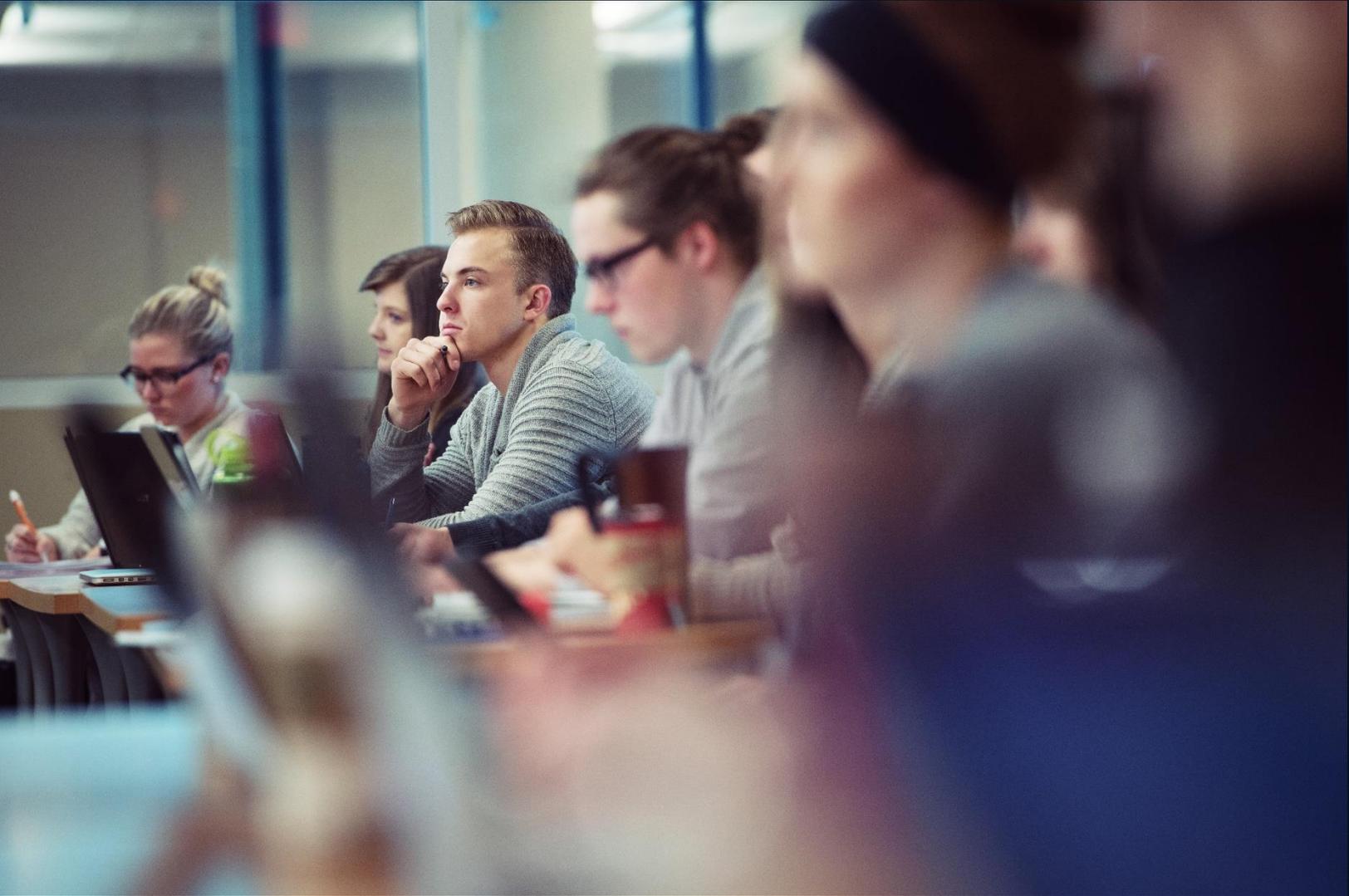


# Undergraduate Experience Survey 2019: Okanagan Campus



**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 .....	5
Plans and Aspirations.....	6
Student Employees at UBC .....	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
Language Abilities.....	13
Education, Employment, and Income of Parents/Guardians .....	15
Student Finances .....	19
General Wellbeing and Health.....	20
Mental Health and Stress management.....	22
Disabilities.....	24
Food and Food Security .....	24
Physical Activity.....	26
Recreational Facilities and Programs .....	28
Academic Engagement and Opportunities.....	29
Experiential Learning Experiences .....	29
Academic and Personal Development .....	30
Development of Academic, Career, and Diversity Skills .....	30
Graduating Students Development of Academic and Career Skills .....	32
Development of Capacity to Impact Society .....	33



Campus Respect and Climate for Diversity .....	34
Campus Inclusivity .....	35
Evaluation of Educational Experience.....	35
Academic, Student Life and Campus Experience .....	35
Belonging and Connectedness to UBC .....	37
Learning Environment at UBC.....	38
Plans and Aspirations .....	39
Continuation of Studies .....	39
Plans Following and Preparation for Graduation .....	40
Student Employees at UBC.....	42
References .....	44



## Executive Summary

The Undergraduate Experience Survey (UES) was administered in spring 2019 to all undergraduate students at University of British Columbia's Okanagan campus (UBCO) who were enrolled in courses for the 2018-2019 academic year. In total, 2,103 students out of 8,549 responded to the survey – a response rate of 25%. The sample of respondents was generally a good representation of the 2018-2019 undergraduate population at UBCO, when considering domestic-international student status, year level, and program of study.

### Background and Personal Characteristics

Eighty percent (n = 1224) of domestic respondents identified as white, while the largest proportions of international respondents identified as South Asian or Chinese. Six percent of respondents self-reported as Canadian Aboriginal, which is representative of the cohort of students. All international and 15% (n = 234) of domestic respondents said they were born outside of Canada.

Just over two-thirds of domestic student respondents (67%, n = 1231) and just over half of international student respondents (55%, n = 141) identified as female on the survey. Among both domestic and international respondents, females were over-represented in the sample, while males were under-represented.

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/guardians, government student loans, and personal savings. More than half of international respondents' funding came from their parents/guardians or scholarships/bursaries/grants.

### Health and Wellbeing

The majority of domestic and international students indicated that they do not have a disability or ongoing medical condition, however, 22% of domestic (n = 321) and 7% of international participants (n = 14) reported having a mental health disorder. Respondents generally reported feeling confident in their ability to cope with the demands of life and manage stress.

In general respondents were fairly satisfied with the availability and quality of recreation facilities and classes 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. When asked about food security, approximately one-half of both domestic and international respondents said to was sometimes or often true that they couldn't afford to eat balanced meals. One-third of domestic respondents and one-half of international respondents said it was sometimes or often true that the food they bought didn't last and there was no money to buy more.

In regards to physical activity, the largest proportions of international and domestic respondents engaged in 2 days or fewer 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.

### Academic and Extracurricular Engagement

Both domestic and international students reported an interest in experiential learning opportunities. For domestic students, research intensive experiences (18%, n = 308) and community service learning (17%, n = 286) were the most commonly reported activities to have participated in. International students were more likely to have participated in international education experiences (23%, n = 53) and community service learning (21%, n = 48).

### 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 related to academic, career, and diversity skills. Graduating students reported increases in their 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: 59%, n = 991; international: 62%, n = 141) or to a professional work environment (domestic: 63%, n = 1048; international: 64%, n = 145). Over two-thirds of respondents agreed or strongly agreed that they have something important to contribute to society, with slightly over one-half 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 three-quarters 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 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, 85% (n = 1569) of domestic and 79% (n = 202) of international respondents agreed or strongly agreed that they would recommend enrolling at UBC to others, and 89% (n = 1646) of domestic and 86% (n = 222) 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 two-thirds 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, just over one-third of international respondents (36%, n = 16) noted they would be transferring to UBC Vancouver, in comparison to only 9% of domestic (n = 32) respondents. As well, 10% (n = 33) of non-continuing domestic and 18% (n = 8) of international respondents planned to transfer to another university.

Graduating student respondents were 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.

### Student Employees at UBC

Over three-quarters of students currently employed at UBC Okanagan's campus strongly agreed or agreed that they understand how they can contribute to a respectful workplace, people treat each other with respect and consideration at work, they feel comfortable being themselves at work, and considering everything, they are satisfied with their current role at UBC. Additionally, student employees had high levels of agreement that their immediate head/manager encourages them to offer opinions, gives effective feedback, involves them in decisions that affect their work, and keeps them informed.



## 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

The UES was deployed online via e-mail invitations sent to all first, second, third, fourth, fifth-year, and unclassified degree seeking undergraduate students enrolled in one of the following faculties/schools: Applied Science (Engineering only), Arts and Science, Creative and Critical Studies, Health and Social Development, or Management. The survey was available to students from January 18, 2019 to February 19, 2019. As an incentive for participating in the survey, students were entered into a draw for one of two Amazon.ca gift cards, ranging in value from \$50-\$100, for each section they completed (7 sections in total) and could opt into three special topics modules where they could win additional prizes.

## Sample

A total of 8,549 undergraduate students were invited to complete the survey. Of the 8,549 invitees, there were 2,103 full or partially completed surveys - an overall response rate of 25% (26% for domestic and 19% 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 under-represented (cohort: 48%, sample: 35%) and females were over-represented (cohort: 52%, sample: 65%).

The sample of respondents reflects the composition of the cohort well in terms of year level. The sample was over-representative of CNDN visa types (cohort: 79%, sample: 84%) and under-representative of STUV visa types (cohort: 17%, sample: 12%). The sample was also slightly over-representative of domestic students (cohort: 83%, sample: 88%), and under-representative of international students (cohort: 17%, sample: 12%). While the sample of respondents' programs were generally representative of the cohort, BMGT-O students were slightly under-represented (cohort: 11%, sample: 8%) and BSN-O students were slightly over-represented (cohort: 7%, sample: 8%). (See Table 1).



Table 1: Demographic breakdown of cohort and sample

	Cohort		Sample	
	Count (N)	%	Count (N)	%
<b>Gender</b>				
Female	4434	51.9%	1372	65.2%
Male	4115	48.1%	731	34.8%
<b>Year Level</b>				
Unclassified	5	0.1%	0	0.0%
Year 1	2649	31.0%	642	30.5%
Year 2	1933	22.6%	486	23.1%
Year 3	1987	23.2%	466	22.2%
Year 4/5	1975	23.1%	509	24.2%
<b>Visa Type</b>				
CNDN	6777	79.3%	1770	84.2%
DIPL	1	0.0%	0	0.0%
PERM	330	3.9%	76	3.6%
REFG	2	0.0%	0	0.0%
STUV	1439	16.8%	257	12.2%
<b>Domestic/International</b>				
Domestic	7109	83.2%	1846	87.8%
International	1440	16.8%	257	12.2%
<b>Program</b>				
BA-O	2167	25.3%	557	26.5%
BASC-O	1397	16.3%	373	17.7%
BFA-O	112	1.3%	33	1.6%
BHK-O	812	9.5%	200	9.5%
BMGT-O	933	10.9%	163	7.8%
BMS-O	33	0.4%	9	0.4%
BSC-O	2520	29.5%	591	28.1%
BSN-O	564	6.6%	177	8.4%
CIEP-O	2	0.0%	0	0.0%
CLLP-O	1	0.0%	0	0.0%
DIEP-O	5	0.1%	0	0.0%
TEAL-O	3	0.0%	0	0.0%

Note: The above data is from administrative data



When breaking down the cohort and sample by domestic/international student status, in general, the samples of respondents reflected the cohorts well, with a few exceptions (see Table 2). Among both domestic and international respondents, females were over-represented (domestic: cohort: 54%, sample: 67%; international: cohort: 43%, sample: 55%) and males were under-represented (domestic: cohort: 46%, sample: 33%; international: cohort: 57%, sample: 45%). The year levels, VISA types, and programs of domestic respondents were generally representative of the cohort. First year international respondents may be slightly over-represented in the sample (cohort: 42%, sample: 47%), while third year international students may be slightly under-represented in the sample (cohort: 19%, sample: 16%). While the sample of respondents' programs were generally representative of the cohort, international BASC-O students may be slightly over-represented (cohort: 17%, sample: 20%), domestic BMGT-O students were slightly under-represented (cohort: 9%, sample: 6%), international BMGT-O students were slightly under-represented (cohort: 20%, sample: 18%), international BSC-O students may be slightly under-represented in the sample (cohort: 30%, sample: 28%), and domestic BSN-O students may be slightly over-represented (cohort: 8%, sample: 10%).

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

	<i>Domestic</i>				<i>International</i>			
	<b>Cohort</b>		<b>Sample</b>		<b>Cohort</b>		<b>Sample</b>	
	<i>Count (N)</i>	<i>%</i>	<i>Count (N)</i>	<i>%</i>	<i>Count (N)</i>	<i>%</i>	<i>Count (N)</i>	<i>%</i>
<b>Gender</b>								
Female	3819	53.7%	1231	66.7%	615	42.7%	141	54.9%
Male	3290	46.3%	615	33.3%	825	57.3%	116	45.1%
<b>Year Level</b>								
Unclassified	5	0.1%	0	0.0%	0	0.0%	0	0.0%
Year 1	2052	28.9%	521	28.2%	597	41.5%	121	47.1%
Year 2	1591	22.4%	427	23.1%	342	23.8%	59	23.0%
Year 3	1708	24.0%	425	23.0%	279	19.4%	41	16.0%
Year 4/5	1753	24.7%	473	25.6%	222	15.4%	36	14.0%
<b>Visa Type</b>								
CNDN	6777	95.3%	1770	95.9%	n/a	n/a	n/a	n/a
DIPL	1	0.0%	0	0.0%	0	0.0%	0	0.0%
PERM	329	4.6%	76	4.1%	1	0.1%	0	0.0%
REFG	2	0.0%	0	0.0%	0	0.0%	0	0.0%
STUV	n/a	n/a	n/a	n/a	1439	99.9%	257	100.0%
<b>Program</b>								
BA-O	1727	24.3%	476	25.8%	440	30.6%	81	31.5%
BASC-O	1155	16.2%	322	17.4%	242	16.8%	51	19.8%
BFA-O	99	1.4%	31	1.7%	13	0.9%	2	0.8%
BHK-O	794	11.2%	196	10.6%	18	1.3%	4	1.6%
BMGT-O	640	9.0%	118	6.4%	293	20.3%	45	17.5%
BMS-O	24	0.3%	6	0.3%	9	0.6%	3	1.2%
BSC-O	2095	29.5%	520	28.2%	425	29.5%	71	27.6%



BSN-O	564	7.9%	177	9.6%	0	0.0%	0	0.0%
CIEP-O	2	0.0%	0	0.0%	0	0.0%	0	0.0%
CLLP-O	1	0.0%	0	0.0%	0	0.0%	0	0.0%
DIEP-O	5	0.1%	0	0.0%	0	0.0%	0	0.0%
TEAL-O	3	0.0%	0	0.0%	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 257 respondents and may therefore be susceptible to variation based on a small number of responses.

## Background and Personal Characteristics

Eighty-five percent (n = 1329) of 1563 domestic student respondents were born in Canada, and 100% (n = 205) of international respondents were born outside of Canada. First year post-secondary or higher was the earliest year that most international respondents attended school in Canada (88%, n=174). Thirty-eight percent (n = 587) of domestic students had at least one parent/guardian born outside of Canada.

### Residence and Commute

Respondents were asked to specify their living situation for the 2018-2019 academic year. Of the 1767 students who responded to the question, the majority of domestic respondents said they live off-campus (66%, n = 1033), while only 19% (n = 39) of international respondents reported living off-campus. Almost all other respondents said they live at a UBC Okanagan residence (domestic: 17%, n = 269; international: 46%, n = 96) or Academy Hill/Quail Ridge (domestic: 16%, n = 252; international: 34%, n = 71).

The majority of 1036 domestic students reported commuting to school by vehicle - alone (44%, n = 453) or by public transport (38%, n = 393). Whereas the majority of 40 international students said they use public transit (70%, n = 28). Most respondents reported that their commute took 0-30 minutes one way (domestic: 62%, n = 642; international: 73%, n = 29); however, approximately one-third of domestic respondents (32%, n = 333) and one-quarter of international respondents (23%, n = 9) indicated it took 31-60 minutes to commute one way.

### Gender and Sexual Orientation

Of the 1555 domestic and 207 international students who replied to the question, about two-thirds of domestic respondents (67%, n = 1036) and half of international respondents (56%, n = 115) self identified as female on the survey. The majority of the remaining participants identified as male



(domestic: 33%, n = 507; international: 43%, n = 89). Less than one percent (n = 15) of the sample self-identified as non-binary. One percent of survey respondents reported having trans-experience (n = 19).

The majority of 1714 respondents self-identified as heterosexual. However, 14% (n = 209) of domestic and 11% (n = 21) of international respondents identified as lesbian, gay, bisexual, or queer.

