

Undergraduate Experience Survey

UES 2019 Questionnaire for UBC Vancouver

Overall UBC Experience

Satisfaction with Academic, Campus, & Service

- [A1_0] Overall Academic Experience
- [A1_1] Student life and campus experience
- [A1_2] Overall level of service

Likelihood to Recommend UBC

- [A4_0] I would recommend enrolling at UBC to others
- [A4_1] I am proud to say that I attend UBC
- [A4_4] If I was starting again, I would choose to attend UBC

Belonging & Connection

- [A4_2] I feel a strong sense of connection to UBC
- [A4_3] I feel I belong at UBC
- [C1_campus_0] I feel that I belong on campus
- [C1_campus_1] I feel part of a campus community
- [C1_campus_2] I have a group, community, or social circle at UBC where I feel I belong (feel at home, known, connected to, support in my identity)

Faculty-Specific Experience

- [A2] How would you evaluate your overall experience at {{ insert students' faculty }}?
- [A3] I feel supported to succeed by {{ insert students' faculty }}
- [A4_5] If I was starting again, I would choose to attend {{ insert students' faculty }}
- [C1_Faculty_0] I feel I belong in {{ insert students' faculty }}
- [C1_Faculty_1] I feel a sense of community in {{ insert students' faculty }}

Teaching & Learning Support

Satisfaction with Faculty

- [B2_0] Quality of faculty instruction
- [B2_1] Access to faculty (e.g. professors, instructors) outside of class
- [B2_3] Exposure to effective learning strategies in my courses

Quality of Courses

- [B1_0] Quality of 100 and 200 level courses for your major/option or intended major/option
- [B1_1] Quality of 300 and 400 level courses for your major/option or intended major/option
- [B2_2] Availability of help when I encountered problems in learning course material

Student Learning Supports

- [B3_0] I am confident that I have the ability to succeed in all of my courses
- [B3_2] UBC provides a supportive learning environment
- [B3_3] UBC uses teaching strategies designed to support learners

Students' Full Potential

- [A6_0] UBC challenges students to achieve their full potential
- [A6_1] UBC supports students to achieve their full potential
- [A6_2] UBC provides opportunities for students to explore their full potential

Wellbeing

Does UBC Care?

- [D1.6] UBC cares about my wellbeing
- [D1.7] UBC is committed to the wellbeing of its people, place, and community

Stress Management Competence

- [B3_1] I am able to balance my academic time (in class, study time, etc.) and non-academic time (work, exercise, socializing, care for dependents, etc.)
- [D1_0] I'm confident in my ability to cope with the demands of my life
- [D1_4] This school year, I've been able to manage stress successfully

Stress Management Skills

- [D1_1] Since starting at UBC, I've gained new skills to help me manage the demands of university life
- [D1_3] I know about strategies I can use to cope with stress as it comes
- [D1_5] I'm comfortable reaching out for support when I need it

Inclusive Excellence

Whether UBC Supports Inclusion / Diversity

- [C4_0] I feel that my beliefs, identity and experiences are valued at UBC
- [C4_3] UBC is a respectful environment
- [C4_4] UBC values diversity

UBC Courses on Inclusion / Diversity

- [SDI4] In general, during your time at UBC how much has your coursework emphasized the following?
 - Developing the skills necessary to work effectively with people from cultural communities
 - Learning about other cultural communities other than my own
 - Discussing issues of equity or privilege

Students Respected Regardless of Background

- [C5_0] Students of my socio-economic status are respected on this campus
- [C5_1] Students of my gender are respected on this campus

[C5_2] Students of my race/ethnicity are respected on this campus
[C5_3] Students of my religious beliefs are respected on this campus
[C5_4] Students of my political beliefs are respected on this campus
[C5_5] Students of my sexual orientation are respected on this campus
[C5_6] Students are respected on this campus regardless of their English language ability
[Demo_Disability1] Students are respected on this campus regardless of their disabilities and/or ongoing medical conditions

Students Informed & Supported

[B1_3] Advising by staff (e.g. advisors) in my faculty on academic matters
[B1_4] Service provided by Enrolment Services Advisor (ESA)
[B_advising] Over the past year, have you interacted with {{ insert students' faculty advising office }} for academic advising via email, phone, video chat, or in-person?
[B_advising1] Overall, were you satisfied or dissatisfied with the academic advising you received from {{ insert students' faculty advising office }} in the past year?

