



UNDERGRADUATE EXPERIENCE SURVEY 2021

Prepared by the Planning and Institutional Research Office (PAIR)

TOP 3 REPORT: UBC VANCOUVER
International/Domestic

UNDERGRADUATE EXPERIENCE SURVEY

- A regular survey on UBC Undergraduates.
- Runs every year, except when UBC participates in the National Survey of Student Engagement (NSSE) every three years.
- UES ran in 2015, 2016, 2018, 2019 and 2021. Next UES is scheduled for 2022, before UBC will participate in NSSE in 2023.

The UES in 2021

- UES 2021 ran between January 18th and February 17th, 2021.
- Among 48 025 students invited to participate in the online survey, 8005 students answered at least one question and 6243 students completed the core section of the UES.
- Out of the 37 950 invited students from UBC Vancouver, 5992 students answered at least one question and 4661 students completed the core section. These students were enrolled in one of the following faculties/schools at the time of survey: Arts, Science, Applied Science (Engineering students only), Land and Food Systems, Kinesiology, Sauder School of Business, Forestry, or Vantage College.
UBCV Response rate (min to max): 12% (completed the UES core section) to **16%** (all responses).
- Out of the 10 075 invited students from UBC Okanagan, 2013 students answered at least one question and 1582 students completed the core section. These students were enrolled in one of the following faculties/schools at the time of survey: Applied Science (Engineering only), Arts and Sciences, IKB Arts & Social Sciences, IKB Science, Creative and Critical Studies, Health and Social Development, or Management.
UBCO Response rate (min to max): 16% (completed the UES core section) to **20%** (all responses).

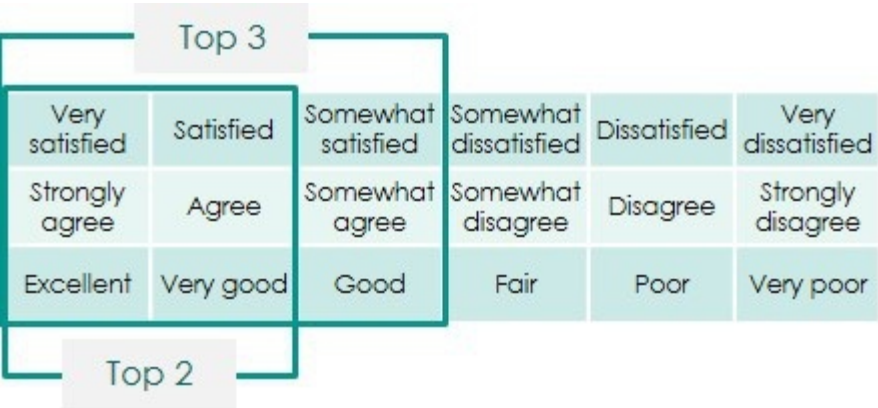
UES 2021	Response rate	Sample size
UBC Vancouver	12% to 16% (2019: 17% to 21%)	4661 to 5992 (2019: 6118 to 7625)
UBCV Domestic	13% to 17% (2019: 19% to 23%)	3561 to 4503 (2019: 4838 to 5927)
UBCV International	10% to 13% (2019: 12% to 17%)	1100 to 1489 (2019: 1280 to 1698)

UES 2021	Response rate	Sample size
UBC Okanagan	16% to 20% (2019: 21% to 25%)	1582 to 2013 (2019: 1758 to 2103)
UBCO Domestic	16% to 21% (2019: 22% to 26%)	1331 to 1679 (2019: 1548 to 1846)
UBCO International	13% to 17% (2019: 14% to 18%)	251 to 334 (2019: 208 to 257)

UNDERGRADUATE EXPERIENCE SURVEY

Response Scale

The majority of UES questions follow a 6-point response scale, unless otherwise specified.



Interactive report available

Readers can perform additional analyses on their own by gaining access to an interactive, online report in Tableau. For example, results can be broken down by parameters such as domestic or international student, year of study, whether students are first generation university students, etc.

To access the interactive report

- 1) Obtain permission from the Associate Dean, Students (or the equivalent) for your Faculty/head of central unit.
- 2) Email SEER Team at seer.team@ubc.ca to request access.

To compare results from the UES 2021 with UES results from previous years (2018, 2019), please follow the steps above to request access to available online UES reports.

Internal use only. Results from the UES 2021 are for internal use only. Please do not publish these results or make them known to the public. For more information, please contact the SEER team at seer.team@ubc.ca.

PARAMETER CONTROL

1. Select Campus

- ☐ UBC Okanagan
- ☒ UBC Vancouver

2a. Select Level of Detail

- ☐ Overall
- ☐ Faculty
- ☒ International/Domestic
- ☐ Indigeneity
- ☐ Year
- ☐ Gender Identity & Trans Experience
- ☐ Sexual Orientation
- ☐ Mental Health/ Other Disabilities
- ☐ First Generation Immigrant
- ☐ Born in/outside of Canada
- ☐ Citizenship (Canada VS. Top 5 Sending C..
- ☐ Cumulative GPA
- ☐ First Language (English)
- ☐ English Language Fluency
- ☐ Student Location
- ☐ Commuter Students
- ☐ Caring Responsibilities
- ☐ Student Debt
- ☐ Ethnicity (Mutually Exclusive + Multiple ..
- ☐ Ethnicity (Selected "Black" Vs. Did not s..
- ☐ Ethnicity (Selected "Chinese" Vs. Did no..
- ☐ Ethnicity (Selected "Indigenous" Vs. Did ..
- ☐ Ethnicity (Selected "South Asian" Vs. Di..
- ☐ Ethnicity (Selected "White" Vs. Did not s..

2b. Select Second Level of Detail

- ☒ Overall
- ☐ Faculty
- ☐ International/Domestic
- ☐ Indigeneity
- ☐ Year
- ☐ Gender Identity & Trans Experience
- ☐ Sexual Orientation
- ☐ Mental Health/ Other Disabilities
- ☐ First Generation Immigrant
- ☐ Born in/outside of Canada
- ☐ Citizenship (Canada VS. Top 5 Sending Coun..
- ☐ Cumulative GPA
- ☐ First Language (English)
- ☐ English Language Fluency
- ☐ Student Location
- ☐ Commuter Students
- ☐ Caring Responsibilities
- ☐ Student Debt
- ☐ Ethnicity (Mutually Exclusive + Multiple Sel..
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- ☐ Ethnicity (Selected "Chinese" Vs. Did not se..
- ☐ Ethnicity (Selected "Indigenous" Vs. Did no..
- ☐ Ethnicity (Selected "South Asian" Vs. Did n..
- ☐ Ethnicity (Selected "White" Vs. Did not sele..

3a. Exclude comparators (LOD)
("Null" should always be excluded)
All

3b. Exclude comparators (SLOD)
("Null" should always be excluded)
Overall

How to use parameters:

1) First, you can decide the parameters of the results.

Some variables might produce too many bar graphs for Tableau to show the actual percentages and number of respondents in brackets. In this case, you can hover your mouse over the bars to see the details.



2) You can hide specific values for parameters values that you do not need.

For instance, if you are only interested in showing 1st years and 4/5th year students' results:

- a. choose "Year" under parameters
- b. select 2nd & 3rd years under the "Exclude comparators" box



*Please make sure you undo the filter if you want to return to general results by parameter by clicking "All" and apply.

CONTROL FILTERS HERE

Faculties: UBC Vancouver All	Faculties: UBC Okanagan All
Year (SISC) All	
ISI (SISC) All	
GPA (Agg) All	GPA All
Citizenship (Top 5 Sending countries) (SISC) All	
Indigeneity All	
Born in/outside Canada All	First Generation Immigrant All
Commuter Students All	Student Location All
Disability & Mental Health All	
Sexual Orientation All	
Gender Identity All	Trans Experience All
First Language (English) All	English Language Fluency All
Caring Responsibilities All	
StudentsWithLoans All	

Filters are applied to the entire workbook!

The **Year** filter applies to all worksheets until "Enhanced Learning Participation 1."

Most (but not all) of the worksheets from thereon have year filters of their own, enabling the viewer to customize the view with specific years of study. Several of the questions have results for pre-selected year levels, usually 4/5th year (see top right corner), as the nature of the questions pertain to plans for graduation or skills we hope students will have developed by their final year at UBC.

Make sure the "Null" option is unchecked if you are using filters located on this page.

The example on the left is the default and all students are included in the results.

The example on right means the entire workbook now shows data for students who self-report having a religious affiliation (unchecking "Null" filters out those who couldn't be assigned a value for religiosity) and those who selected "no religious affiliation."

***Please make sure you undo the filter if you want to return to general results by parameter by clicking "All" and apply.**

Sexual Orientation

☒ (All)
☒ Null
☒ Heterosexual
☒ LGBTQ*

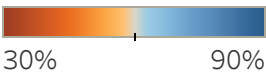


Sexual Orientation

☐ (All)
☐ Null
☒ Heterosexual
☒ LGBTQ*

Ethnicity All

Overall UBC Experience
Satisfaction with Academics & Service



Please rate your level of satisfaction with the following aspects of your UBC experience:

	Domestic Overall	International Overall
Overall academic experience	83% (n=4,487)	85% (n=1,483)
Overall level of service (online)	74% (n=4,450)	80% (n=1,468)

6 pt scale: Very satisfied, Satisfied, Somewhat satisfied, Somewhat dissatisfied, Dissatisfied, Very dissatisfied. Empty cells indicate that cell count is ≤ 5.

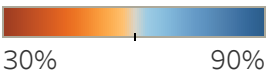
Overall UBC Experience
Likelihood to Recommend UBC

Please rate your level of agreement with the following statements based on your experience with UBC:

	Domestic Overall	International Overall
I am proud to say that I attend UBC	94% (n=4,488)	96% (n=1,482)
I would recommend enrolling at UBC to others	90% (n=4,491)	91% (n=1,484)
If I was starting again, I would choose to attend UBC	86% (n=4,485)	85% (n=1,482)

6 pt scale: Strongly agree, Agree, Somewhat agree, Somewhat disagree, Disagree, Strongly disagree. Empty cells indicate that cell count is ≤ 5.

Overall UBC Experience
Belonging & Connection

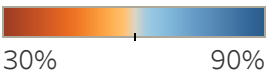


Please rate your level of agreement with the following statements based on your experience with UBC:

	Domestic Overall	International Overall
I feel a strong sense of connection to UBC	66% (n=4,489)	75% (n=1,481)
I feel I belong at UBC	76% (n=4,487)	80% (n=1,481)

6 pt scale: Strongly agree, Agree, Somewhat agree, Somewhat disagree, Disagree, Strongly disagree. Empty cells indicate that cell count is ≤ 5.

Overall UBC Experience
Faculty-Specific Experience

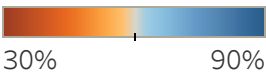


	Domestic Overall	International Overall
How would you evaluate your overall experience at {insert student’s Faculty}?	77% (n=4,274)	81% (n=1,417)
If I was starting again, I would choose to attend {insert student’s Faculty}	82% (n=4,131)	81% (n=1,379)
I feel a sense of community in {insert student’s Faculty}	62% (n=4,169)	69% (n=1,404)
I feel I belong in {insert student’s Faculty}	77% (n=4,199)	80% (n=1,405)
I feel supported to succeed by {insert student’s Faculty}	77% (n=4,188)	84% (n=1,393)

6 pt scale: Excellent, Very good, Good, Fair, Poor, Very poor. & 6 pt scale + na/dk: Strongly agree, Agree, Somewhat agree, Somewhat disagree, Disagree, Strongly disagree.
"Not applicable / Don't know" have been excluded from the % calculations. Empty cells indicate that cell count is ≤ 5.

Students were asked about their faculty or school, based on administrative records in UBC’s Student Information System. UBC Vancouver: Faculty of Arts, Faculty of Science, School of Engineering, Sauder School of Business, Faculty of Land and Food Systems, School of Kinesiology, Faculty of Forestry, Vantage College, School of Music, and School of Social Work. UBC Okanagan: Irving K. Barber Faculty of Arts, Irving K. Barber Faculty of Science, (former) IKB School of Arts and Science, School of Engineering, Faculty of Creative and Critical Studies, Faculty of Health and Social Development, and Faculty of Management.

Teaching & Learning Support
Quality of Instruction



How satisfied are you with each of the following aspects of your educational experience?

	Domestic Overall	International Overall
Quality of faculty instruction	85% (n=4,398)	89% (n=1,448)

6 pt scale + na/dk: Very satisfied, Satisfied, Somewhat satisfied, Somewhat dissatisfied, Dissatisfied, Very dissatisfied. "Not applicable / Don't know" have been excluded from the % calculations. Empty cells indicate that cell count is ≤ 5.

Teaching & Learning Support
Quality of Instruction

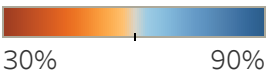
In class, my instructors:

	Domestic Overall	International Overall
Provide clear learning goals	90% (n=4,347)	93% (n=1,438)
Use various methods to present content/information	81% (n=4,347)	89% (n=1,437)
Add flexibility to their assessment methods	71% (n=4,344)	80% (n=1,438)
Provide feedback that is helpful for my learning	73% (n=4,344)	82% (n=1,435)

6 pt scale: Strongly agree, Agree, Somewhat agree, Somewhat disagree, Disagree, Strongly disagree. Empty cells indicate that cell count is ≤ 5.

Teaching & Learning Support

Quality of Courses



How satisfied are you with each of the following aspects of your educational experience?

	Domestic Overall	International Overall
Quality of 100 and 200 level courses for your major/option or intended major/option	83% (n=4,327)	85% (n=1,448)
Quality of 300 and 400 level courses for your major/option or intended major/option	88% (n=2,385)	90% (n=850)

6 pt scale + na/dk: Very satisfied, Satisfied, Somewhat satisfied, Somewhat dissatisfied, Dissatisfied, Very dissatisfied. "Not applicable / Don't know" have been excluded from the % calculations. Empty cells indicate that cell count is ≤ 5.

Teaching & Learning Support

Student Learning Supports

How satisfied are you with the following aspect of your educational experience?

	Domestic Overall	International Overall
Advising by faculty (e.g. professors, instructors) on academic matters	80% (n=4,027)	86% (n=1,401)

6 pt scale + na/dk: Very satisfied, Satisfied, Somewhat satisfied, Somewhat dissatisfied, Dissatisfied, Very dissatisfied. "Not applicable / Don't know" have been excluded from the % calculations. Empty cells indicate that cell count is ≤ 5.

Teaching & Learning Support

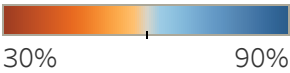
Student Learning Supports

Please rate your level of agreement with the following statements:

	Domestic Overall	International Overall
I am confident that I have the ability to succeed in all of my courses	83% (n=4,351)	86% (n=1,439)

6 pt scale: Strongly agree, Agree, Somewhat agree, Somewhat disagree, Disagree, Strongly disagree. Empty cells indicate that cell count is ≤ 5.

