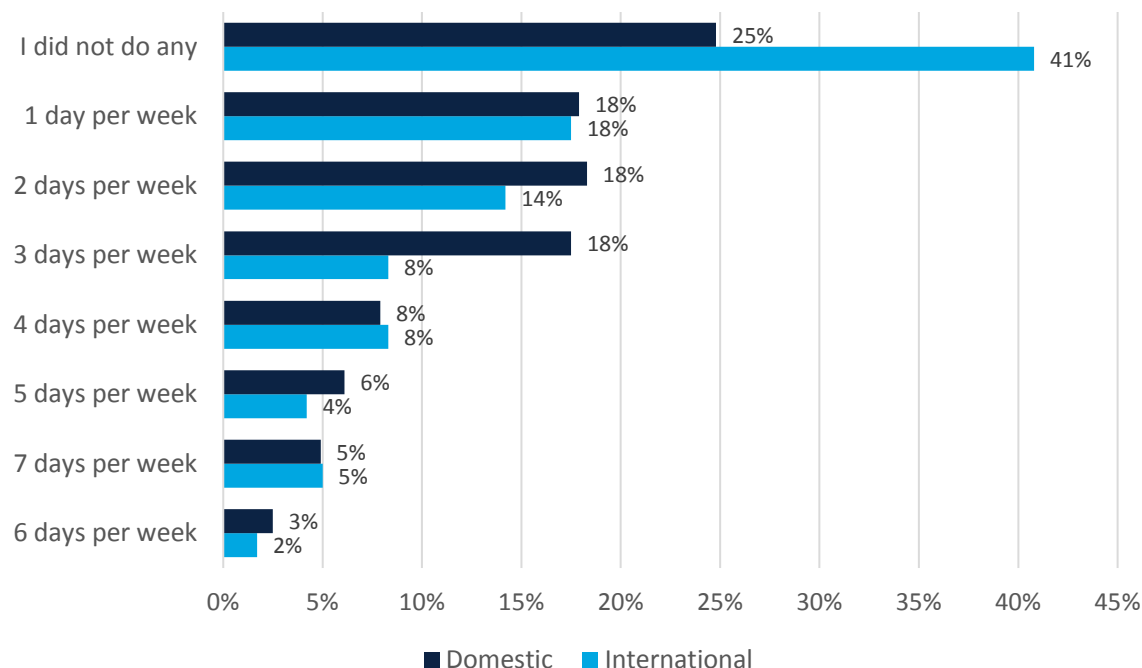


Figure 14: How many days per week respondents engage in moderate physical activity



Further, about half of student respondents stated that they walked for at least 10 minutes at a time each day over the last week. In terms of sedentary behaviour, most respondents indicated they spent 4 to 8 hours sitting each day.

Facilities and Resources

In general, respondents were somewhat content with on-campus facilities and resources. In particular, 41% (n = 636) of domestic and 48% (n = 92) of international respondents were very satisfied or satisfied with the places to socialize on campus. Conversely, 32% (n = 516) of domestic and 49% (n = 96) of international students were satisfied with the places to study on campus.

Roughly 40% of respondents reported being very satisfied or satisfied with the quality and availability of recreational facilities and programs on campus. However, most on campus services that support physical wellbeing were infrequently utilized, with 63% (n = 584) of domestic and 51% (n = 58) of international respondents reporting they rarely or never use the facilities. In contrast, off campus resources that support physical wellbeing were used more frequently by domestic students, 44% (n = 417) of domestic report using off campus facilities, whereas 61% (n = 66) international respondents report rarely or never using off campus facilities.

Similarly, on campus services that support mental wellbeing were rarely used. Over 60% of students report rarely or never using on campus mental wellbeing services (domestic: 75%, n = 1110; international: 62%, n = 113). Slightly more domestic respondents reported using off campus mental wellbeing resources than on campus ones, however, the opposite was true for international students.



Academic Engagement and Opportunities

Experiential Learning Experiences

Practicum was the most common experiential learning experience domestic student respondents participated in, with 14% (n = 220) of domestic respondents indicating they had participated. For international students, research intensive learning experiences was the most participated in experiential learning experience, with 12% (n = 23) indicating they had already participated. Overall, international respondents expressed more interest in participating in experiential learning opportunities, compared to domestic respondents. Refer to Figures 15a and 15b.

Figure 15a: Domestic respondents' participation in experiential learning opportunities

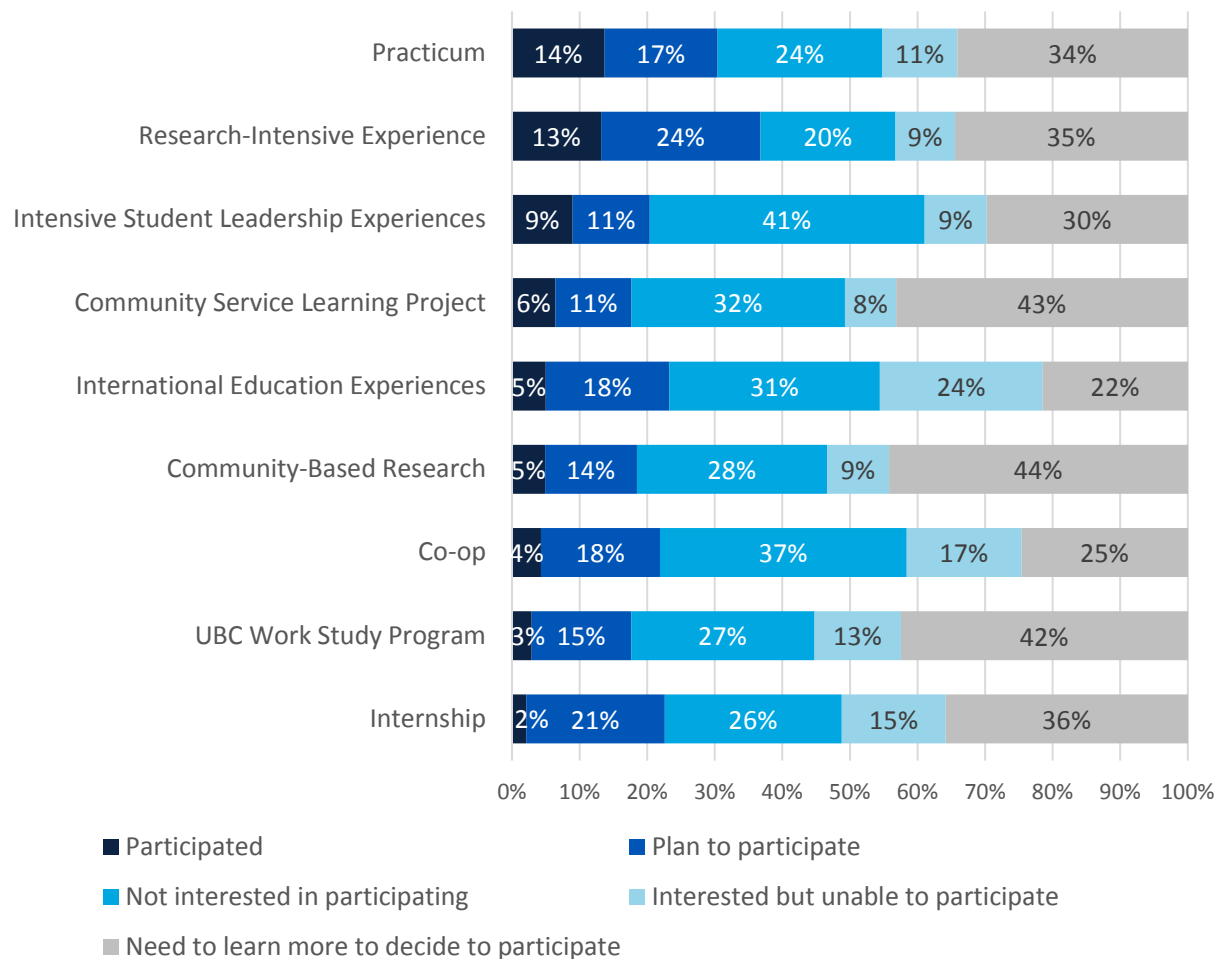
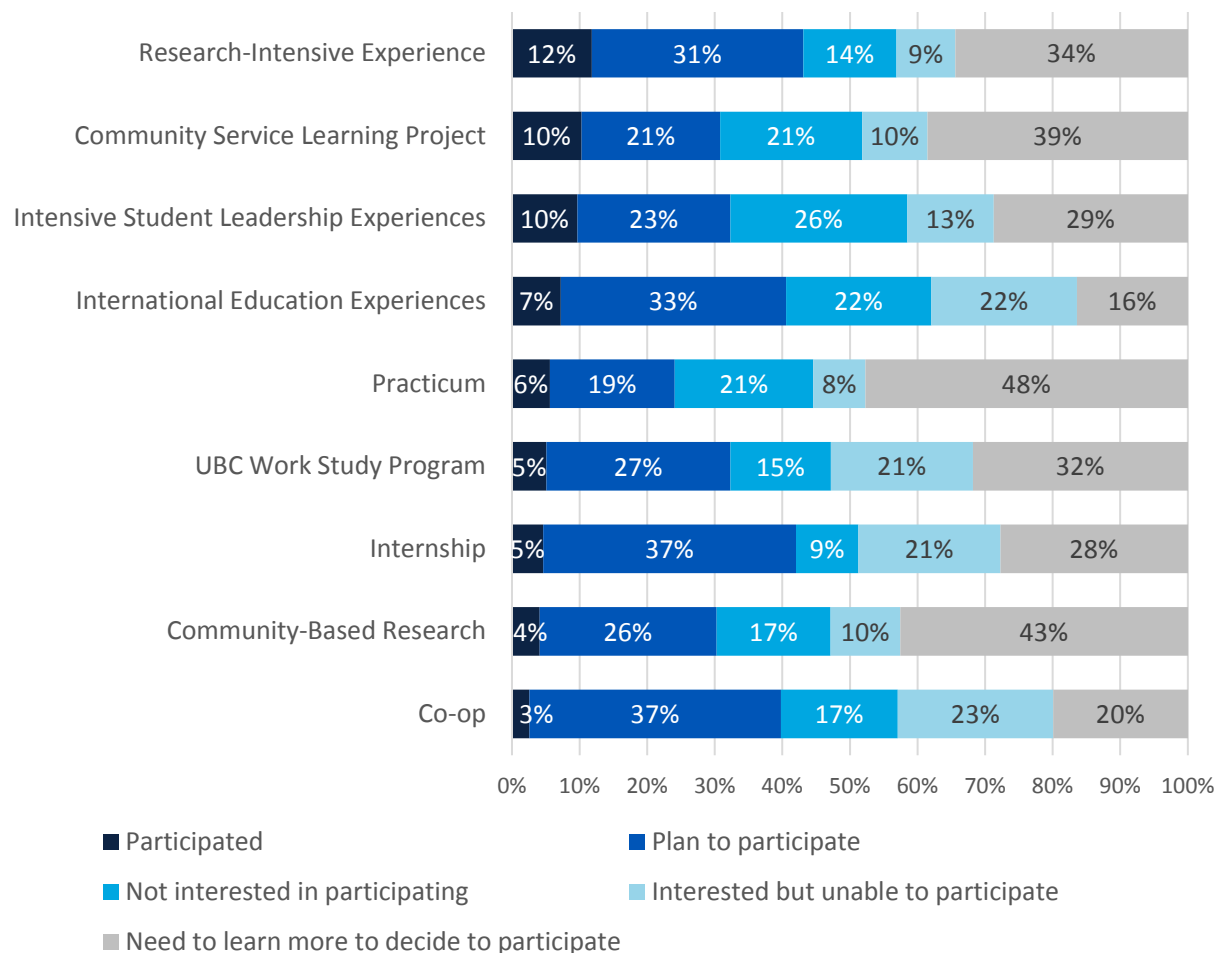