Students are asked B_advising1 only if they have had faculty academic advising in the past year.

Financial Aid

Sources of Funding

[P1_number] In the past year, please identify the APPROXIMATE percentage of your total funding (tuition and living costs) that the following sources provided:

Parents(s) / Guardian(s)
Personal savings
Employment
Government student loans
Bank loans / Credit cards / Lines of credit
Scholarships / Bursaries / Grants
All other sources (friends, spouse/partner, sponsorship for international students, band funding for Aboriginal students, etc.)

Financial Stress

[P2] To what extent, if any, have you experienced financial stress due to your tuition and living expenses while at UBC?

[P3] Please tick all that apply:

Asked P3 if P2 = some, quite a bit, or a great deal of financial stress

I worry regularly about how to pay my tuition fees and living costs
I might need to abandon my studies at UBC due to financial reasons
I have taken a reduced courseload so that I can work to pay for my education and living expenses

The time I've spent working to pay for my education/living expenses have negatively affected my grades at UBC
Overall, I think I can manage my finances
None of the above

Exceptional Campus Life

Campus Culture of Involvement

[C2] In the past year, have you done or participated in the following at UBC? Select all that apply.

Enhanced Learning Participation

Experiential Learning

[L1] Research-intensive experiences (senior-research seminars, capstone seminars, honours seminars, advanced-research projects)

[L2] Practicum

[L3] Internship

[L4] UBC Work Learn Program

[L5] Field Research

[L6] Intensive Student Leadership Experiences

[L7] Co-operative Education Program (Co-op)

[L8] International Educational Experiences (e.g., Go Global programs such as exchange, group study, service learning, study abroad courses, research placements, short-term programs)

[L9] Community Service Learning

Have participated

Plan to participate

Interested but unable to participate

Need to learn more to decide to participate

Not Interested in participating

Enhanced Learning Outcomes

Enhanced Learning Outcomes

Asked of all Students

[N3] Current ability vs. when started UBC.

Ability to act in a leadership role

Ability to work in a team setting

Awareness of your own strengths and weaknesses

Understanding of your own values and beliefs

Only 4th/5th years were asked

[O2] Current ability vs. when started UBC.

Analytical and critical thinking skills

Ability to be clear and effective when writing

Ability to verbally express opinions or ideas clearly and concisely

Ability to apply theoretical learning to real-world problems

Ability to locate, organize, and evaluate information from multiple sources

Ethical judgment and decision-making

Community & International Engagement

[L11_0] As a result of my time at UBC, I have a better understanding of how I can make a positive impact in the world

[L11_1] I believe I have something important to contribute to society

Global Citizenship

Asked of all Students

[N4] Current ability vs. when started UBC.

Ability to use the English language to understand and communicate meaning in the context of my studies

Comfort working with people from other cultures or backgrounds from my own

Understanding racial and ethnic differences/issues

Ability to engage with diverse perspectives

[O3] Current ability vs. when started UBC.

Understanding of Aboriginal perspectives

Comfort discussing and navigating controversial issues

Only 4th/5th years were asked

[O3] Current ability vs. when started UBC.

Understanding of social issues

Understanding of global issues

Prepared for Post-UBC

How UBC Helped

Asked of all Students

[N2_1] My education at UBC has influenced the formation of my career goals

[N2_2] During my time at UBC, I've gained skills that help me apply my academic learning to wider societal issues

[N2_3] During my time at UBC, I've gained skills that help me apply my academic learning to a professional or work environment.

How UBC Helped

Only 4th/5th years were asked

[O1_0] UBC has prepared me for work after graduation

[O1_1] UBC has prepared me for further study after graduation

Satisfaction with UBC

Asked of all Students

[N1_0] The availability of career information at UBC

[N1_1] The opportunities at UBC to explore my career options

[N1_2] The opportunities at UBC to learn how to apply my learning outside the classroom

Confidence in Future

Asked of all Students

[N2_0] I feel well-informed about possibilities for my future career

Undergraduate Experience Survey

UES 2019 Questionnaire for UBC Vancouver - Demographics

Ethnicity, Migration & Ties to Canada

Aboriginal Students

[Ethnicity_V1] Which ethnic background(s) do you identify with?