UBC Communications
Satisfaction with UBC Communications



Please rate your level of agreement with the following statement:

	Domestic Overall	International Overall
I feel that communications from UBC have kept me sufficiently informed about things that are relevant to me as a student	75% (n=3,926)	81% (n=1,298)

6 pt scale + dk/no opinion: Strongly agree, Agree, Somewhat agree, Somewhat disagree, Disagree, Strongly disagree. "Don't know / No opinion" have been excluded from the % calculations. Empty cells indicate that cell count is ≤ 5.

UBC Communications
UBC's COVID-19 response

Please rate your satisfaction with the following in regard to the communication you have received from UBC:

	Domestic Overall	International Overall
Communications regarding student housing for the current academic year (Sep 2020 to Apr 2021)	59% (n=2,101)	66% (n=1,016)
Communications so far regarding the format of my courses for this term	77% (n=3,953)	82% (n=1,294)
Communications so far regarding what campus life may look like this term	60% (n=3,443)	65% (n=1,199)
Updates on how UBC is proceeding with COVID-19 precautions and procedure	71% (n=3,791)	80% (n=1,254)

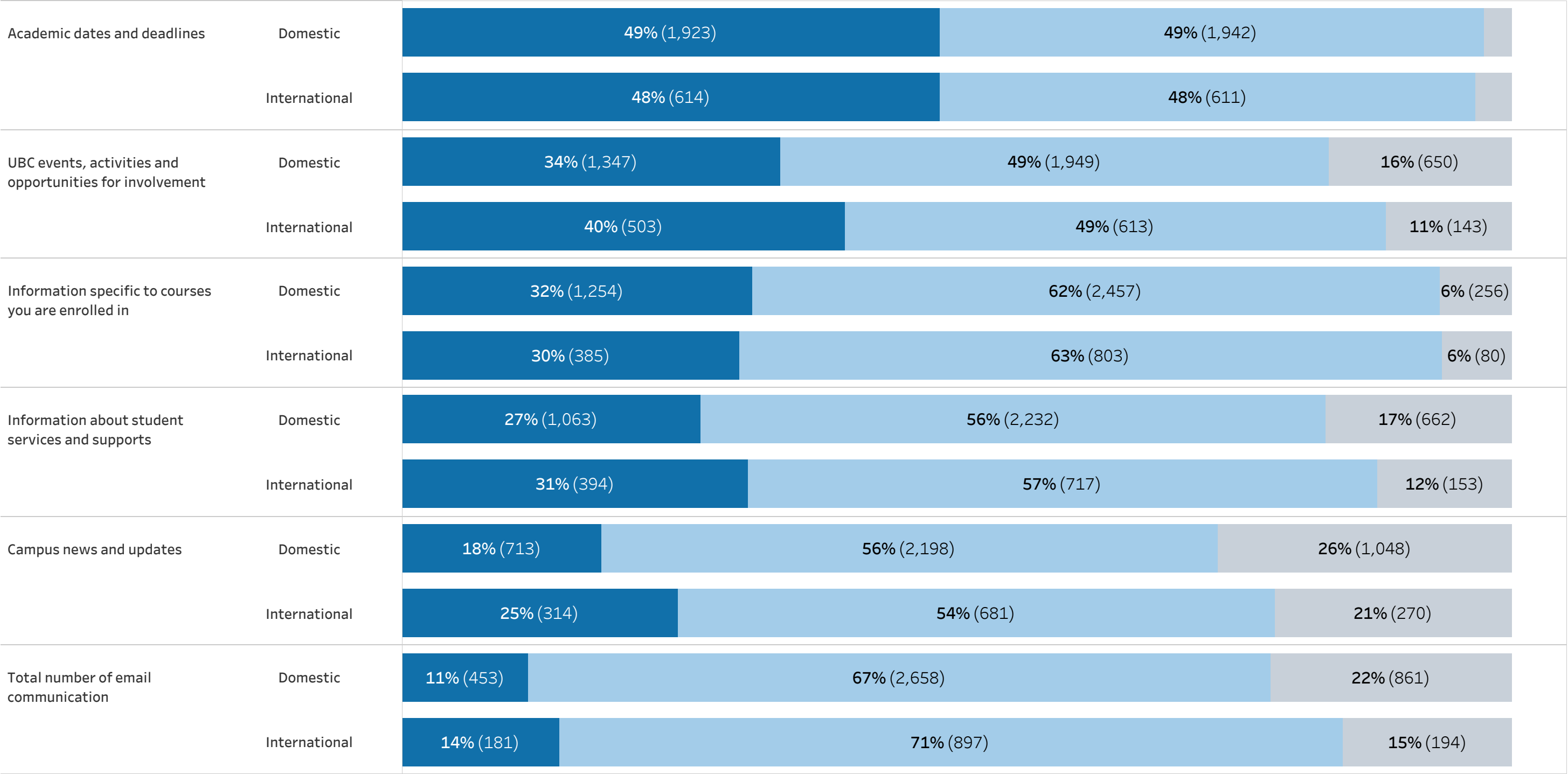
6 pt scale + na/no opinion: Very satisfied, Satisfied, Somewhat satisfied, Somewhat dissatisfied, Dissatisfied, Very dissatisfied. "Not applicable / No opinion" have been excluded from the % calculations. Empty cells indicate that cell count is ≤ 5.

UBC Communications
Satisfaction with Frequency of UBC Emails

LOD filters: Level of Detail = International/Domestic: All; Second Level of Detail = Overall: Overall

- Prefer more often
- Satisfied with current frequency
- Prefer less often

What are your thoughts regarding how often you receive the following types of email communication from UBC?



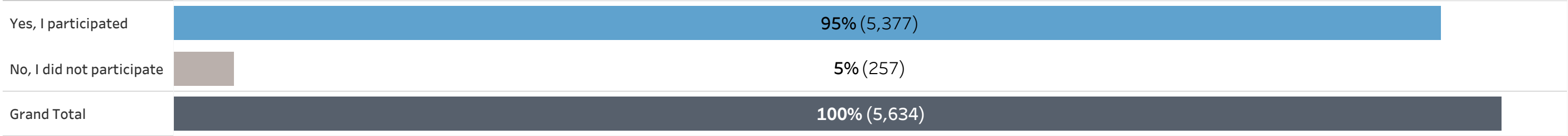
Select one only: 1) Satisfied with current frequency, 2) Prefer less often, 3) Prefer more often. Empty cells indicate that cell count is ≤ 5.

LOD filters: Level of Detail = International/Domestic: All; Second Level of Detail = Overall: Overall

Online Learning

Participation in Online Learning

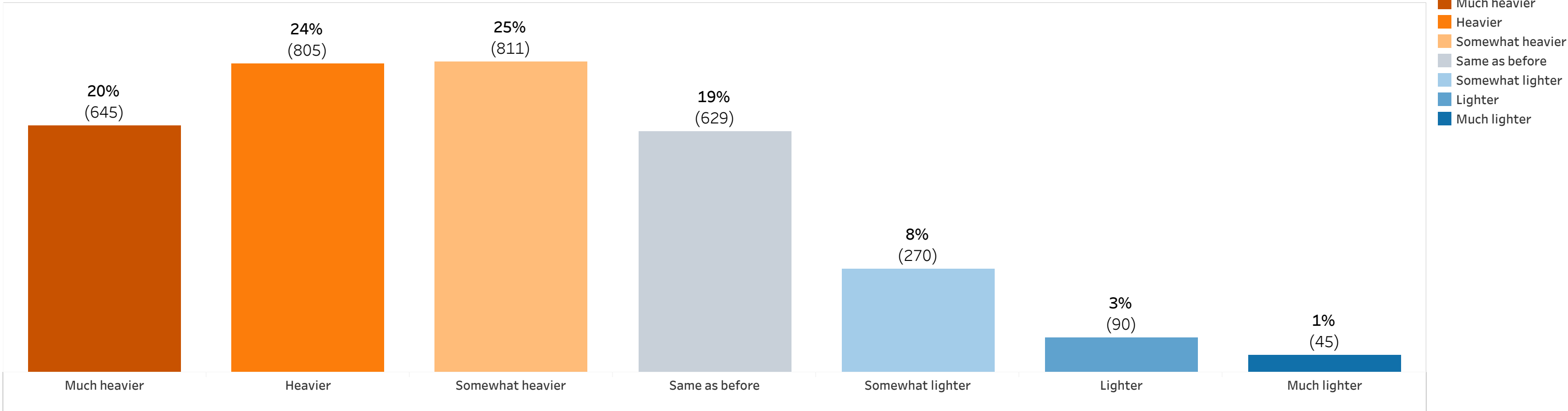
Did you participate in online learning at UBC last term (Sept 2020 – Dec 2020)?



Online Learning

Workload

Thinking of your course workload in Term 1, how does it compare to your course workload before UBC classes were moved online as a result of the pandemic?



Asked of students who indicate they participated in online learning at UBC last term (Sept 2020 - Dec 2020) and are in their 2nd, 3rd or 4/5th year of study (based on SISC data). Empty cells indicate that cell count is ≤ 5.

Online Learning

Participation in Online Learning

Did you participate in online learning at UBC last term (Sept 2020 – Dec 2020)?

	Domestic Overall	International Overall
Yes, I participated	95% (4,038)	96% (1,339)
No, I did not participate	5% (197)	4% (60)
Grand Total	100% (4,235)	100% (1,399)

Online Learning

Workload

Thinking of your course workload in Term 1, how does it compare to your course workload before UBC classes were moved online as a result of the pandemic?

	Domestic Overall	International Overall
Much heavier	19% (480)	21% (165)
Heavier	25% (640)	21% (165)
Somewhat heavier	24% (603)	27% (208)
Same as before	19% (489)	18% (140)
Somewhat lighter	8% (202)	9% (68)
Lighter	3% (69)	3% (21)
Much lighter	1% (31)	2% (14)
Grand Total	100% (2,514)	100% (781)

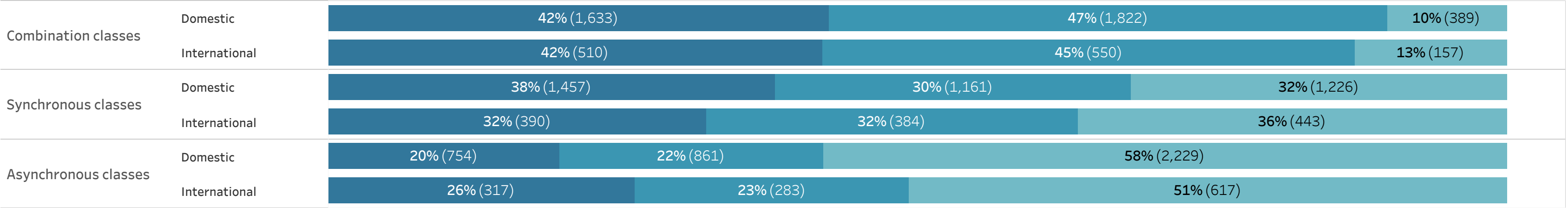
Asked of students who indicate they participated in online learning at UBC last term (Sept 2020 - Dec 2020) and are in their 2nd, 3rd or 4/5th year of study (based on SISC data).

LOD filters: Level of Detail = International/Domestic: All; Second Level of Detail = Overall: Overall

Online Learning

Participation in Online Learning

Please rank in order your preference for synchronous classes, asynchronous classes, or combination classes.



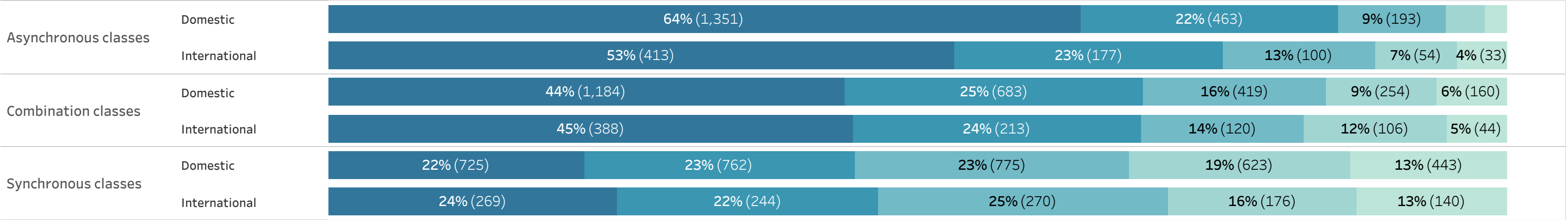
Rank from 1 to 3, where 1 indicates “most preferred” and 3 indicates “least preferred.”



Online Learning

Workload

In Term 1 (Sep to Dec 2020), how many of your classes were:



Asked of students who indicate they participated in online learning at UBC last term (Sept 2020 - Dec 2020) and are in their 2nd, 3rd or 4/5th year of study (based on SISC data).



LOD filters: Level of Detail = International/Domestic: All; Second Level of Detail = Overall: Overall

Online Learning
Learning/Educational Issues

Which of the following learning/educational issues have you experienced while participating in online learning?

Difficulty focusing or paying attention to remote instruction or activities	79% (4,178)
Low personal motivation/desire to complete cours	78% (4,094)
Personal preference for face-to-face learning	61% (3,235)
Unclear expectations around course/assignment requirements	52% (2,762)
Course lessons or activities that do not translate well to online learning	52% (2,759)
Difficulty communicating with instructor	30% (1,562)
Being unable to participate in synchronous classes*	24% (1,269)
Competing class meetings and schedules	24% (1,241)
Taking UBC classes/accessing UBC services in another time zone**	19% (1,002)
None of the above	3% (159)
Grand Total	100% (5,262)

*Being unable to participate in synchronous classes (e.g., live-streaming lectures or video conferencing at a set time) ** Being a UBC student and taking UBC classes/accessing UBC services in a time zone different from the time zone of UBC campus.
Asked of students who indicate they participated in online learning at UBC last term (Sept 2020 - Dec 2020).
Select all that apply.

Online Learning
Learning/Educational Issues

Which of the following learning/educational issues have you experienced while participating in online learning?

	Domestic Overall	International Overall
Difficulty focusing or paying attention to remote instruction or activities	82% (3,239)	72% (939)
Low personal motivation/desire to complete cours	80% (3,165)	71% (929)
Personal preference for face-to-face learning	63% (2,479)	58% (756)
Unclear expectations around course/assignment requirements	56% (2,203)	43% (559)
Course lessons or activities that do not translate well to online learning	55% (2,187)	44% (572)
Difficulty communicating with instructor	31% (1,211)	27% (351)
Being unable to participate in synchronous classes*	19% (746)	40% (523)
Competing class meetings and schedules	22% (884)	27% (357)
Taking UBC classes/accessing UBC services in another time zone**	9% (362)	49% (640)
None of the above	3% (113)	4% (46)
Grand Total	100% (3,958)	100% (1,304)

*Being unable to participate in synchronous classes (e.g., live-streaming lectures or video conferencing at a set time) ** Being a UBC student and taking UBC classes/accessing UBC services in a time zone different from the time zone of UBC campus.
Asked of students who indicate they participated in online learning at UBC last term (Sept 2020 - Dec 2020).
Select all that apply.

