



UNDERGRADUATE EXPERIENCE SURVEY 2021

Prepared by the Planning and Institutional Research Office (PAIR)

FULL DISTRIBUTION:
UBC OKANAGAN
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).

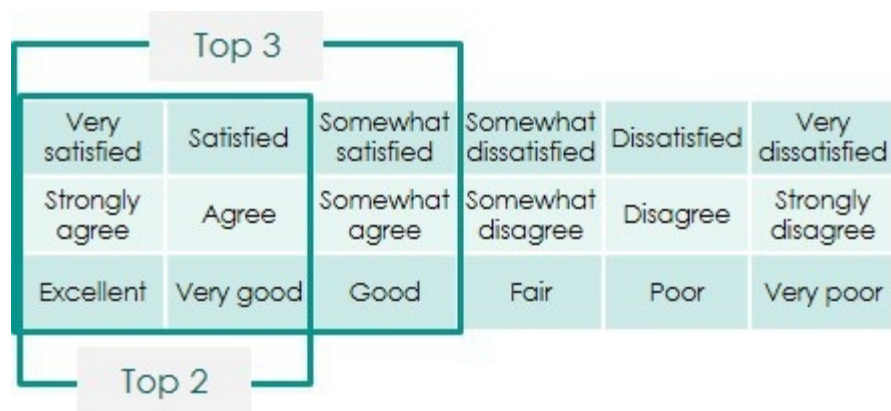
UES 2021	Response rate	Sample size
UBC Vancouver	12% to 16% (2019: 17% to 21%)	4661 to 5992 (2019: 6118 to 7625)
UBCV Domestic	13% to 17% (2019: 19% to 23%)	3561 to 4503 (2019: 4838 to 5927)
UBCV International	10% to 13% (2019: 12% to 17%)	1100 to 1489 (2019: 1280 to 1698)

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..

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

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..
- ☐ Ethnicity (Selected "Black" Vs. Did not selec..
- ☐ 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..

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

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	
Student Debt 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

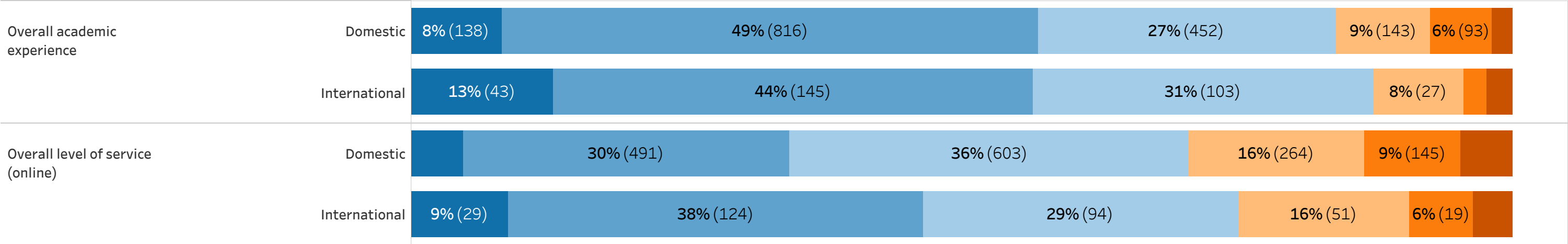
☐ (All)
☐ Null
☒ Heterosexual
☒ LGBTQ*

Ethnicity All

Overall UBC Experience

Satisfaction with Academics & Service

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



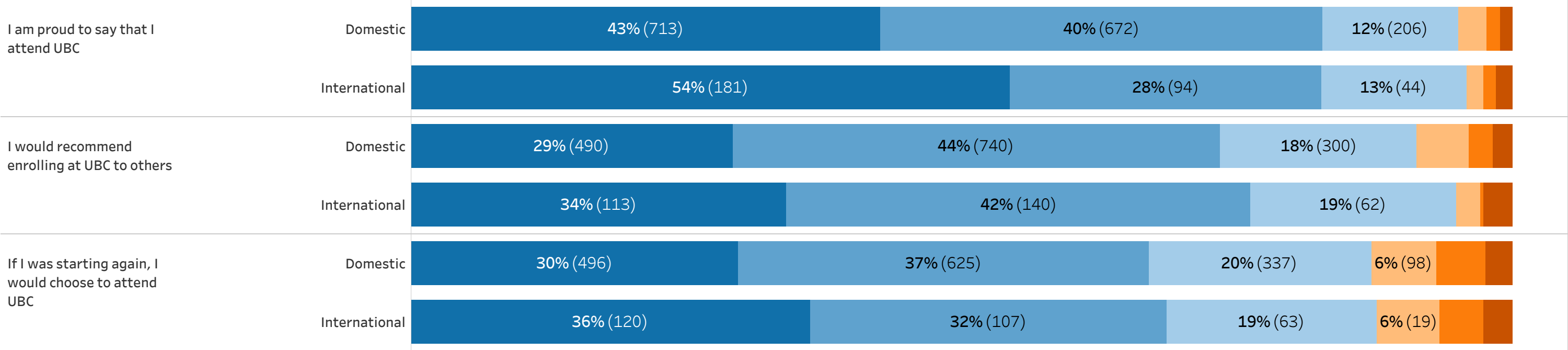
6 pt scale: Very satisfied, Satisfied, Somewhat satisfied, Somewhat dissatisfied, Dissatisfied, Very dissatisfied. Empty cells indicate that cell count is ≤ 5.

- Labels
- Very Satisfied
 - Satisfied
 - Somewhat Satisfied
 - Somewhat Dissatisfied
 - Dissatisfied
 - Very Dissatisfied