Aboriginal peoples of Canada

Indigenous (outside of Canada)

Arab - optional specify

Black - optional specify

Chinese (e.g. Mainland China, Hong Kong, Macau, and Taiwan) - optional specify:

Filipino

Japanese

Korean

Latin, Central or South American (e.g. Brazilian, Chilean, Columbian, Mexican) - optional specify:

South Asian (e.g. Indian, Pakistani, Sri Lankan, etc.) - optional specify:

Southeast Asian (e.g. Cambodian, Indonesian, Laotian, Vietnamese, etc.) - optional specify:

West Asian (e.g. Afghan, Iranian, Syrian, etc.) - optional specify:

White - optional specify:

If none of the above, please specify:

Prefer not to answer

[Aboriginal_V2] Which Canadian Aboriginal group do you identify with the most?

First Nations (status or non-status)

Métis

Inuit

Prefer not to answer

Migration & Ties to Canada

[BornCanada_V3] Were you born in Canada?

Students are asked ComeToCanada_V4 only if they indicate not having been born in Canada.

[ComeToCanada_V4] What was the earliest year you attended school in Canada?

▼ Kindergarten (1) ... Prefer not to answer (15)

[Parentsborn_V4b] Were either of your parents/guardians born outside of Canada?

Housing

Type of Residence

[Demo_Housing] Where do you currently live?

- UBC residence
- Other on-campus housing
- Off-campus
- I do not have stable housing (e.g. couch-surfing, living in a vehicle, facing eviction)
- Prefer not to answer

Commute

Students are asked Demo_commute, Demo_CommuteTime only if they indicate either 1) living off-campus or 2) not having stable housing

[Demo_commute] How do you commute to UBC? Select the mode of transport you use most often.

- Vehicle (alone)
- Vehicle (with others/carpool)
- Walk
- Bicycle
- Public transit
- Other (please specify)
- Not applicable (distance ed, co-op)
- Prefer not to answer

[Demo_CommuteTime] How long is your commute to UBC (one-way)?

- 0-30 minutes
- 31-60 minutes
- Over 60 minutes
- Prefer not to answer

Gender Identity & Sexual Orientation

Gender Identity

[Gender_V7] What is your gender identity?

- Woman
- Non-binary
- Man
- Prefer not to answer

[Gender_V7b] Are you someone with trans experience (meaning that your gender identity does not align with your sex assigned at birth)?

Sexual Orientation

[SexOrient_V8] Do you identify as

Heterosexual/Straight

Gay/Lesbian

Bisexual/Pansexual

Asexual

Queer

Questioning/Unsure

If none of the above, please specify

Prefer not to answer

Health Status

Disability / Ongoing Medical Condition

[Disability_V9] Do you have any of the following disabilities or ongoing medical conditions that have affected your everyday functioning? Select all that apply.

Physical disability

Blind/Visually impaired

Deaf/Hard of Hearing

Mental Health Condition

Neurological (learning disability, ASD, Traumatic Brain Injury, ADHD, etc.)

Chronic Health Condition (Crohn's, HIV, etc.)

If none of the above, please specify

I don't have a disability or ongoing medical condition

Prefer not to answer

Students are asked Disability_V9b, Disability_V9c only if they indicate having a disability or ongoing medical condition.

[Disability_V9b] Did you receive accommodations (e.g. interpretation, assistive technology, or note taking) at your previous school before starting UBC?

[Disability_V9c] Have you requested accommodation for this disability or ongoing medical condition at UBC?

Linguistic Background & Religion

Linguistic Background

[LangAcademic_V6] Which languages do you know well enough to conduct an academic/technical conversation? (Select all that apply)

[Language_V6b] What language(s) did you first learn at home in childhood and still understand? (Select all that apply)

Indigenous language, please specify:

English

French

Arabic

Cantonese

Filipino / Tagalog

German

Hindi

Japanese

Korean

Mandarin

Persian / Farsi

Punjabi

Russian

Spanish

Urdu

Vietnamese

Other

Religious Affiliation

[Religion_0] Do you identify with or adhere to a religious or spiritual tradition or community?