LOD filters: Level of Detail = International/Domestic: All; Second Level of Detail = Overall: Overall

Online Learning
Technological Issues

Which of the following technological issues have you experienced while participating in online learning?

Instructor discomfort or lack of familiarity with required technologies or applications	<div></div>	48% (2,481)
Lacking access to reliable internet service	<div></div>	37% (1,893)
Lacking adequate digital replacements for face-to-face collaboration tools (e.g., whiteboards)	<div></div>	30% (1,545)
My own discomfort or lack of familiarity with required technologies or applications	<div></div>	27% (1,410)
Unclear expectations around which technologies and applications I am required to use	<div></div>	26% (1,359)
Lacking access to library resources	<div></div>	20% (1,019)
Lacking access to specialized software (e.g., Adobe products, statistical packages)	<div></div>	18% (901)
Lacking access to a reliable digital device (e.g., laptop, mobile device)	<div></div>	8% (413)
Lacking access to reliable communication software/tools (e.g., Zoom, Skype, Teams)	<div></div>	7% (360)
None of the above	<div></div>	19% (983)
Grand Total	<div></div>	100% (5,137)

Asked of students who indicate they participated in online learning at UBC last term (Sept 2020 - Dec 2020).
Select all that apply.

Online Learning

Technological Issues

Which of the following technological issues have you experienced while participating in online learning?

	Domestic Overall	International Overall
Instructor discomfort or lack of familiarity with required technologies or applications	53% (2,057)	34% (424)
Lacking access to reliable internet service	36% (1,376)	41% (517)
Lacking adequate digital replacements for face-to-face collaboration tools (e.g., whiteboards)	31% (1,208)	27% (337)
My own discomfort or lack of familiarity with required technologies or applications	28% (1,101)	24% (309)
Unclear expectations around which technologies and applications I am required to use	29% (1,110)	20% (249)
Lacking access to library resources	19% (742)	22% (277)
Lacking access to specialized software (e.g., Adobe products, statistical packages)	18% (685)	17% (216)
Lacking access to a reliable digital device (e.g., laptop, mobile device)	8% (304)	9% (109)
Lacking access to reliable communication software/tools (e.g., Zoom, Skype, Teams)	6% (239)	10% (121)
None of the above	18% (694)	23% (289)
Grand Total	100% (3,874)	100% (1,263)

Asked of students who indicate they participated in online learning at UBC last term (Sept 2020 - Dec 2020).
Select all that apply.

LOD filters: Level of Detail = International/Domestic: All; Second Level of Detail = Overall: Overall

Online Learning

Benefits of Studying Online

Which of the following potential benefits of online learning have you looked forward to?

Can control study time (e.g. pause pre-recorded lectures)	78% (4,273)
Can attend classes anywhere with a computer and internet access	78% (4,228)
Can access online course materials at a convenient time	76% (4,168)
Can save money by not having to commute to campus or relocate to live near campus	51% (2,766)
Can live with my family	40% (2,178)
Can interact with other students or participate in classroom discussions in a setting less intimidating than in-person classes	26% (1,424)
Opportunity to take UBC courses I otherwise would not have been able to take (e.g. due to my location)	11% (616)
None of the above	4% (226)
Grand Total	100% (5,455)

Select all that apply.

Online Learning

Benefits of Studying Online

Which of the following potential benefits of online learning have you looked forward to?

	Domestic Overall	International Overall
Can control study time (e.g. pause pre-recorded lectures)	79% (3,268)	75% (1,005)
Can attend classes anywhere with a computer and internet access	78% (3,218)	75% (1,010)
Can access online course materials at a convenient time	77% (3,178)	74% (990)
Can save money by not having to commute to campus or relocate to live near campus	53% (2,194)	43% (572)
Can live with my family	39% (1,586)	44% (592)
Can interact with other students or participate in classroom discussions in a setting less intimidating than in-person classes	26% (1,077)	26% (347)
Opportunity to take UBC courses I otherwise would not have been able to take (e.g. due to my location)	11% (443)	13% (173)
None of the above	4% (169)	4% (57)
Grand Total	100% (4,114)	100% (1,341)

Select all that apply.

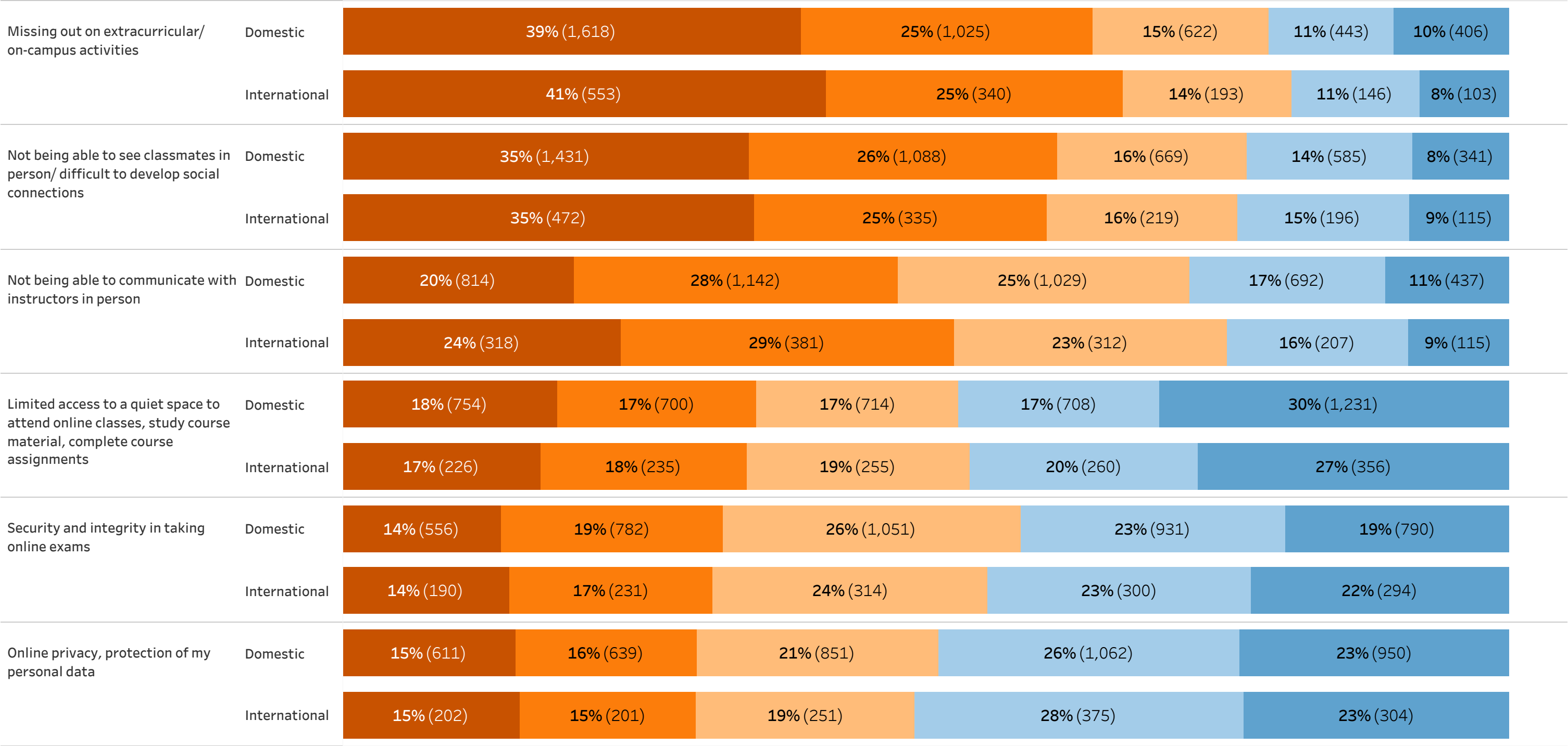
Online Learning

Concerns about Studying Online

LOD filters: Level of Detail = International/Domestic: All; Second Level of Detail = Overall: Overall

- Very concerned
- Concerned
- Somewhat concerned
- A little concerned
- Not at all concerned

How concerned are you about the following while participating in online learning?



5 pt scale: Very concerned, Concerned, Somewhat concerned, A little concerned, Not at all concerned.

Online Learning

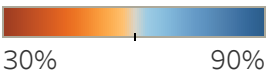
Academic Honesty

Please rate your level of agreement with the following statements:

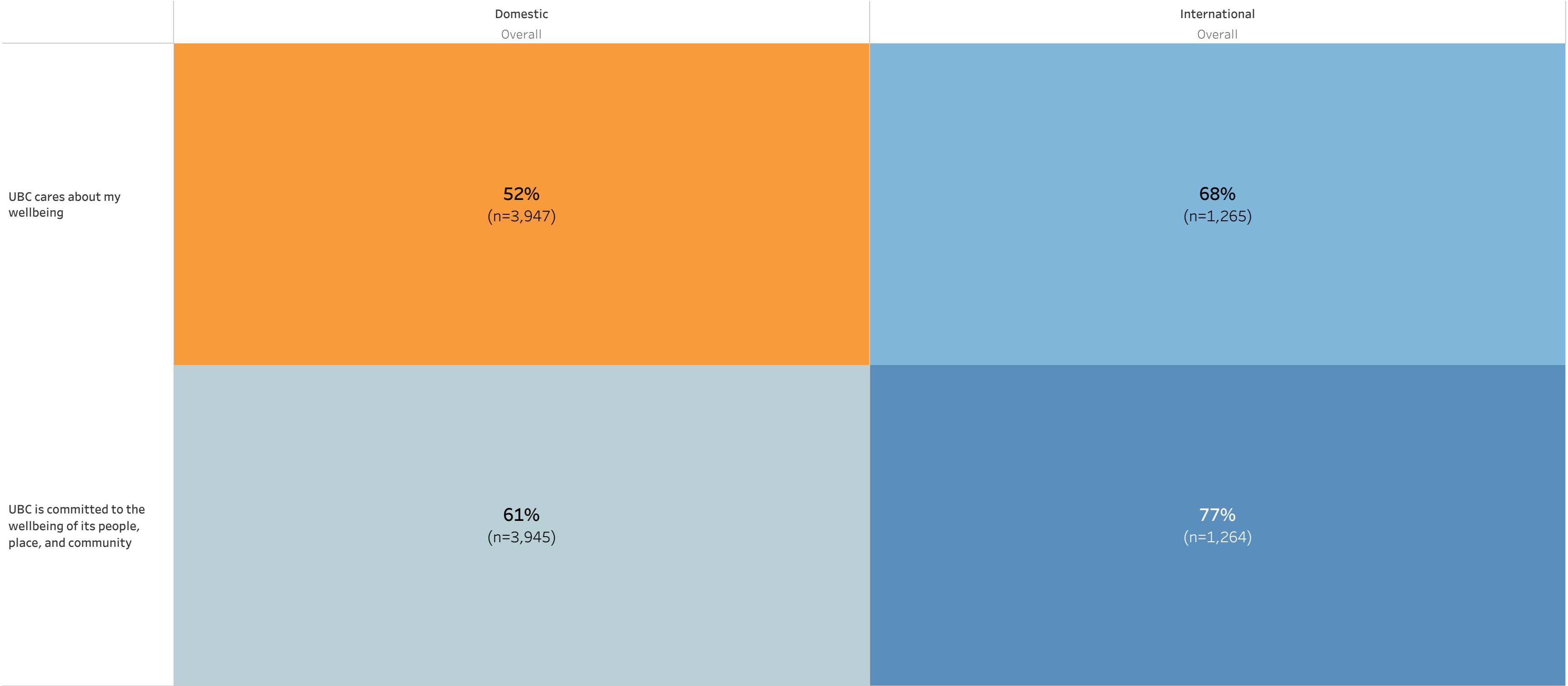
	Domestic Overall	International Overall
Overall, there is a culture of academic honesty among my peers	80% (n=4,108)	83% (n=1,335)
I am concerned that others in my classes will cheat	56% (n=4,112)	54% (n=1,339)
I feel pressured to cheat by my peers	11% (n=4,110)	23% (n=1,336)

6 pt scale: Strongly agree, Agree, Somewhat agree, Somewhat disagree, Disagree, Strongly disagree. Empty cells indicate that cell count is ≤ 5.

Wellbeing
Does UBC Care?

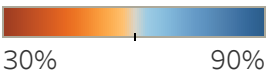


Please rate your level of agreement with the following statements:



6 pt scale: Strongly agree, Agree, Somewhat agree, Somewhat disagree, Disagree, Strongly disagree. Empty cells indicate that cell count is ≤ 5.

Wellbeing
Stress Management Competence



Please rate your level of agreement with the following statements:

	Domestic Overall	International Overall
I am able to balance my academic time (in class, study time, etc.) and non-academic time*	60% (n=4,346)	67% (n=1,440)
I’m confident in my ability to cope with the demands of my life	72% (n=3,954)	81% (n=1,268)
I’m aware of personal signs when I experience too much stress	89% (n=3,953)	90% (n=1,265)
I know about strategies I can use to cope with stress as it comes	76% (n=3,950)	76% (n=1,266)
I’m comfortable reaching out for support when I need it	54% (n=3,950)	65% (n=1,265)
I use the strategies I know about to cope with stress as it comes	75% (n=3,951)	77% (n=1,266)

* I am able to balance my academic time (in class, study time, etc.) and non-academic time (work, exercise, socializing, care for dependents, etc.)
6 pt scale: Strongly agree, Agree, Somewhat agree, Somewhat disagree, Disagree, Strongly disagree. Empty cells indicate that cell count is ≤ 5.

Wellbeing
Stress Management Skills

Please rate your level of agreement with the following statements:

	Domestic Overall	International Overall
Since starting at UBC, I’ve gained new skills to help me manage the demands of university life	77% (n=3,951)	87% (n=1,265)
This school year, I’ve been able to manage stress successfully	54% (n=3,950)	60% (n=1,267)

6 pt scale: Strongly agree, Agree, Somewhat agree, Somewhat disagree, Disagree, Strongly disagree. Empty cells indicate that cell count is ≤ 5.

LOD filters: Level of Detail = International/Domestic: All; Second Level of Detail = Overall: Overall

Wellbeing
Disability/Ongoing Medical Condition

Do you have any of the following disabilities or ongoing medical conditions that have affected your everyday functioning?

I don't have a disability or ongoing medical condition	<div></div> 67% (3,122)
Mental Health Condition	<div></div> 17% (799)
Neurological (learning disability, ASD, Traumatic Brain Injury, ADHD, etc.)	<div></div> 7% (315)
Chronic Health Condition (Crohn's, HIV, etc.)	<div></div> 3% (122)
Physical disability	<div></div> 1% (68)
Blind/Visually impaired	<div></div> 1% (48)
Deaf/Hard of Hearing	<div></div> 1% (32)
If none of the above, please specify:	<div></div> 1% (50)
Prefer not to answer	<div></div> 9% (408)
Grand Total	<div></div> 100% (4,639)

Select all that apply.