Overall UBC Experience

Likelihood to Recommend UBC

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



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

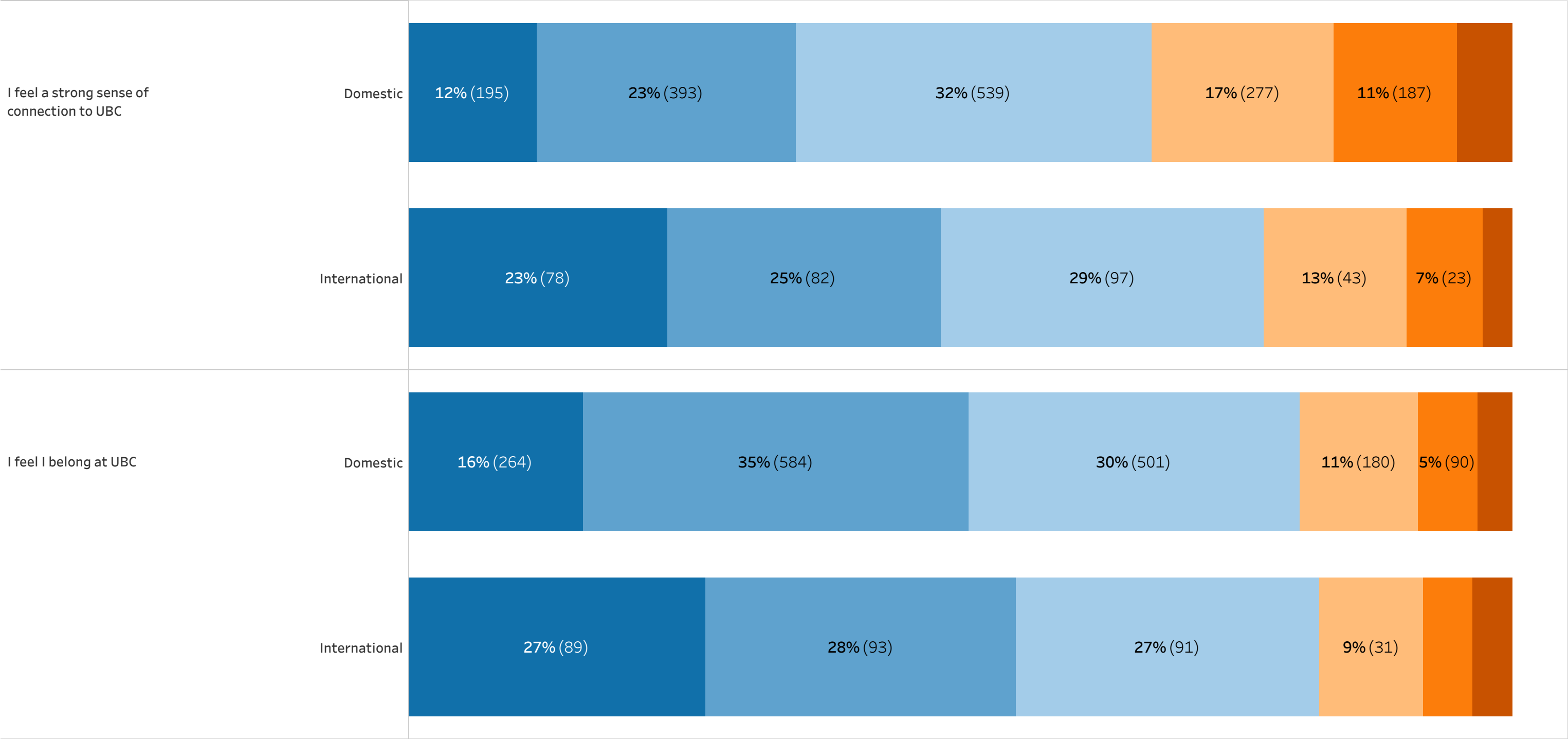
- Labels
- Strongly Agree
 - Agree
 - Somewhat Agree
 - Somewhat Disagree
 - Disagree
 - Strongly Disagree

Overall UBC Experience
Belonging & Connection

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

- Labels
- Strongly Agree
 - Agree
 - Somewhat Agree
 - Somewhat Disagree
 - Disagree
 - Strongly Disagree

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

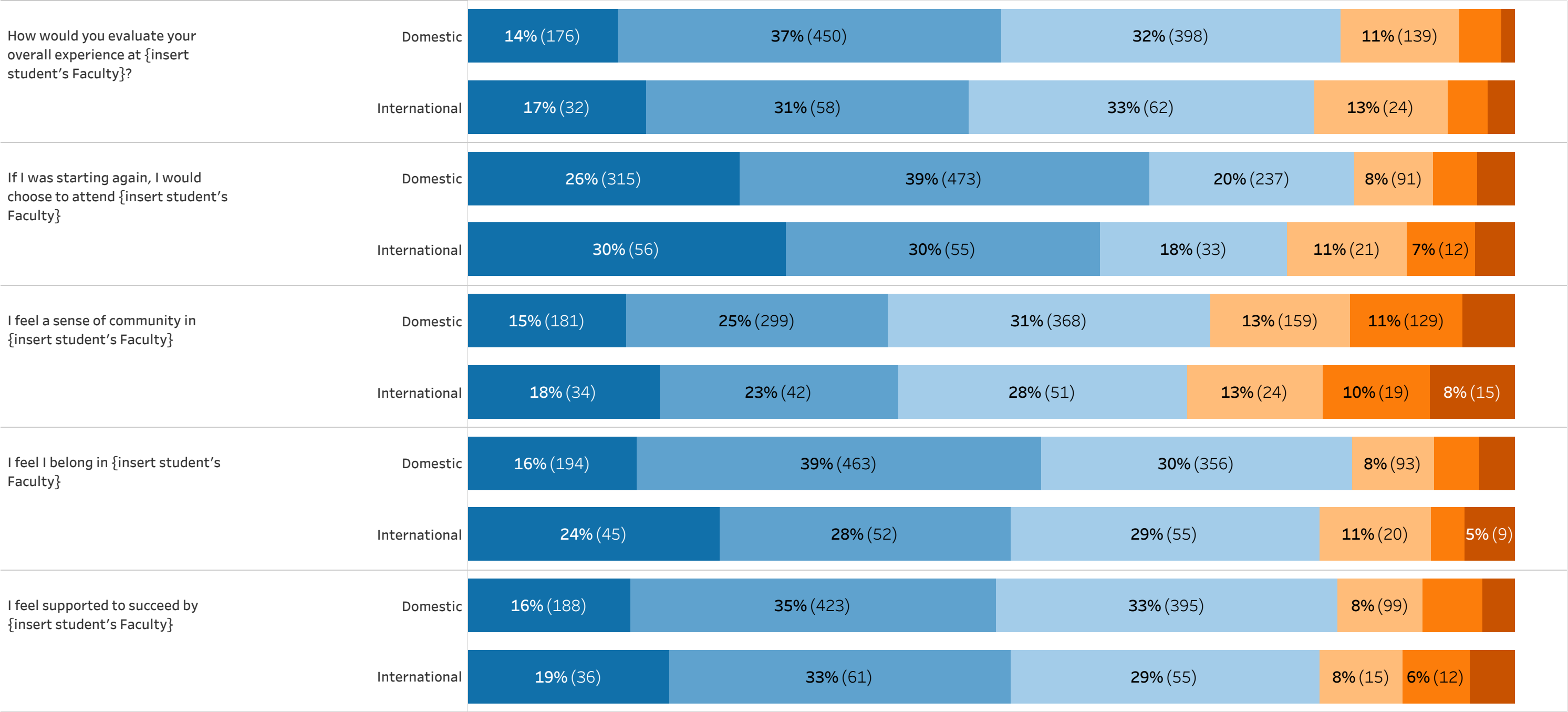


6 pt scale: Strongly agree, Agree, Somewhat agree, Somewhat disagree, Disagree, Strongly disagree. Empty cells indicate that cell count is ≤ 5.

Overall UBC Experience
Faculty-Specific Experience

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

- Labels
- Excellent
 - Very good
 - Good
 - Fair
 - Poor
 - Very poor
 - Strongly Agree
 - Agree
 - Somewhat Agree
 - Somewhat Disagree
 - Disagree
 - Strongly Disagree

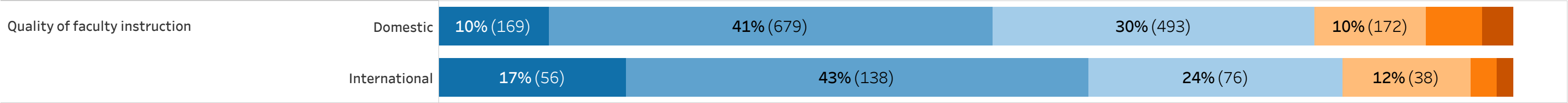


6 pt scale: Excellent, Very good, Good, Fair, Poor, Very poor. & 6 pt scale + na/dk: Strongly agree, Agree, Somewhat agree, Somewhat disagree, Disagree, Strongly disagree.
All Empty cells indicate that cell count is ≤ 5.