Students are asked Religion_1 only if they indicate identification with or adherence to a religious or spiritual tradition.

[Religion_1] What religious or spiritual tradition or community do you identify with or adhere to?

Bahai

Buddhist

Christian

Hindu

Jewish

Muslim

Shinto

Sikh

Taoist

Traditional (Aboriginal) Spirituality

Wiccan

Other Religions (please specify:)

Socioeconomic Status

[EducParent_V12] What is the highest level of formal education obtained by your parents/guardians?

Father/Guardian [EducParent_V12_0]

▼ High School or less (e.g. GED, high school diploma, primary or elementary completion, etc.) (1) ... Not applicable (8)

Mother/Guardian [EducParent_V12_1]

▼ High School or less (e.g. GED, high school diploma, primary or elementary completion, etc.) (1) ... Not applicable (8)

[Status_V13] What is the current employment status of your father/guardian?

[Status_V13b] What is the current employment status of your mother/guardian?

Salary employee (part time or full time)

Self-employed / Entrepreneur / Business owner

Retired - was a salary employee before retirement

Retired - was self-employed before retirement

Currently no paid employment (e.g. stay-at-home parent/guardian, on disability or chronically ill, unemployed seeking employment or starting a business, etc.)

Don't know

Prefer not to answer

Not applicable

Students are then asked (or skip to) one of the following questions, depending on the answer given to Status_v13 and Status_V13b:

either [Income] if indicating that **both** guardians are either currently employed or retired

or [FatherSkill] if indicating that father/guardian is the only guardian currently employed or retired from employment, **or** if indicating that father/guardian has/had a higher income

or [MotherSkill] if indicating that mother/guardian is the only guardian currently employed or retired from employment, **or** if indicating that mother/guardian has/had a higher income

or [Family Status] if indicating that neither guardian is currently employed or retired from employment (e.g. don't know, prefer not to answer for both guardians)

[Income] Which parent or guardian has higher income?

The following questions are asked for father/guardian or mother/guardian depending on which guardian the students indicates has/had higher income.

[FatherSkill] [MotherSkill] Your ____'s/guardian's occupation would be in which of the following job groups?

- Management jobs
- Professional jobs
- Technical jobs and skilled trades
- Intermediate jobs
- Labour jobs
- Prefer not to answer

Students are asked [FatherProf]/[MotherProf] if indicating that their highest earning guardian's occupation falls under the category "professional jobs."

[FatherProf] [MotherProf] Is your ____ or guardian in any of the following professions?

- Judge
- Lawyer
- Professor
- Medical doctor (e.g. family doctor)
- Medical specialist (e.g. cardiologist, ophthalmologist)
- Pharmacist / Dentist / Optometrist / Veterinarian
- Chartered or certified accountant (e.g. CA, CGA, CMA)
- None of the above

Students are asked [FatherManageLevel]/[MotherManageLevel] if indicating that their highest earning guardian's occupation falls under the category "management jobs."

[FatherManageLevel] [MotherManageLevel] Your ____ or guardian is in which type of management?

- Middle Management
- Project Management
- Supervisory Occupation
- Senior Management

[FamilyStatus] Do you have any caring responsibilities for a child under the age of 19?

[FamilyStatus2] Do you have any caring responsibilities for an adult over the age of 19?

Undergraduate Experience Survey

UES 2019 Questionnaire for UBC Vancouver - Special Topics

Faculty-Specific Modules

LFS: Career Preparation Participation

Students are asked to participate in this module if their rewarding faculty is the Faculty of Land and Food Systems.

[LFS_Q1] The following resources and services are available to you as an LFS student during your time at UBC. Which of the following resources are you aware of? Please select all that apply.

LFS_Q2 Have you used or participated in these resources or services? If so, were they helpful in preparing you for your life and career post-UBC?

LFS_Q3 Have you met with a LFS faculty member or instructor to discuss your career? If so, are these discussion(s) helpful in preparing you for your life and career post-UBC?