Figure 15b: International respondents' participation in experiential learning opportunities

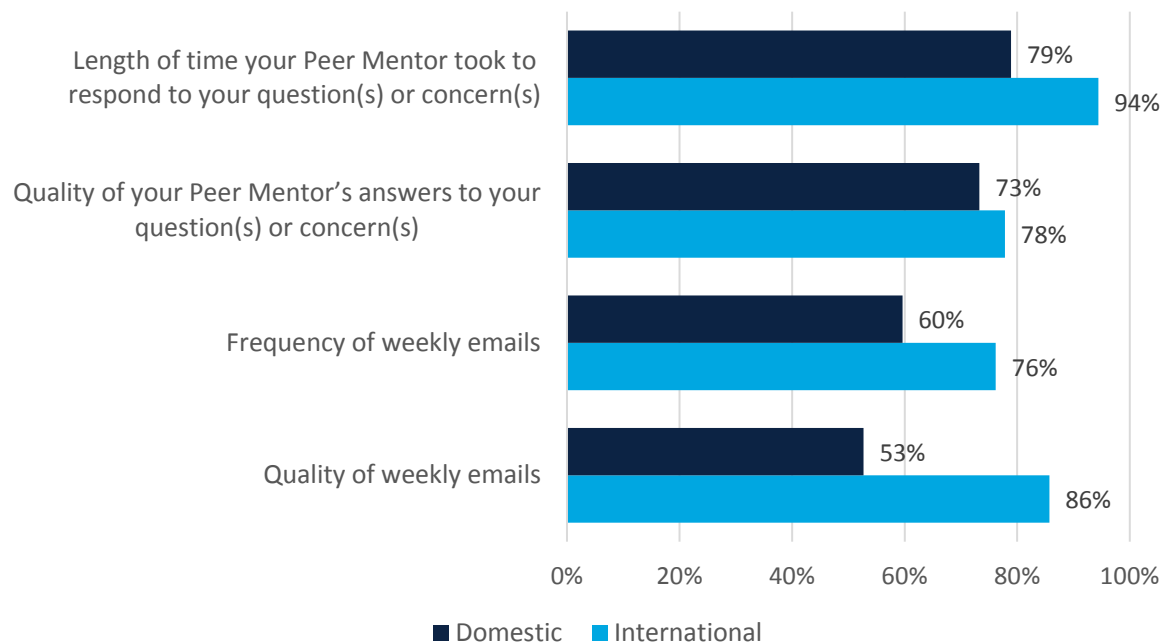


Peer Mentor Program

Mentees participating in the Peer Mentor Program were asked to rate their satisfaction in regards to their communication with their mentor. The highest levels of satisfaction were reported for the item 'length of time your Peer Mentor took to respond to your questions(s) or concern(s)', 79% (n = 56) of domestic students and 94% (n = 17) international students reported they were satisfied. However, the lowest levels of satisfaction were reported for the quality of weekly emails, only 53% (n = 48) of domestic respondents were satisfied with this item, international respondents reported higher satisfaction (86%, n = 18). Overall, international respondents were more satisfied with the peer mentor program. See Figure 16.



Figure 16: Mentees' satisfaction with aspects of the Peer Mentor Program (% selecting very satisfied or satisfied)

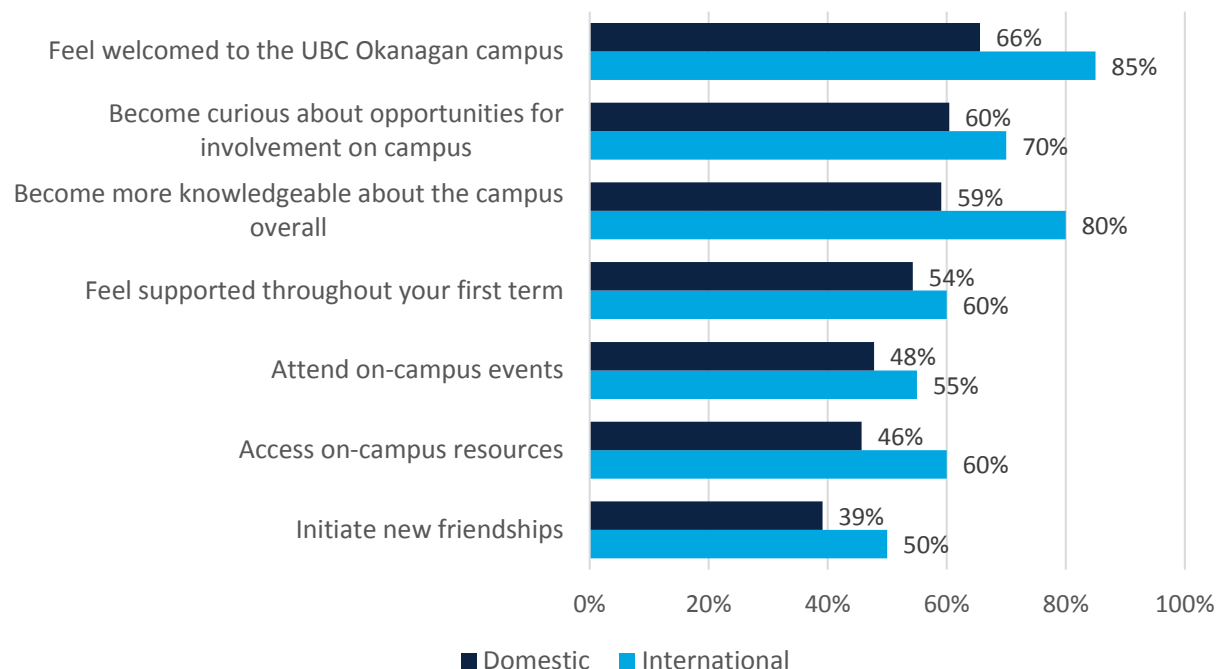


Note: Interpret results with caution as this figure represents a maximum of $n = 91$ domestic and $n = 21$ international respondents, as each question may not have the same number of respondents.