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

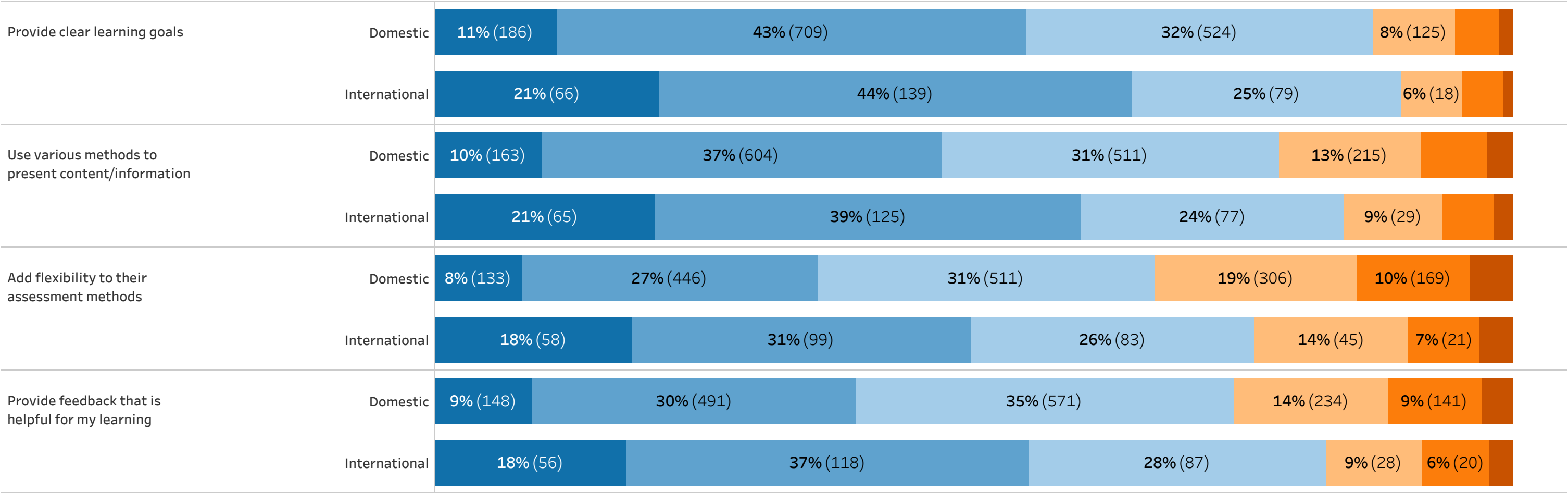
How satisfied are you with each of the following aspects of your educational experience?



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

Teaching & Learning Support
Quality of Instruction

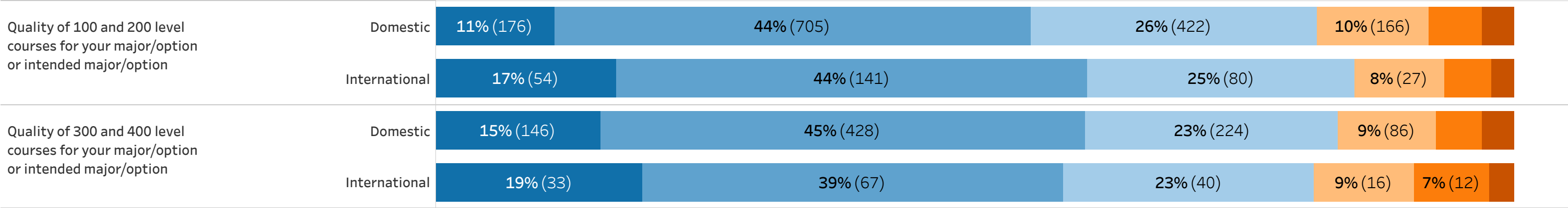
In class, my instructors:



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?

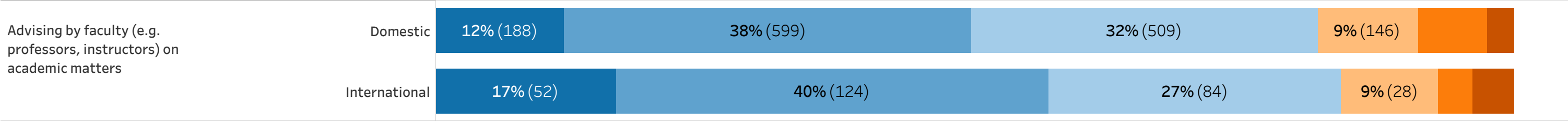


6 pt scale + na/dk: Very satisfied, Satisfied, Somewhat satisfied, Somewhat dissatisfied, Dissatisfied, Very dissatisfied. Empty cells indicate that cell count is ≤ 5.

- Labels
- Very Satisfied
 - Satisfied
 - Somewhat Satisfied
 - Somewhat Dissatisfied
 - Dissatisfied
 - Very Dissatisfied

Teaching & Learning Support
Student Learning Supports

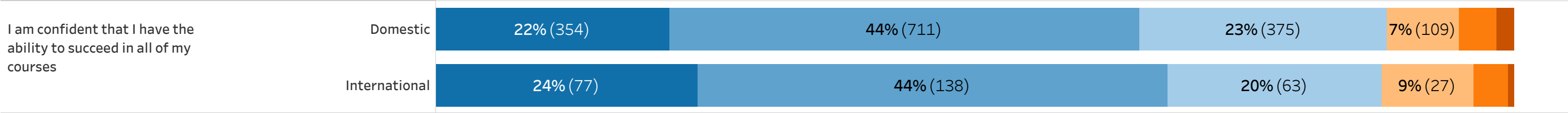
How satisfied are you with each of the following aspects of your educational experience?



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

Teaching & Learning Support
Student Learning Supports

Please rate your level of agreement with the following statements:



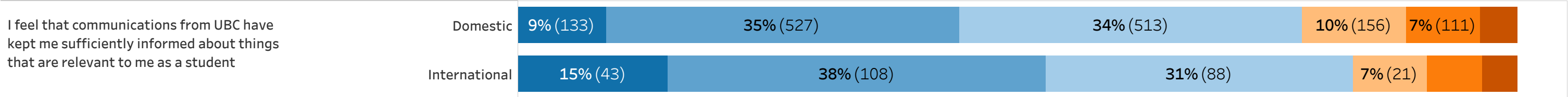
6 pt scale: Strongly agree, Agree, Somewhat agree, Somewhat disagree, Disagree, Strongly disagree. Empty cells indicate that cell count is ≤ 5.

- Labels
- Strongly Agree
 - Agree
 - Somewhat Agree
 - Somewhat Disagree
 - Disagree
 - Strongly Disagree

UBC Communications

Satisfaction with UBC Communications

Please rate your level of agreement with the following statement:



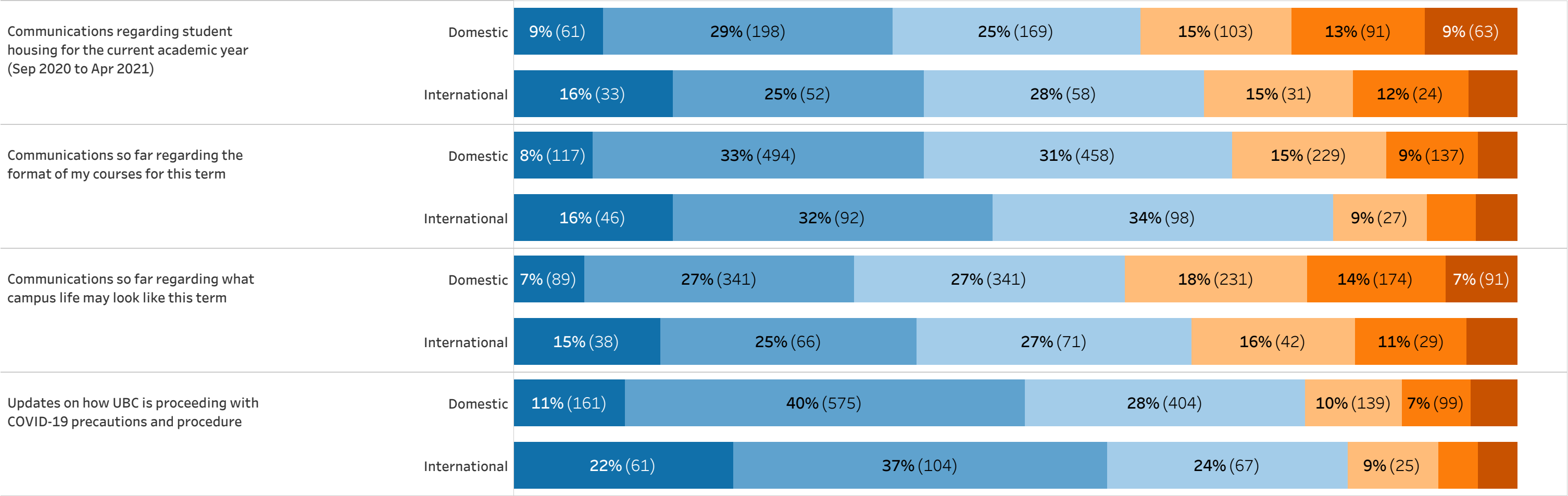
6 pt scale + dk/no opinion: Strongly agree, Agree, Somewhat agree, Somewhat disagree, Disagree, Strongly disagree. Empty cells indicate that cell count is ≤ 5.

- Labels
- Very Satisfied
 - Satisfied
 - Somewhat Satisfied
 - Somewhat Dissatisfied
 - Dissatisfied
 - Very Dissatisfied

UBC Communications

UBC’s COVID-19 response

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



6 pt scale + na/no opinion: Very satisfied, Satisfied, Somewhat satisfied, Somewhat dissatisfied, Dissatisfied, Very dissatisfied. Empty cells indicate that cell count is ≤ 5.

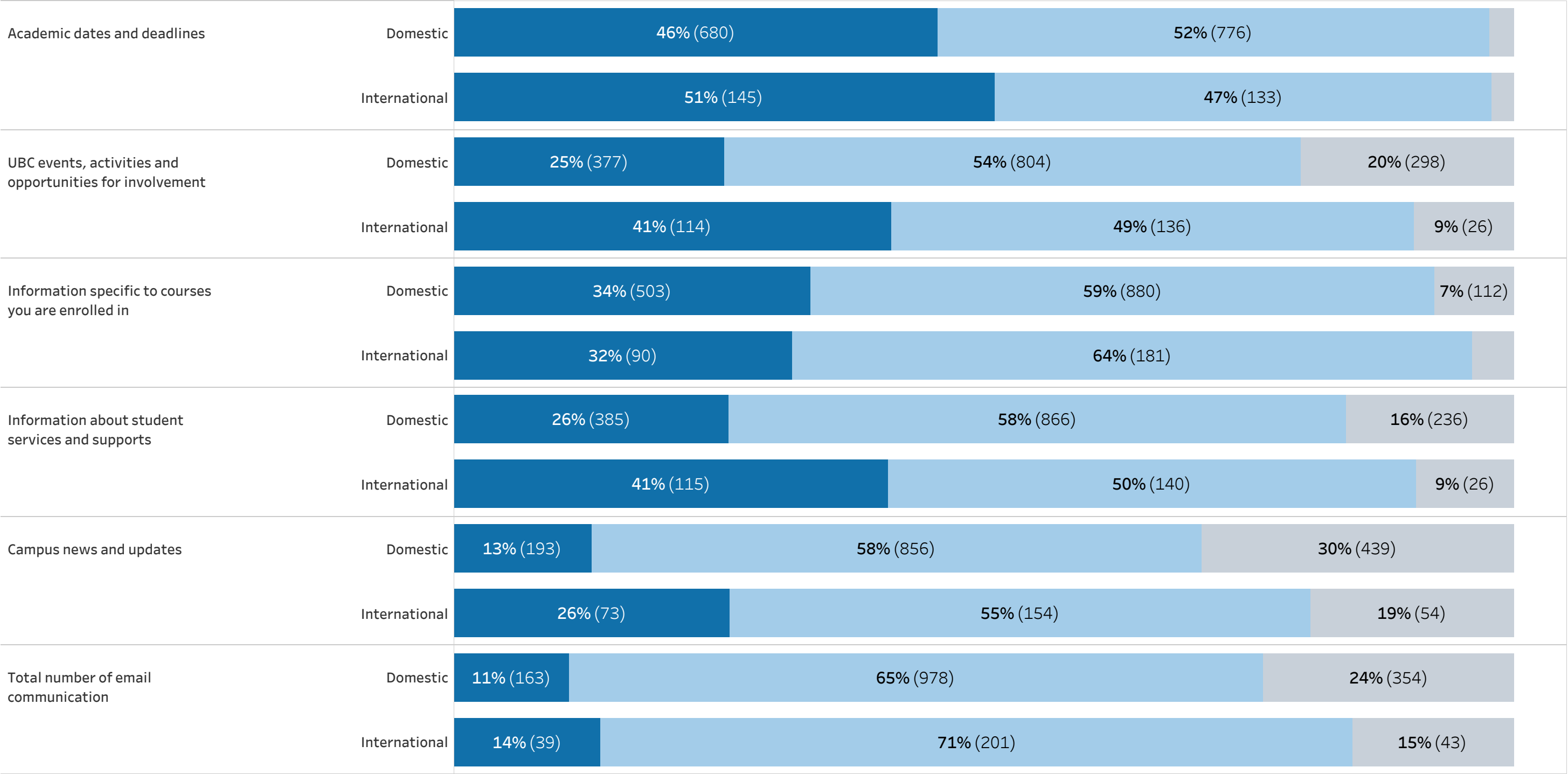
- Labels
- Strongly Agree
 - Agree
 - Somewhat Agree
 - Somewhat Disagree
 - Disagree
 - Strongly Disagree

UBC Communications
Satisfaction with Frequency of UBC Emails

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

- Labels
- 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?



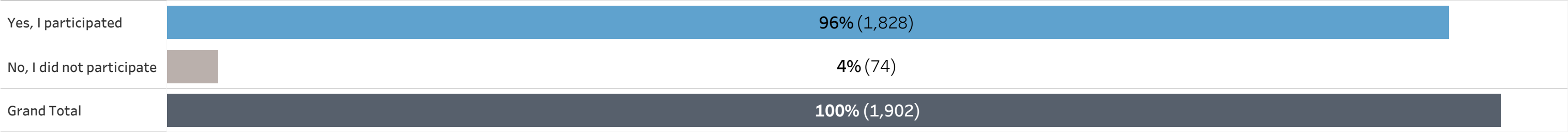
Select one only: 1) Satisfied with current frequency, 2) Prefer less often, 3) Prefer more often. Empty cells indicate that cell count is ≤ 5.