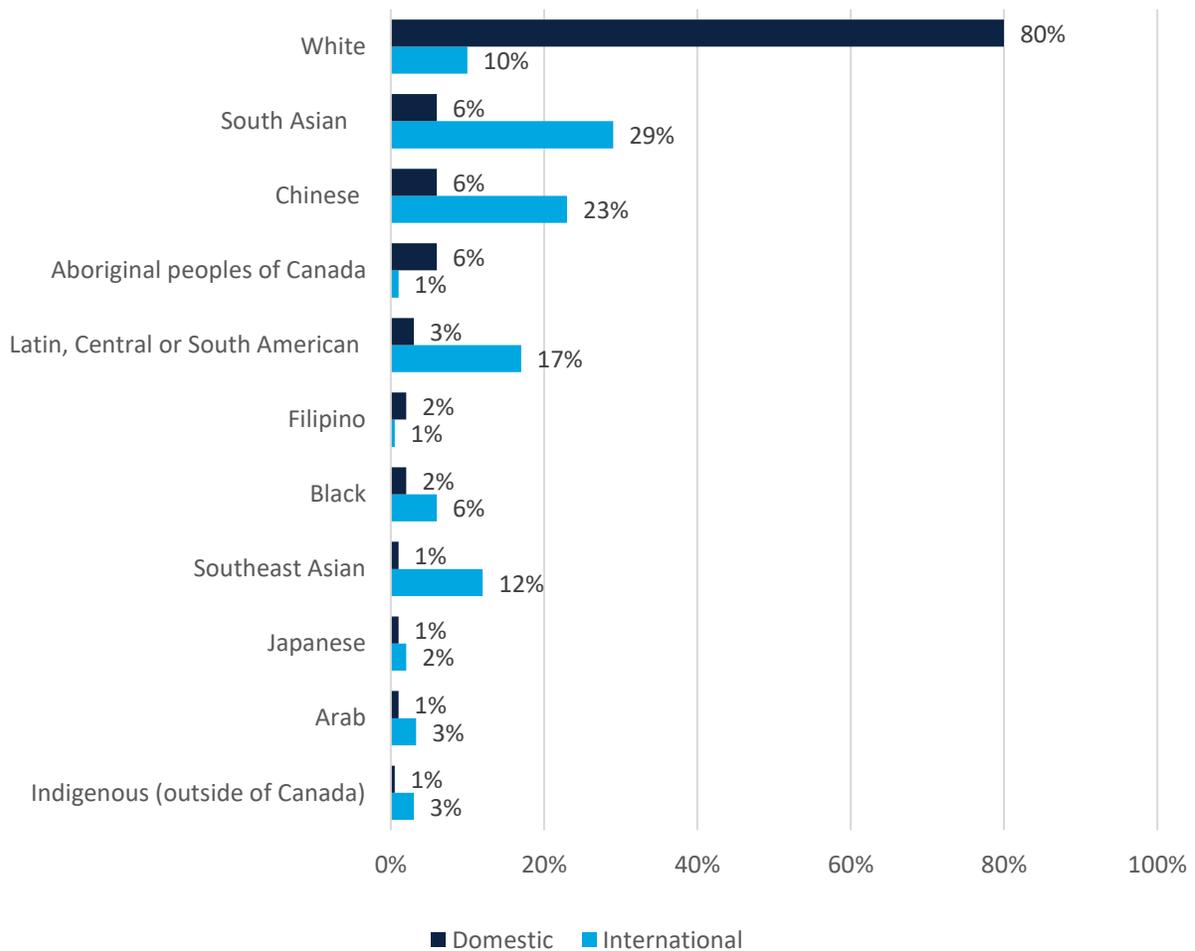
### Ethno-Racial Distribution and Citizenship

Eighty percent of 1527 domestic respondents (n = 1224) selected that they identify their ethnicity as white, while 6% (n = 95) selected Canadian Aboriginal. The proportion of students identifying as Aboriginal was representative of the domestic cohort (cohort: 6%, sample: 6%). Among respondents selecting Canadian Aboriginal, Métis (58%, n = 52) and First Nations (44%, n = 40) were the most common groups identified with.

The 205 international respondents most often identified as South Asian (29%, n = 60), Chinese (23%, n = 47), Latin, Central or South American (17%, n = 35), Southeast Asian (12%, n = 25), and/or White (10%, n = 21). See Figure 1.



Figure 1: Self-reported ethnicity

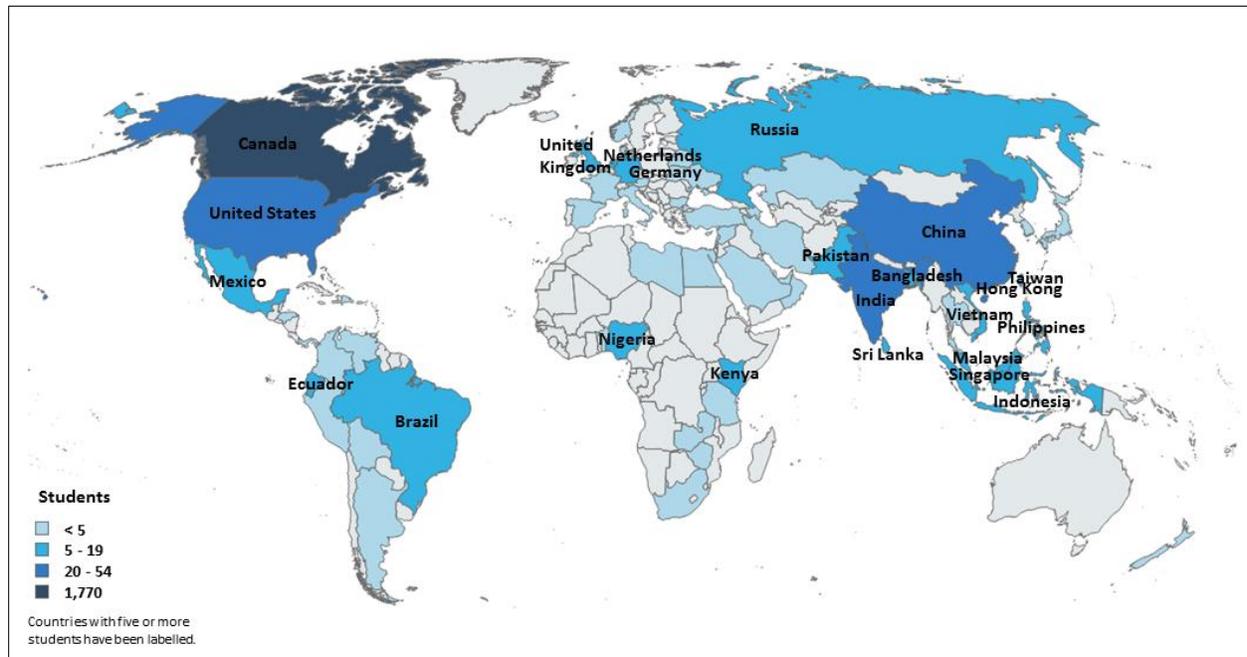


Note: Ethnicities which fewer than 2% of respondents selected were not included in the above graph (Korean, West Asian); this graph is reflective of survey data.

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 = 1770). Additionally, the most common countries of citizenship for international respondents were India (n = 54) and China (n = 45). Refer to Figure 2.



Figure 2: Respondent's citizenship by nationality

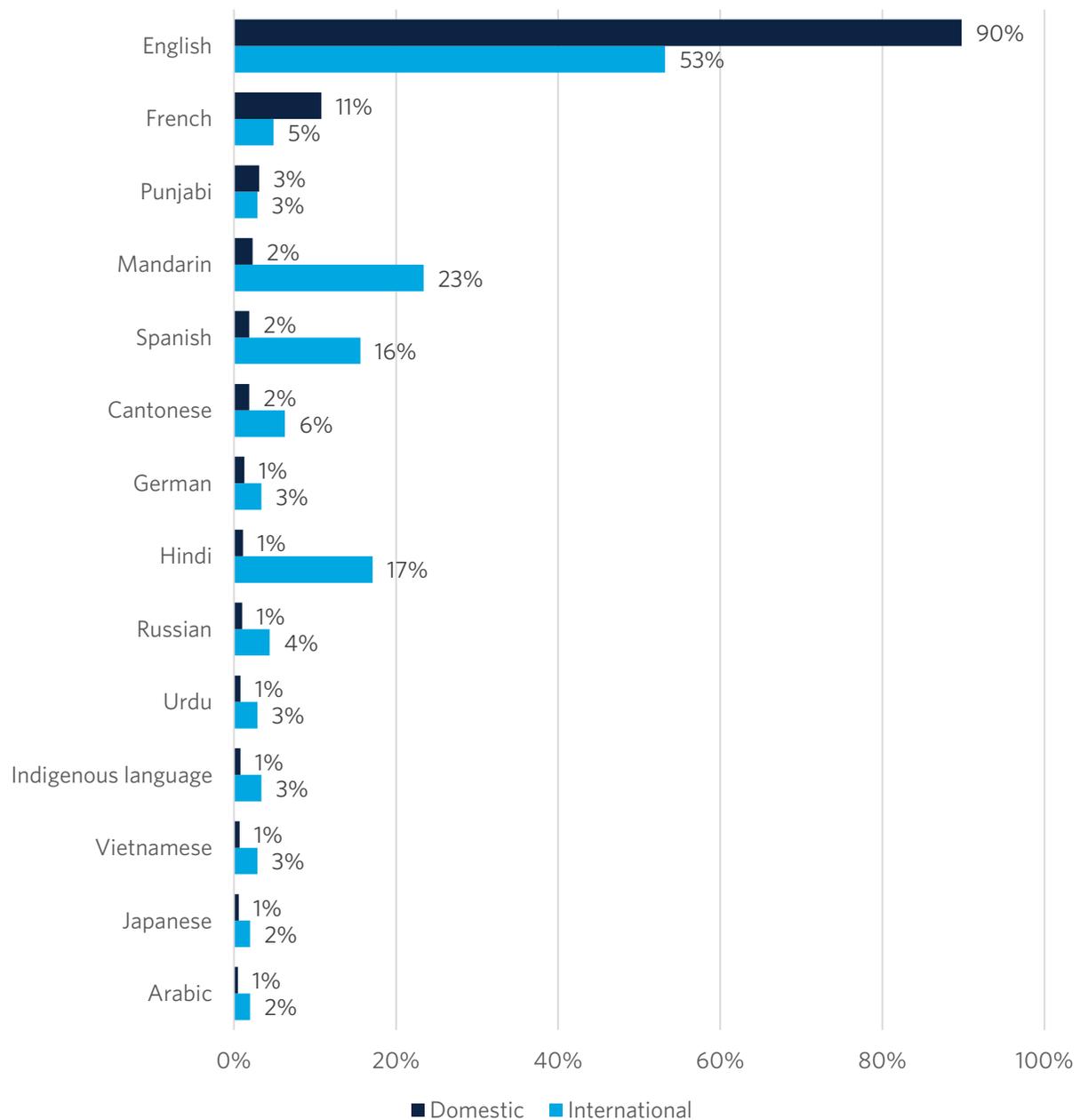


Note: The above data is from administrative data

### Language Abilities

The vast majority of 1516 domestic students (90%, n = 1361) reported English as the language they first learned at home in childhood and still understand. Out of 205 international respondents, English was also the most reported language first learned at home in childhood and still understood (53%, n = 109). Mandarin was the next highest response for international students (23%, n = 48). See Figure 3.

Figure 3: Languages first learned in childhood

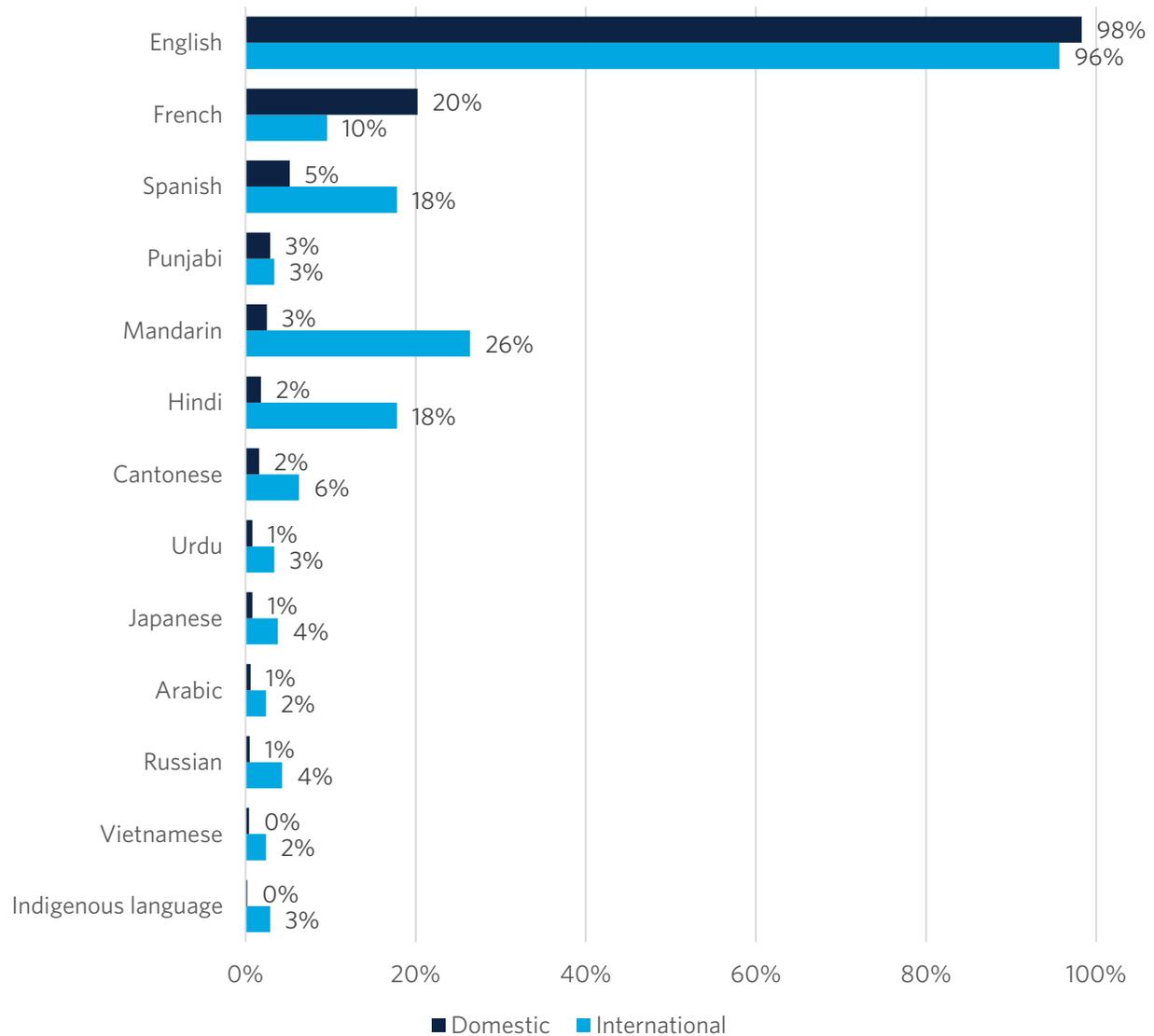


Note: Languages which fewer than 2% of respondents selected were not included in the above graph (Filipino, Korean, and Persian).

English (98%, n = 1534) and French (20%, n = 315) were the most common languages that domestic respondents identified they knew well enough to conduct an academic/technical conversation. The top two responses for international students were English (96%, n = 199) and Mandarin (26%, n = 55). See Figure 4.



Figure 4: Languages known well enough to conduct an academic/technical conversation



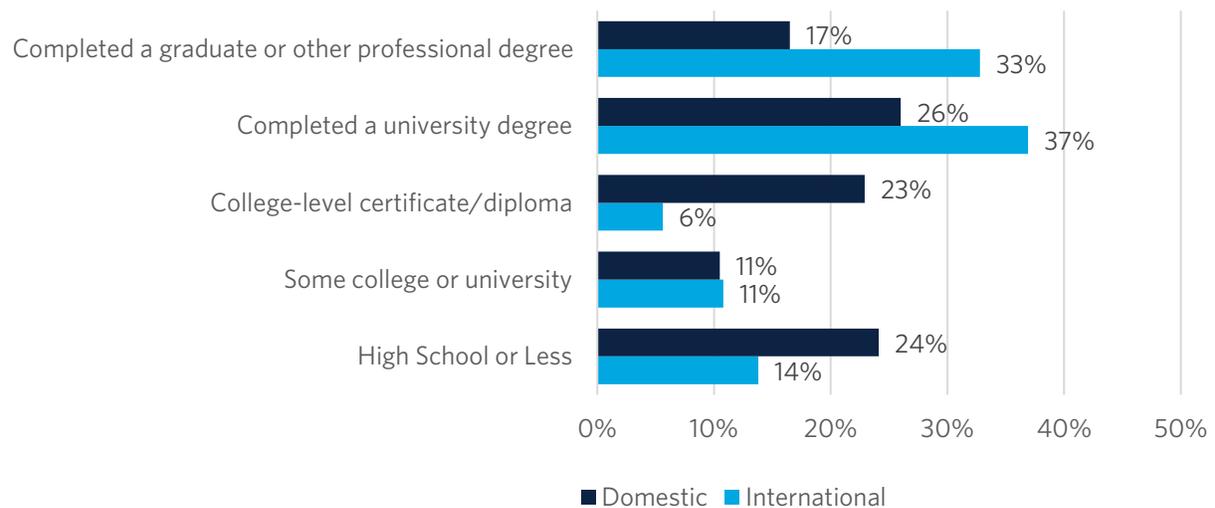
Note: Languages which fewer than 2% of respondents selected were not included in the above graph (Filipino, German, Korean, and Persian).

### Education, Employment, and Income of Parents/Guardians

Among the 1471 domestic respondents, the highest level of formal education obtained by fathers/guardians was mixed, with 26% (n = 383) having completed a university degree, 24% (n = 355) having a high school education or less, 23% (n = 337) having received a college-level certificate/diploma, and 17% (n = 243) having obtained a graduate or other professional degree. Conversely, about two-thirds of the 195 international student respondents' fathers/guardians have either completed a university degree (37%, n = 72) or completed a graduate or other professional degree (33%, n = 64). Refer to Figure 5a.

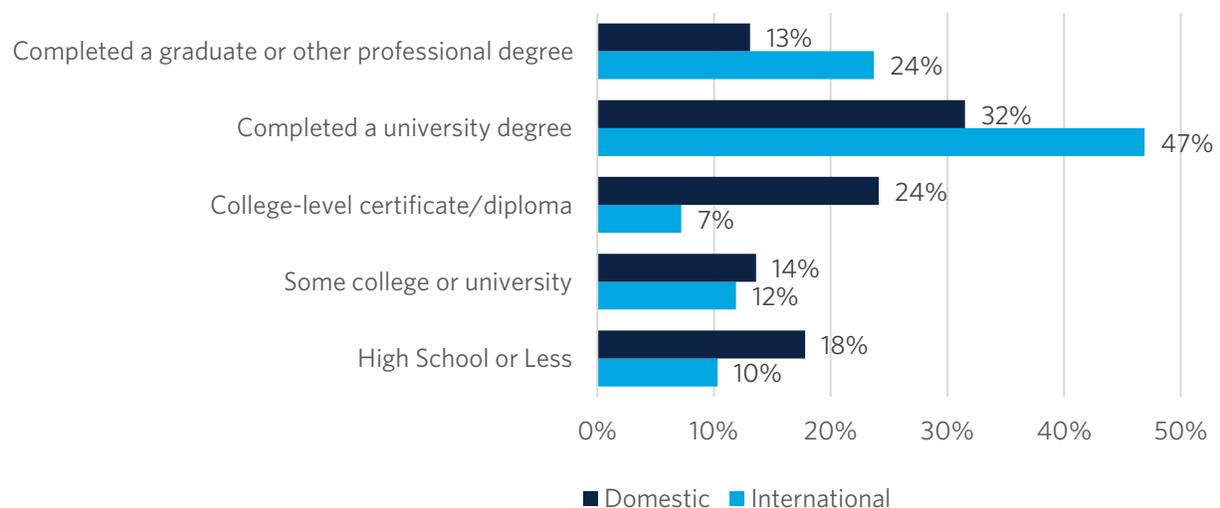


Figure 5a: Highest level of formal education obtained by father/guardian



The most common levels of education obtained by the mothers/guardians of 1503 domestic respondents was a university degree (32%, n = 473) or a college-level certificate/diploma (24%, n = 362). Most often, the 194 international respondents stated that their mother/guardian had completed a university degree (47%, n = 91) or had completed a graduate or other professional degree (24%, n = 46). See Figure 5b.