Additionally, mentees indicated the extent to which their peer mentor influenced them to become engaged on campus. Two thirds (66%, $n = 61$) of domestic and 85% ($n = 17$) of international respondents felt that to a great or some extent, their peer mentor helped them to feel welcomed at the UBC Okanagan campus. See Figure 17.



Figure 17: Extent to which mentors influence mentees (% selecting a great extent or some extent)



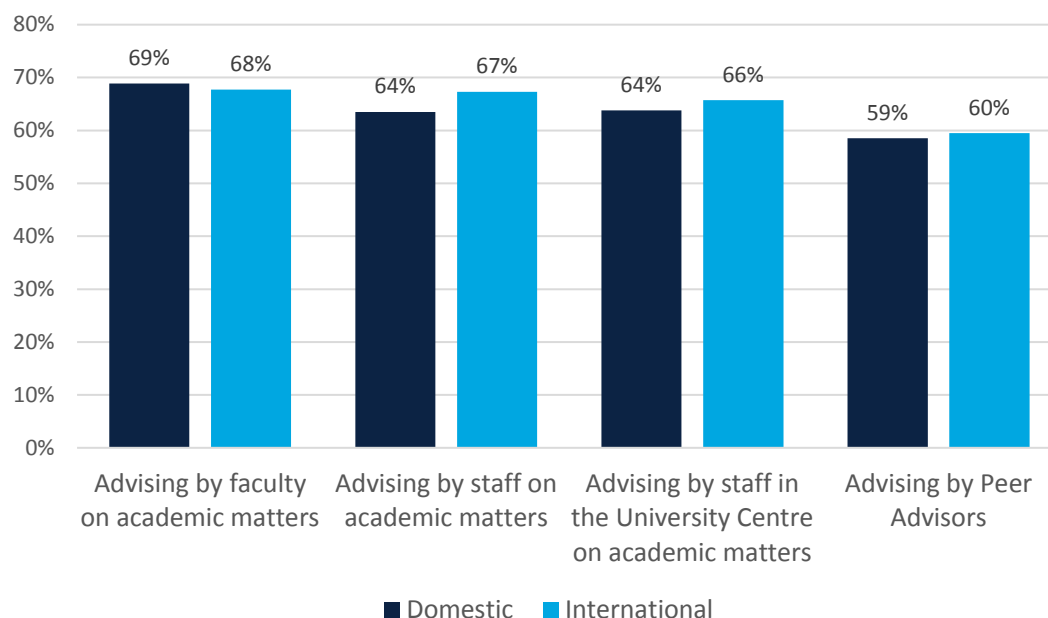
Note: Interpret results with caution, this figure represents n = 20 international respondents and a maximum of n = 93 domestic respondents, as each question may not have the same number of respondents.

Academic Advising

Participants were asked how they felt about several aspects of academic advising. Generally, respondents felt satisfied with academic advising. More specifically, over sixty percent of respondents felt very satisfied or satisfied with advising by faculty, staff, and staff at the university centre. Respondents felt slightly less favourable to advising by peer advisors. Refer to Figure 18.



Figure 18: Respondent's satisfaction with aspects of academic advising (% selecting very satisfied or satisfied)



Academic and Personal Development

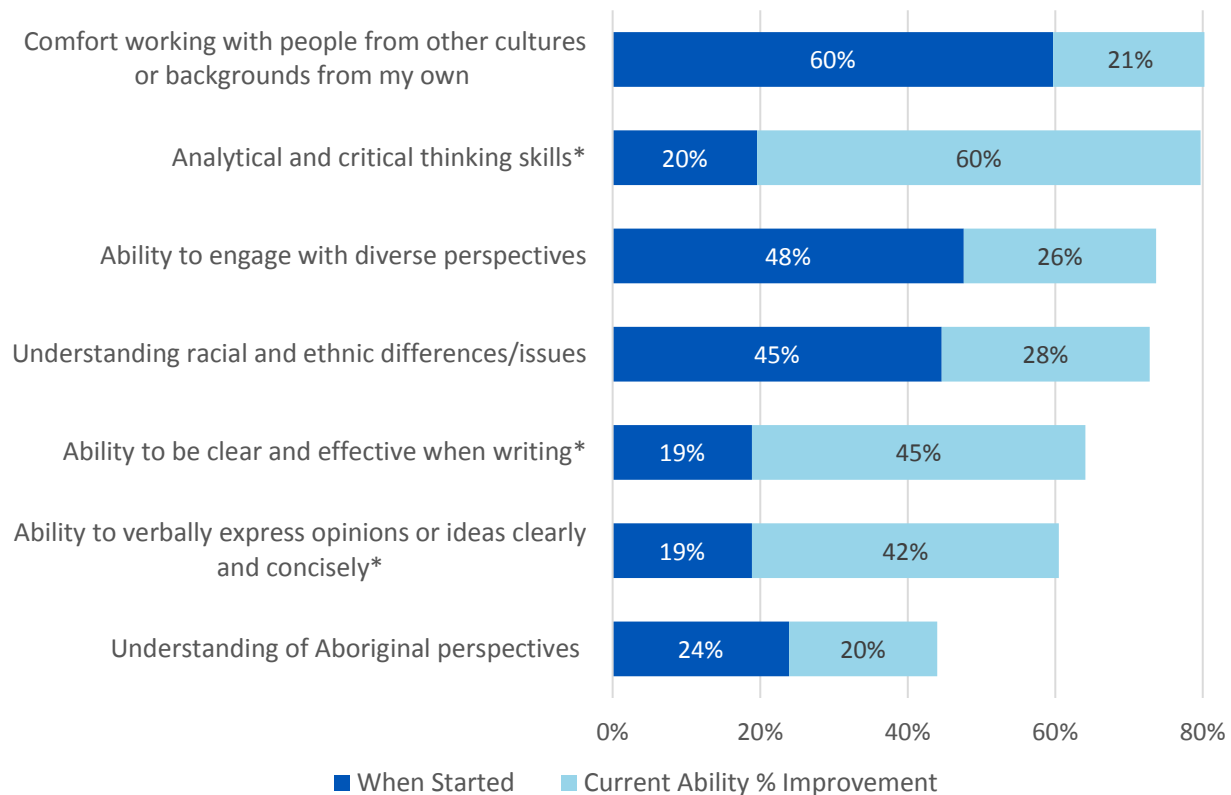
Development of Academic, Career, and Diversity Skills

Students evaluated their competencies in academic and career skills, as well as measures related to diversity, when they first started at UBC compared to their current ability level. The largest improvements among domestic and international respondents were seen in analytical and critical thinking. The proportion of domestic students who rated their skills as excellent or very good now as opposed to when they first started increased by 4 times, and for international students their current ability level is over 9 times greater than when they first started (See Figures 19a and 19b).

For domestic students, the next largest improvement was seen in the ability to be clear and effective when writing, whereas, international students reported the ability to verbally express opinions or ideas clearly and concisely as the next largest improvement.



Figure 19a: Domestic respondents' perceptions of competencies in academic and career skills when started at UBC versus current level (% selecting excellent or very good)



*Note: Use caution when interpreting the above figure as n = 281 students are reflected in the * questions, primarily upper year students.*