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

Online Learning

Participation in Online Learning

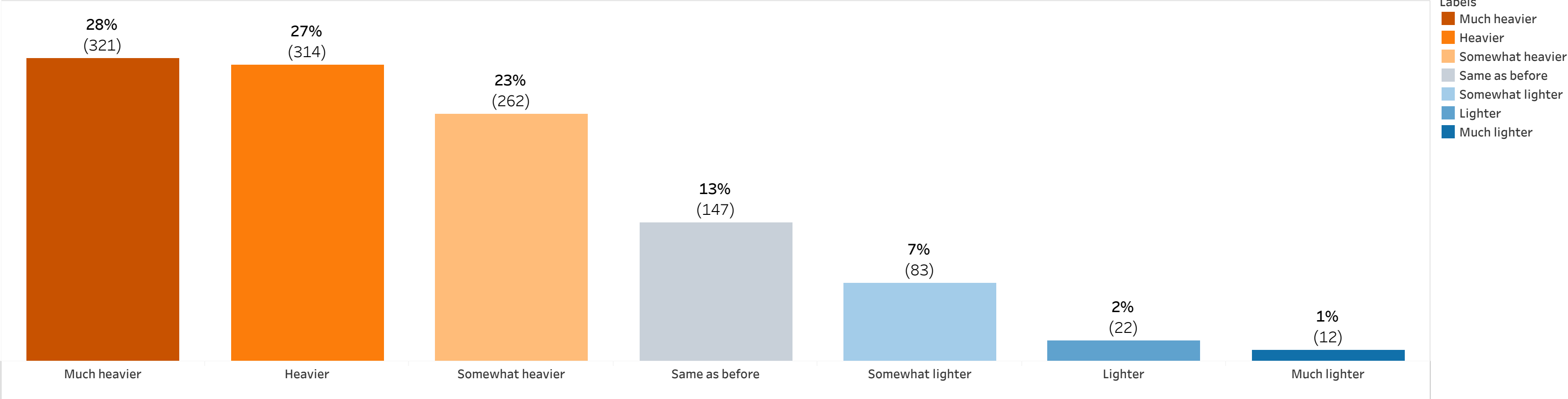
Did you participate in online learning at UBC last term (Sept 2020 – Dec 2020)?



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.

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)?

	Domestic Overall	International Overall
Yes, I participated	96% (1,528)	97% (300)
No, I did not participate	4% (65)	3% (9)
Grand Total	100% (1,593)	100% (309)

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	27% (269)	31% (52)
Heavier	27% (271)	25% (43)
Somewhat heavier	23% (226)	21% (36)
Same as before	13% (129)	11% (18)
Somewhat lighter	7% (70)	8% (13)
Lighter	2% (16)	4% (6)
Much lighter	1% (10)	1% (2)
Grand Total	100% (991)	100% (170)

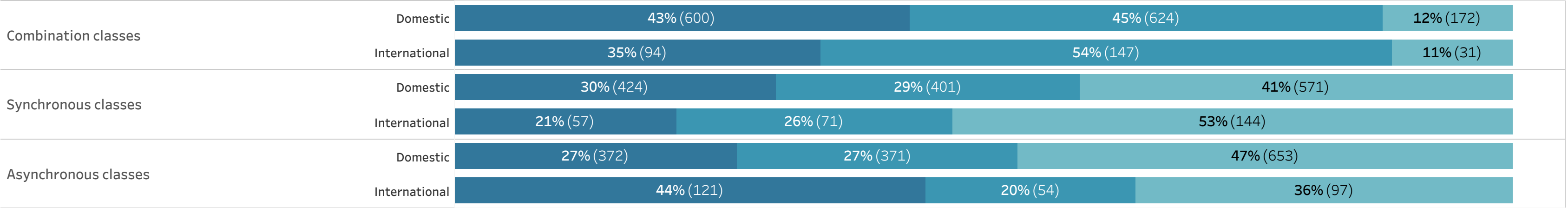
Asked of students who indicate they participated in online learning at UBC last term (Sept 2020 - Dec 2020) and are in their 2nd, 3rd or 4/5th year of study (based on SISC data).

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.



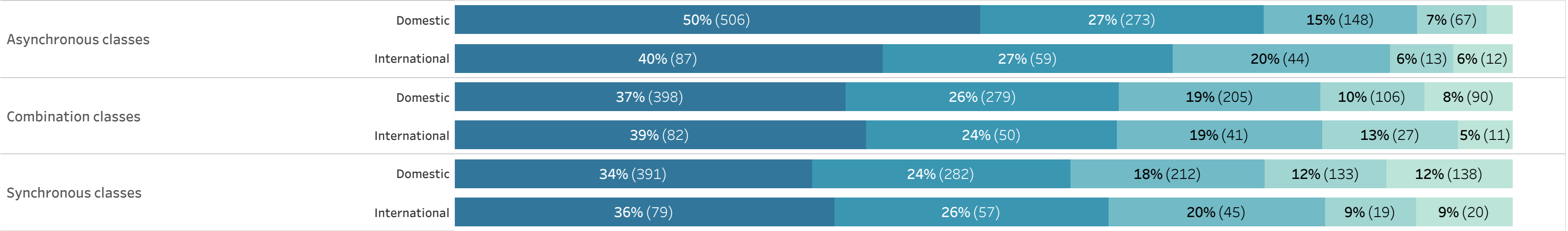
Rank from 1 to 3, where 1 indicates “most preferred” and 3 indicates “least preferred.”



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	77% (1,376)
Low personal motivation/desire to complete cours	75% (1,341)
Personal preference for face-to-face learning	60% (1,077)
Unclear expectations around course/assignment requirements	62% (1,109)
Course lessons or activities that do not translate well to online learning	55% (987)
Difficulty communicating with instructor	35% (632)
Being unable to participate in synchronous classes*	24% (438)
Competing class meetings and schedules	25% (451)
Taking UBC classes/accessing UBC services in another time zone**	17% (298)
None of the above	4% (67)
Grand Total	100% (1,797)

*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
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	79% (1,183)	66% (193)
Low personal motivation/desire to complete cours	75% (1,133)	71% (208)
Personal preference for face-to-face learning	61% (913)	56% (164)
Unclear expectations around course/assignment requirements	65% (974)	46% (135)
Course lessons or activities that do not translate well to online learning	56% (848)	47% (139)
Difficulty communicating with instructor	36% (542)	31% (90)
Being unable to participate in synchronous classes*	21% (314)	42% (124)
Competing class meetings and schedules	24% (366)	29% (85)
Taking UBC classes/accessing UBC services in another time zone**	11% (159)	47% (139)
None of the above	4% (58)	3% (9)
Grand Total	100% (1,504)	100% (293)

*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> 50% (884)
Lacking access to reliable internet service	<div></div> 36% (632)
Lacking adequate digital replacements for face-to-face collaboration tools (e.g., whiteboards)	<div></div> 31% (544)
My own discomfort or lack of familiarity with required technologies or applications	<div></div> 31% (537)
Unclear expectations around which technologies and applications I am required to use	<div></div> 33% (577)
Lacking access to library resources	<div></div> 23% (397)
Lacking access to specialized software (e.g., Adobe products, statistical packages)	<div></div> 19% (334)
Lacking access to a reliable digital device (e.g., laptop, mobile device)	<div></div> 9% (163)
Lacking access to reliable communication software/tools (e.g., Zoom, Skype, Teams)	<div></div> 7% (114)
None of the above	<div></div> 17% (295)
Grand Total	<div></div> 100% (1,751)

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

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

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

	Domestic	International
	Overall	Overall
Instructor discomfort or lack of familiarity with required technologies or applications	54% (794)	31% (90)
Lacking access to reliable internet service	35% (516)	41% (116)
Lacking adequate digital replacements for face-to-face collaboration tools (e.g., whiteboards)	32% (467)	27% (77)
My own discomfort or lack of familiarity with required technologies or applications	32% (470)	23% (67)
Unclear expectations around which technologies and applications I am required to use	34% (503)	26% (74)
Lacking access to library resources	22% (319)	27% (78)
Lacking access to specialized software (e.g., Adobe products, statistical packages)	20% (289)	16% (45)
Lacking access to a reliable digital device (e.g., laptop, mobile device)	9% (128)	12% (35)
Lacking access to reliable communication software/tools (e.g., Zoom, Skype, Teams)	6% (82)	11% (32)
None of the above	16% (230)	23% (65)
Grand Total	100% (1,465)	100% (286)

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% (1,444)
Can attend classes anywhere with a computer and internet access	77% (1,433)
Can access online course materials at a convenient time	77% (1,431)
Can save money by not having to commute to campus or relocate to live near campus	57% (1,052)
Can live with my family	40% (732)
Can interact with other students or participate in classroom discussions in a setting less intimidating than in-person classes	24% (452)
Opportunity to take UBC courses I otherwise would not have been able to take (e.g. due to my location)	13% (236)
None of the above	4% (81)
Grand Total	100% (1,851)

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?