Wellbeing
Disability/Ongoing Medical Condition

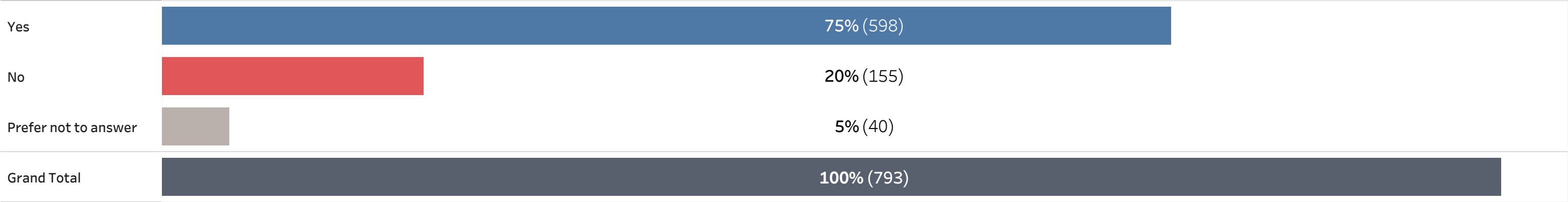
Do you have any of the following disabilities or ongoing medical conditions that have affected your everyday functioning?

	Domestic Overall	International Overall
I don't have a disability or ongoing medical condition	65% (2,305)	75% (817)
Mental Health Condition	19% (670)	12% (129)
Neurological (learning disability, ASD, Traumatic Brain Injury, ADHD, etc.)	7% (265)	5% (50)
Chronic Health Condition (Crohn's, HIV, etc.)	3% (108)	1% (14)
Physical disability	2% (59)	1% (9)
Blind/Visually impaired	1% (38)	1% (10)
Deaf/Hard of Hearing	1% (28)	0% (4)
If none of the above, please specify:	1% (37)	1% (13)
Prefer not to answer	9% (322)	8% (86)
Grand Total	100% (3,547)	100% (1,092)

LOD filters: Level of Detail = International/Domestic: All; Second Level of Detail = Overall: Overall

Wellbeing
Disability/Ongoing Medical Condition

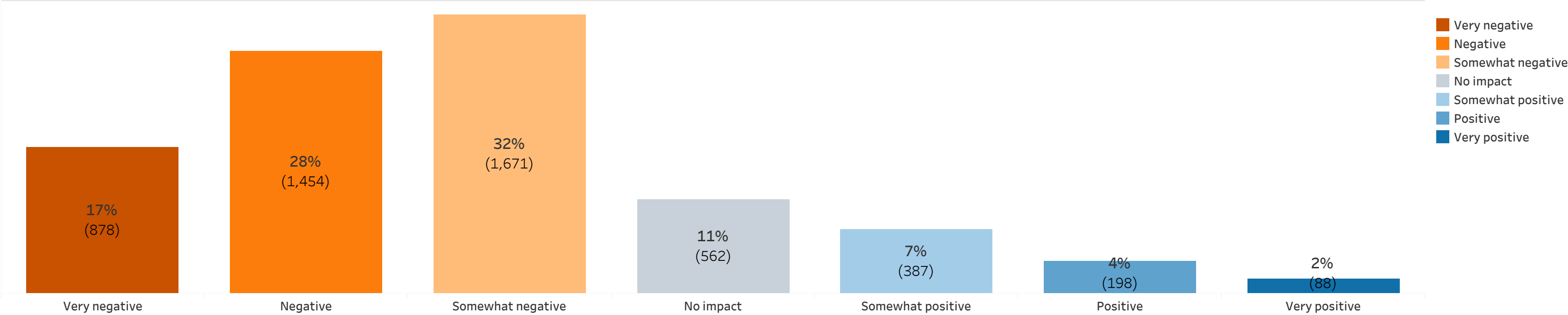
You indicated that mental health condition has affected your everyday functioning. Has your mental health condition been diagnosed by a medical professional?



Asked of students who indicate they have a mental health condition.

Wellbeing
Mental Health Impact of the COVID-19 Pandemic

What impact, if any, has the COVID-19 pandemic had on your mental health?



Wellbeing
Disability/Ongoing Medical Condition

You indicated that mental health condition has affected your everyday functioning. Has your mental health condition been diagnosed by a medical professional?

	Domestic Overall	International Overall
Yes	77% (515)	65% (83)
No	18% (117)	30% (38)
Prefer not to answer	5% (33)	5% (7)
Grand Total	100% (665)	100% (128)

Asked of students who indicate they have a mental health condition.

Wellbeing
Mental Health Impact of the COVID-19 Pandemic

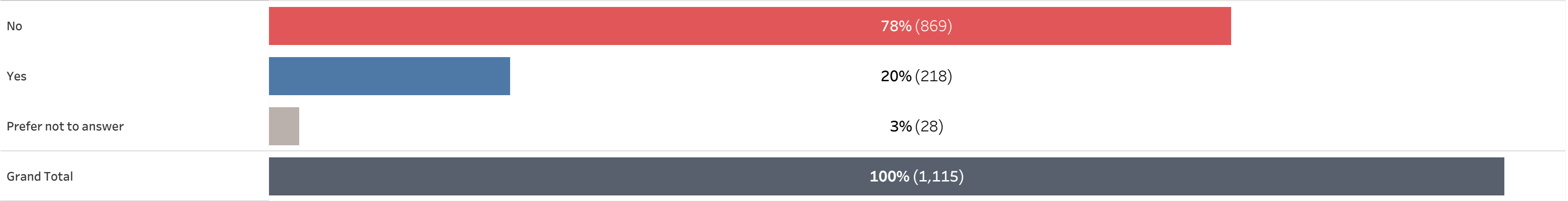
What impact, if any, has the COVID-19 pandemic had on your mental health?

	Domestic Overall	International Overall
Very negative	18% (712)	13% (166)
Negative	29% (1,139)	25% (315)
Somewhat negative	32% (1,275)	31% (396)
No impact	9% (367)	15% (195)
Somewhat positive	7% (283)	8% (104)
Positive	3% (130)	5% (68)
Very positive	1% (50)	3% (38)
Grand Total	100% (3,956)	100% (1,282)

LOD filters: Level of Detail = International/Domestic: All; Second Level of Detail = Overall: Overall

Wellbeing
Disability/Ongoing Medical Condition

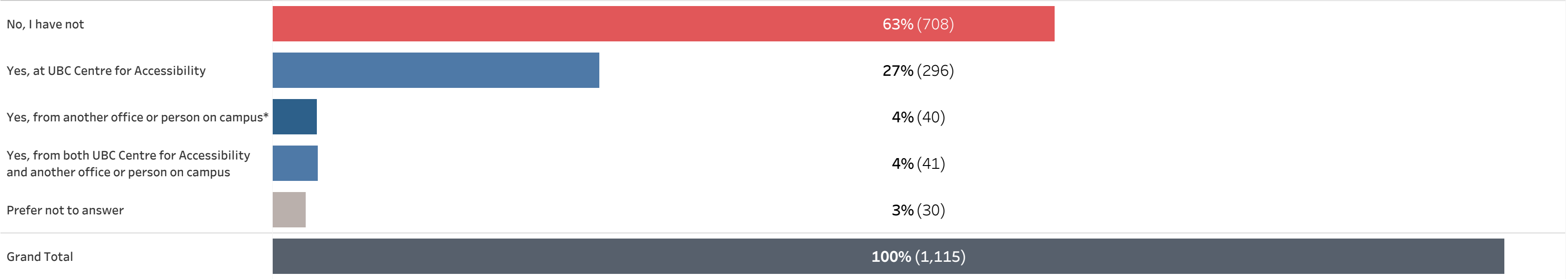
Did you receive accommodations (e.g. interpretation, assistive technology, or note taking) at your previous school before starting UBC?



Asked of students who indicate they have a disability or ongoing medical condition.

Wellbeing
Disability/Ongoing Medical Condition

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



* Yes, from another office or person on campus (e.g. UBC staff or faculty, instructor, Student Housing and Community Services, etc.)
Asked of students who indicate they have a disability or ongoing medical condition.

Wellbeing
Disability/Ongoing Medical Condition

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

	Domestic Overall	International Overall
No	78% (717)	80% (152)
Yes	20% (187)	16% (31)
Prefer not to answer	2% (20)	4% (8)
Grand Total	100% (924)	100% (191)

Asked of students who indicate they have a disability or ongoing medical condition.

Wellbeing
Disability/Ongoing Medical Condition

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

	Domestic Overall	International Overall
No, I have not	63% (585)	64% (123)
Yes, at UBC Centre for Accessibility	26% (244)	27% (52)
Yes, from another office or person on campus*	4% (36)	2% (4)
Yes, from both UBC Centre for Accessibility and another office or person on campus	4% (37)	2% (4)
Prefer not to answer	2% (21)	5% (9)
Grand Total	100% (923)	100% (192)

* Yes, from another office or person on campus (e.g. UBC staff or faculty, instructor, Student Housing and Community Services, etc.)
Asked of students who indicate they have a disability or ongoing medical condition.

LOD filters: Level of Detail = International/Domestic: All; Second Level of Detail = Overall: Overall

Wellbeing
Stress Management Behaviours

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

Nap / Sleep	82% (4,255)
Social support from family / friends	81% (4,178)
Physical activity / sports / yoga	71% (3,680)
Time management strategies*	67% (3,485)
Healthy, nutritious food / meal	60% (3,131)
Self-help resources**	35% (1,830)
Mindfulness / Meditation	33% (1,731)
None of the above	2% (84)
Grand Total	100% (5,190)

	Domestic Overall	International Overall
Nap / Sleep	82% (3,241)	81% (1,014)
Social support from family / friends	81% (3,176)	80% (1,002)
Physical activity / sports / yoga	73% (2,888)	63% (792)
Time management strategies*	70% (2,765)	57% (720)
Healthy, nutritious food / meal	62% (2,428)	56% (703)
Self-help resources**	33% (1,315)	41% (515)
Mindfulness / Meditation	35% (1,364)	29% (367)
None of the above	1% (55)	2% (29)
Grand Total	100% (3,931)	100% (1,259)

* Time management strategies (e.g. prioritizing your tasks) ** Self-help resources (e.g. from websites, apps). Select all that apply.

Wellbeing
Stress Relief Behaviours

LOD filters: Level of Detail = International/Domestic: All; Second Level of Detail = Overall: Overall

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

Procrastination	82% (4,248)
Excessive Internet use / computer games	75% (3,861)
Overeating / Eating unhealthy food	60% (3,115)
Excessive alcohol or binge-drinking	13% (664)
Substances other than alcohol or cigarettes	11% (560)
Smoking cigarettes	5% (249)
None of the above	7% (384)
Grand Total	100% (5,176)

	Domestic Overall	International Overall
Procrastination	85% (3,347)	72% (901)
Excessive Internet use / computer games	77% (3,013)	68% (848)
Overeating / Eating unhealthy food	62% (2,437)	54% (678)
Excessive alcohol or binge-drinking	13% (520)	11% (144)
Substances other than alcohol or cigarettes	11% (449)	9% (111)
Smoking cigarettes	4% (149)	8% (100)
None of the above	6% (231)	12% (153)
Grand Total	100% (3,920)	100% (1,256)

Select all that apply.

Wellbeing
Health Behaviours

LOD filters: Level of Detail = International/Domestic: All; Second Level of Detail = Overall: Overall

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

Time management strategies*	<div><div></div></div> 57% (2,943)
Incorporating physical activity into your routine	<div><div></div></div> 54% (2,772)
Getting enough sleep every night	<div><div></div></div> 46% (2,385)
Adopting or maintaining a healthy diet	<div><div></div></div> 42% (2,173)
Incorporating mindfulness / mediation into your routine	<div><div></div></div> 21% (1,098)
None of the above	<div><div></div></div> 14% (741)
Grand Total	<div><div></div></div> 100% (5,148)

	Domestic Overall	International Overall
Time management strategies*	59% (2,314)	50% (629)
Incorporating physical activity into your routine	56% (2,187)	47% (585)
Getting enough sleep every night	47% (1,837)	44% (548)
Adopting or maintaining a healthy diet	43% (1,671)	40% (502)
Incorporating mindfulness / mediation into your routine	22% (851)	20% (247)
None of the above	14% (530)	17% (211)
Grand Total	100% (3,894)	100% (1,254)

* Time management strategies (e.g. prioritizing your tasks). Select all that apply.

Wellbeing
Health Resources

LOD filters: Level of Detail = International/Domestic: All; Second Level of Detail = Overall: Overall

If you need health related information, which of the following resources would you use?

Your family doctor or other medical professionals outside UBC	<div></div>	55% (2,808)
Online resources unrelated to UBC	<div></div>	46% (2,326)
UBC websites*	<div></div>	33% (1,673)
UBC counsellors, doctors, or other medical professionals	<div></div>	31% (1,567)
UBC wellness peers at UBC Wellness Centre**	<div></div>	22% (1,135)
UBC professors/instructors	<div></div>	11% (572)
Other UBC staff/personnel	<div></div>	6% (284)
None of the above	<div></div>	13% (643)
Grand Total	<div></div>	100% (5,083)

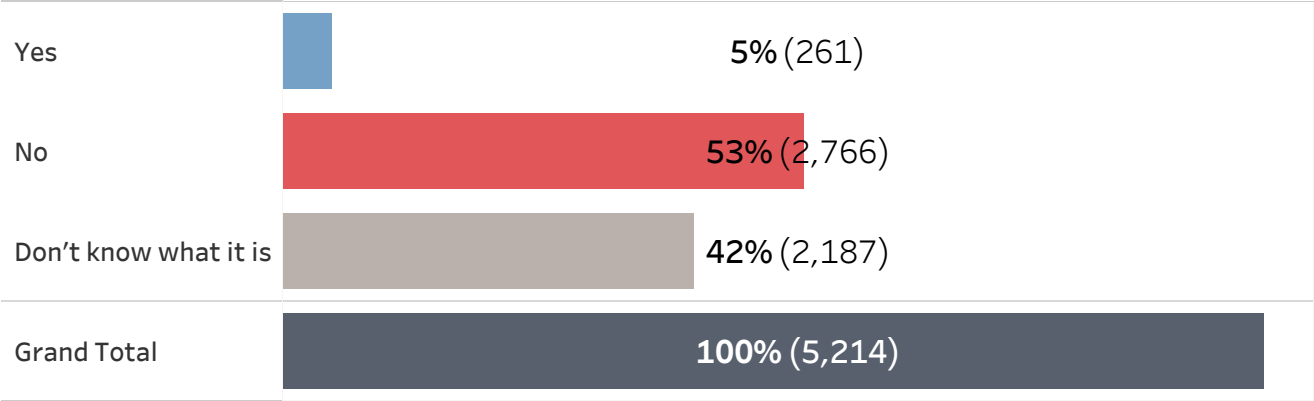
	Domestic Overall	International Overall
Your family doctor or other medical professionals outside UBC	60% (2,289)	42% (519)
Online resources unrelated to UBC	49% (1,873)	37% (453)
UBC websites*	30% (1,151)	42% (522)
UBC counsellors, doctors, or other medical professionals	30% (1,151)	34% (416)
UBC wellness peers at UBC Wellness Centre**	21% (789)	28% (346)
UBC professors/instructors	10% (389)	15% (183)
Other UBC staff/personnel	5% (178)	9% (106)
None of the above	12% (458)	15% (185)
Grand Total	100% (3,843)	100% (1,240)

* UBCV: UBC websites (e.g. <https://students.ubc.ca/health/student-health-service>) ** UBC wellness peers at UBC Wellness Centre (<https://students.ubc.ca/health/wellness-centre>); UBCO: UBC websites (e.g. <https://students.ok.ubc.ca/health-wellness/>). Select all that apply.