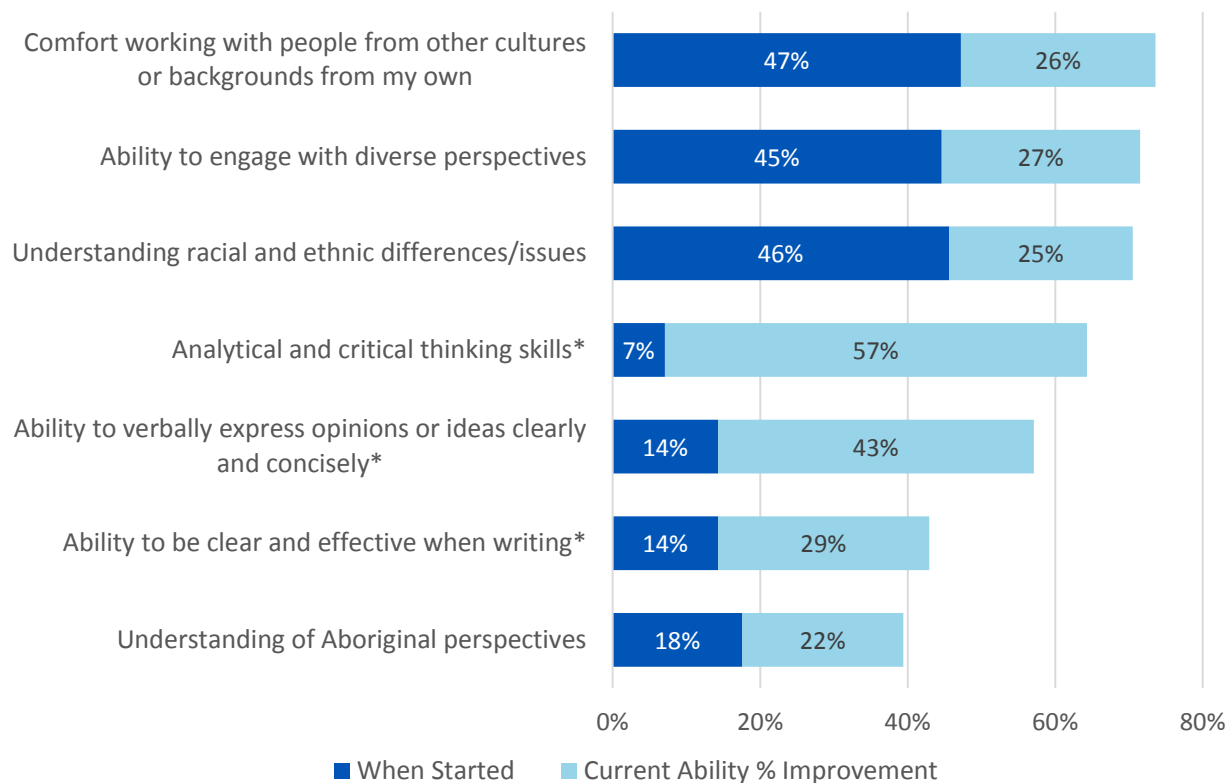


a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

Okanagan Planning and Institutional Research

Figure 19b: International respondents' perceptions of competencies in academic and career skills when started at UBC versus current level (% selecting excellent or very good)



*Note: Interpret the above figure with caution as n = 14 students are reflected in the * questions, primarily upper year students.*

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. Domestic respondents most often selected strongly agree or agree for the item “During my time at UBC I’ve gained skills that help me apply my academic learning to a professional or work environment” (79%, n = 222) (See Figure 20a). However, international respondents most often selected strongly agree or agree for the item “During my time at UBC I’ve gained skills that help me apply my academic learning to wider societal issues” (93%, n = 13) (See Figure 20b).

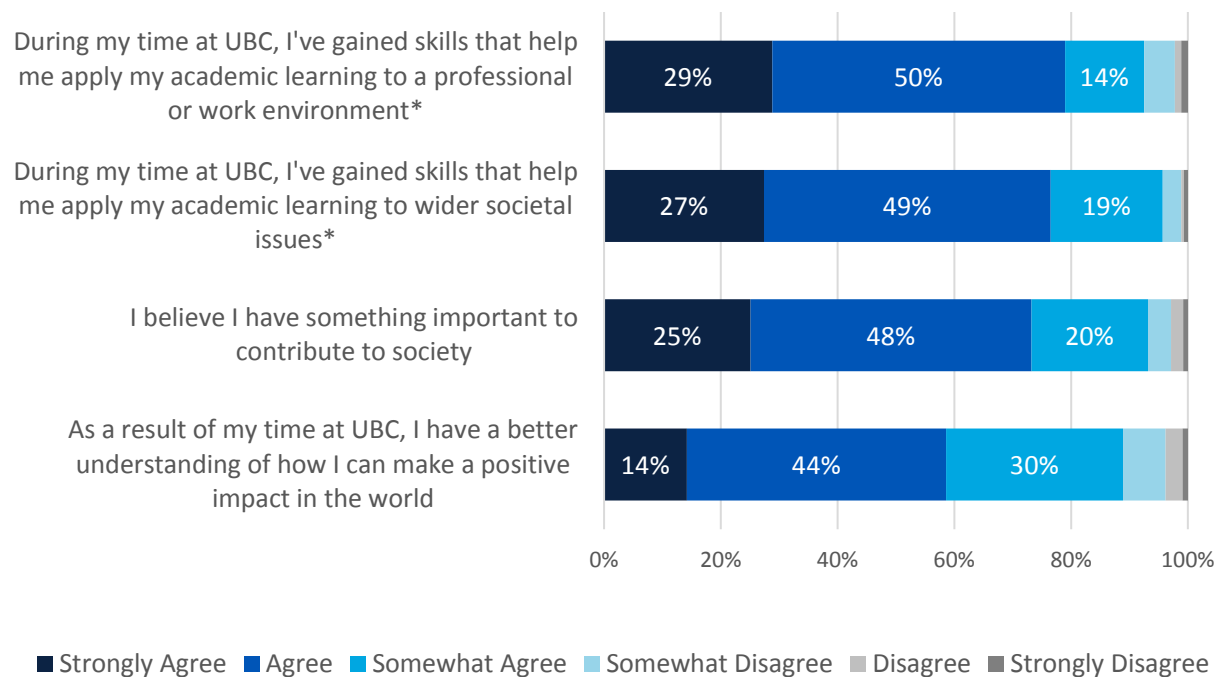


a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

Okanagan Planning and Institutional Research

Figure 20a: Domestic respondents' agreement to statements related to impact on society



*Note: Interpret above figure with caution as n = 281 students are reflected in the * questions, primarily upper year students.*

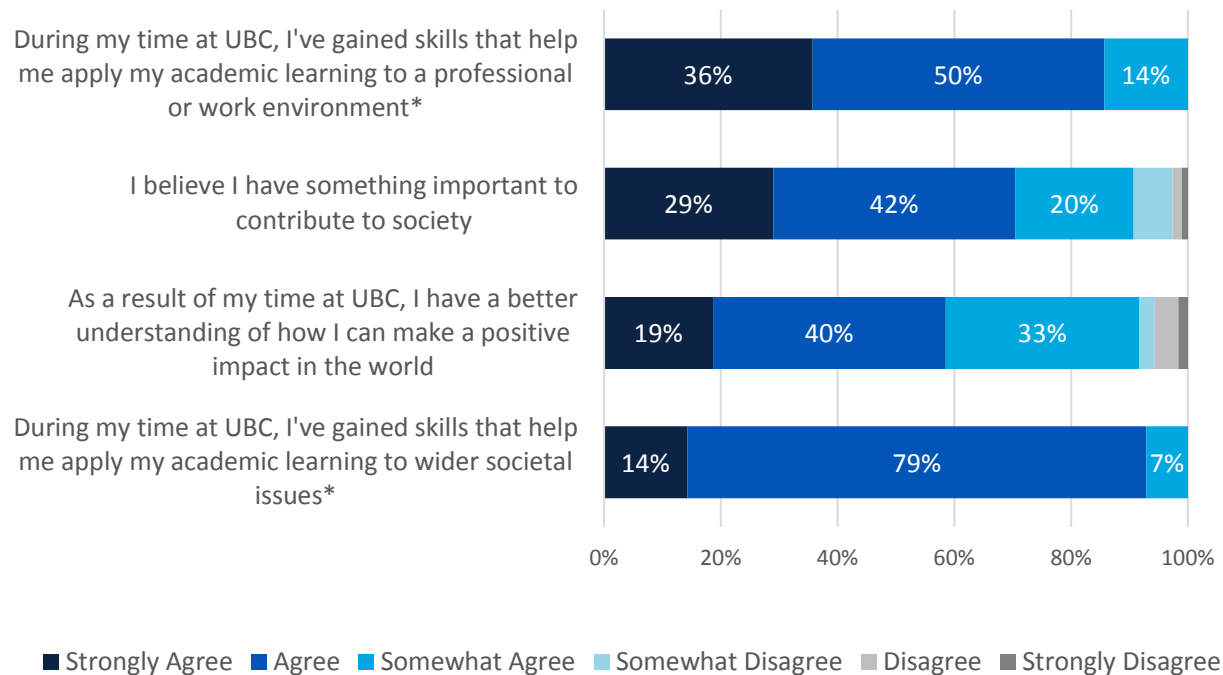


a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

Okanagan Planning and Institutional Research

Figure 20b: International respondents' agreement to statements related to impact on society



*Note: Interpret above figure with caution as n = 14 students are reflected in the * questions, primarily upper year students.*

Campus Respect and 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 and demographic aspects, they feel free to express their beliefs, and UBC values diversity. See Figure 21.