Figure 5b: Highest level of formal education obtained by mother/guardian



Overall, 42% (n = 628) of domestic and 19% (n = 38) of international respondents were first generation university students, meaning that neither their mother/guardian nor father/guardian had completed university.

The majority of respondents indicated that their father/guardian (domestic: 58%, n = 815; international: 46%, n = 89) and mother/guardian (domestic: 63%, n = 925; international: 33%, n = 61) were salary employees (part-time or full-time). See Figures 6a and 6b.



Figure 6a: Employment status of respondent's father/guardian

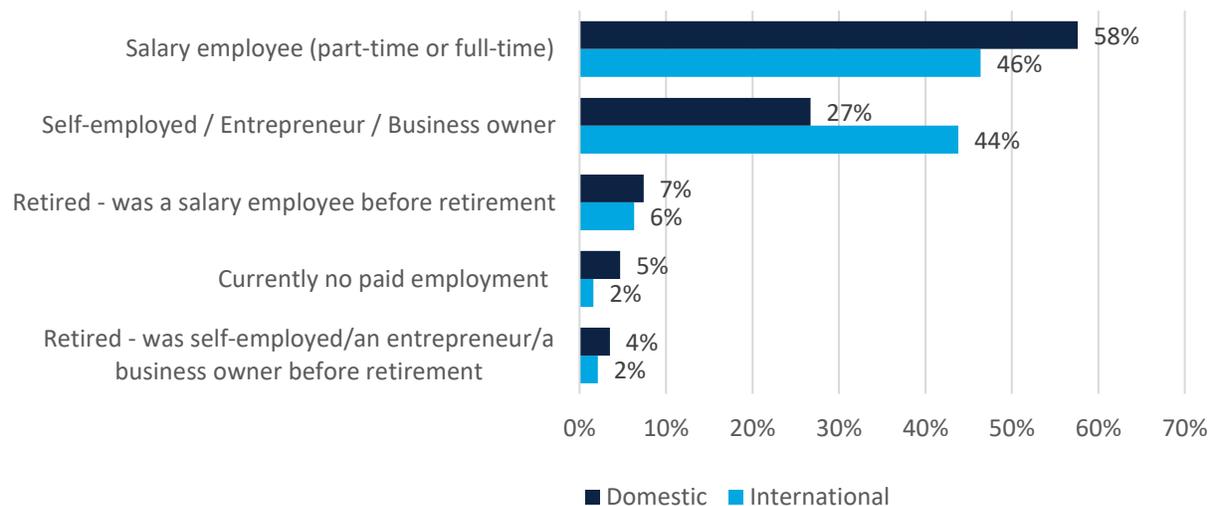
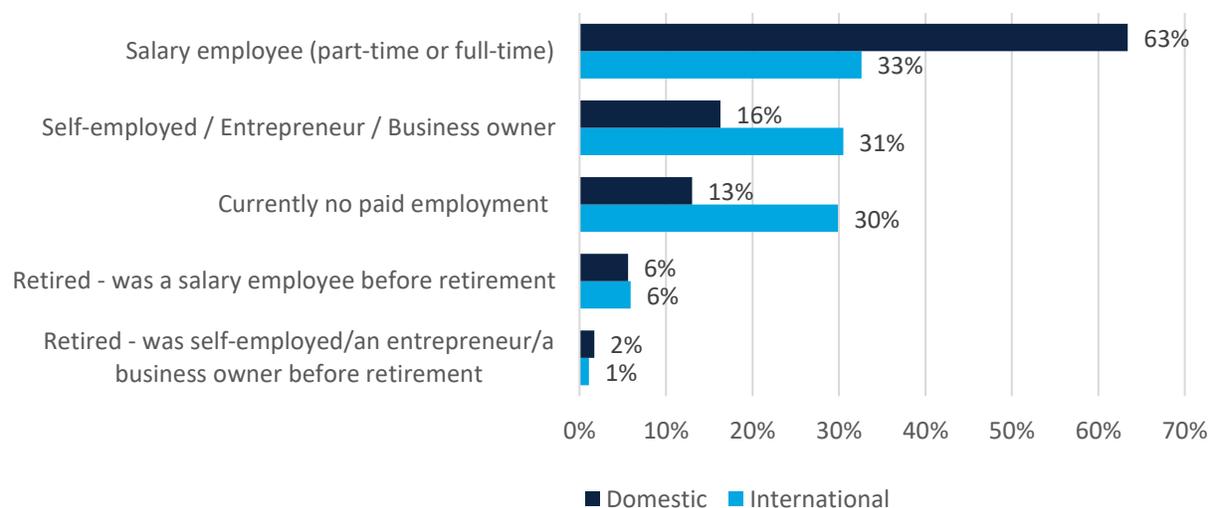


Figure 6b: Employment status of respondent's mother/guardian



In regards to the employment status of their father/guardian, after salary employee most of the 1606 respondents indicated that their father/guardian was self-employed/entrepreneur/business owner (domestic: 27%, n = 377; international: 44%, n = 84). A small percentage of respondents indicated that their father/guardian currently had no paid employment (domestic: 5%, n = 67; international: 2%, n = 3).

The majority of 1646 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: 13%, n = 189; international: 30%, n = 56). The remaining respondents indicated that their mother/guardian was either self-employed/entrepreneur/business owner (domestic: 16%, n = 238; international: 31%, n = 57) or retired.

The majority of survey respondents reported that their father/guardian had a higher income compared to their mother/guardian (domestic: 65%, n = 643; international: 58%, n = 61). Twenty-one percent of domestic respondents (n = 208) and 18% of international respondents (n = 19) reported that their mother/guardian had a higher income. Both parents/guardians had an equal income in 15% of domestic (n = 146) and 24% of international (n = 25) responses.

When asked about the occupation of their highest income earning parent/guardian, the responses varied. Professional jobs, such as doctors, accountants, human resources professionals, pharmacists, actors etc., was the most frequently selected category by respondents to reflect their highest income earning parent/guardian's occupation (domestic father/guardian: 35%, n = 379; international father/guardian: 43%, n = 64; domestic mother/guardian: 52%, n = 168; international mother/guardian: 48%, n = 11). Refer to Figures 7a and 7b.

Figure 7a: Occupation of father/guardian when earning highest income

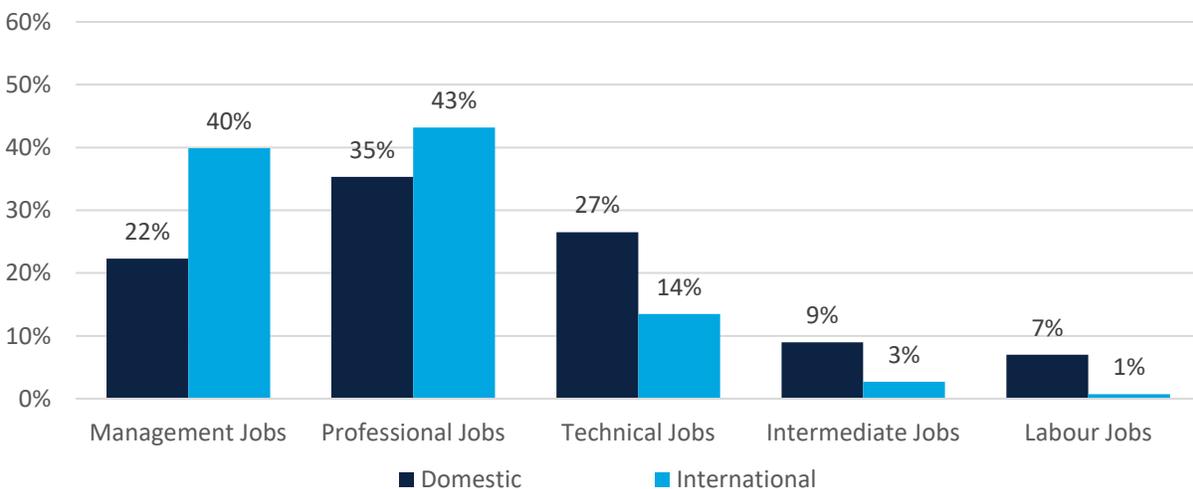
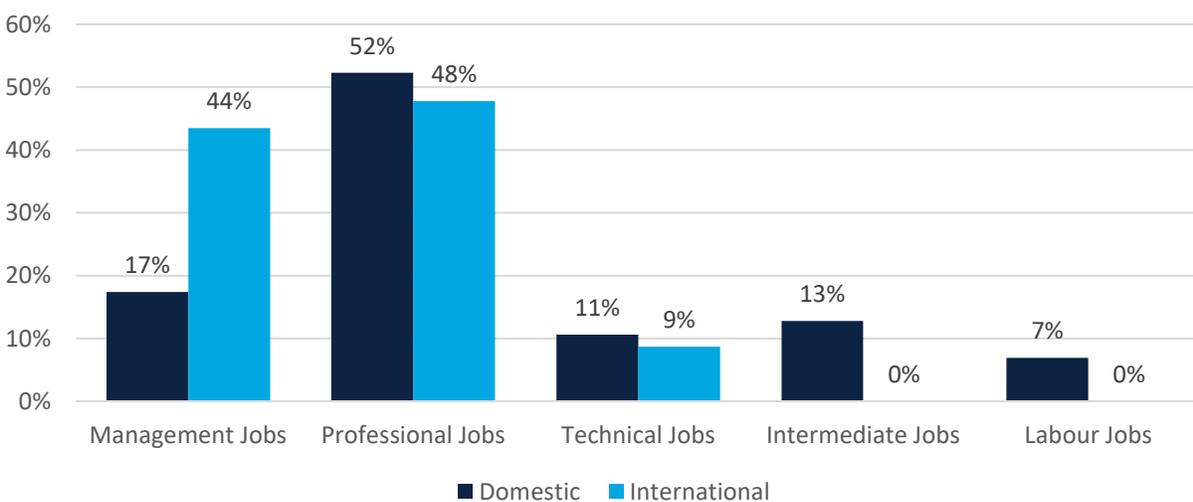


Figure 7b: Occupation of mother/guardian when earning highest income

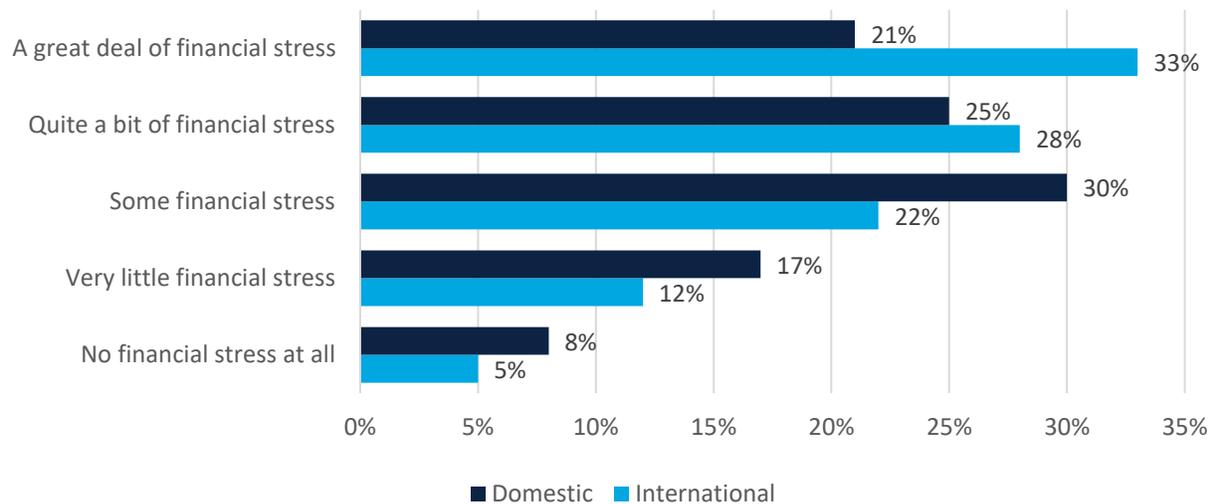


## Student Finances

When asked what their primary source(s) of funding for their education was, the majority of domestic and international students relied on their parents/guardians. The next major source of funding for international students was scholarships, bursaries, and grants. Domestic students reported that government student loans and personal savings were the next major sources of their total funding.

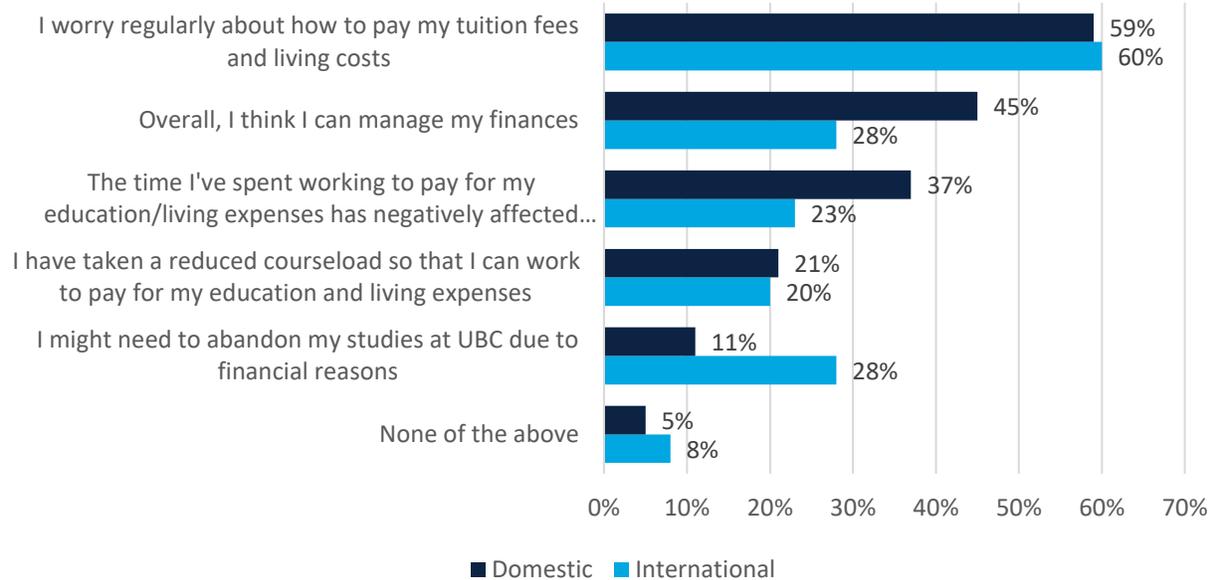
Participants answered how tuition and living expenses have impacted their financial stress. Out of 1581 domestic respondents, just under a third reported that they have experienced some financial stress (30%, n = 472), while out of 210 international students, many reported they have experienced a great deal of financial stress (33%, n = 70) as a result of tuition and living expenses. See Figure 8.

Figure 8: 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 1361 respondents (domestic: 59%, n = 705; international: 60%, n = 105) indicated that they regularly worry about how to pay tuition fees and living costs. Over a third of domestic students (37%, n = 441) felt that the time they've spent working to pay for their education/living expenses has negatively affected their grades, while only 23% (n = 40) of international students felt the same way. Ultimately, 45% (n = 530) of domestic and 28% (n = 48) of international respondents felt they that overall they can manage their finances. Refer to Figure 9.

Figure 9: 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. Of the 1729 domestic respondents, the top two statements most often agreed with (selected strongly agree or agree) were: "Since starting at UBC, I've gained new skills to help me manage the demands of university life" (62%, n = 1067), and "I know about strategies I can use to cope with stress as it comes" (62%, n = 1066). The top two statements to which the 234 international respondents most often agreed (selected strongly agree or agree) were: "Since starting at UBC, I've gained new skills to help me manage the demands of university life" (70%, n = 164), and "UBC is committed to the wellbeing of its people, place, and community" (67%, n = 155). Refer to Figures 10a and 10b.

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: 45%, n = 778; international: 49%, n = 114) and "This school year, I've been able to manage stress successfully" (domestic: 46%, n = 789; international: 52%, n = 121) had the lowest levels of agreement.