Wellbeing

UBC Student Assitance Program

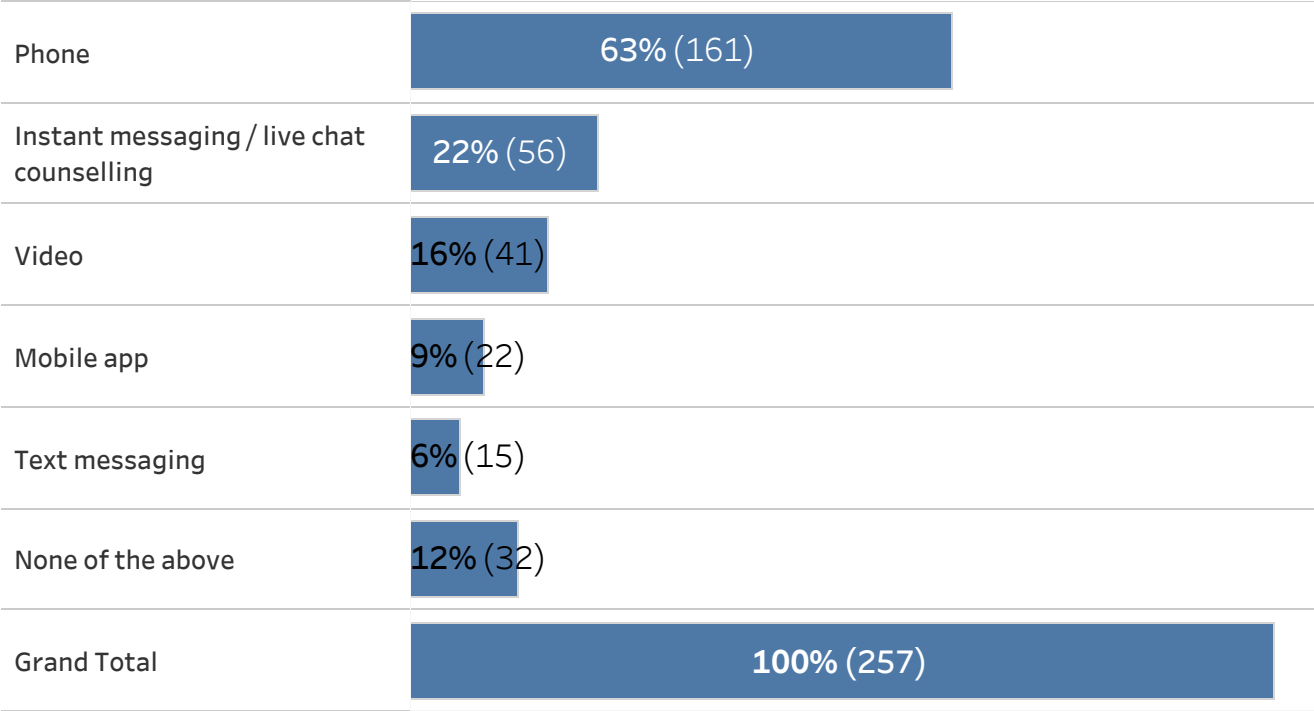
Have you used the UBC Student Assistance Program?



Wellbeing

UBC Student Assitance Program

How did you access the service?



Asked of students who indicate they have used the Student Assistance Program (SAP).

LOD filters: Level of Detail = International/Domestic: All; Second Level of Detail = Overall: Overall

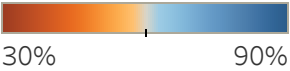
	Domestic	International
	Overall	Overall
Yes	5% (189)	6% (72)
No	55% (2,174)	46% (592)
Don't know what it is	40% (1,576)	48% (611)
Grand Total	100% (3,939)	100% (1,275)

	Domestic	International
	Overall	Overall
Phone	63% (117)	63% (44)
Instant messaging / live chat counselling	21% (39)	24% (17)
Video	16% (29)	17% (12)
Mobile app	7% (13)	13% (9)
Text messaging	4% (8)	10% (7)
None of the above	14% (26)	9% (6)
Grand Total	100% (187)	100% (70)

Asked of students who indicate they have used the Student Assistance Program (SAP).

Wellbeing

UBC Student Assitance Program



Please rate your agreement with the following statements, based on your experience with the UBC Student Assistance Program:

	Domestic Overall	International Overall
The UBC SAP is a useful resource	75% (n=185)	82% (n=68)
The concern for which I sought support was addressed	63% (n=184)	79% (n=68)
I was treated with respect	91% (n=183)	90% (n=67)

6 pt scale: Strongly agree, Agree, Somewhat agree, Somewhat disagree, Disagree, Strongly disagree. Empty cells indicate that cell count is ≤ 5.
Asked of students who indicate they have used the Student Assistance Program (SAP).

Wellbeing

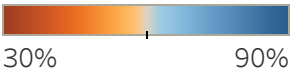
UBC Student Assitance Program

	Domestic Overall	International Overall
Overall, how satisfied were you with your experience with the UBC Student Assistance Program?	65% (n=183)	81% (n=67)

6 pt scale: Very satisfied, Satisfied, Somewhat satisfied, Somewhat dissatisfied, Dissatisfied, Very dissatisfied. Empty cells indicate that cell count is ≤ 5.
Asked of students who indicate they have used the Student Assistance Program (SAP).

Inclusivity & UBC Environment

Whether UBC Supports Inclusion/Diversity



	Domestic Overall	International Overall
I feel that my beliefs, identity and experiences are valued at UBC	85% (n=3,744)	89% (n=1,235)

6 pt scale + na/dk: Strongly agree, Agree, Somewhat agree, Somewhat disagree, Disagree, Strongly disagree. "Not applicable / Don't know" have been excluded from the % calculations. Empty cells indicate that cell count is ≤ 5.

Inclusivity & UBC Environment

Students Respected Regardless of Background

	Domestic Overall	International Overall
Students are respected at UBC regardless of their socio-economic status	82% (n=3,990)	87% (n=1,291)
Students are respected at UBC regardless of their gender	92% (n=3,985)	95% (n=1,290)
Students are respected at UBC regardless of their race/ethnicity	88% (n=3,983)	90% (n=1,289)
Students are respected at UBC regardless of their religious beliefs	91% (n=3,982)	94% (n=1,290)
Students are respected at UBC regardless of their political beliefs	79% (n=3,976)	87% (n=1,288)
Students are respected at UBC regardless of their sexual orientation	96% (n=3,982)	97% (n=1,289)
Students are respected at UBC regardless of their English language ability	80% (n=3,983)	83% (n=1,290)
Students are respected on this campus regardless of their disabilities and/or ongoing medical conditions	87% (n=3,966)	93% (n=1,280)

6 pt scale: Strongly agree, Agree, Somewhat agree, Somewhat disagree, Disagree, Strongly disagree. Empty cells indicate that cell count is ≤ 5.

Financial Wellbeing
Sources of Funding

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

	Domestic Overall	International Overall
Parents/Guardians	51% (3,848)	82% (1,221)
Government student loans	14% (3,848)	1% (1,221)
Personal Savings	14% (3,848)	3% (1,221)
Scholarships/ Bursaries/ Grants	9% (3,848)	8% (1,221)
Employment	9% (3,848)	3% (1,221)
Bank loans/ Credit cards/ Lines of credit	1% (3,848)	1% (1,221)
All other sources*	2% (3,848)	1% (1,221)
Grand Total	100% (3,848)	100% (1,221)

*All other sources (friends, spouse/partner, sponsorship for international students, band funding for Aboriginal students, etc.).

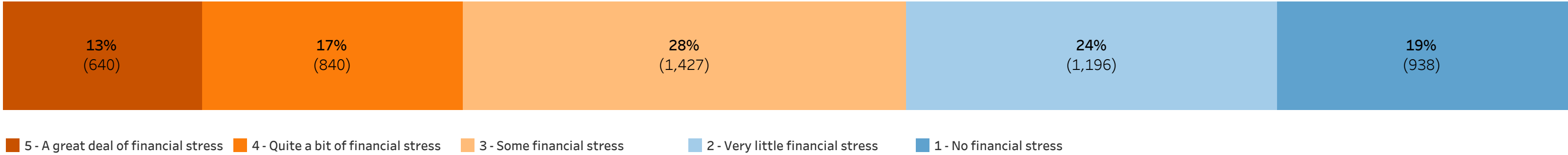
n, sample size, reflects # of respondents whose response to the question “Sources of Funding” adds up to 100%. % reflects average (mean) percentage value reported for each response option.

Financial Wellbeing

Financial Stress

LOD filters: Level of Detail = International/Domestic: All; Second Level of Detail = Overall: Overall

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



	Domestic Overall	International Overall
5 - A great deal of financial stress	10% (393)	20% (247)
4 - Quite a bit of financial stress	15% (583)	21% (257)
3 - Some financial stress	29% (1,111)	26% (316)
2 - Very little financial stress	25% (968)	19% (228)
1 - No financial stress	20% (772)	14% (166)
Grand Total	100% (3,827)	100% (1,214)

Financial Wellbeing

Financial Stress

Please tick all that apply:

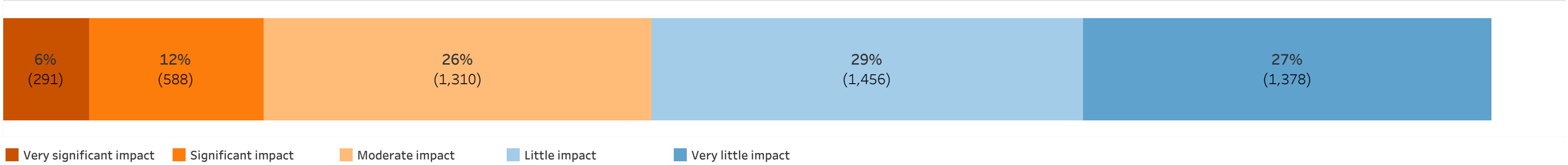
	Domestic Overall	International Overall
I worry regularly about how to pay my tuition fees and living costs	27% (1,035)	37% (443)
The time I've spent working to pay for my education/living expenses have negatively affected my grades at UBC	17% (654)	13% (160)
I have taken a reduced courseload so that I can work to pay for my education and living expenses	11% (422)	14% (165)
I might need to abandon my studies at UBC due to financial reasons	5% (201)	13% (151)
Overall, I think I can manage my finances	59% (2,225)	48% (573)
None of the above	14% (518)	15% (183)
Grand Total	100% (3,783)	100% (1,206)

LOD filters: Level of Detail = International/Domestic: All; Second Level of Detail = Overall: Overall

Financial Wellbeing

Financial Wellbeing Impact of COVID-19 Pandemic

What impact, if any, has the COVID-19 pandemic had on your ability to finance the current academic year (Sep 2020 to Apr 2021) at UBC?



	Domestic Overall	International Overall
Very significant impact	5% (191)	8% (100)
Significant impact	11% (424)	14% (164)
Moderate impact	25% (965)	28% (345)
Little impact	30% (1,126)	27% (330)
Very little impact	29% (1,106)	22% (272)
Grand Total	100% (3,812)	100% (1,211)

Financial Wellbeing

Financial Wellbeing Impact of COVID-19 Pandemic

LOD filters: Level of Detail = International/Domestic: All; Second Level of Detail = Overall: Overall

As a result of the COVID-19 pandemic, has your financial situation changed in any of the following ways?

Reduced my personal income / my family’s income	<div></div>	43% (2,137)
Needed to use more of my savings / my family’s savings	<div></div>	33% (1,668)
My family is or I am now less able to pay for my education or living expenses	<div></div>	22% (1,120)
Need to take on more student loan	<div></div>	10% (501)
None of the above	<div></div>	41% (2,034)
Grand Total	<div></div>	100% (4,980)

	Domestic Overall	International Overall
Reduced my personal income / my family’s income	44% (1,653)	40% (484)
Needed to use more of my savings / my family’s savings	32% (1,223)	37% (445)
My family is or I am now less able to pay for my education or living expenses	21% (780)	28% (340)
Need to take on more student loan	12% (443)	5% (58)
None of the above	42% (1,574)	38% (460)
Grand Total	100% (3,781)	100% (1,199)

LOD filters: Level of Detail = International/Domestic: All; Second Level of Detail = Overall: Overall

Financial Wellbeing

Financial Wellbeing Impact of COVID-19 Pandemic

What impact, if any, do you think the COVID-19 pandemic will have on your ability to pay for your tuition and living expenses for the upcoming academic year (Sep 2021 to Apr 2022) at UBC?



Asked of students who either a) are continuing their studies at UBC next year (September 2021) or b) are discontinuing their studies at UBC before next year for a reason other graduating.

Very significant impact

Significant impact

Moderate impact

Little impact

Very little impact

	Domestic Overall	International Overall
Very little impact	27% (903)	24% (257)
Little impact	31% (1,058)	30% (323)
Moderate impact	27% (909)	28% (304)
Significant impact	10% (323)	12% (124)
Very significant impact	5% (174)	6% (66)
Grand Total	100% (3,367)	100% (1,074)

Asked of students who either a) are continuing their studies at UBC next year (September 2021) or b) are discontinuing their studies at UBC before next year for a reason other graduating.

LOD filters: Level of Detail = International/Domestic: All; Second Level of Detail = Overall: Overall

Financial Wellbeing
Ability to Finance UBC Studies

Which of the following best describes your ability to pay for your tuition and living expenses for the upcoming academic year (Sep 2021 to Apr 2022) at UBC?



Asked of students who either a) are continuing their studies at UBC next year (September 2021) or b) are discontinuing their studies at UBC before next year for a reason other graduating. The response options for this question have been revised for the purpose of this dashboard. For original response text, see [COVID_FINANCE2] in the UES 2021 questionnaire .

	Domestic Overall	International Overall
I or my family should be able to pay	71% (2,351)	70% (735)
I am not sure if I or my family can pay, but I have a concrete plan	16% (523)	13% (132)
I am not sure if I or my family can pay, and I do not have a concrete plan yet	6% (210)	9% (97)
I have not yet assessed whether I or my family can or cannot pay	5% (179)	6% (59)
If none of the above describes your ability to pay, please specify:	2% (66)	3% (30)
Grand Total	100% (3,329)	100% (1,053)

Asked of students who either a) are continuing their studies at UBC next year (September 2021) or b) are discontinuing their studies at UBC before next year for a reason other graduating. The response options for this question have been revised for the purpose of this dashboard. For original response text, see [COVID_FINANCE2] in the UES 2021 questionnaire .