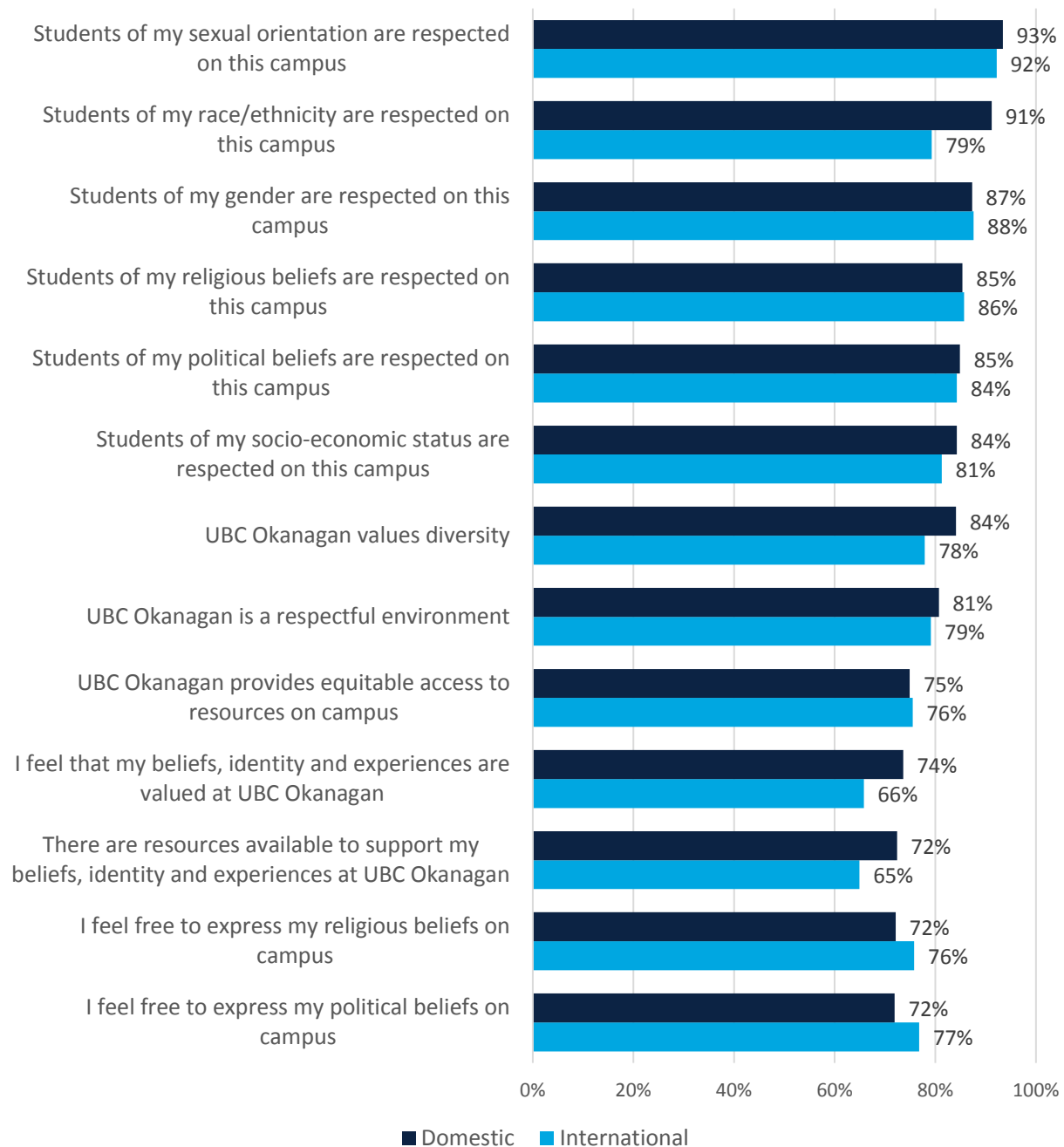


a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

Okanagan Planning and Institutional Research

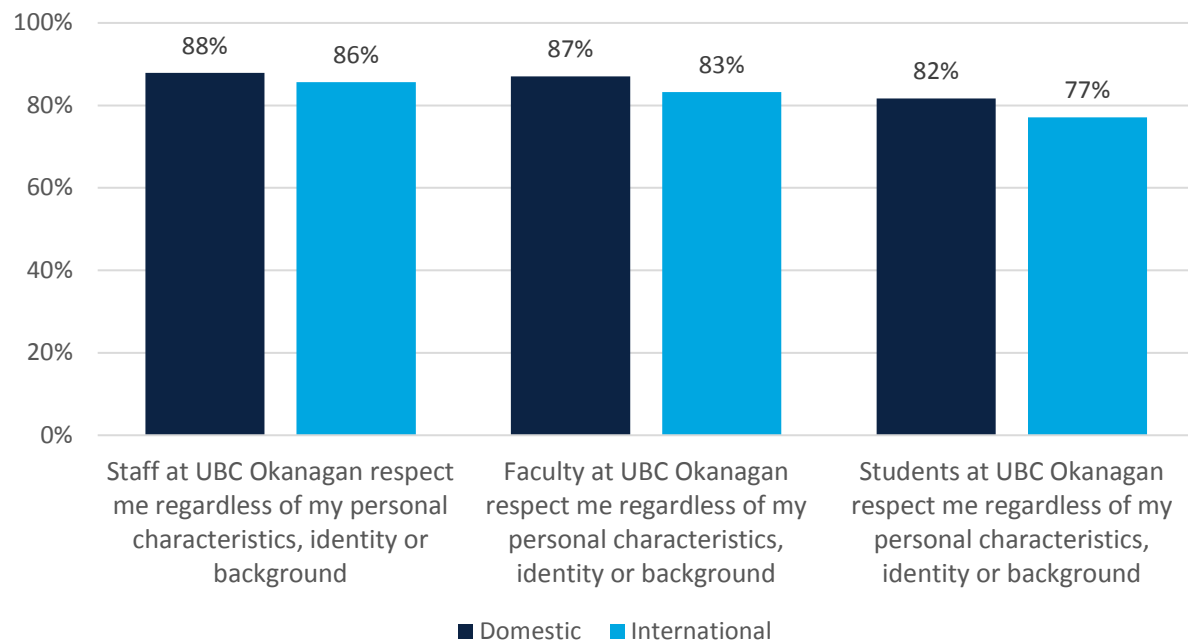
Figure 21: Respondent's level of agreement to items reflecting campus climate for diversity (% selecting strongly agree and agree)



Furthermore, respondents were asked how respected they feel by students, staff, and faculty. Although respondents generally felt well respected, respondents felt most respected by staff. 88% (n = 1456) of domestic and 86% (n = 172) of international students strongly agreed or agreed to the statement “Staff at UBC Okanagan respect me regardless of my personal characteristics, identity or background”. See Figure 22.



Figure 22: Respondent's agreement to how respected they feel by students, staff, and faculty (% selecting strongly agree or agree)



Campus Inclusivity

Respondents were asked how they felt different members of the community were committed to understanding differences among cultural communities. Over 70% of respondents strongly agreed or agreed that staff and faculty at UBC Okanagan are committed to understanding differences among cultural communities. Conversely, roughly 60% of respondents felt the same towards students. See Figure 23.

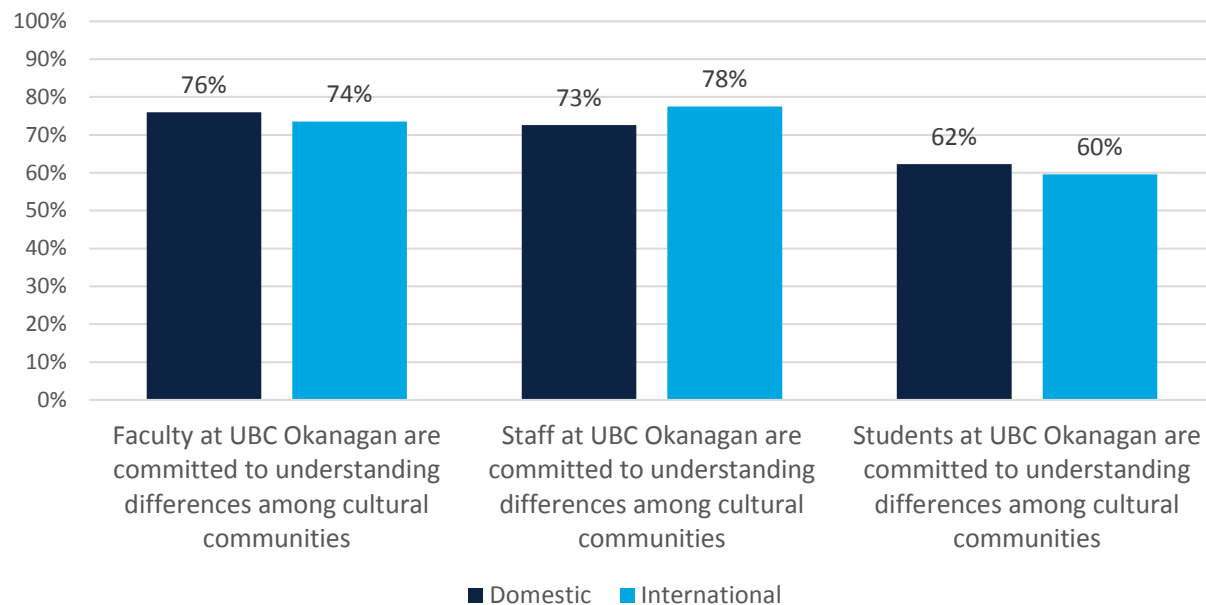


a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

Okanagan Planning and Institutional Research

Figure 23: Respondent's agreement to how committed to understanding differences among cultural communities they feel students, staff, and faculty are (% selecting strongly agree or agree)