	Domestic Overall	International Overall
Can control study time (e.g. pause pre-recorded lectures)	79% (1,221)	75% (223)
Can attend classes anywhere with a computer and internet access	78% (1,212)	74% (221)
Can access online course materials at a convenient time	77% (1,194)	80% (237)
Can save money by not having to commute to campus or relocate to live near campus	59% (913)	47% (139)
Can live with my family	38% (591)	47% (141)
Can interact with other students or participate in classroom discussions in a setting less intimidating than in-person classes	25% (385)	22% (67)
Opportunity to take UBC courses I otherwise would not have been able to take (e.g. due to my location)	12% (188)	16% (48)
None of the above	5% (74)	2% (7)
Grand Total	100% (1,553)	100% (298)

Select all that apply.

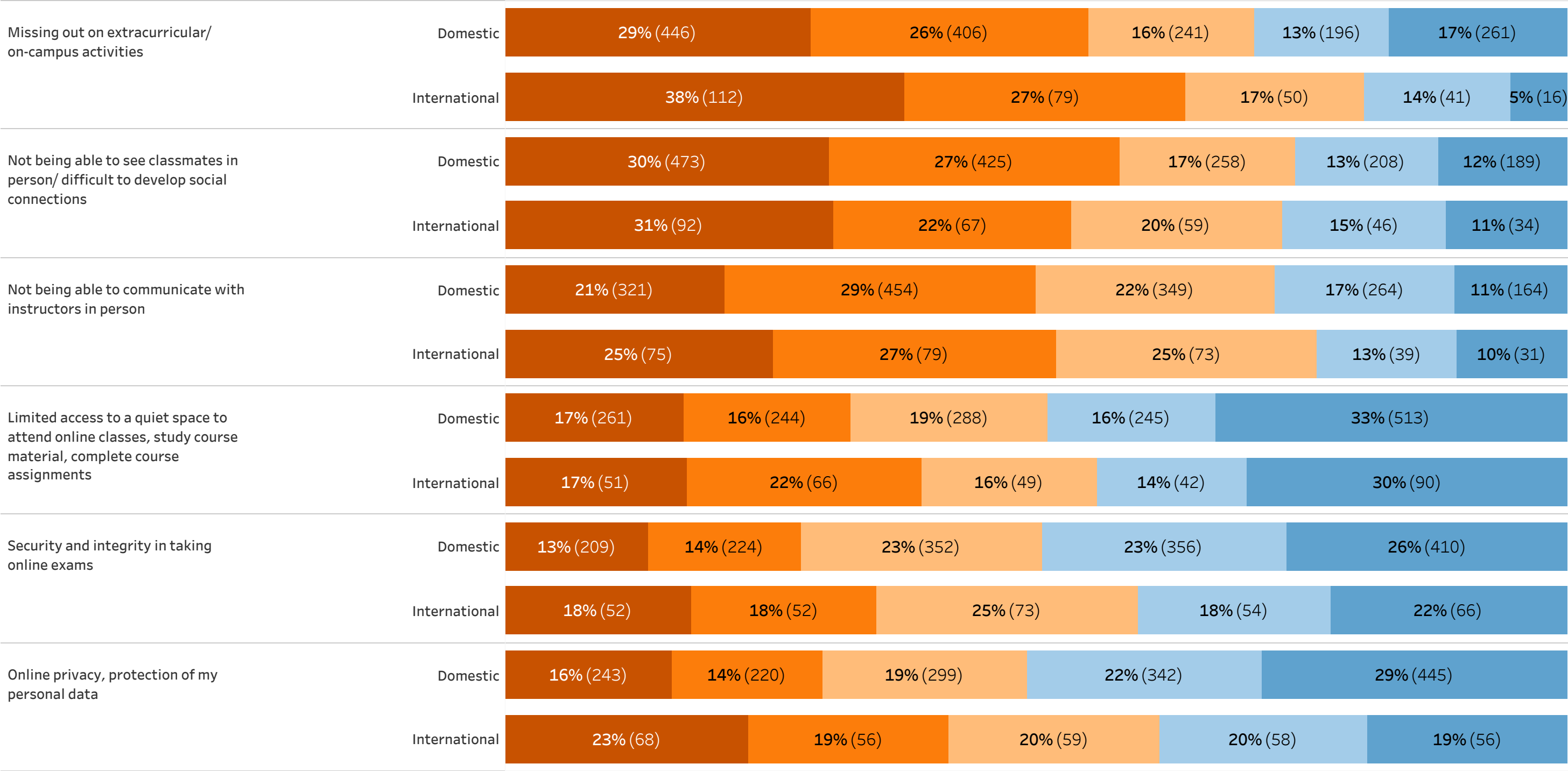
Online Learning