Arts Degree Requirements

Students are asked to participate in this module if their awarding faculty is the Faculty of Arts.

[Arts_Aware] Were you AWARE of the following requirements to complete your Arts degree?

- Writing and Research
- Language
- Science
- Literature
- Outside Requirement
- Upper-Level Requirement
- Arts Credit Minimum Requirement

[Arts_1-7] Do you understand the PURPOSE behind this requirement?

[Arts_1-7] How VALUABLE is this requirement to you?

[Arts_8] If you have any additional comments, please enter them in the space below:

[Arts_9] Can we contact you about your answers to the questions above, or invite you to participate in a focus group about Arts degree program requirements?

UBC Sauder School of Business

Students are asked to participate in this module if their rewarding faculty is Sauder School of Business.

[K1] Have you used services provided by the Business Career Centre in the past year?

Students are asked K2_OE only if they indicate not having used Business Career Centre Services in the past year.

[K2_OE] Why have you not used Business Career Centre services?

Students are asked K3 only if they indicate having used Business Career Centre Services in the past year.

[K3] What is your overall satisfaction with the Business Career Centre in the past year?

[K4] How satisfied are you with the following services provided by the Business Career Centre in the past year?

[K5] On a scale of 0-1-, how likely are you to recommend the Business Career Centre to your friends and peers?

[K6] How satisfied are you with the services provided by the David Lam Library and Canaccord Learning Commons?

Social Responsibility and Business

Students are asked to participate in this module if their rewarding faculty is Sauder School of Business.

[SocialRes_1] To what degree has your university experience at UBC Sauder improved your ability to understand and discuss issues related to business and social responsibility (e.g., ethical issues, social impacts, and/or sustainability as they relate to business)?

[SocialRes_2] To what degree do you think you have received comprehensive education and preparation at UBC Sauder around issues related to business and social responsibility (e.g., ethical issues, social impacts, and/or sustainability as they relate to business)?

SocialRes_3 Are there any areas for improvement that you can identify in terms of strengthening UBC Sauder's offerings and resources around business and social responsibility (e.g., ethical issues, social impacts, and/or sustainability as they relate to business)?

Modules open to all respondents

Student Employee Survey

[Q1_SES_Screener] Are you currently working as a student employee at UBC?

[Q2_SES_Screener] When did you begin your current position as a UBC student employee?

Students may continue with this module if they say they are a student employee and began their current position as a student employee in or prior to October 2018.

[Q3_SES] What is the nature of your position?

[Q4_SES] I am working in an:

Academic unit (e.g. Faculty of Arts, Faculty of Applied Science, Faculty of Science, Barber School of Arts and Sciences, etc.)

Administrative unit (e.g. Athletics and Recreation, Aquatic Centre, Food Services, Student Housing, & Conferences, Library, etc.)

Don't know / Not listed above

[A1_SES] Do you agree or disagree with the following statements regarding your current position as a _____?

Considering everything, I am satisfied with my current role at UBC.

I feel comfortable being myself at work.

I feel supported in my workplace when I am dealing with personal or family issues.

I feel that I am part of a community at UBC.

I received recognition for my accomplishments at work.

I understand how I can contribute to a respectful workplace.

I would recommend UBC to a friend as a great place to work.

Interpersonal conflict between colleagues is handled effectively in the workplace.

My immediate unit head/manager encourages me to offer my opinion and ideas.

My immediate unit head/manager gives me effective feedback on the work I do.

My immediate unit head/manager involves me in decisions that affect my work.

My immediate unit head/manager keeps me well informed.

My position helped me develop transferrable skills (e.g., communication skills, public speaking, teamwork, etc.)

People treat each other with respect and consideration in my workplace.

The amount of work required of me is reasonable.

[A1_SES_16] In my current role, my performance has been formally reviewed.

IPAQ (International Physical Activities Questionnaire)

[IPAQ_1] During the last 7 days, on how many days did you do vigorous physical activities like heavy lifting, digging, aerobics, or fast bicycling?

[IPAQ_2_0] How much time did you usually spend doing vigorous physical activities on one of those days?