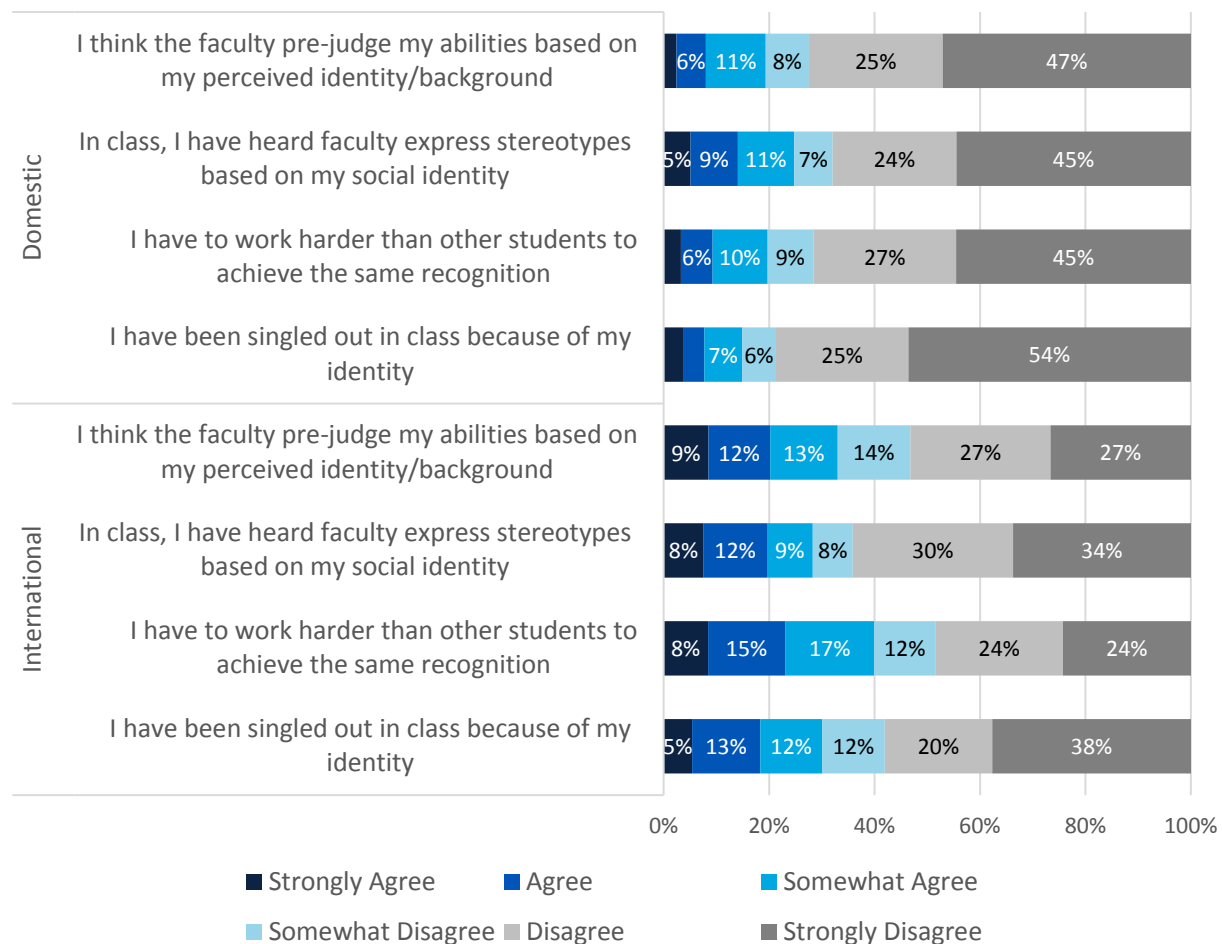


Roughly 60% of domestic and 70% of international respondents felt that it was extremely important or important to have opportunities to learn about other cultural communities, including issues and experiences faced by other cultures, and to engage with people from other cultures. However, when asked how satisfied they were with the current opportunities to learn about other cultural communities, 48% (n = 365) of domestic and 61% (n = 60) of international students felt very satisfied or satisfied. In general, international students felt it was more important to learn about other cultures and they were also more satisfied with the current opportunities.

Overall, respondents felt that they were treated equally and that they had never been singled out or judged due to their social identity. Domestic students expressed greater feelings of equality than international students. Refer to Figure 24.



Figure 24: Respondent's agreement to questions regarding equality



Evaluation of Educational Experience

Academic, Student Life and Campus Experience

For overall academic experience, 77% (n = 1446) of domestic and 70% (n = 173) of international respondents selected very satisfied or satisfied, while 54% (n = 1012) of domestic and 55% (n = 137) of international respondents did so for student life and campus experience (See Figure 25).

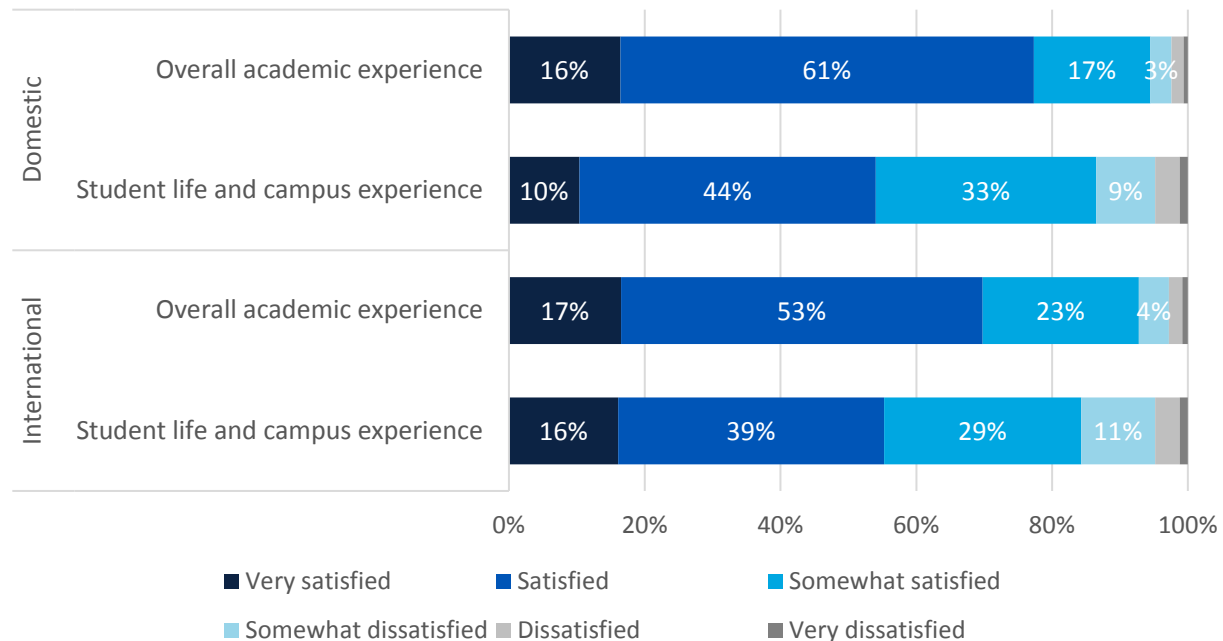


a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

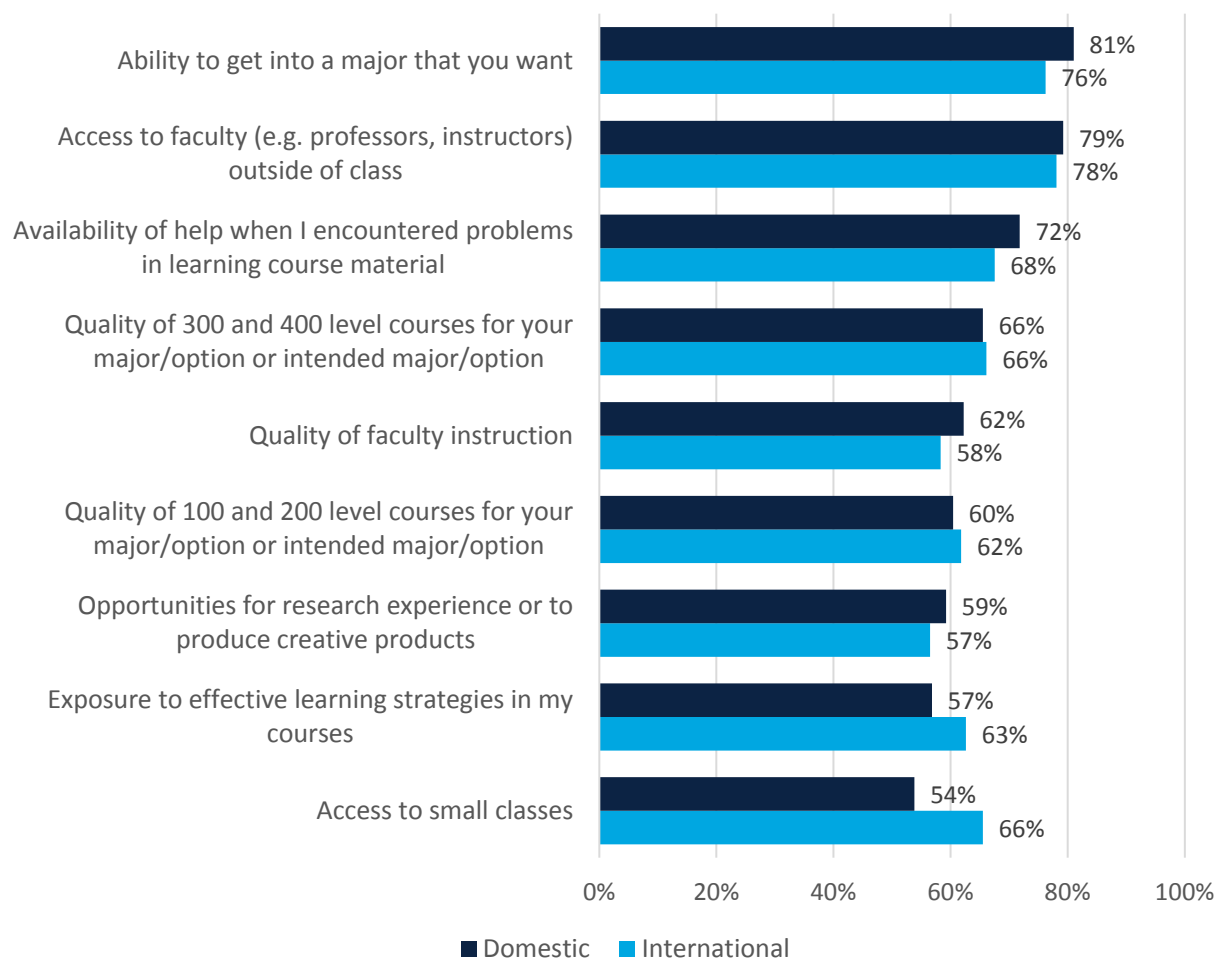
Okanagan Planning and Institutional Research