Concerns about Studying Online

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

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

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



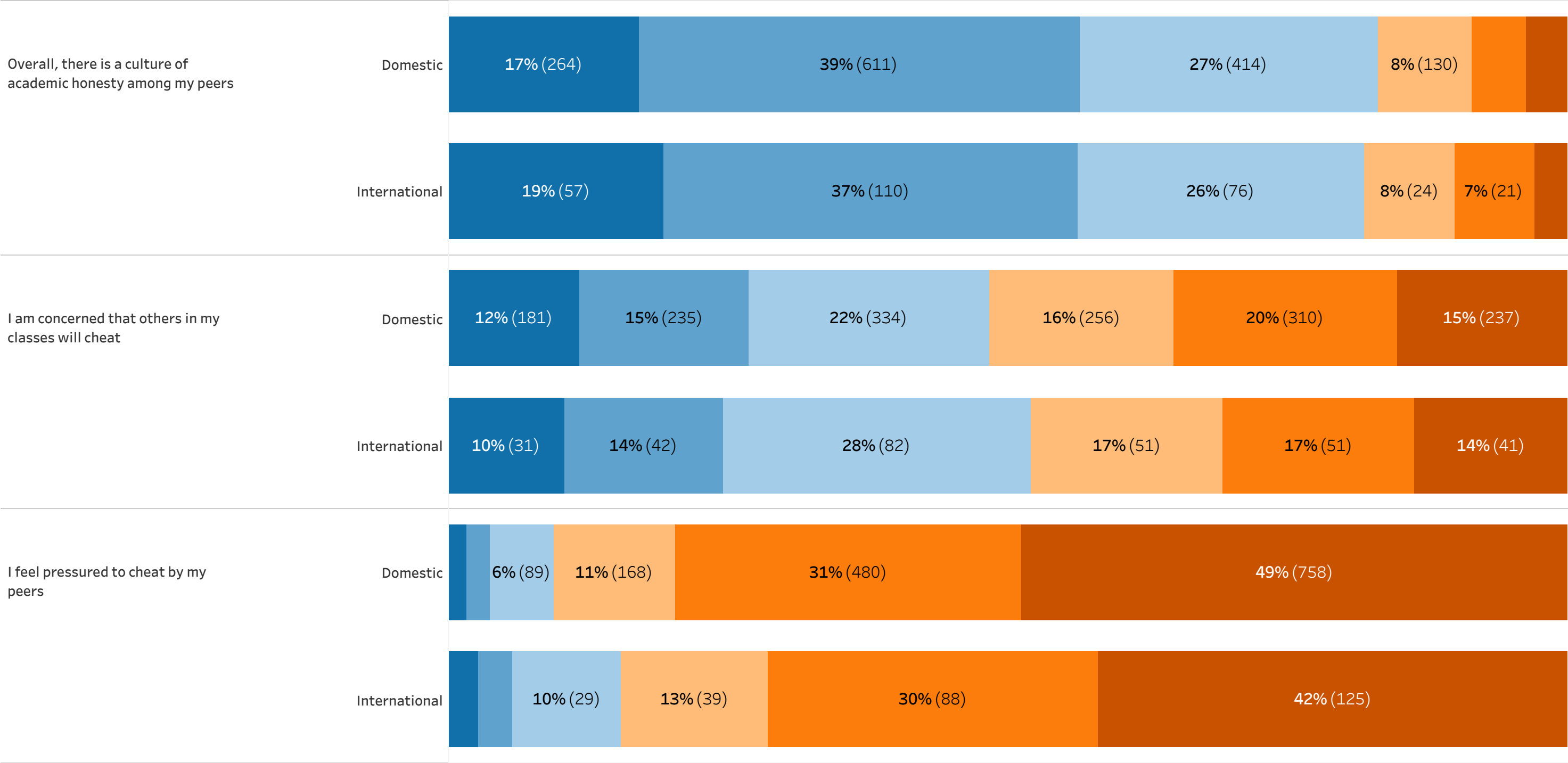
5 pt scale: Very concerned, Concerned, Somewhat concerned, A little concerned, Not at all concerned. Empty cells indicate that cell count is ≤ 5.

Online Learning
Academic Honesty

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

- Labels
- Strongly Agree
 - Agree
 - Somewhat Agree
 - Somewhat Disagree
 - Disagree
 - Strongly Disagree

Please rate your level of agreement with the following statements:



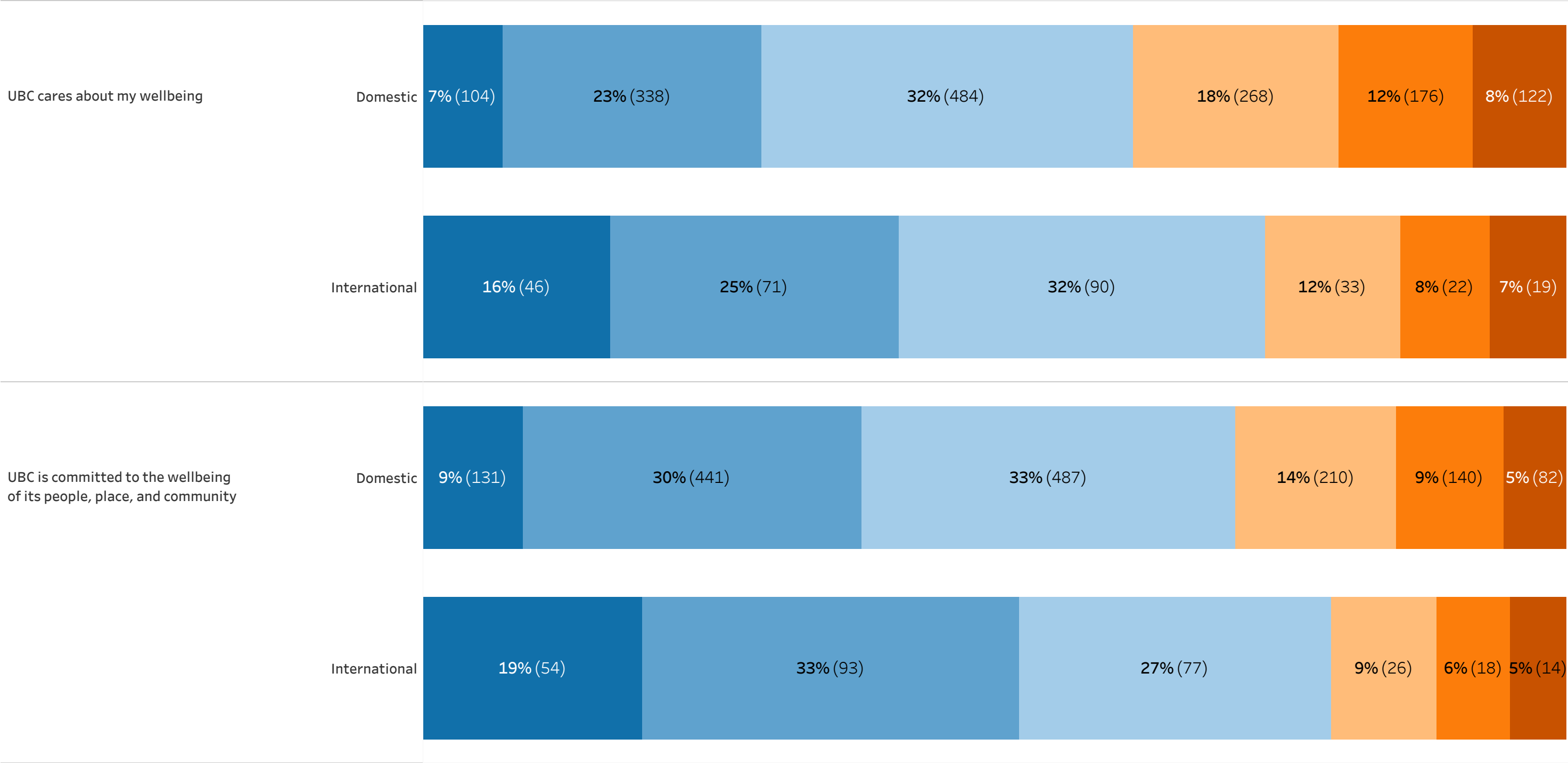
6 pt scale: Strongly agree, Agree, Somewhat agree, Somewhat disagree, Disagree, Strongly disagree. Empty cells indicate that cell count is ≤ 5.

Wellbeing
Does UBC care?