Financial Wellbeing

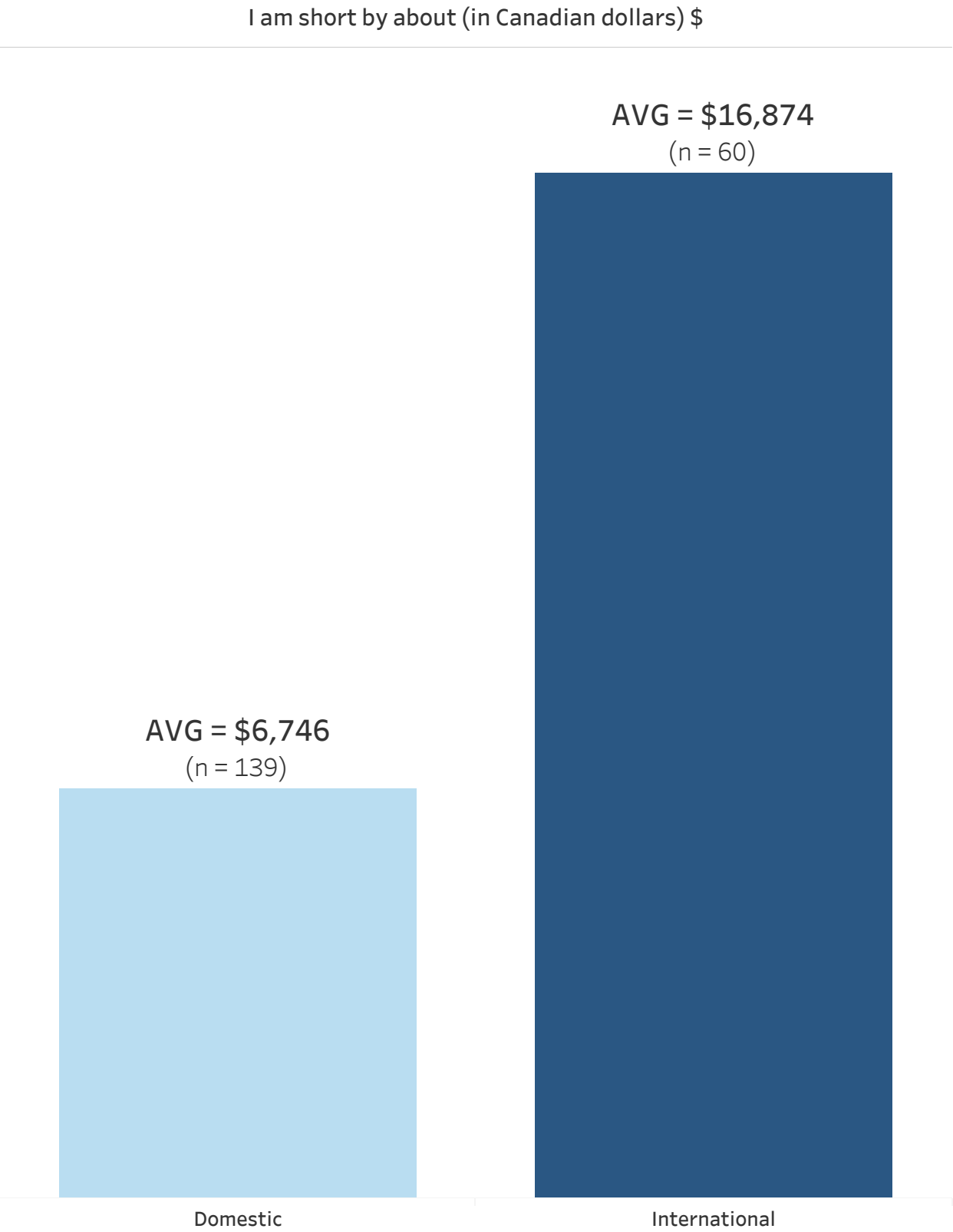
Ability to Finance UBC Studies

How much are you short when it comes to paying for your tuition and living expenses for the upcoming academic year (Sep 2021 to Apr 2022) at UBC?

	Domestic Overall	International Overall
I am short by about (in Canadian dollars) \$	4% (144)	6% (61)
I am short but I do not know approximately by how much	10% (335)	10% (110)
I do not know yet if I (or my family) will be short when it comes to paying for my tuition and living expenses for the upcoming academic year	14% (468)	14% (142)
I or my family should be able to pay for my tuition and living expenses for the upcoming academic year	71% (2,351)	70% (735)
Grand Total	100% (3,298)	100% (1,048)

Asked of students who either a) are continuing their studies at UBC next year (September 2021) or b) are discontinuing their studies at UBC before next year for a reason other graduating and are not sure whether or not they or their family will be able to pay tuition and living expenses for the upcoming academic year (Sep 2021 to Apr 2022).

LOD filters: Level of Detail = International/Domestic: All; Second Level of Detail = Overall: Overall



Enhanced Learning Participation

% of 4/5th year respondents who Have participated while attending UBC



	Have participated		Year
	Domestic Overall	International Overall	
Research-intensive experiences*	34% (n = 736)	39% (n = 191)	<input checked="" type="checkbox"/> 4/5th year
Practicum	7% (n = 733)	8% (n = 190)	<input type="checkbox"/> 1st year <input type="checkbox"/> 2nd year <input type="checkbox"/> 3rd year <input checked="" type="checkbox"/> 4/5th year
Internship	28% (n = 734)	35% (n = 191)	
UBC Work Learn Program	25% (n = 737)	21% (n = 191)	
Field Research	12% (n = 734)	13% (n = 190)	
Student Leadership Experiences**	27% (n = 734)	21% (n = 188)	
Co-operative Education Program (Co-op)	33% (n = 734)	36% (n = 190)	
International Educational Experiences***	15% (n = 711)	18% (n = 190)	
Community Service Learning	16% (n = 739)	24% (n = 191)	

* Research-intensive experiences (senior-research seminars, capstone seminars, honours seminars, advanced-research projects)

** Student Leadership Experiences (e.g. Elected student government role, Peer Program Leader, SLC Director, Collegia Advisor, Residence Advisor, etc.). Intensive meaning you are/were regularly committed and/or heavily involved throughout the leadership experience.

*** International educational experiences (e.g. Go Global programs such as exchange, group study, service learning, study abroad courses, research placements, short-term programs). Students also read that if they are international students, we are interested in their international educational experiences other than their current UBC studies and other than their international experiences before starting UBC.

Students read a description of Community Service Learning before they were asked if they have participated.

How many types of enhanced learning have students participated in during their time at UBC (out of 9 possible types)?

Year: Data shown for 4/5th year students

Year

☐ 1st year

☐ 2nd year

☐ 3rd year

☒ 4/5th year

	Domestic Overall	International Overall
0 types (Did not participate in any experiential learning)	21% (157)	18% (34)
1 type of experiential learning	23% (171)	22% (43)
2 types of experiential learning	24% (178)	23% (45)
3 types of experiential learning	15% (110)	17% (33)
4 types of experiential learning	9% (64)	9% (17)
5 types of experiential learning	8% (62)	10% (20)
Grand Total	100% (742)	100% (192)

Enhanced Learning Participation

% of 2nd year & 3rd year respondents who Interested but unable to participate while attending UBC

	Interested but unable to participate		Year <input type="checkbox"/> 1st year <input checked="" type="checkbox"/> 2nd year <input checked="" type="checkbox"/> 3rd year <input type="checkbox"/> 4/5th year
	Domestic Overall	International Overall	
Research-intensive experiences*	14% (n = 1,788)	16% (n = 548)	
Practicum	9% (n = 1,779)	14% (n = 546)	
Internship	14% (n = 1,782)	20% (n = 548)	
UBC Work Learn Program	14% (n = 1,782)	19% (n = 546)	
Field Research	14% (n = 1,779)	20% (n = 546)	
Student Leadership Experiences**	10% (n = 1,781)	14% (n = 545)	
Co-operative Education Program (Co-op)	18% (n = 1,782)	22% (n = 546)	
International Educational Experiences***	26% (n = 1,677)	23% (n = 547)	
Community Service Learning	9% (n = 1,798)	11% (n = 555)	

* Research-intensive experiences (senior-research seminars, capstone seminars, honours seminars, advanced-research projects)

** Student Leadership Experiences (e.g. Elected student government role, Peer Program Leader, SLC Director, Collegia Advisor, Residence Advisor, etc.). Intensive meaning you are/were regularly committed and/or heavily involved throughout the leadership experience.

*** International educational experiences (e.g. Go Global programs such as exchange, group study, service learning, study abroad courses, research placements, short-term programs). Students also read that if they are international students, we are interested in their international educational experiences other than their current UBC studies and other than their international experiences before starting UBC.

Students read a description of Community Service Learning before they were asked if they have participated.

Enhanced Learning Participation

% of 2nd year & 3rd year respondents who Plan to participate while attending UBC



	Plan to participate	
	Domestic Overall	International Overall
Research-intensive experiences*	26% (n = 1,788)	30% (n = 548)
Practicum	12% (n = 1,779)	18% (n = 546)
Internship	35% (n = 1,782)	51% (n = 548)
UBC Work Learn Program	23% (n = 1,782)	38% (n = 546)
Field Research	22% (n = 1,779)	26% (n = 546)
Student Leadership Experiences**	11% (n = 1,781)	18% (n = 545)
Co-operative Education Program (Co-op)	32% (n = 1,782)	37% (n = 546)
International Educational Experiences***	21% (n = 1,677)	24% (n = 547)
Community Service Learning	11% (n = 1,798)	19% (n = 555)

Year

☐ 1st year

☒ 2nd year

☒ 3rd year

☐ 4/5th year

* Research-intensive experiences (senior-research seminars, capstone seminars, honours seminars, advanced-research projects)

** Student Leadership Experiences (e.g. Elected student government role, Peer Program Leader, SLC Director, Collegia Advisor, Residence Advisor, etc.). Intensive meaning you are/were regularly committed and/or heavily involved throughout the leadership experience.

*** International educational experiences (e.g. Go Global programs such as exchange, group study, service learning, study abroad courses, research placements, short-term programs). Students also read that if they are international students, we are interested in their international educational experiences other than their current UBC studies and other than their international experiences before starting UBC.

Students read a description of Community Service Learning before they were asked if they have participated.

Enhanced Learning Participation

% of 2nd year & 3rd year respondents who Need to learn more to decide to participate while attending UBC



	Need to learn more to decide to participate	
	Domestic Overall	International Overall
Research-intensive experiences*	35% (n = 1,788)	31% (n = 548)
Practicum	53% (n = 1,779)	51% (n = 546)
Internship	31% (n = 1,782)	17% (n = 548)
UBC Work Learn Program	41% (n = 1,782)	26% (n = 546)
Field Research	38% (n = 1,779)	32% (n = 546)
Student Leadership Experiences**	23% (n = 1,781)	22% (n = 545)
Co-operative Education Program (Co-op)	19% (n = 1,782)	14% (n = 546)
International Educational Experiences***	26% (n = 1,677)	24% (n = 547)
Community Service Learning	52% (n = 1,798)	42% (n = 555)

Year

☐ 1st year

☒ 2nd year

☒ 3rd year

☐ 4/5th year

* Research-intensive experiences (senior-research seminars, capstone seminars, honours seminars, advanced-research projects)

** Student Leadership Experiences (e.g. Elected student government role, Peer Program Leader, SLC Director, Collegia Advisor, Residence Advisor, etc.). Intensive meaning you are/were regularly committed and/or heavily involved throughout the leadership experience.

*** International educational experiences (e.g. Go Global programs such as exchange, group study, service learning, study abroad courses, research placements, short-term programs). Students also read that if they are international students, we are interested in their international educational experiences other than their current UBC studies and other than their international experiences before starting UBC.

Students read a description of Community Service Learning before they were asked if they have participated.

Enhanced Learning Participation

% of 2nd year & 3rd year respondents who Not interested in participating while attending UBC



	Not interested in participating	
	Domestic Overall	International Overall
Research-intensive experiences*	13% (n = 1,788)	10% (n = 548)
Practicum	23% (n = 1,779)	13% (n = 546)
Internship	11% (n = 1,782)	5% (n = 548)
UBC Work Learn Program	16% (n = 1,782)	7% (n = 546)
Field Research	22% (n = 1,779)	17% (n = 546)
Student Leadership Experiences**	39% (n = 1,781)	31% (n = 545)
Co-operative Education Program (Co-op)	18% (n = 1,782)	16% (n = 546)
International Educational Experiences***	25% (n = 1,677)	22% (n = 547)
Community Service Learning	19% (n = 1,798)	14% (n = 555)

Year

☐ 1st year

☒ 2nd year

☒ 3rd year

☐ 4/5th year

* Research-intensive experiences (senior-research seminars, capstone seminars, honours seminars, advanced-research projects)

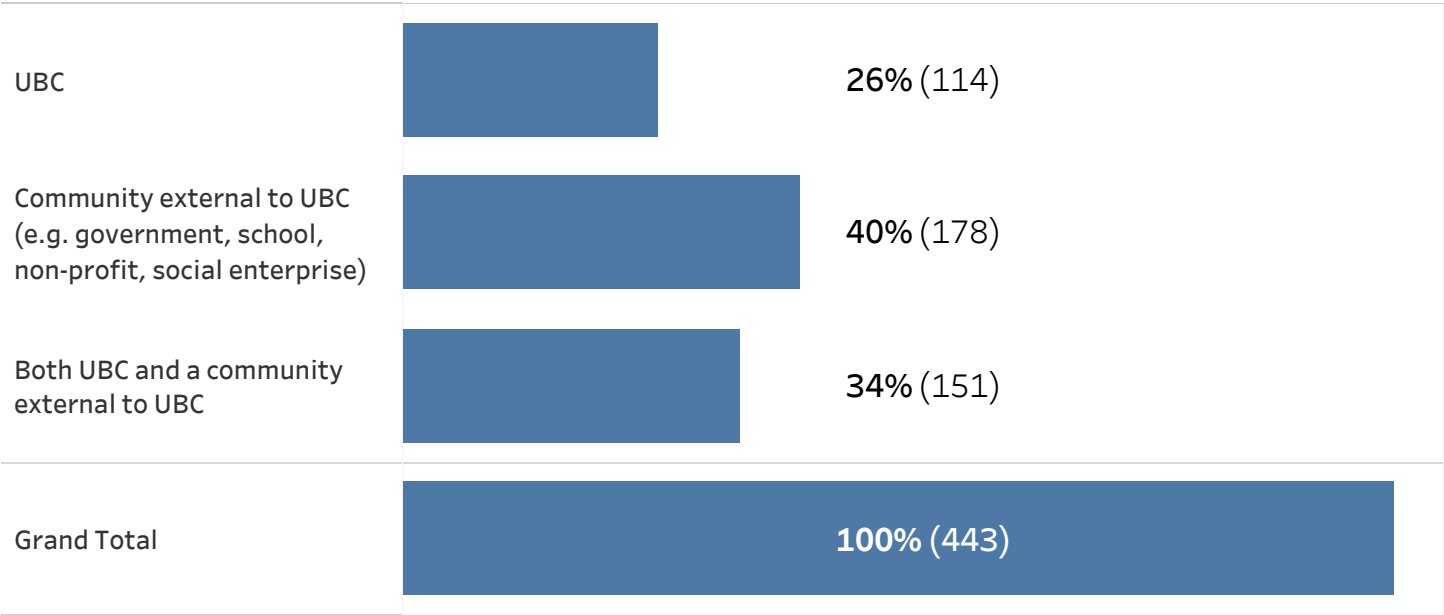
** Student Leadership Experiences (e.g. Elected student government role, Peer Program Leader, SLC Director, Collegia Advisor, Residence Advisor, etc.). Intensive meaning you are/were regularly committed and/or heavily involved throughout the leadership experience.