Figure 25: Domestic and international respondents' satisfaction with overall academic experience and student life and campus experience



Moreover, students rated their satisfaction for 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 (See Figure 26). Domestic respondents were least satisfied with access to small classes and exposure to effective learning strategies in courses. Opportunities for research experience or to produce creative products and quality of faculty instruction were the aspects international respondents were least satisfied with.

Figure 26: Domestic and international respondents' satisfaction with various aspects of their overall academic experience (% selecting very satisfied or satisfied)

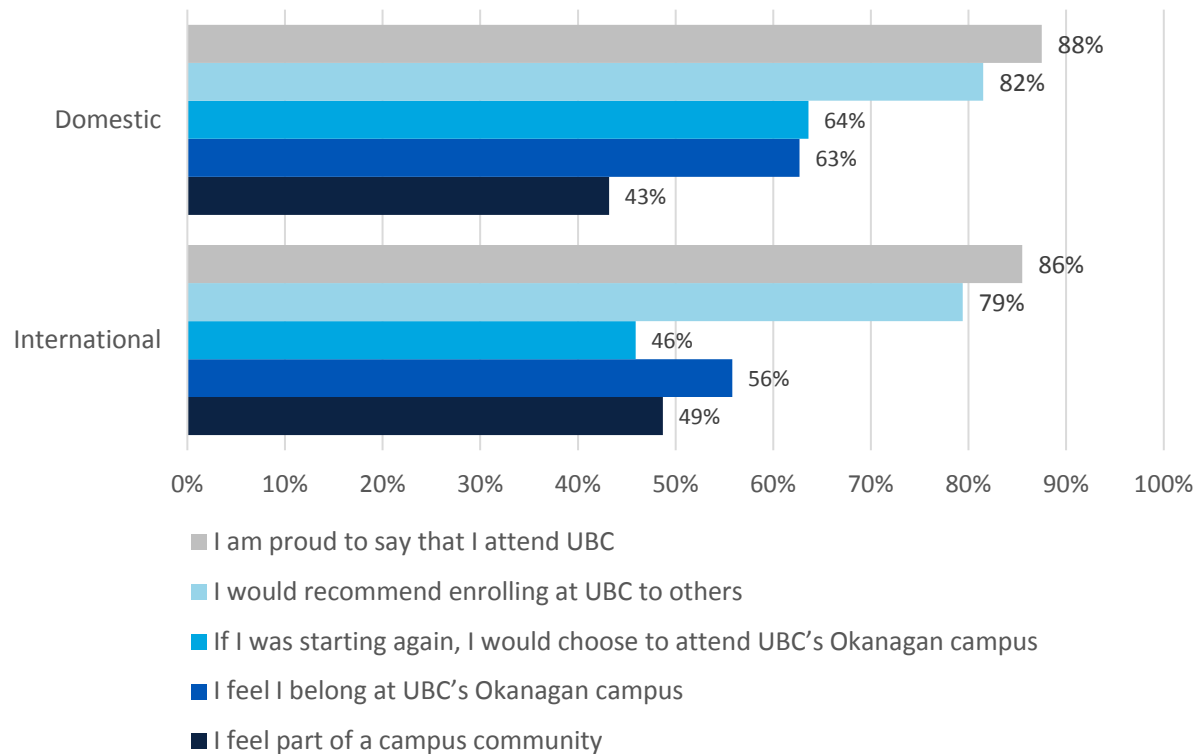


Belonging and Connectedness to UBC

Respondents indicated their feelings of belonging and connectedness to UBC. Generally, students reported high levels of agreement with these statements. For instance, 88% (n = 1637) of domestic and 86% (n = 212) of international respondents strongly agreed or agreed that they are proud to say they attend UBC (See Figure 27). However, comparatively the item 'I feel part of a campus community' had rather low levels of agreement (domestic: 43%, n = 762; international: 49%, n = 108). International respondents generally expressed lower levels of agreement when it came to belonging and connectedness.



Figure 27: Domestic and international respondents' feelings of belonging and connectedness to UBC Okanagan (% selecting strongly agree or agree)



Learning Environment at UBC

Students also expressed their agreement with statements related to the learning environment at UBC. The highest level of agreement was noted for “I am confident that I have the ability to succeed in all of my courses,” with 77% (n = 1375) of domestic and 72% (n = 166) of international respondents saying they strongly agree or agree. The item “I am able to balance my academic time and non-academic time” had the lowest levels of agreement, with 44% (n = 788) of domestic and 57% (n = 131) of international respondents saying they agree (See Figure 28).

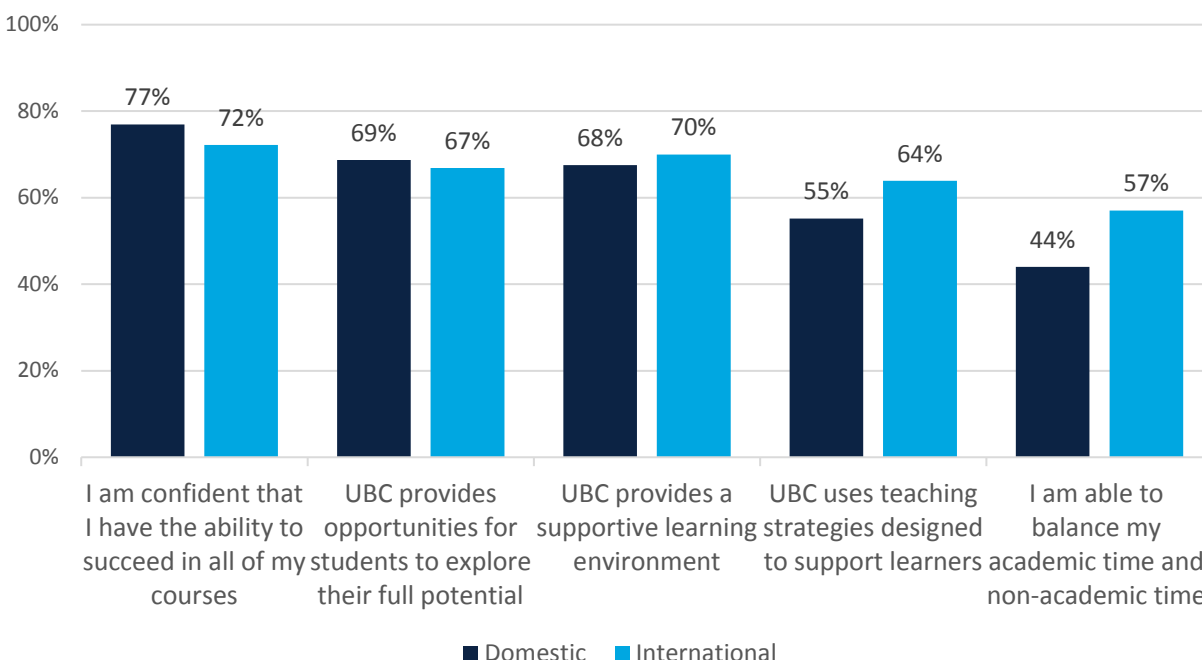


a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

Okanagan Planning and Institutional Research

Figure 28: Domestic and international respondents' agreement with statements related to the learning environment at UBC (% selecting strong agree or agree)