Figure 10a: Domestic respondents' agreement to statements related to wellbeing

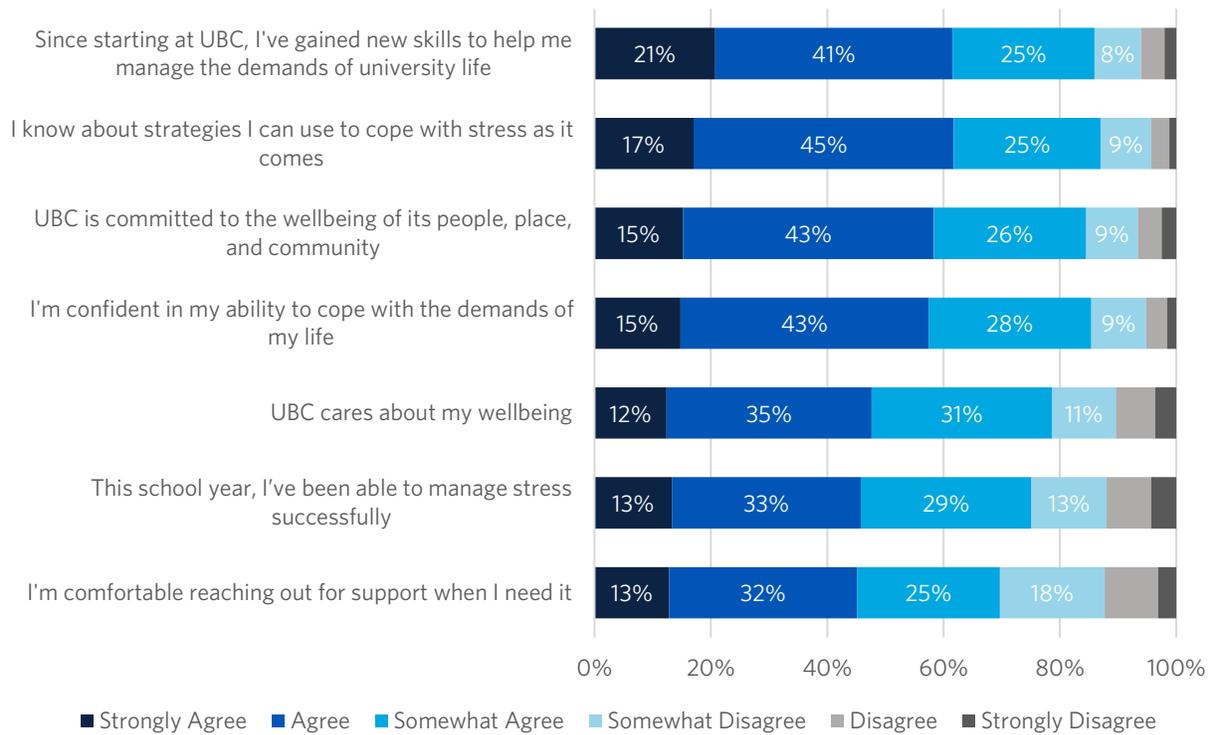
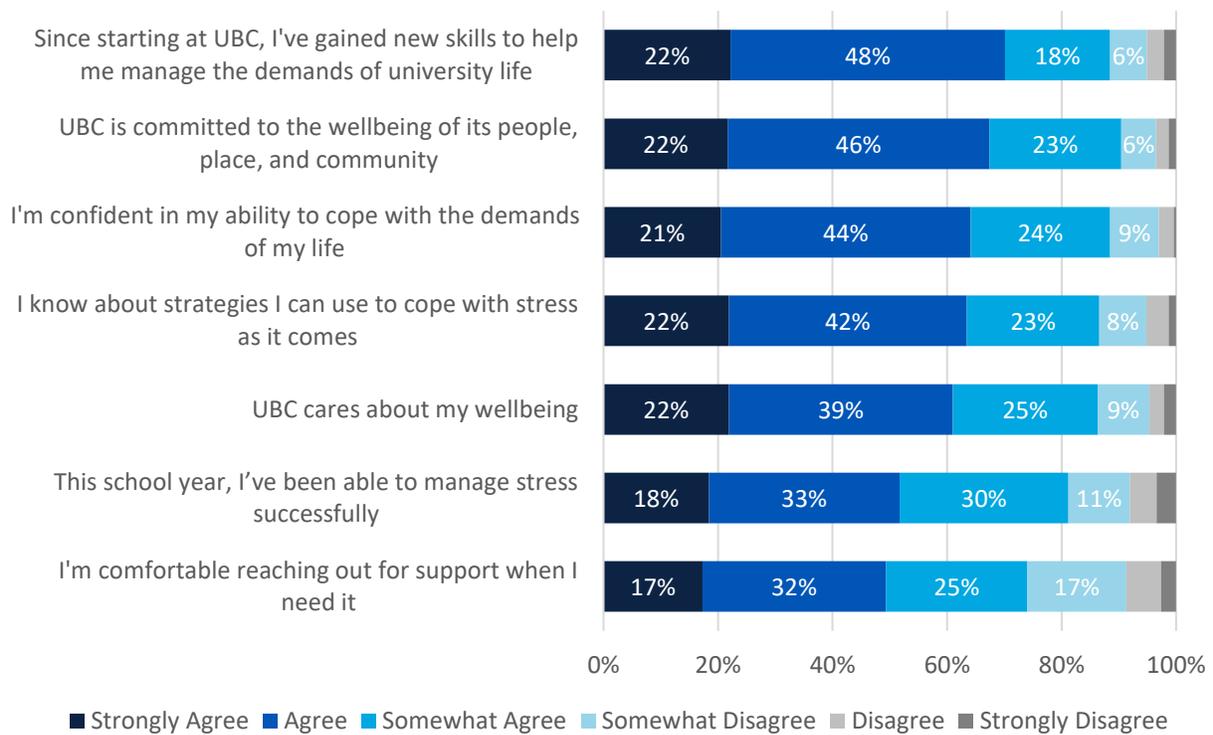
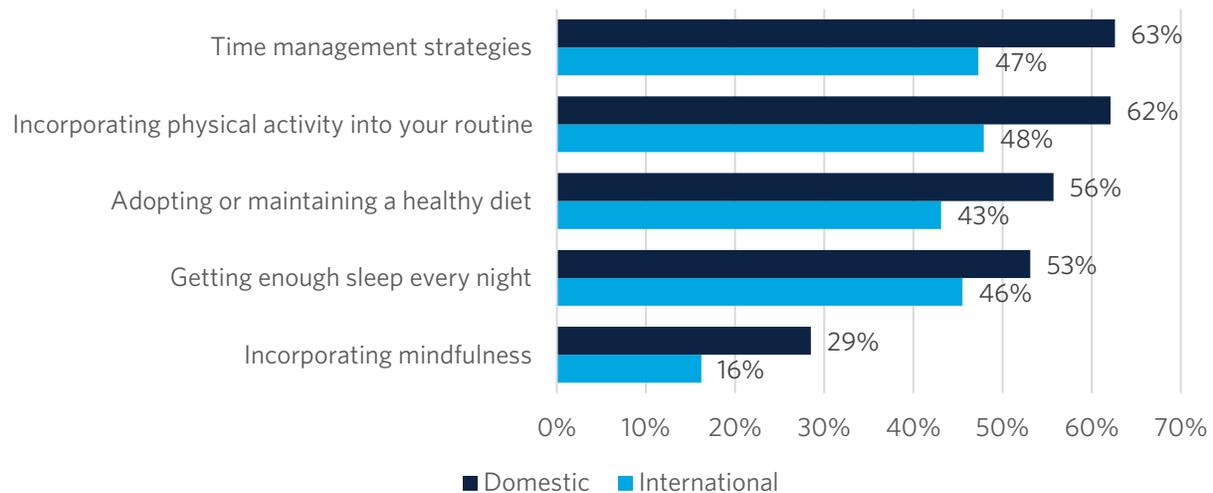


Figure 10b: International respondents' agreement to statements related to wellbeing



When asked which wellness activities they had participated in over the past 12 months, both domestic and international students indicated time management strategies (domestic: 63%, n = 787; international: 47%, n = 79) and incorporating physical activity into their routine (domestic: 62%, n = 780; international: 48%, n = 80) were the top choices. See Figure 11.

Figure 11: Wellness activities used within the past 12 months



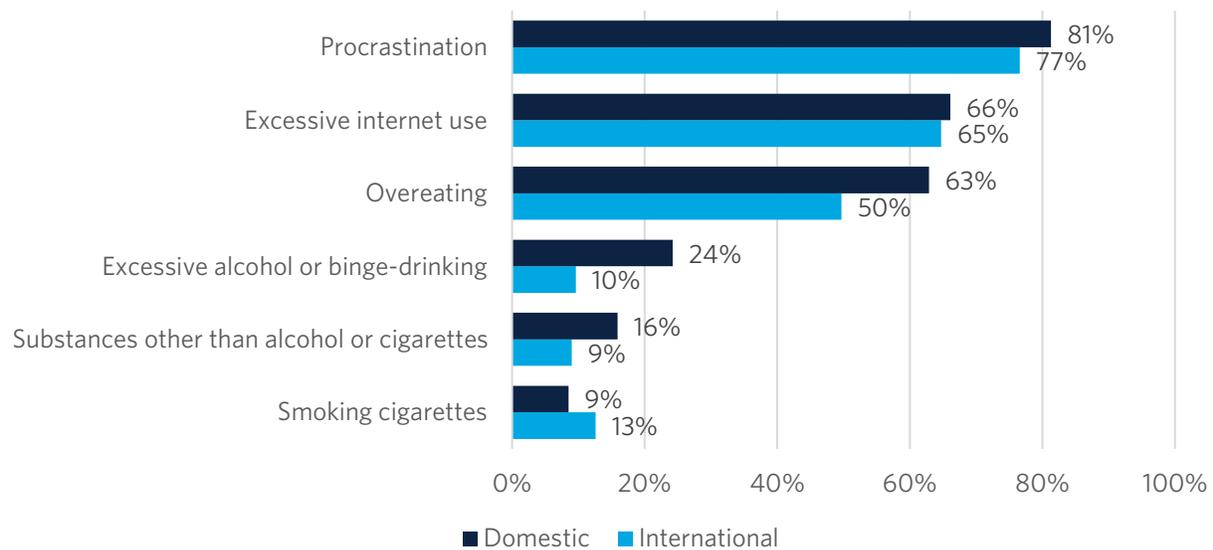
### Mental Health and Stress management

The majority of 1252 domestic and 163 international students strongly agreed or agreed that students' mental and emotional wellbeing is a priority at UBC (domestic: 54%, n = 670; international: 63%, n = 102). Similarly, the majority of students indicated they strongly agreed or agreed that the UBC campus climate encourages free and open discussion about mental and emotional health (domestic: 62%, n = 769; international: 68%, n = 113).

In the past 12 months, 81% (n = 1024) of 1260 domestic respondents and 77% (n = 128) of 167 international respondents reported using procrastination as a method of relieving stress. Excessive internet use (domestic: 66%, n = 833; international: 65%, n = 108) and overeating (domestic: 63%, n = 793; international: 50%, n = 83) were also common methods used to relieve stress. See Figure 12.

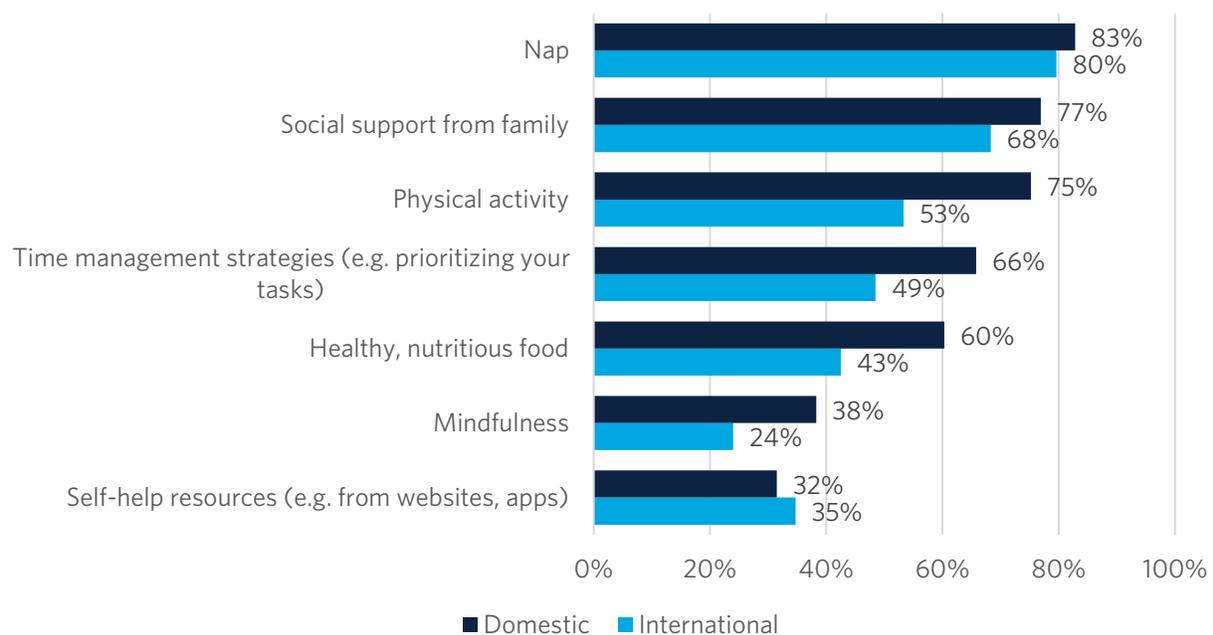


Figure 12: Methods of relieving stress used within the past 12 months



In the past 12 months, 83% (n = 1052) of 1270 domestic respondents and 80% (n = 133) of 167 international respondents reported using napping to manage stress. Social support from family (domestic: 77%, n = 977; international: 68%, n = 114) and physical activity (domestic: 75%, n = 955; international: 53%, n = 89) were also reported as common methods of managing stress. See Figure 13.

Figure 13: Methods of managing stress used within the past 12 months



Fifty-one percent of 1271 domestic students (n = 649) and 59% of 167 international students (n = 99) strongly agreed or agreed that they have a good understanding of on-campus resources (and how to access them) that can support their mental wellbeing. Conversely, only 34% (n = 432) of domestic



students and 27% (n = 45) of international students strongly agreed or agreed that they have a good understanding of off-campus resources (and how to access them) that can support their mental wellbeing.

The majority of students (domestic: 73%, n = 916; international: 71%, n = 115) strongly agreed or agreed that they are aware of personal signs when they experience too much stress. Despite this, 79% (n = 993) of 1264 domestic respondents and 69% (n = 115) of 166 international respondents indicated that they had not sought support from UBC staff advisors or UBC peer advisors within the last 12 months.

### Disabilities

The majority of domestic and international students indicated that they do not have a disability or ongoing medical condition; however, 22% (n = 321) of 1492 domestic and 7% (n = 14) of 190 international participants reported having a mental health disorder. Out of those who reported having a disability or ongoing medical condition, only 30% (n = 139) of domestic and 48% (n = 12) of international students reported having requested accommodation at UBC Okanagan.

### Food and Food Security

In general, respondents were fairly dissatisfied with the quality and availability of healthy and nutritious food on campus. Specifically, only 19% (n = 233) of 1209 domestic and 11% (n = 18) of 163 international student respondents were very satisfied or satisfied with the quality of food on campus, and 16% (n = 196) of domestic and 13% (n = 21) of international respondents were satisfied with the availability of healthy and nutritious food options on campus. See Figures 14a and 14b.

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 6% (n = 67) of domestic and 9% (n = 15) of international respondents reported being very satisfied or satisfied with the cost of food options.

Figure 14a: Domestic respondents' satisfaction response to food statements

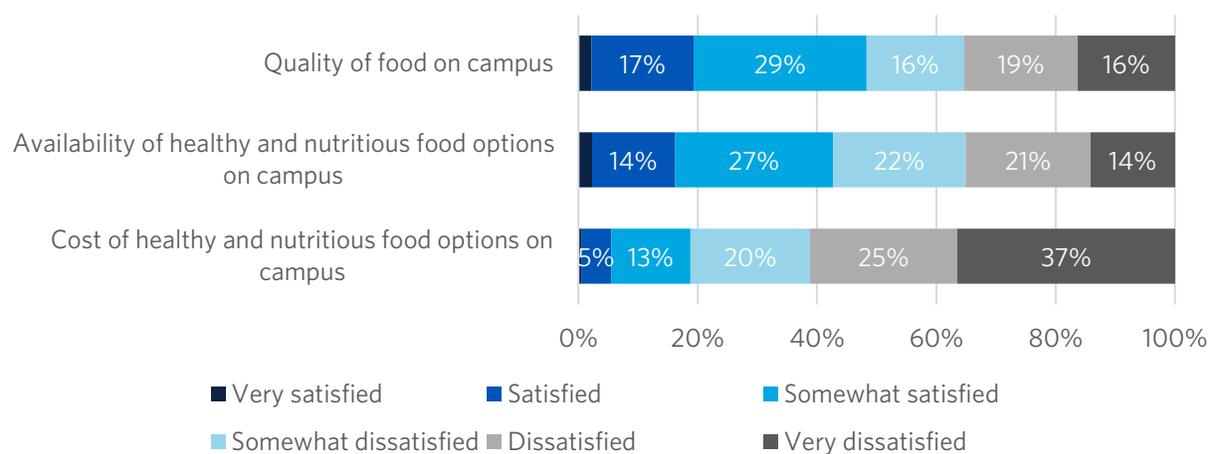
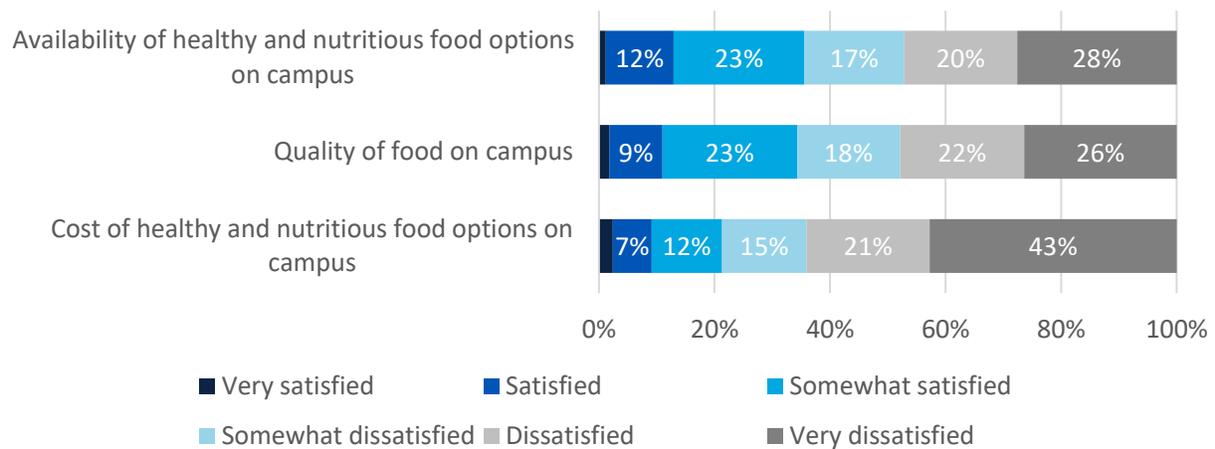
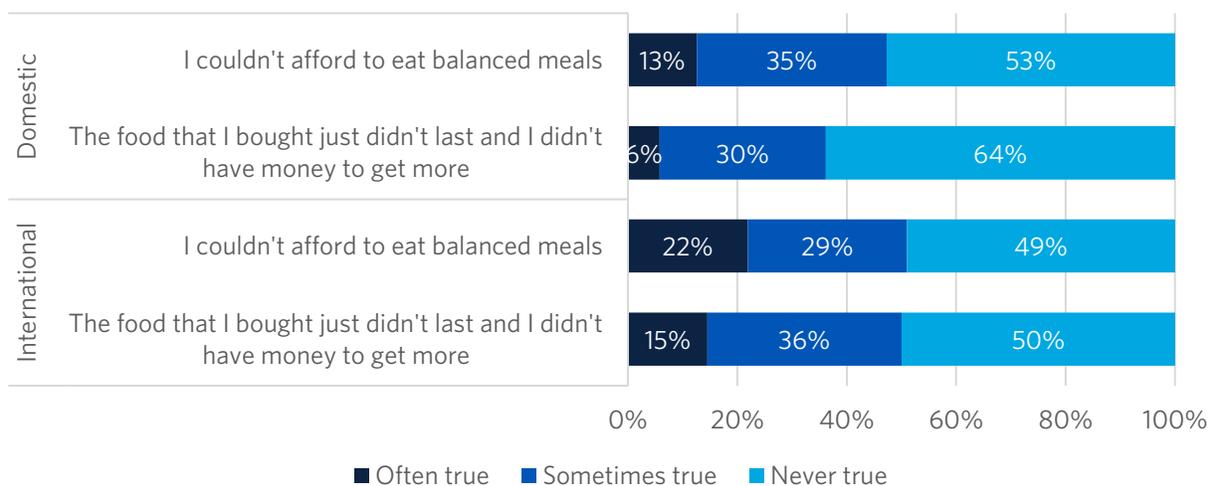


Figure 14b: International respondents' satisfaction response to food statements



When students were asked a series of questions about food security, 13% (n = 153) of 1215 domestic respondents and 22% (n = 33) of 151 international respondents indicated it was often true that they couldn't afford to eat balanced meals in the past 12 months. Six percent (n = 68) of domestic students and 15% (n = 22) of international students said it was often true in the last 12 months that the food they bought didn't last and they didn't have money to get more. See Figure 15.