*** International educational experiences (e.g. Go Global programs such as exchange, group study, service learning, study abroad courses, research placements, short-term programs). Students also read that if they are international students, we are interested in their international educational experiences other than their current UBC studies and other than their international experiences before starting UBC.

Students read a description of Community Service Learning before they were asked if they have participated.

Enhanced Learning Participation

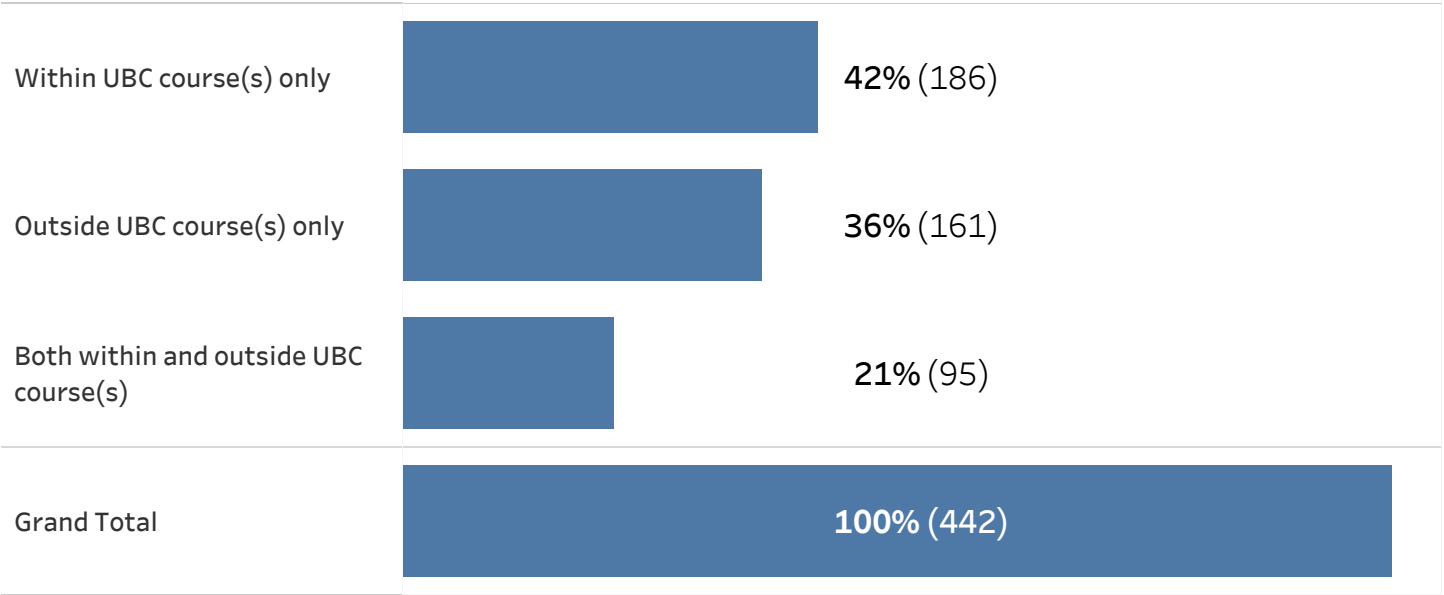
In your community service learning, who was your community partner?



Asked of students who self-report having participated in Community Service Learning.

Enhanced Learning Participation

Did you participate in community service learning within or outside UBC course(s)?



Asked of students who self-report having participated in Community Service Learning.

LOD filters: Level of Detail = International/Domestic: All; Second Level of Detail = Overall: Overall

	Domestic Overall	International Overall
UBC	24% (73)	30% (41)
Community external to UBC (e.g. government, school, non-profit, social enterprise)	43% (131)	34% (47)
Both UBC and a community external to UBC	33% (101)	36% (50)
Grand Total	100% (305)	100% (138)

Asked of students who self-report having participated in Community Service Learning.

Year

☒

1st year

☒

2nd year

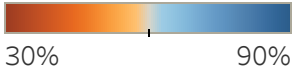
☒

3rd year

☒

4/5th year

Enhanced Learning Participation



- Year
- ☒ 1st year
 - ☒ 2nd year
 - ☒ 3rd year
 - ☒ 4/5th year

	Domestic Overall	International Overall
Because of my community service learning, I am better at applying theoretical learning to real-world problems	87% (n=306)	90% (n=135)
Because of my community service learning, I have a better understanding of how I can make a positive impact in the world	91% (n=305)	96% (n=134)
Because of my community service learning, I am more comfortable working with people from other cultures or backgrounds from my own	90% (n=305)	96% (n=134)
Because of my community service learning, I am better at engaging with diverse perspectives	92% (n=305)	94% (n=133)
Because of my community service learning, I am better at working in a team setting	90% (n=305)	95% (n=132)
Because of my community service learning, I am better at acting in a leadership role	88% (n=305)	92% (n=132)

6 pt scale: Strongly agree, Agree, Somewhat agree, Somewhat disagree, Disagree, Strongly disagree.
Asked of students who self-report having participated in Community Service Learning.

Enhanced Learning Participation
Programs & Services for Indigenous Students



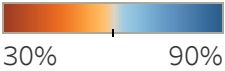
While attending UBC, have you participated in any programs or services for Indigenous students? (E.g. Elders Circle, Aboriginal Programs and Services tutoring or events, like beading and mountain biking)

	Domestic Overall
Have participated	31% (30)
Plan to participate	31% (30)
Interested but unable to participate	10% (10)
Need to learn more to decide to participate	19% (18)
Not interested in participating	9% (9)
Grand Total	100% (97)

Asked of Indigenous students only (based on SISC data). This question is new in 2021 and is not part of the original question set on Enhanced Learning Participation in 9 types of 'Enriched Learning Opportunities' covered on the previous five pages.

Enhanced Learning Outcomes

Data for 4/5th year students shown.



Please rate your level of proficiency in the following areas when you started at this campus and now.

Current skill level

	Domestic Overall	International Overall
Ability to act in a leadership role	83% (n=678)	82% (n=171)
Ability to work in a team setting	95% (n=680)	93% (n=169)
Ability to communicate effectively with different audiences (e.g. peers, professors, administrators)	91% (n=680)	94% (n=170)
Awareness of your own strengths and weaknesses	92% (n=679)	92% (n=170)
Understanding of your own values and beliefs	89% (n=678)	91% (n=169)

Year

- ☐ 1st year
- ☐ 2nd year
- ☐ 3rd year
- ☒ 4/5th year

Skill level when starting UBC

	Domestic Overall	International Overall
Ability to act in a leadership role	49% (n=683)	39% (n=173)
Ability to work in a team setting	70% (n=681)	61% (n=171)
Ability to communicate effectively with different audiences (e.g. peers, professors, administrators)	54% (n=681)	49% (n=171)
Awareness of your own strengths and weaknesses	46% (n=681)	51% (n=171)
Understanding of your own values and beliefs	58% (n=681)	51% (n=171)

6 pt scale: Excellent, Very good, Good, Fair, Poor, Very poor.

Enhanced Learning Outcomes

Asked of 4th/5th year students only.

Please rate your level of proficiency in the following areas when you started at this campus and now.

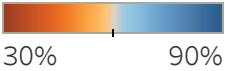
Current skill level

	Domestic Overall	International Overall
Ability to apply theoretical learning to real-world problems	89% (n=658)	87% (n=168)
Ability to locate, organize, and evaluate information from multiple sources	96% (n=658)	95% (n=168)
Ethical judgment and decision-making	95% (n=658)	92% (n=168)

Skill level when starting UBC

	Domestic Overall	International Overall
Ability to apply theoretical learning to real-world problems	40% (n=661)	43% (n=168)
Ability to locate, organize, and evaluate information from multiple sources	51% (n=660)	52% (n=168)
Ethical judgment and decision-making	70% (n=660)	66% (n=168)

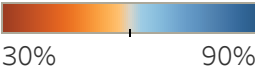
6 pt scale: Excellent, Very good, Good, Fair, Poor, Very poor.
Asked of 4th/5th year students only.



- Year
- ☐ 1st year
 - ☐ 2nd year
 - ☐ 3rd year
 - ☒ 4/5th year

Global Citizenship

Data for 4/5th year students shown.



Please rate your level of proficiency in the following areas when you started at this campus and now.

- Year
- ☐ 1st year
 - ☐ 2nd year
 - ☐ 3rd year
 - ☒ 4/5th year

Current skill level

	Domestic Overall	International Overall
Comfort working with people from other cultures or backgrounds from my own	98% (n=679)	97% (n=169)
Understanding racial and ethnic differences/issues	94% (n=680)	96% (n=169)
Ability to engage with diverse perspectives	96% (n=679)	94% (n=169)
Ability to use the English language to understand and communicate meaning in the context of my studies	99% (n=678)	98% (n=169)
Comfort discussing and navigating controversial issues	81% (n=680)	80% (n=169)

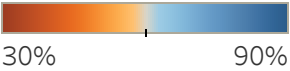
Skill level when starting UBC

	Domestic Overall	International Overall
Comfort working with people from other cultures or backgrounds from my own	85% (n=681)	74% (n=170)
Understanding racial and ethnic differences/issues	62% (n=681)	66% (n=170)
Ability to engage with diverse perspectives	75% (n=681)	69% (n=170)
Ability to use the English language to understand and communicate meaning in the context of my studies	89% (n=681)	74% (n=170)
Comfort discussing and navigating controversial issues	44% (n=681)	39% (n=170)

6 pt scale: Excellent, Very good, Good, Fair, Poor, Very poor.

Global Citizenship

Data for 4/5th year students shown.



Please rate your level of proficiency in the following areas when you started at this campus and now.

- Year
- ☐ 1st year
 - ☐ 2nd year
 - ☐ 3rd year
 - ☒ 4/5th year

Current skill level

	Domestic Overall	International Overall
Understanding of Indigenous worldviews	71% (n=680)	69% (n=170)
Awareness of Truth and Reconciliation, and the recognition of Indigenous peoples' human rights	72% (n=678)	69% (n=169)

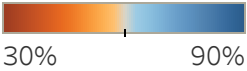
Skill level when starting UBC

	Domestic Overall	International Overall
Understanding of Indigenous worldviews	27% (n=680)	12% (n=171)
Awareness of Truth and Reconciliation, and the recognition of Indigenous peoples' human rights	31% (n=681)	20% (n=170)

6 pt scale: Excellent, Very good, Good, Fair, Poor, Very poor.

Global Citizenship

Asked of 4th/5th year students only.



Please rate your level of proficiency in the following areas when you started at this campus and now.

- Year
- ☐ 1st year
 - ☐ 2nd year
 - ☐ 3rd year
 - ☒ 4/5th year

Current skill level

	Domestic Overall	International Overall
Understanding of social issues	92% (n=664)	91% (n=171)
Understanding of global issues	88% (n=664)	91% (n=171)

Skill level when starting UBC

	Domestic Overall	International Overall
Understanding of social issues	53% (n=666)	54% (n=171)
Understanding of global issues	46% (n=666)	51% (n=171)

6 pt scale: Excellent, Very good, Good, Fair, Poor, Very poor. Asked of 4th/5th year students only.

Students Connected & Prepared for Post-UBC

Plans after Graduation

LOD filters: Level of Detail = International/Domestic: All; Second Level of Detail = Overall: Overall

No

Yes

Do you plan to continue your studies at UBC {insert campus} next year (Sep 2021)?



Students Connected & Prepared for Post-UBC

Plans after Graduation

Please tell us why you do not plan to continue your studies at UBC.

I will graduate this year		83% (567)
The online learning environment is not right for me		6% (42)
Physical or mental wellbeing issues		6% (39)
I need to work		5% (36)
I am going to take time off from studies		4% (29)
I am planning to transfer to an institution other than UBC Okanagan		4% (28)
UBC {insert campus} is not right for me		4% (26)
Financial reasons		3% (23)
I didn't do well academically		2% (17)
University is not right for me		1% (9)
I am planning to transfer to UBC Okanagan		1% (7)
Family responsibilities		1% (6)
None of the above		2% (11)
Grand Total		100% (681)

Select all that apply. Asked of students who indicate they will not continue their studies at UBC in September 2021.

*This question gets at how many students are considering dropping out of UBC as their reason for not studying at UBC next year. To do this, the "I will graduate this year" was made into an exclusive response option in 2018's UES. Students who select this option cannot select other options. Because of this, 2018 results cannot be compared to UES 2016.

Students Connected & Prepared for Post-UBC

Plans after Graduation

Do you plan to continue your studies at UBC {insert campus} next year (Sep 2021)?