[IPAQ_3] During the last 7 days, on how many days did you do moderate physical activities like carrying light loads, bicycling at a regular pace, or doubles tennis? Do not include walking.

[IPAQ_4_0] How much time did you usually spend doing moderate physical activities on one of those days?

[IPAQ_5] During the last 7 days, on how many days did you walk for at least 10 minutes at a time?

[IPAQ_6_0] How much time did you usually spend walking on one of those days?

[IPAQ_7_0] How much time did you usually spend sitting on one of those days?

Student Skill Development and Career Mindset

[SSD_1] Think about your time at UBC so far, both inside and outside your classes. To what extent has your whole experience at UBC helped you develop the following skills?

[SSD_2] Has the development of these skills been influenced by the courses you have taken at UBC? If so, to what extent?

[SSD_3] Has the development of these skills been influenced by the interactions you have had with your UBC professors or instructors? If so, to what extent?

[SSD_4] Has the development of these skills been influenced by the interactions you have had with other UBC students? If so, to what extent?

[SSD_5] Has the development of these skills been influenced by the experiential learning opportunities you may have participated in through a campus program (e.g. work on campus, leadership positions, study abroad, research placements, Co-op, design teams, community engaged learning, participation in a student club, etc.)? If so, to what extent?

[SSD_6] Thinking ahead to your life and career after graduation from UBC, how important do you believe these skills will be for your success?

[SSD_7] Please select the top 3 skills that you believe are essential for your future success.

Health and Wellbeing

[HW1] Please rate your level of agreement with the following statements.

Students' mental and emotional wellbeing is a priority at UBC

The UBC campus climate encourages free and open discussion about mental and emotional health

[G1] Please rate your level of agreement with the following statements:

I have a good understanding of ON-CAMPUS resources (and how to access them) that can support my MENTAL wellbeing.

I have a good understanding of OFF-CAMPUS resources (and how to access them) that can support my MENTAL wellbeing.

I'm aware of personal signs when I experience too much stress

[F3] Within the last 12 months, have you done the following to manage or deal with stress?

Social support from family / friends

Self-help resources (e.g. from websites, apps)

Physical activity / sports / yoga

Mindfulness / meditation

Healthy, nutritious food / meal

Nap / sleep

Time management strategies (e.g. prioritizing your tasks)

[F4] Within the last 12 months, have you sought support from the following to help you manage or deal with stress?

Support from UBC staff advisors (e.g. Wellness Advisors, Academic Advisors, Enrolment Services Advisors, etc.)

Support from UBC peer advisors (e.g. Residence Advisors, Wellness Peer, etc.)

Support from both UBC staff and peer advisors

[F5] Within the last 12 months, have you found yourself doing any of the following to relieve stress?

Procrastination

Overeating / Eating unhealthy food

Excessive Internet use / computer games

Excessive alcohol or binge-drinking

Smoking cigarettes

Substances other than alcohol or cigarettes

[HW_4] Please rate your satisfaction with the following.

- Quality of food on campus
- Availability of healthy and nutritious food options on campus
- Cost of healthy and nutritious food options on campus
- Quality of recreational facilities on campus
- Quality of recreation programs on campus
- Availability of recreation programs on campus

[G3] Within the last 12 months, have you done any of the following on a regular basis?

- Adopting or maintaining a healthy diet
- Getting enough sleep every night
- Time management strategies (e.g. prioritizing your tasks)
- Incorporating physical activity into your routine
- Incorporating mindfulness / meditation into your routine

Food Security

Students are asked to evaluate the following statements based on their experience in the last 12 months.

[FS_1] The food that (I/we) bought just didn't last, and (I/we) didn't have money to get more.

[FS_2] I couldn't afford to eat balanced meals.

[FS_3] Did you ever cut the size of your meals or skip meals because there wasn't enough money for food?

Students are asked FS_4 if indicating having skipped meals because there weren't enough money for food. If not, they skip to FS_5.

[FS_4] How often did this happen?

[FS_5] Did you ever eat less than you felt you should because there wasn't enough money for food?

[FS_6] Were you ever hungry but didn't eat because there wasn't enough money for food?

[HW_6] Beverage Intake: How many servings of the following beverages do you drink on a typical day?