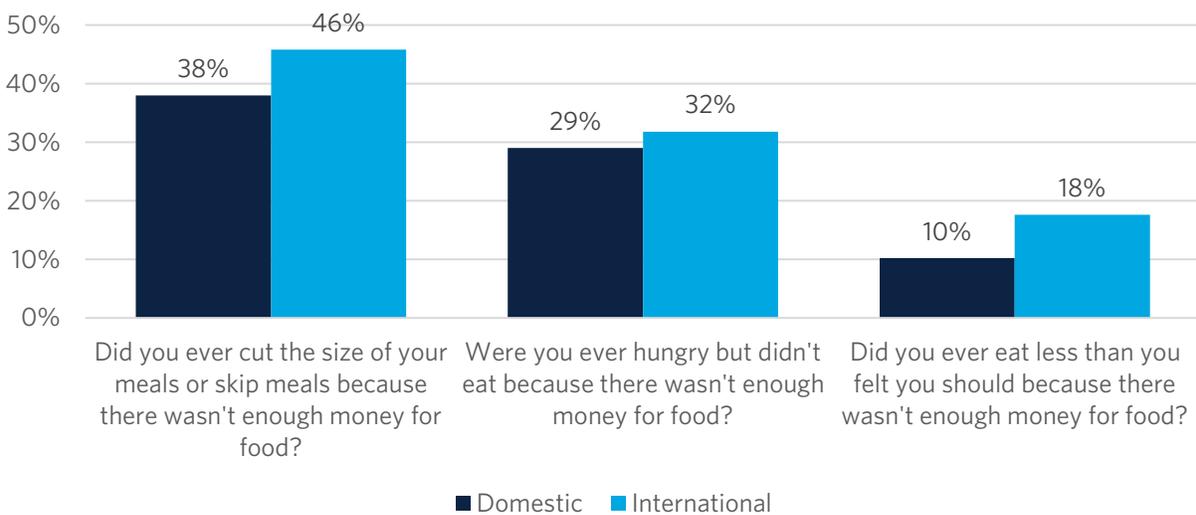
Figure 15: Respondents' agreement with food security statements within the last 12 months



When asked if they ever cut the size of meals or skipped meals because there wasn't enough food, 38% (n = 479) domestic and 46% (n = 76) of international respondents reported that they had done so in the last 12 months. See Figure 16. Of the students who responded yes, 35% (n = 157) of domestic students and 41% (n = 27) of international students indicated that this happened almost every month.



Figure 16: Students responding “yes” to food security statements



### 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 1 to 3 days with vigorous activity per week. See Figure 17. However, it was found that the largest proportion of respondents did not engage in any vigorous physical activity over the past week. In particular, 26% (n = 322) of 1223 domestic and 47% (n = 74) of 158 international respondents selected “I did not do any vigorous physical activity last week.”

Similarly, 22% (n = 268) of 1213 domestic and 37% (n = 59) of 158 international respondents did not do any moderate physical activity over the last week. Refer to Figure 18.



Figure 17: How many days per week respondents engage in vigorous physical activity

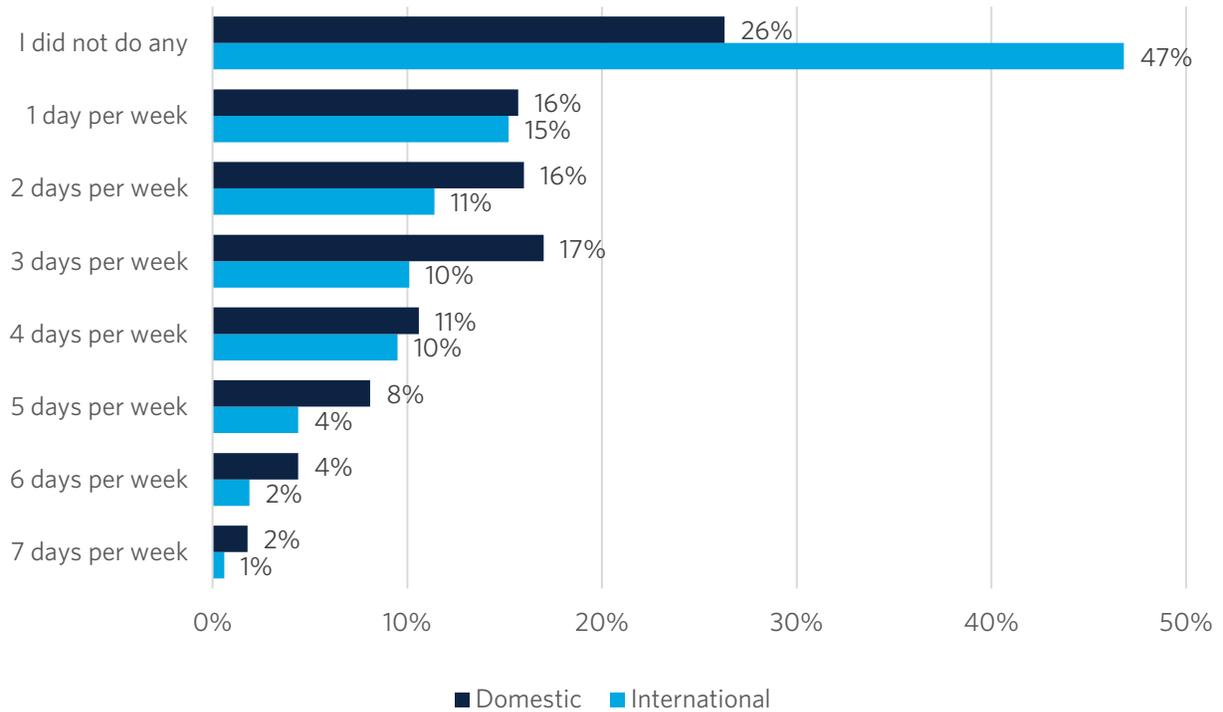
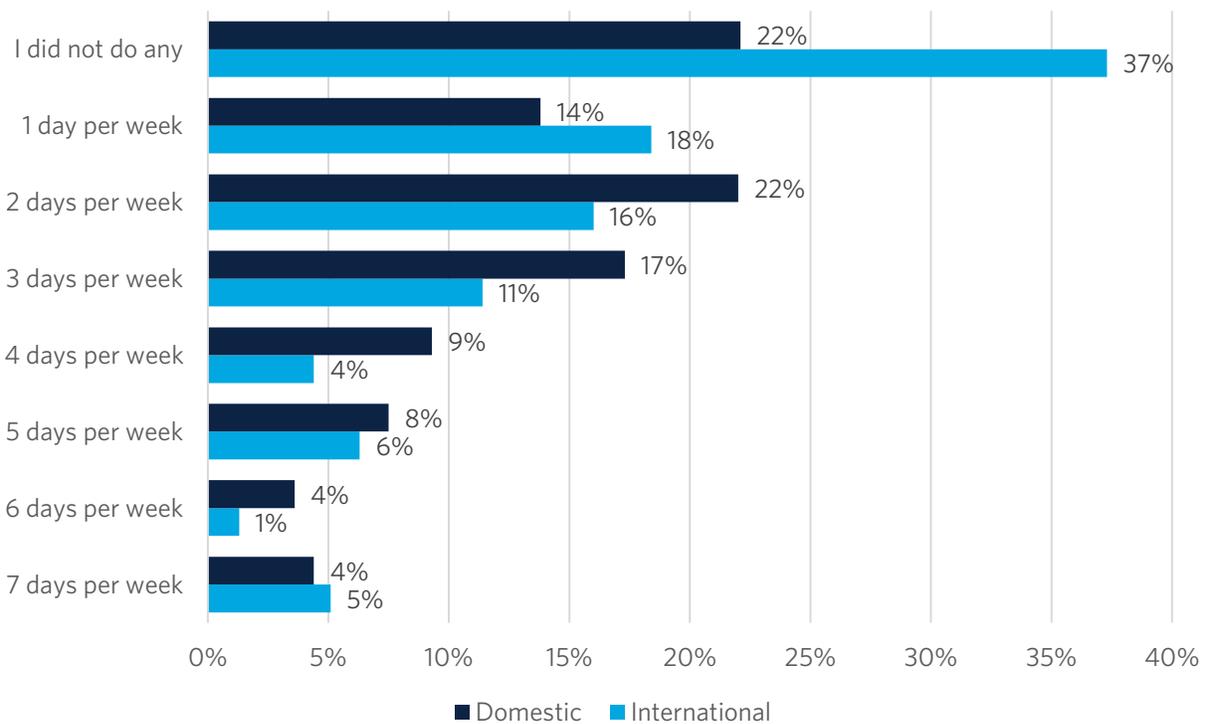


Figure 18: How many days per week respondents engage in moderate physical activity



Further, over half of student respondents stated that they walked for at least 10 minutes at a time each day over the last week (domestic: 52%, n = 624; international: 60%, n = 94). In terms of sedentary behaviour, most respondents indicated they spent 4 to 8 hours sitting each day (domestic: 69%, n = 792; international: 67%, n = 95).

### Recreational Facilities and Programs

In general, respondents were moderately satisfied with the quality and availability of recreational facilities on campus. Specifically, 31% (n = 325) of 1059 domestic and 26% (n = 40) of 156 international student respondents were very satisfied or satisfied with the quality of recreational facilities on campus, 35% (n = 341) of domestic and 31% (n = 47) of international respondents were satisfied with the quality of recreational programs on campus, and 33% (n = 329) of domestic and 31% (n = 46) of international respondents were satisfied with the availability of recreation programs on campus. See Figures 19a and 19b.

Figure 19a: Domestic respondents' satisfaction response to recreation programs and facilities

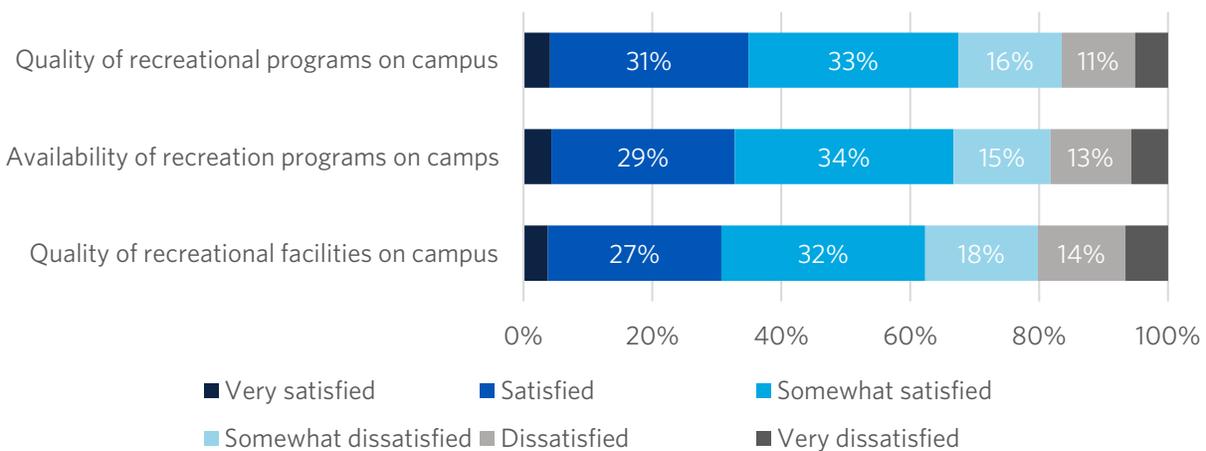
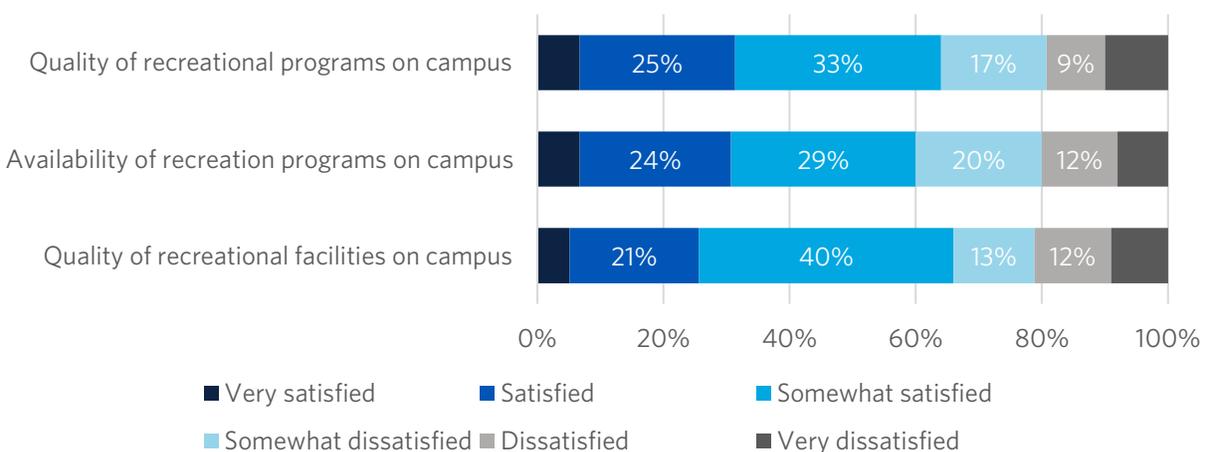


Figure 19b: International respondents' satisfaction response to recreation programs and facilities



## Academic Engagement and Opportunities

### Experiential Learning Experiences

Research-intensive experience was the most common experiential learning experience domestic student respondents participated in, with 18% (n = 308) of 1710 domestic respondents indicating they had participated. For international students, international education experiences was the most participated in experiential learning experience, with 23% (n = 53) of 233 respondents indicating they had already participated. Overall, international respondents expressed more interest in participating in experiential learning opportunities, compared to domestic respondents. Refer to Figures 20a and 20b.

Figure 20a: Domestic respondents' participation in experiential learning opportunities