	Domestic Overall	International Overall
Yes	86% (3,401)	88% (1,117)
No	14% (532)	12% (149)
Grand Total	100% (3,933)	100% (1,266)

Students Connected & Prepared for Post-UBC

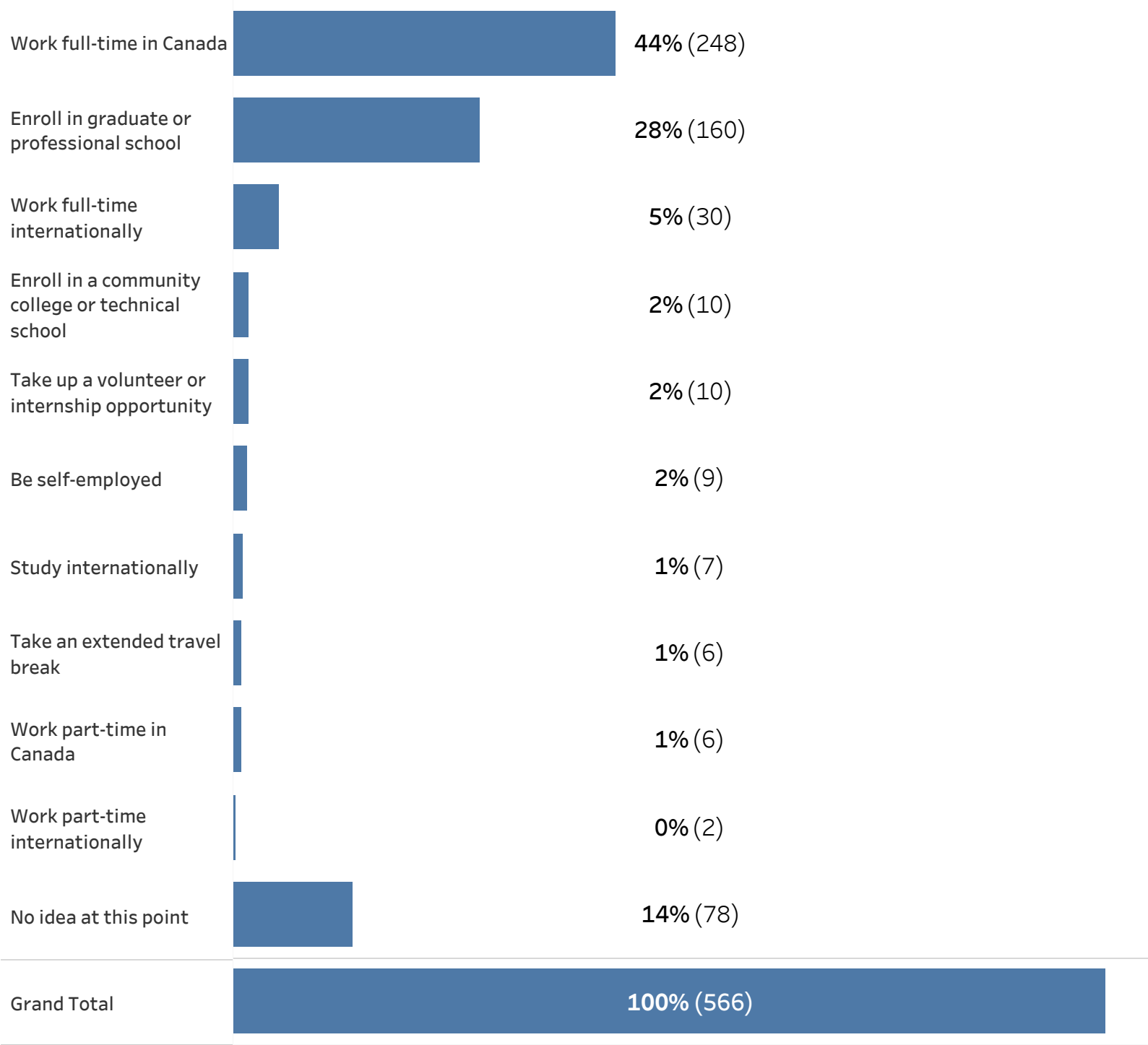
Plans after Graduation

Please tell us why you do not plan to continue your studies at UBC.

	Domestic Overall	International Overall
I will graduate this year	82% (437)	87% (130)
The online learning environment is not right for me	6% (34)	5% (8)
Physical or mental wellbeing issues	6% (34)	3% (5)
I need to work	6% (31)	3% (5)
I am going to take time off from studies	4% (23)	4% (6)
I am planning to transfer to an institution other than UBC Okanagan	5% (25)	2% (3)
UBC {insert campus} is not right for me	4% (22)	3% (4)
Financial reasons	3% (17)	4% (6)
I didn't do well academically	3% (15)	1% (2)
University is not right for me	1% (7)	1% (2)
I am planning to transfer to UBC Okanagan	1% (7)	
Family responsibilities	1% (6)	
None of the above	2% (9)	1% (2)
Grand Total	100% (532)	100% (149)

Students Connected & Prepared for Post-UBC
Plans after Graduation

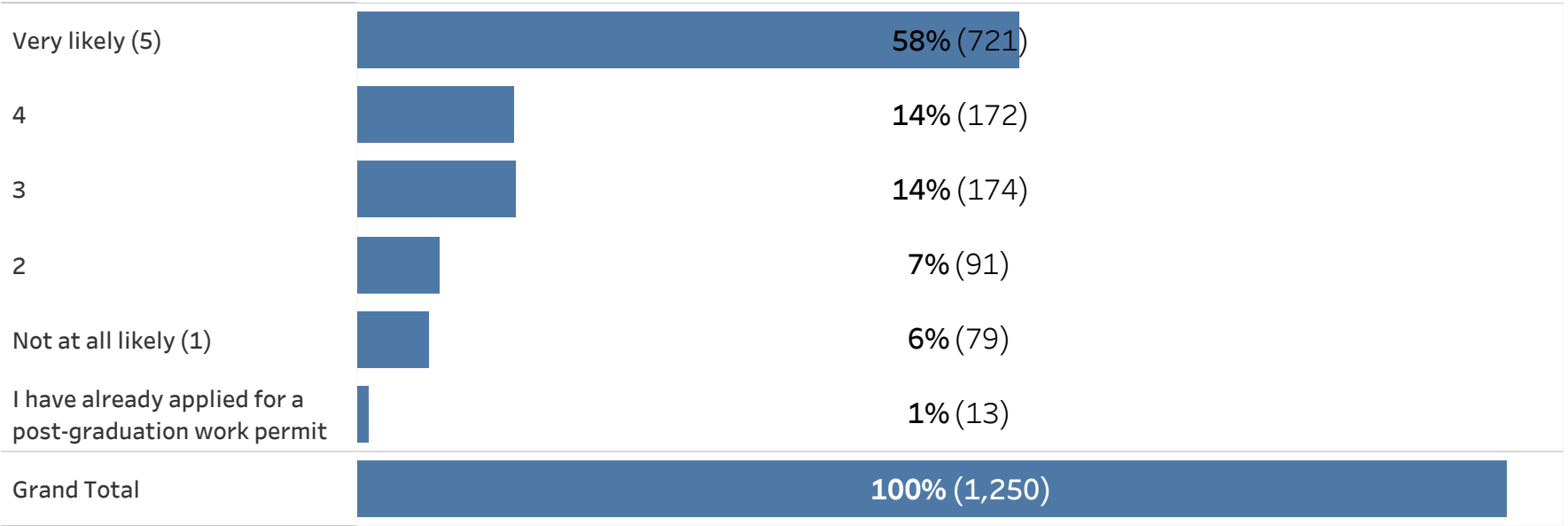
What is your main plan following graduation?



Select one only. Asked of students who indicate they will not continue their studies at UBC in September 2021 because they are graduating.

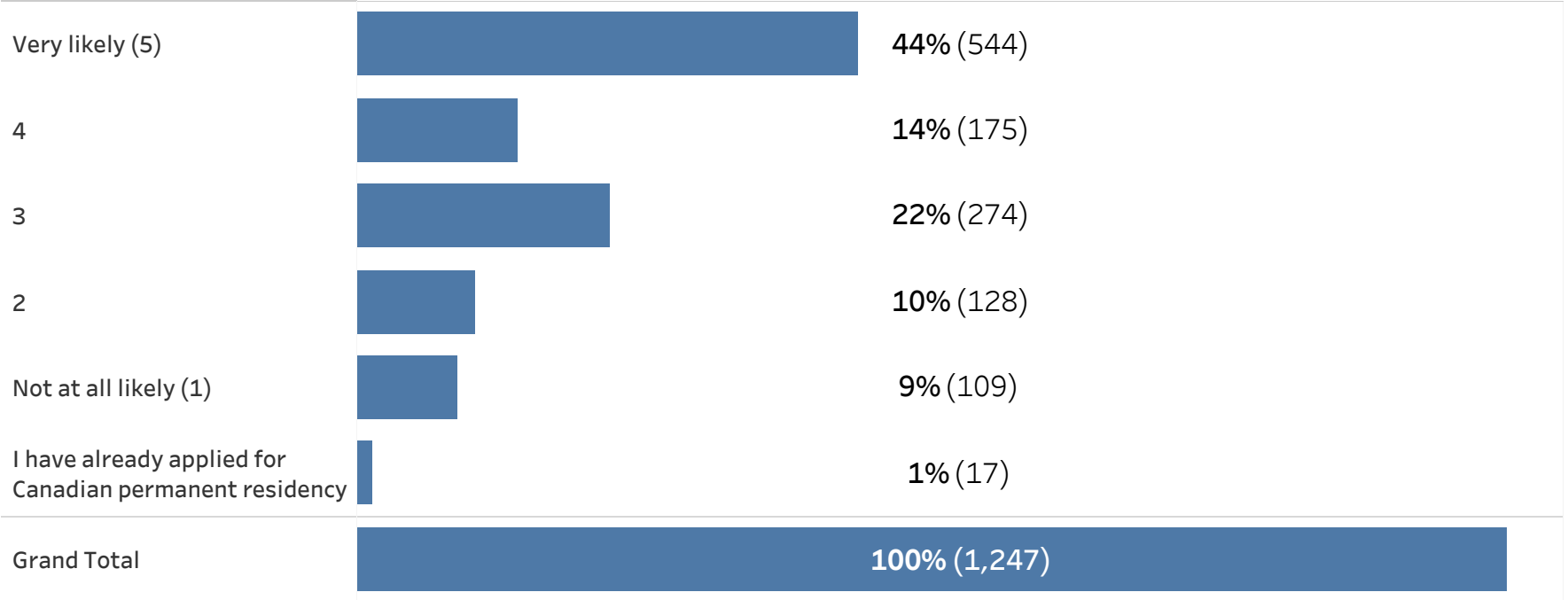
LOD filters: Level of Detail = International/Domestic: All; Second Level of Detail = Overall: Overall

How likely are you to apply for a Canadian post-graduation work permit?



Asked of international students (based on SISC data).

How likely are you to pursue Canadian permanent residency?



Asked of international students (based on SISC data).

Students Connected & Prepared for Post-UBC
Plans after Graduation

What is your main plan following graduation?

	Domestic Overall	International Overall
Work full-time in Canada	43% (186)	48% (62)
Enroll in graduate or professional school	29% (127)	25% (33)
Work full-time internationally	4% (16)	11% (14)
Take up a volunteer or internship opportunity	2% (9)	1% (1)
Enroll in a community college or technical school	2% (10)	
Be self-employed	2% (7)	2% (2)
Study internationally	1% (5)	2% (2)
Work part-time in Canada	1% (6)	
Take an extended travel break	1% (6)	
Work part-time internationally	0% (1)	1% (1)
No idea at this point	14% (63)	12% (15)
Grand Total	100% (436)	100% (130)

Asked of students who indicate they will not continue their studies at UBC in September 2021 because they are graduating.

How likely are you to apply for a Canadian post-graduation work permit?

	International Overall
Very likely (5)	58% (721)
4	14% (172)
3	14% (174)
2	7% (91)
Not at all likely (1)	6% (79)
I have already applied for a post-graduation work permit	1% (13)
Grand Total	100% (1,250)

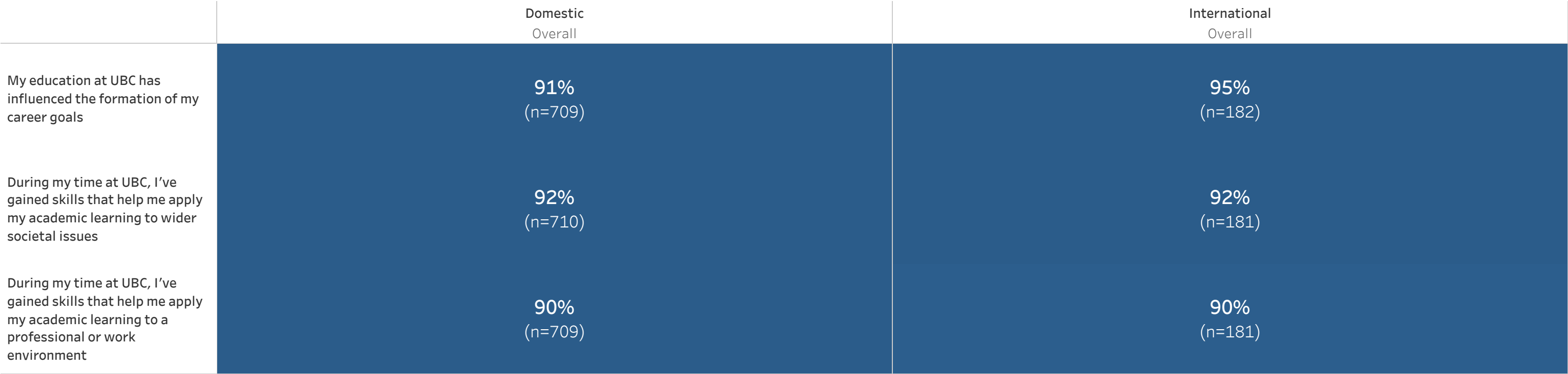
Asked of international students (based on SISC data).

How likely are you to pursue Canadian permanent residency?

	International Overall
Very likely (5)	44% (544)
4	14% (175)
3	22% (274)
2	10% (128)
Not at all likely (1)	9% (109)
I have already applied for Canadian permanent residency	1% (17)
Grand Total	100% (1,247)

Asked of international students (based on SISC data).

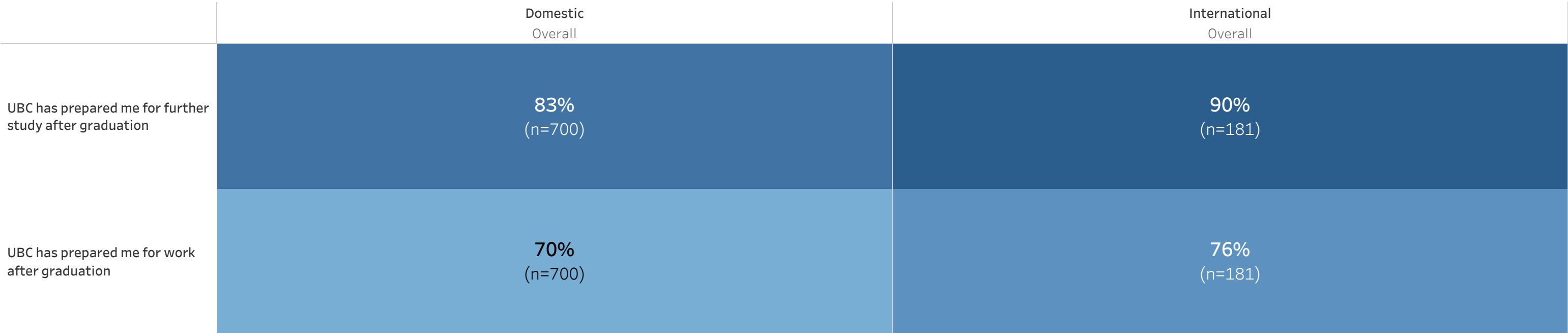
Students Connected & Prepared for Post-UBC



6 pt scale: Strongly agree, Agree, Somewhat agree, Somewhat disagree, Disagree, Strongly disagree.

Students Connected & Prepared for Post-UBC

Post-Graduation Preparedness



6 pt scale: Strongly agree, Agree, Somewhat agree, Somewhat disagree, Disagree, Strongly disagree.
Asked of 4th/5th year students only.