Plans and Aspirations

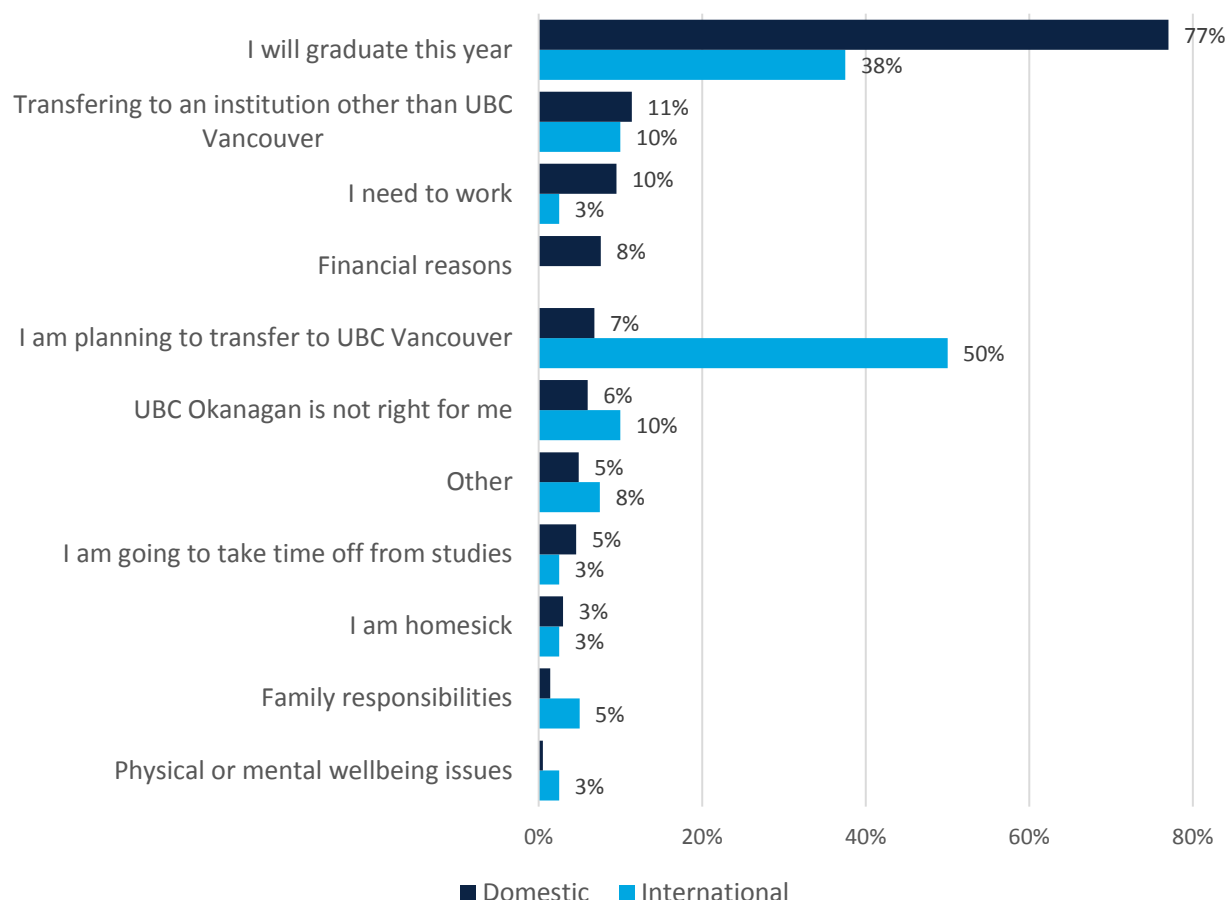
Continuation of Studies

Students indicated whether they intended to continue their studies at UBC's Okanagan campus next year (i.e., the 2018-19 academic year). Overall, the majority of respondents (domestic: 77%, n = 1230; international: 80%, n = 156) indicated they would be continuing their studies at UBC's Okanagan campus, but 23% (domestic: 23%, n = 369; international: 20%, n = 39) said they would not be.

Students who reported they would not be continuing at UBC's Okanagan campus were asked to specify why. The most common reason for domestic respondents was that they would be graduating: 77% (n = 284) of domestic said they were graduating compared to 38% (n = 15) of international respondents. For international respondents, the most common reason was that they would be transferring to UBC's Vancouver campus (50%, n = 20), where as only 7% (n = 25) of domestic students stated this as a reason. See Figure 29.



Figure 29: Respondents' reasons as to why they will not be continuing their studies at UBC's Okanagan campus



Note: "I didn't do well academically" was not included in this graph as less than 1% of respondents selected this as a reason. Interpret this graph with caution, as n = 39 international students are represented in the above graph.

Plans Following and Preparation for Graduation

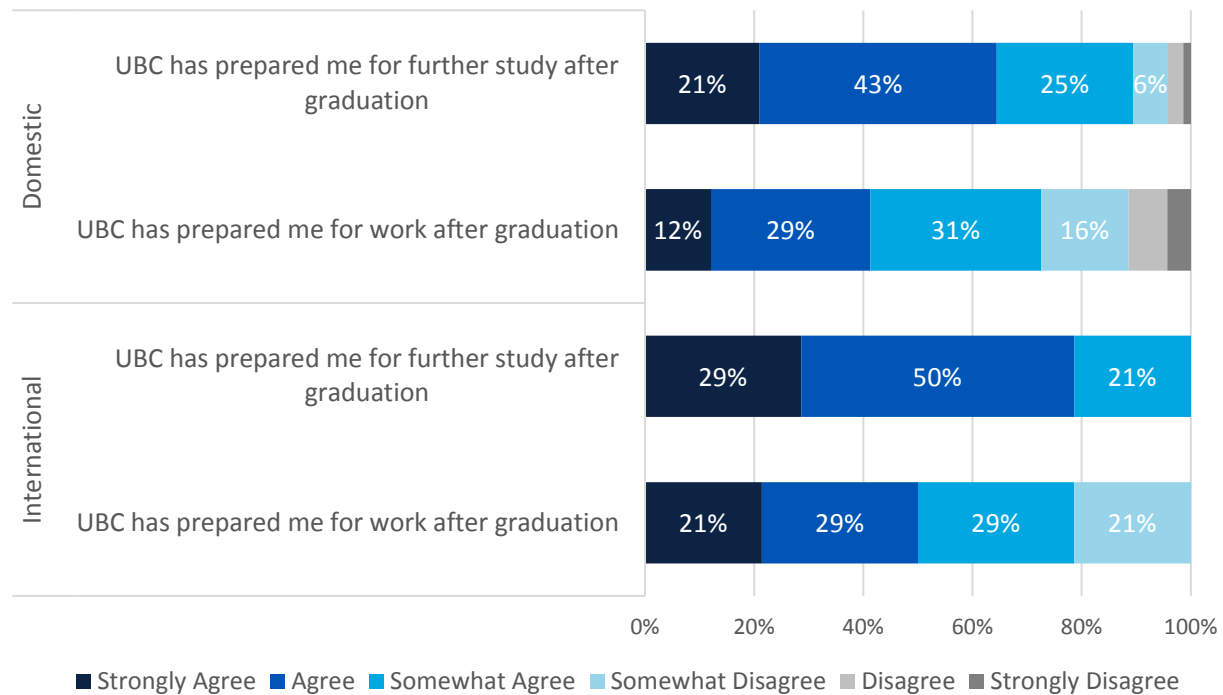
Among students who reported they were graduating, 50% (n = 142) of domestic and 40% (n = 6) of international students said they intended to work full-time in Canada. While 25% (n = 71) of domestic and 27% (n = 4) of international respondents said they planned on enrolling in graduate or professional school following graduation. Please note that only 15 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, students felt that UBC had better prepared them for further study after graduation than work after graduation. More specifically, 65% (n = 181) of domestic and 79% (n = 11) of international respondents felt UBC had prepared them well for further study after



graduation. Conversely, 41% (n = 116) of domestic and 50% (n = 7) of international respondents strongly agreed or agreed to the statement “UBC has prepared me for work after graduation”. Refer to Figure 30.

Figure 30: Respondents’ agreement to how well UBC prepared them for further study and work after graduation



Note: Only n = 281 domestic and n = 14 international students are reflected in the above figure.



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

Okanagan Planning and Institutional Research

References

Canadian Society for Exercise Physiology. (2018). *Canadian Physical Activity Guidelines: For Adults 18-64 years*. Retrieved from

http://csepguidelines.ca/wpcontent/uploads/2018/03/CSEP_PAGuidelines_adults_en.pdf

The Government of Canada. (2018). *How Much Food You Need Every Day*. Retrieved from

<https://www.canada.ca/en/health-canada/services/food-nutrition/canada-food-guide/food-guide-basics/much-food-you-need-every-day.html>



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

Okanagan Planning and Institutional Research