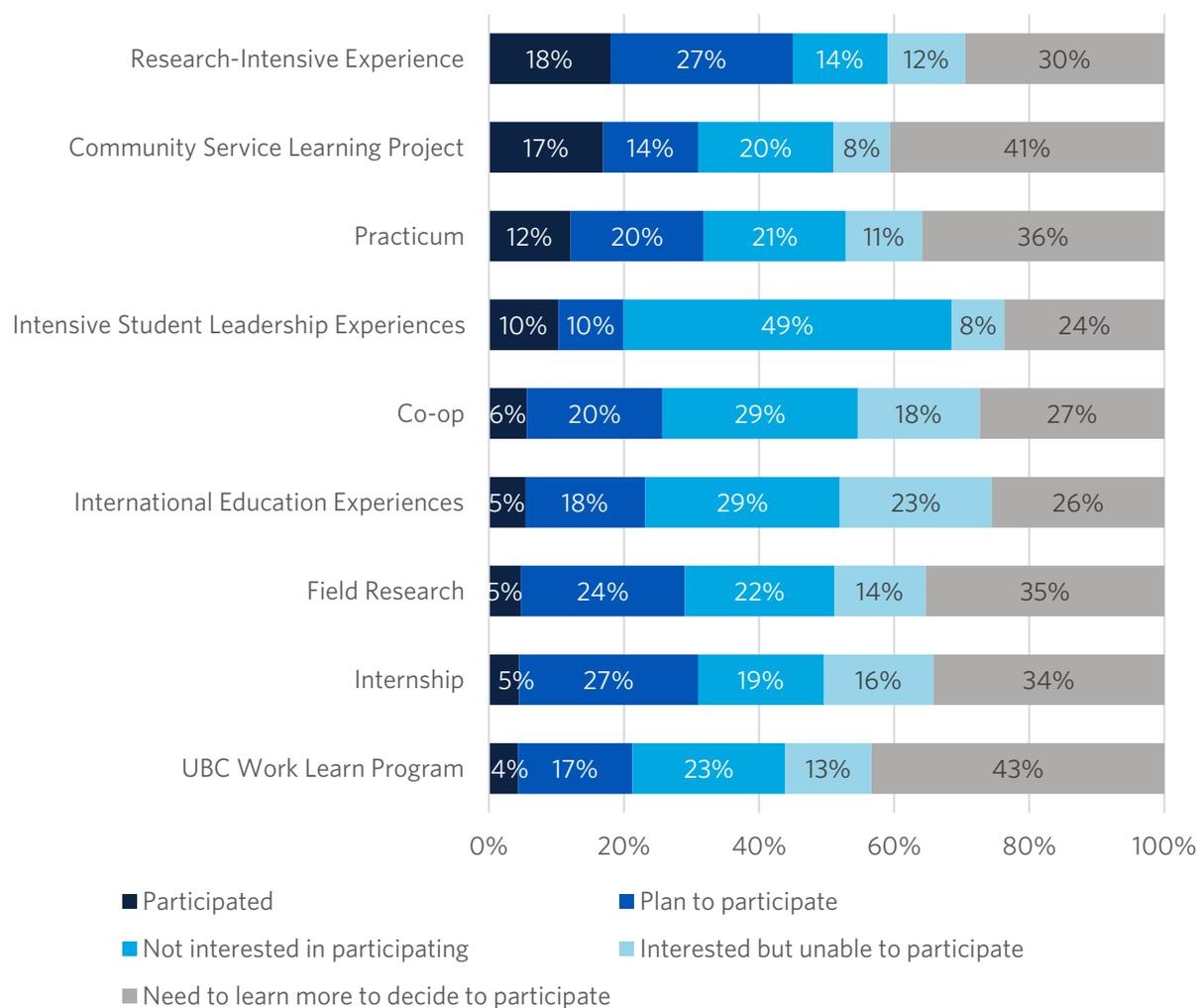
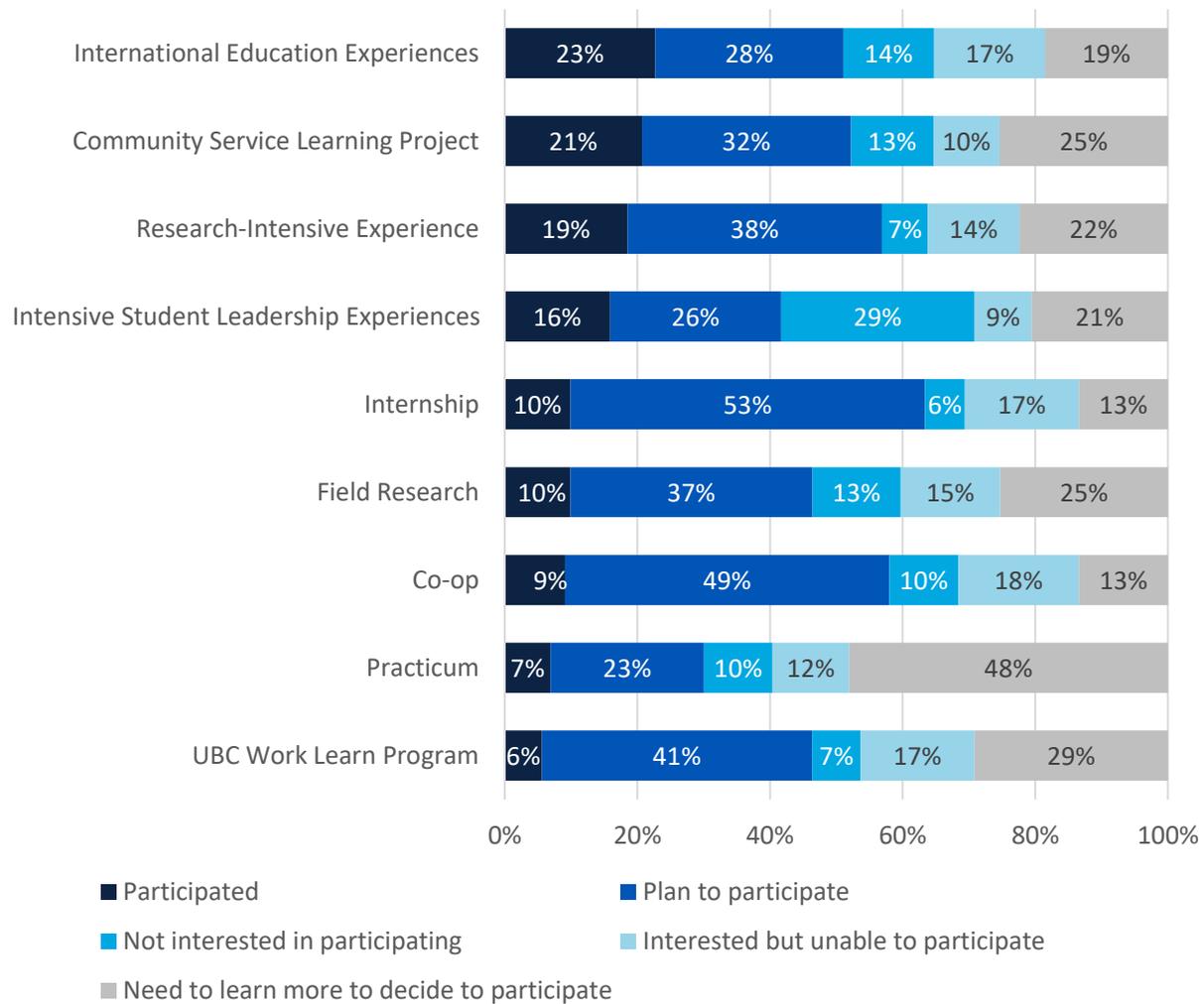


Figure 20b: International respondents' participation in experiential learning opportunities



## 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 understanding racial and ethnic differences/issues. Among the 1850 total respondents, the proportion of domestic students who rated their skills as excellent or very good now as opposed to when they first started increased by 28%, and for international students their current ability level is 33% greater than when they first started (See Figures 21a and 21b). For both domestic students the next largest improvement was seen in the ability to engage with diverse perspectives, while for international students it was understanding of aboriginal perspectives.



Figure 21a: Domestic respondents' perceptions of competencies in academic and career skills when started at UBC versus current level (% selecting excellent or very good)

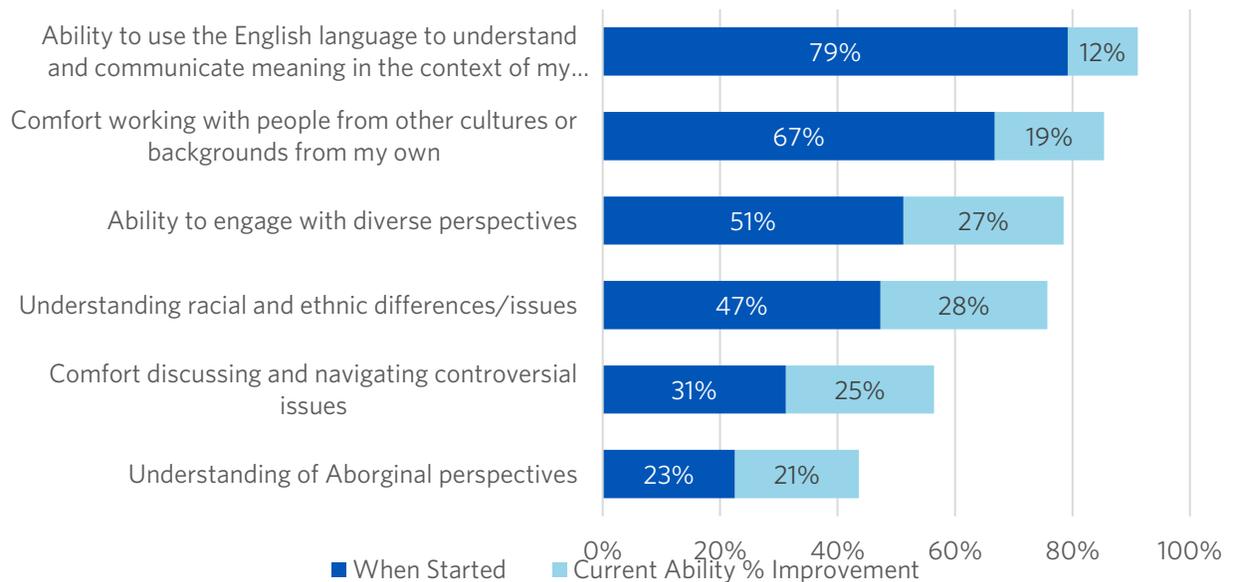
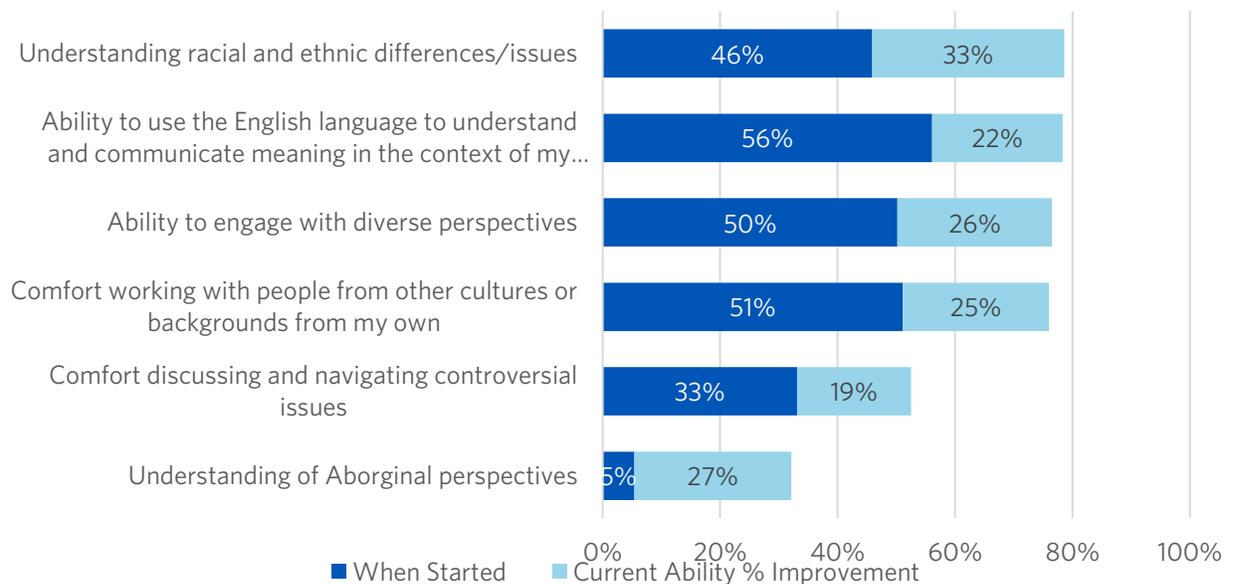


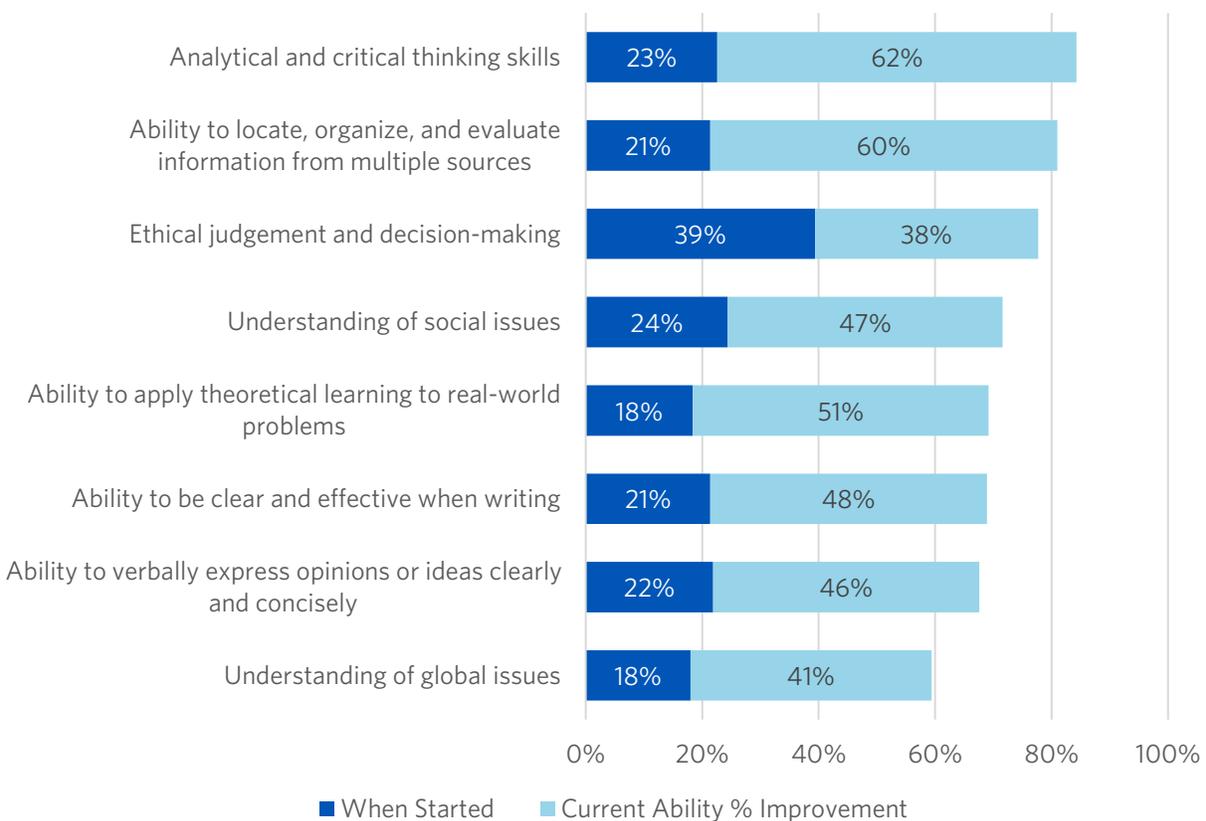
Figure 21b: International respondents' perceptions of competencies in academic and career skills when started at UBC versus current level (% selecting excellent or very good)



### Graduating Students Development of Academic and Career Skills

Graduating students (recorded as 4<sup>th</sup>/5<sup>th</sup> year) were asked to evaluate their competencies in academic and career skills when they first started at UBC compared to their current ability level. The largest improvement among the 435 domestic respondents was seen in analytical and critical thinking skills, with the proportion of students who rated their skills as excellent or very good 62% greater than when they started. The largest improvement among the 34 international respondents was seen in the ability to locate, organize, and evaluate information from multiple sources, with the proportion of international students who rated their skills as excellent or very good now as opposed to when they first started increasing by 65%. See Figures 22a and 22b.

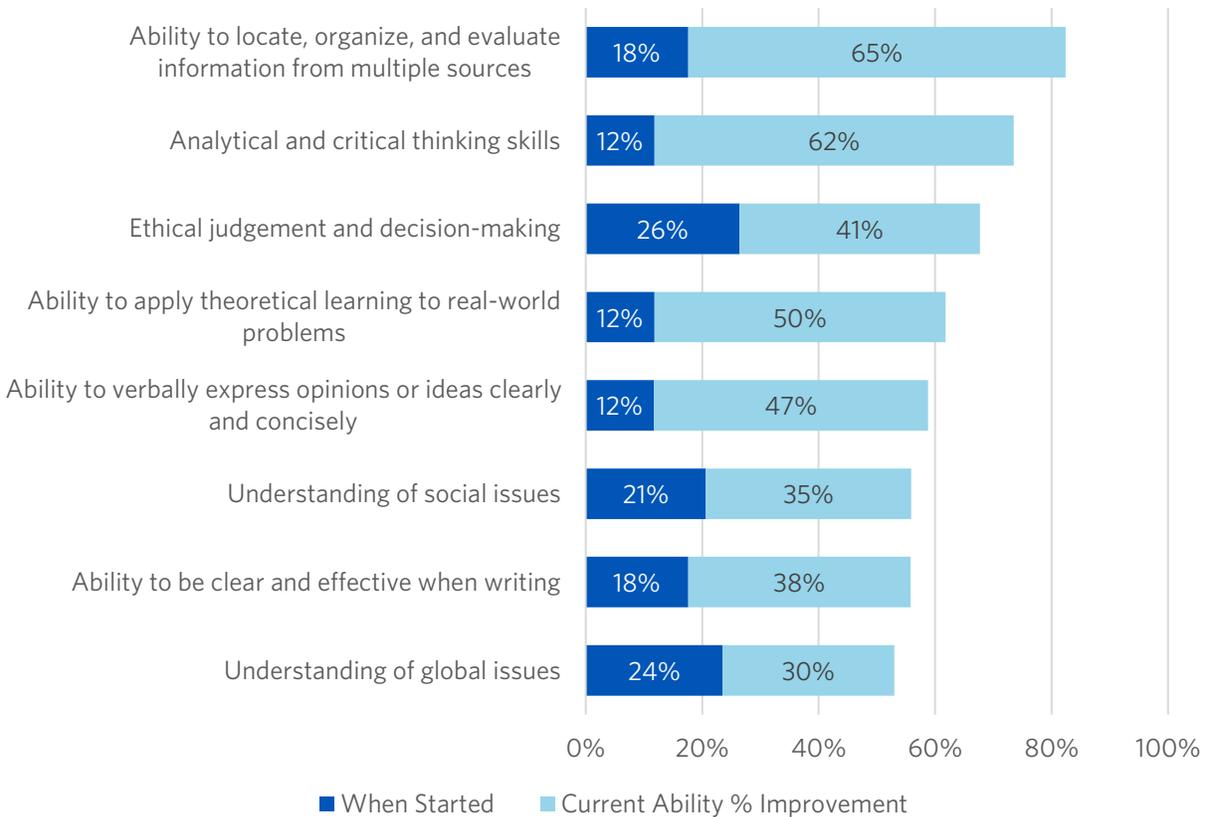
Figure 22a: Graduating domestic respondents' perceptions of competencies in academic and career skills when started at UBC versus current level (% selecting excellent or very good)



Note: Only n = 435 domestic students are reflected in the above figure.



Figure 22b: Graduating international respondents' perceptions of competencies in academic and career skills when started at UBC versus current level (% selecting excellent or very good)



Note: Only  $n = 34$  international students are reflected in the above figure.

### 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. Out of a total of 1930 respondents, both domestic and international respondents most often selected strongly agree or agree for the item "I believe I have something important to contribute to society" (domestic: 75%,  $n = 1264$ ; international: 70%,  $n = 163$ ). See Figures 23a and 23b. Sixty-three percent ( $n = 1048$ ) of domestic students and 64% ( $n = 145$ ) of international students selected strongly agree or agree for the statement "During my time at UBC, I've gained skills that help me apply my academic learning to a professional or work environment".



Figure 23a: Domestic respondents' agreement to statements related to impact on society

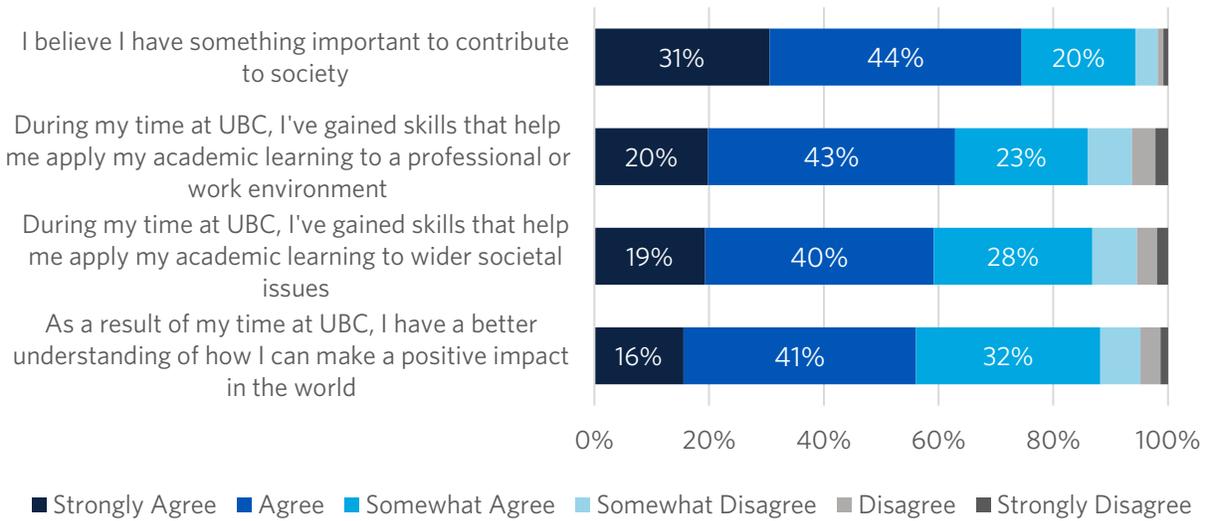
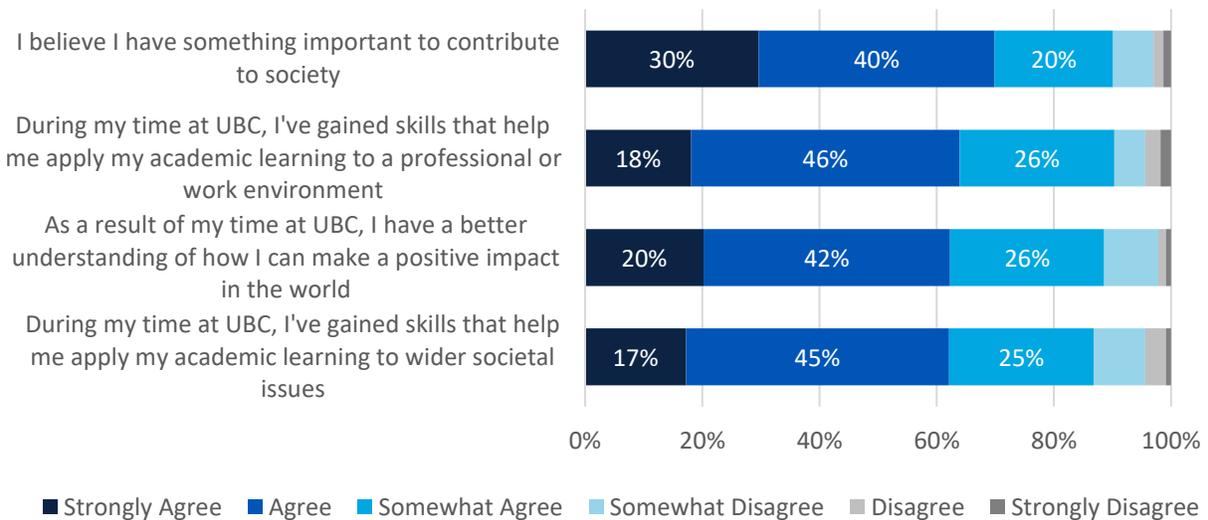


Figure 23b: International respondents' agreement to statements related to impact on society

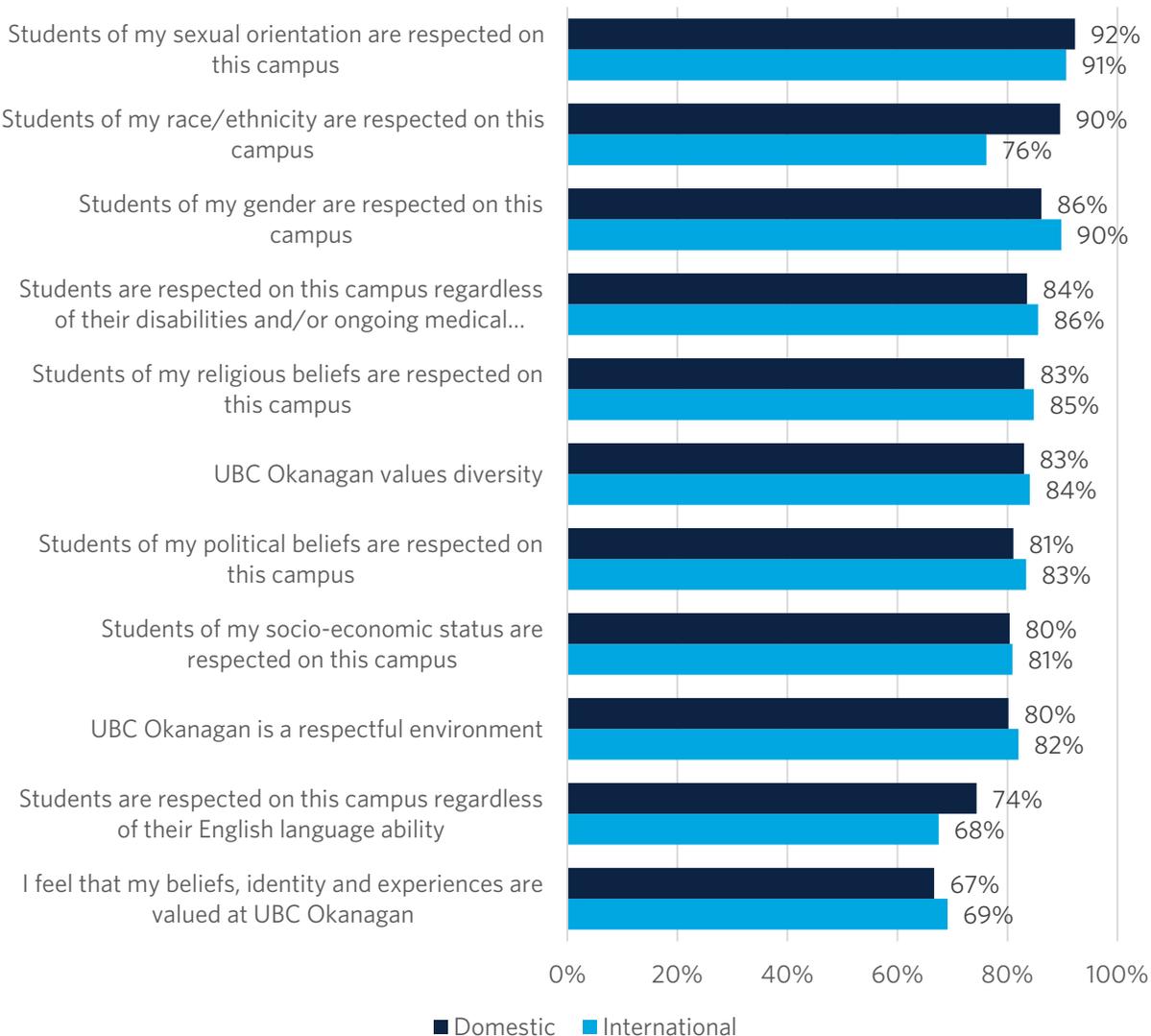


## Campus Respect and Climate for Diversity

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 and UBC values diversity. See Figure 24.



Figure 24: Respondent's level of agreement to items reflecting campus climate for diversity (% selecting strongly agree and agree)



### Campus Inclusivity

Students were asked how much time, in general, their coursework emphasized developing the skills to work with people from cultural communities other than their own. Sixty-two percent (n = 1074) of 1731 domestic respondents and 69% (n = 161) of 235 international respondents replied "very much" or "much".

## Evaluation of Educational Experience

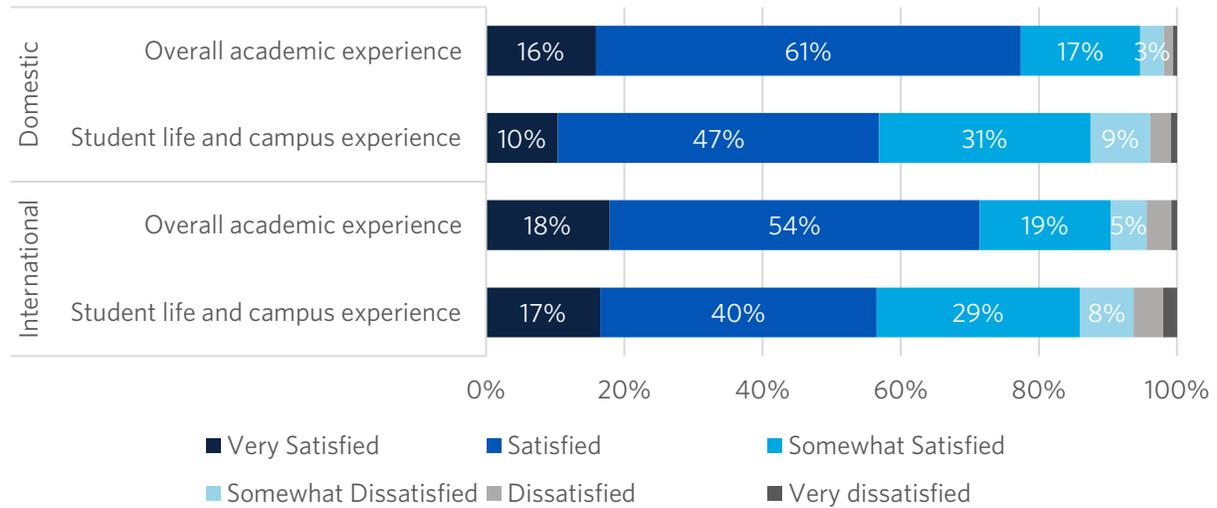
### Academic, Student Life and Campus Experience

For overall academic experience, 77% (n = 1388) of 1795 domestic and 72% (n = 180) of 252 international respondents selected very satisfied or satisfied, while 57% (n = 1038) of domestic and



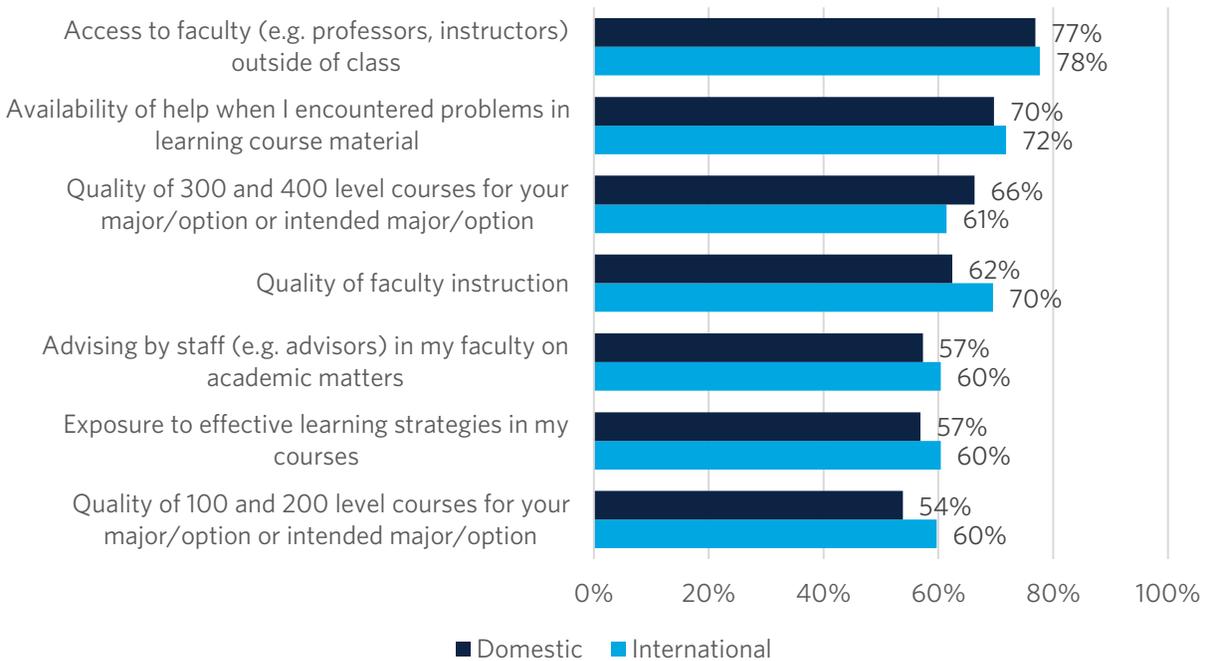
56% (n = 144) of international respondents did so for student life and campus experience. See Figure 25.

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 access to faculty outside of class and the availability of help when they encountered problems in learning course material. See Figure 26. Both domestic and international respondents were least satisfied with the quality of 100 and 200 level courses, exposure to effective learning strategies and advising by staff (eg. advisors) on academic matters.

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

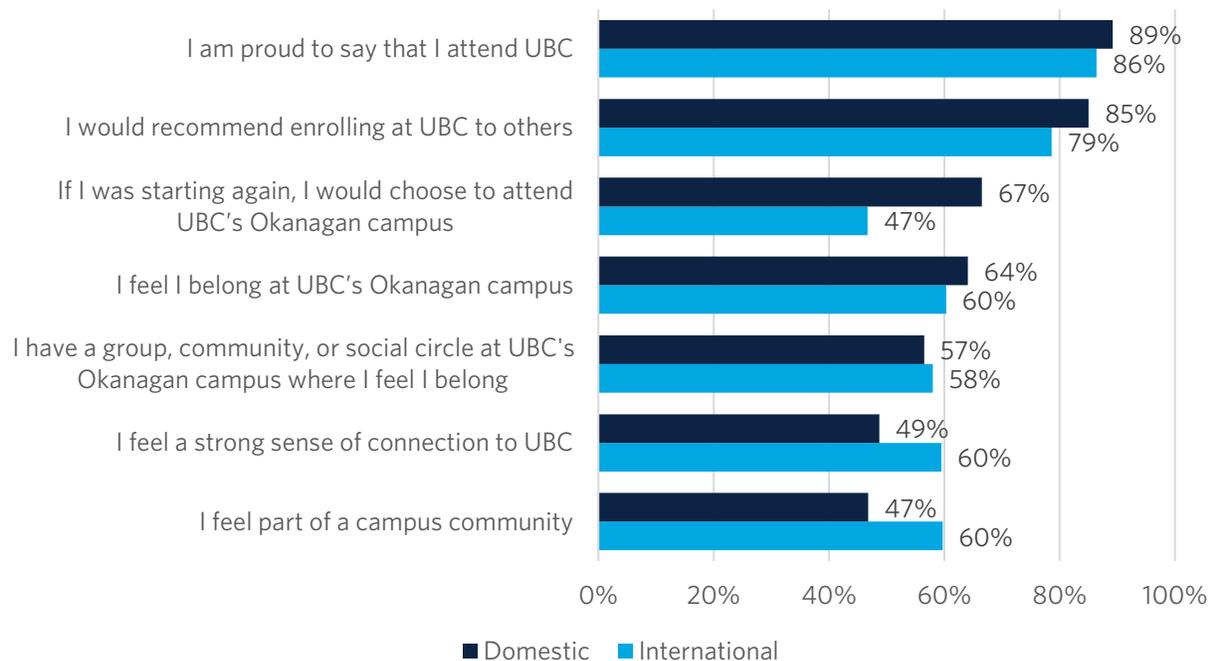


### Belonging and Connectedness to UBC

Respondents indicated their feelings of belonging and connectedness to UBC. Generally, students reported high levels of agreement with these statements. For instance, 89% (n = 1646) of 1846 domestic and 86% (n = 222) of 257 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 for domestic respondents (47%, n = 822), whereas the item 'If I was starting again, I would choose to attend UBC's Okanagan campus' had lower levels of agreement for international respondents (47%, n = 120).



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

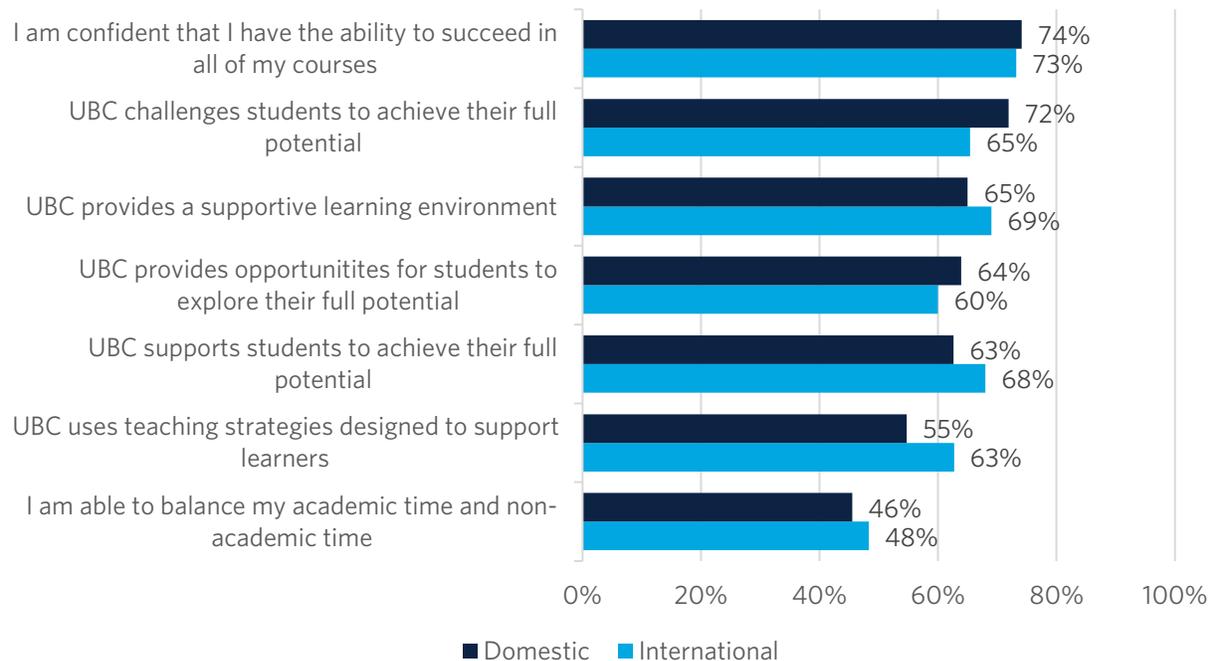


### Learning Environment at UBC

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 74% (n = 1329) of 1793 domestic and 73% (n = 180) of 246 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 46% (n = 818) of domestic and 48% (n = 119) of international respondents saying they agree. See Figure 28.



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



## Plans and Aspirations

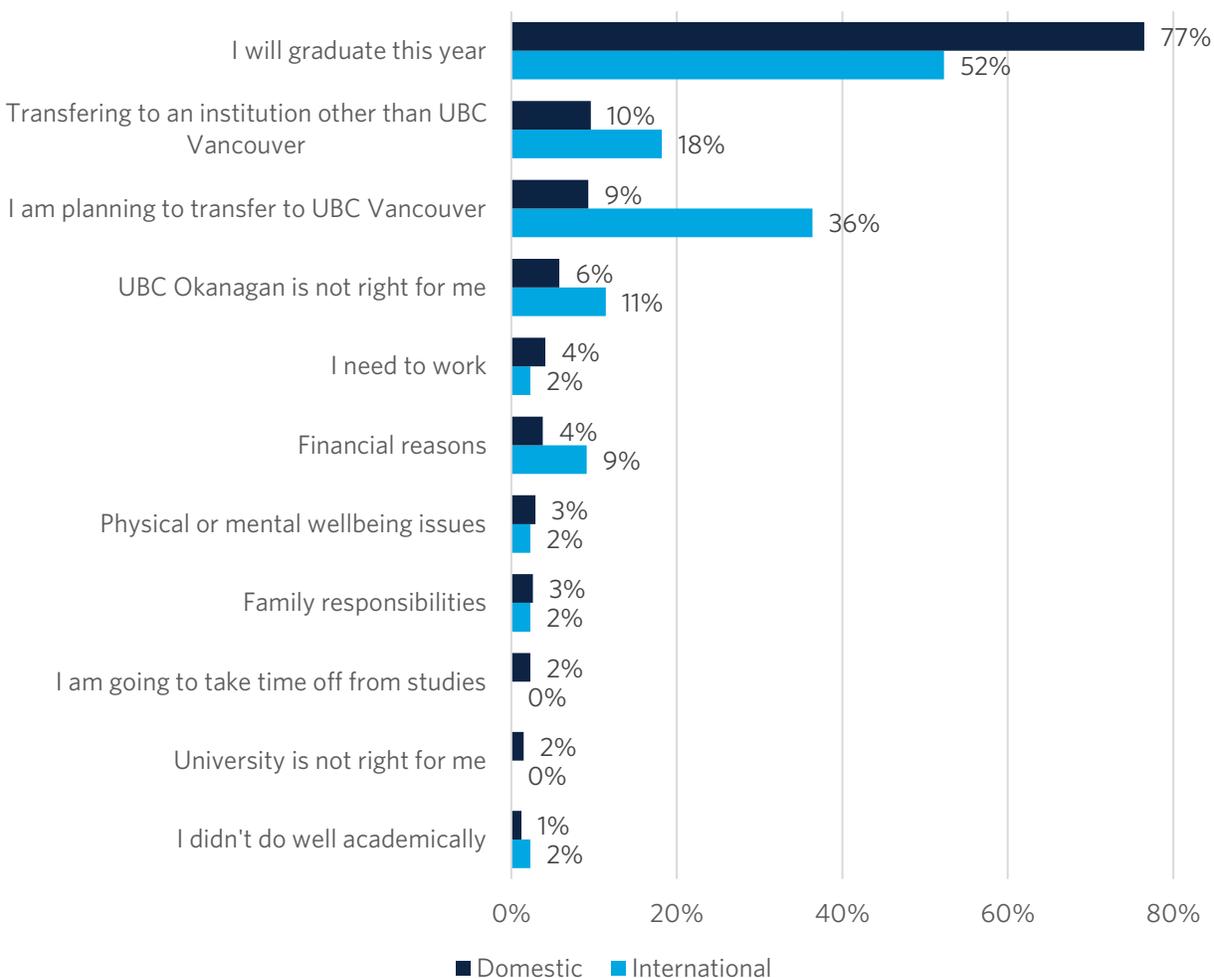
### Continuation of Studies

Students indicated whether they intended to continue their studies at UBC's Okanagan campus next year (i.e., the 2019-20 academic year). Overall, the majority of the 1864 respondents (domestic: 79%,  $n = 1302$ ; international: 80%,  $n = 174$ ) indicated they would be continuing their studies at UBC's Okanagan campus, but 21% of domestic respondents ( $n = 344$ ) and 20% of international respondents ( $n = 44$ ) 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 all respondents was that they would be graduating: (domestic: 77%,  $n = 263$ ; international: 52%,  $n = 23$ ). Thirty-six percent of international respondents stated that they would be transferring to UBC's Vancouver campus ( $n = 16$ ), whereas only 9% ( $n = 32$ ) 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: Interpret this graph with caution, as  $n = 344$  domestic and  $n = 44$  international students are represented in the above graph.

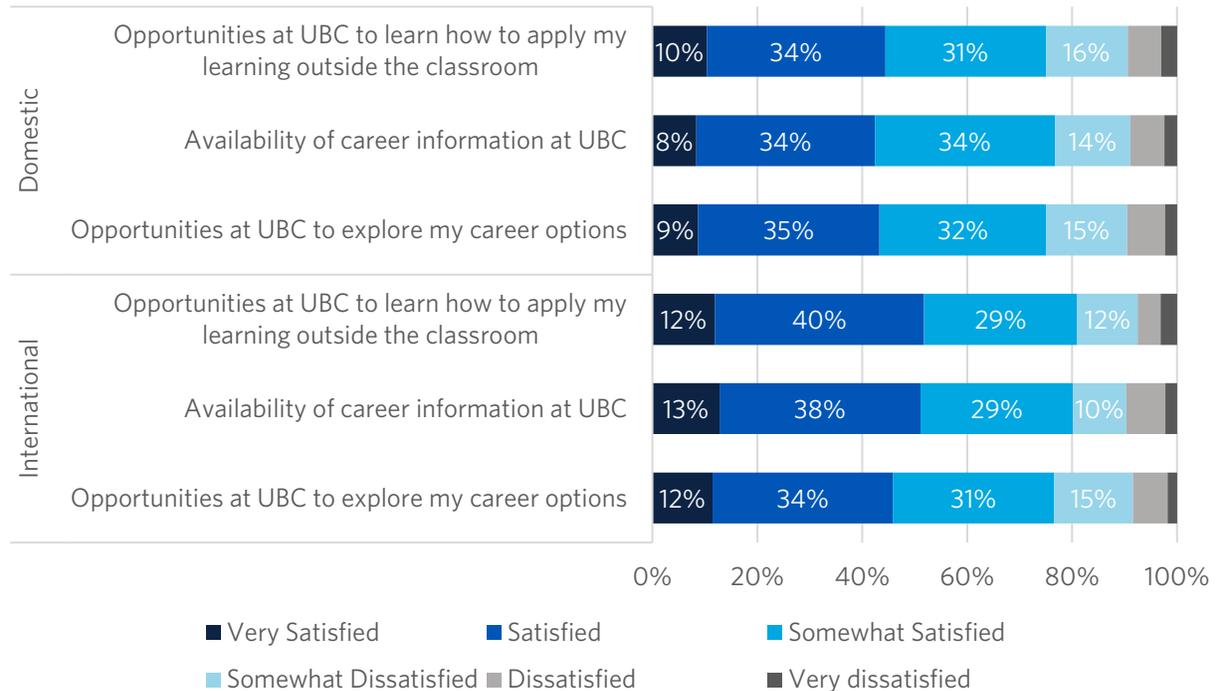
### Plans Following and Preparation for Graduation

When asked about career information and opportunities, domestic and international students were most satisfied (selected very satisfied or satisfied) with the opportunities at UBC to learn how to apply their learning outside the classroom (domestic: 44%,  $n = 740$ ; international: 52%,  $n = 117$ ). See Figure 30.

Fifty-eight percent ( $n = 966$ ) of 1674 domestic respondents and 57% ( $n = 130$ ) of 227 international respondents strongly agreed or agreed that their education at UBC has influenced the formation of their career goals. Fewer respondents felt well-informed about possibilities for their future career, with 39% ( $n = 649$ ) of domestic students and 38% ( $n = 87$ ) of international students selecting strongly agree or agree.



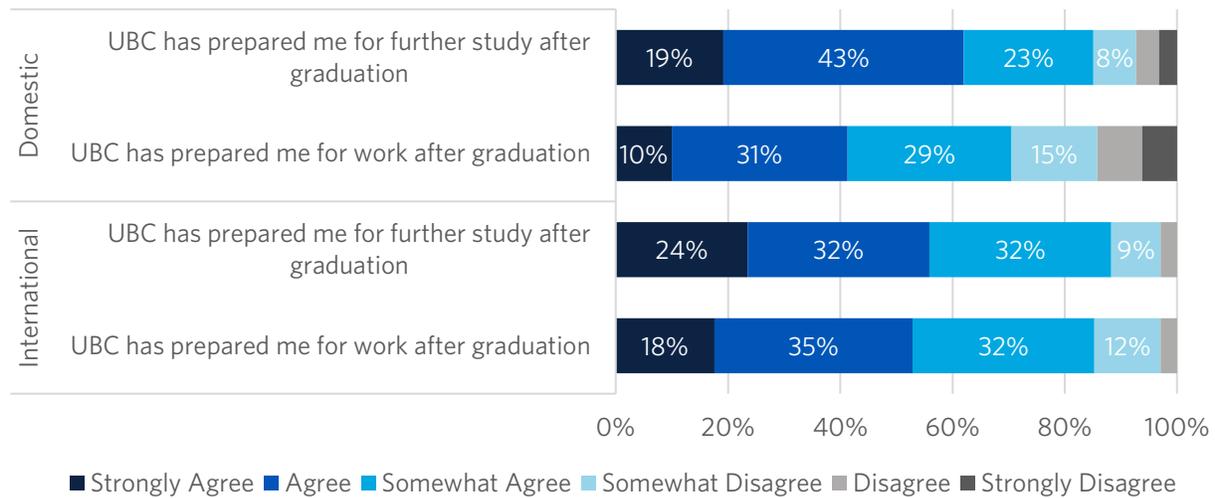
Figure 30: Respondents' satisfaction with career information and opportunities



Graduating student respondents (students recorded as 4<sup>th</sup>/5<sup>th</sup> year) 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, 62% (n = 271) of 437 domestic and 56% (n = 19) of 34 international respondents felt UBC had prepared them well for further study after graduation. Conversely, 41% (n = 181) of domestic and 53% (n = 18) of international respondents strongly agreed or agreed to the statement "UBC has prepared me for work after graduation". Refer to Figure 31.



Figure 31: Graduating respondents' agreement to how well UBC prepared them for further study and work after graduation



Note: Only  $n = 438$  domestic and  $n = 34$  international students are reflected in the above figure.

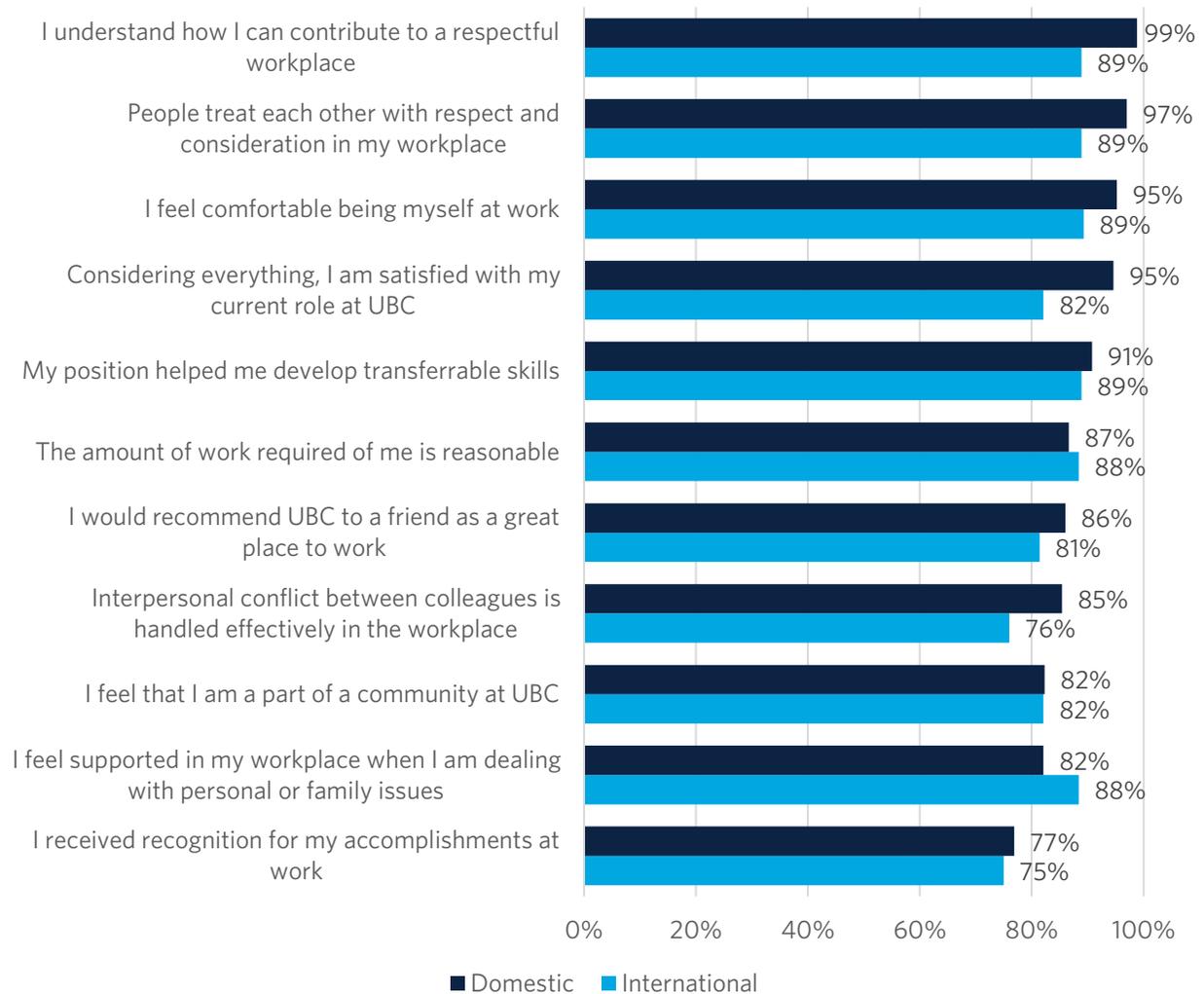
## Student Employees at UBC

Students currently employed at UBC's Okanagan campus were asked a series of questions about their employment experiences. Sixty-one percent ( $n = 91$ ) of 168 domestic respondents and 57% ( $n = 13$ ) of 27 international respondents were working in an academic unit, while 39% ( $n = 59$ ) of domestic and 44% ( $n = 10$ ) of international respondents were working in an administrative unit.

There was strong level of agreement (respondents selecting strongly agree or agree) that student employees understand how they can contribute to a respectful workplace (domestic: 99%,  $n = 163$ ; international: 89%,  $n = 24$ ) and that people treat each other with respect and consideration in their workplace (domestic: 97%,  $n = 158$ ; international: 89%,  $n = 24$ ). See Figure 32.



Figure 32: Respondents' agreement with statements related to student employment at UBC (% selecting strongly agree or agree)

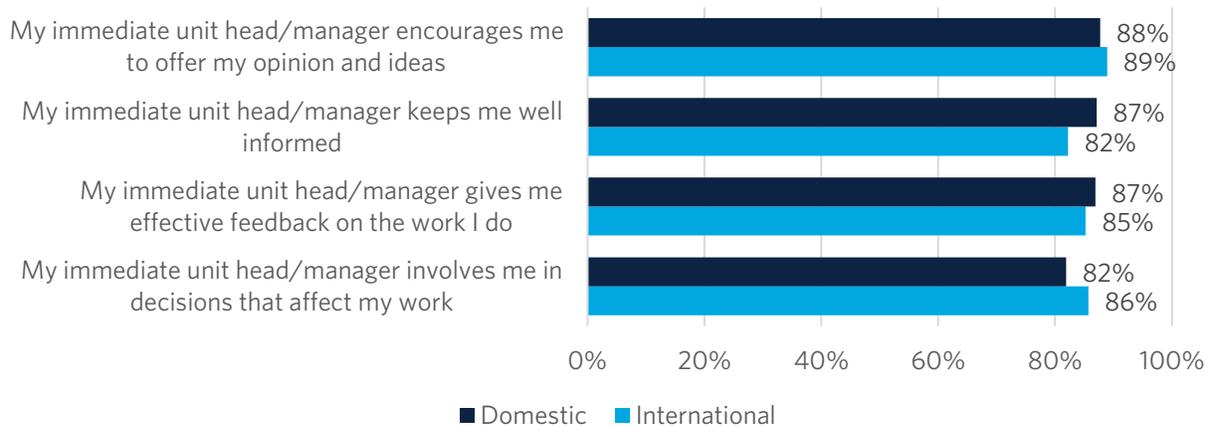


Note: Only  $n = 164$  domestic and  $n = 27$  international students are reflected in the above figure.

When asked about their immediate unit head/manager, the majority of students agreed that they were encourage to offer their opinion and ideas, kept well-informed, given effective feedback, and involved in decisions that affected their work. See Figure 33.



Figure 33: Respondents' agreement with statements related to their unit head/manager (% responding strongly agree or agree)



Note: Only  $n = 164$  domestic and  $n = 27$  international students are reflected in the above figure.

## 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](http://csepguidelines.ca/wpcontent/uploads/2018/03/CSEP_PAGuidelines_adults_en.pdf)