Please rate your level of agreement with the following statements:

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

- Labels
- Strongly Agree
 - Agree
 - Somewhat Agree
 - Somewhat Disagree
 - Disagree
 - Strongly Disagree



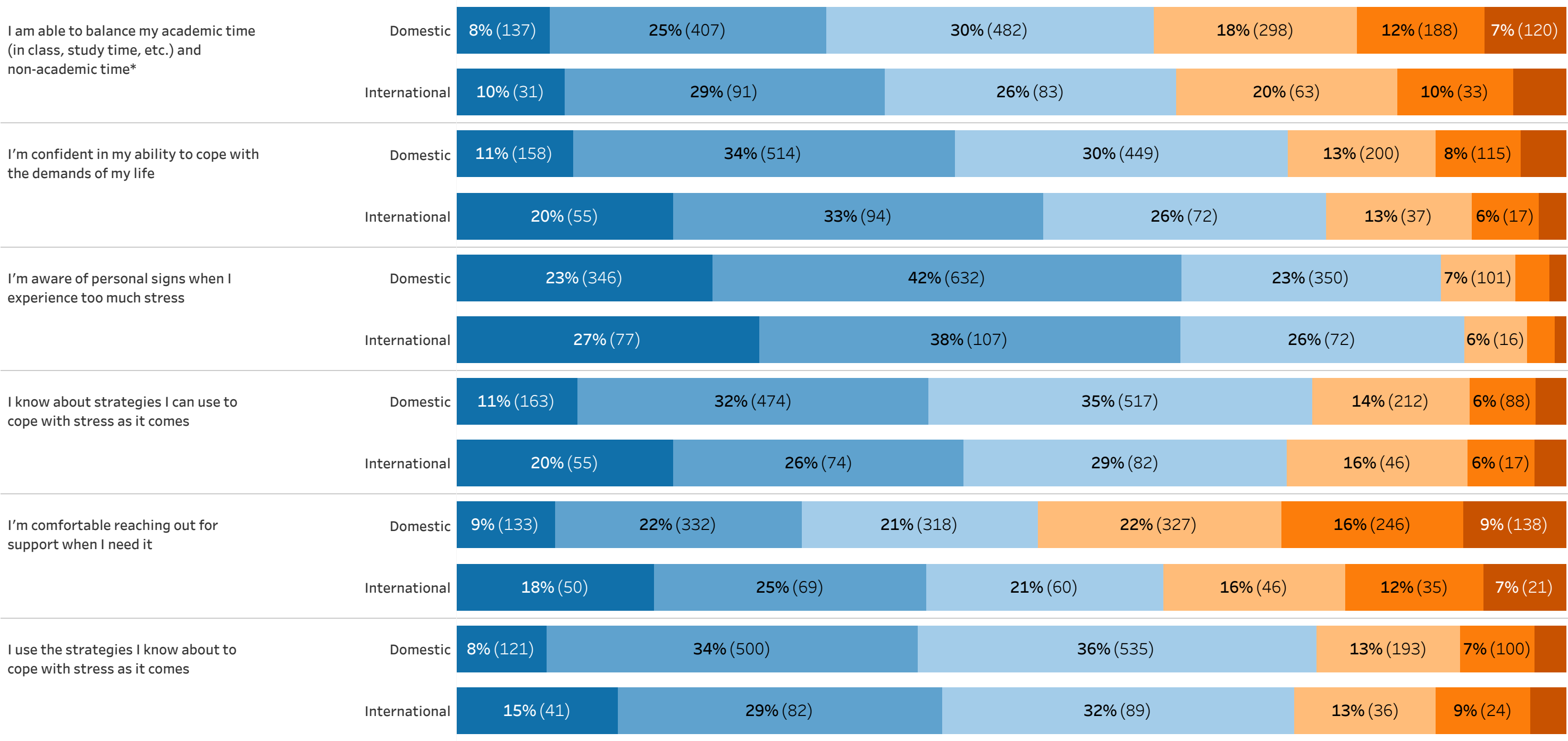
6 pt scale: Strongly agree, Agree, Somewhat agree, Somewhat disagree, Disagree, Strongly disagree. Empty cells indicate that cell count is ≤ 5.

Wellbeing
Stress Management Competence

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

- Labels
- Strongly Agree
 - Agree
 - Somewhat Agree
 - Somewhat Disagree
 - Disagree
 - Strongly Disagree

Please rate your level of agreement with the following statements:



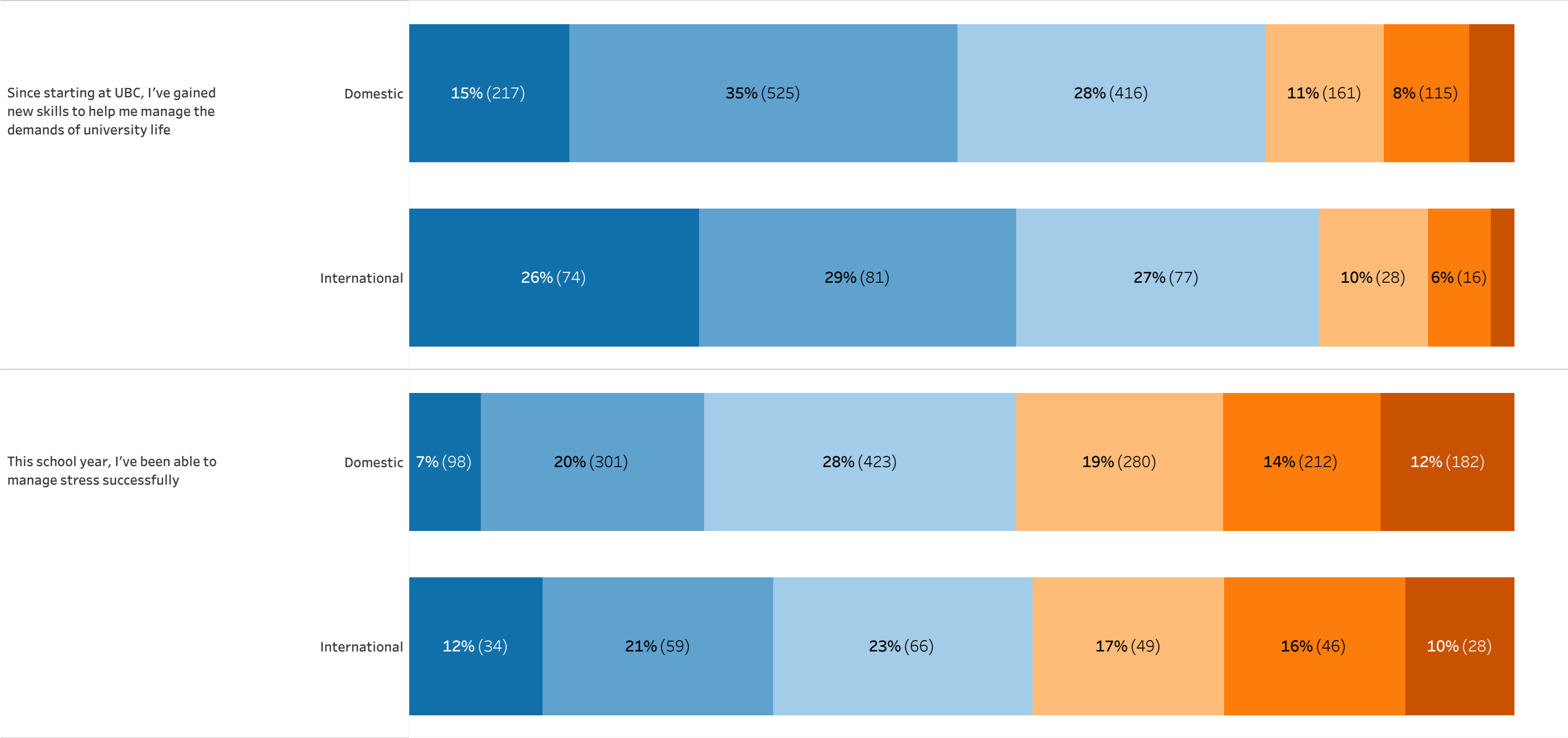
* I am able to balance my academic time (in class, study time, etc.) and non-academic time (work, exercise, socializing, care for dependents, etc.)
6 pt scale: Strongly agree, Agree, Somewhat agree, Somewhat disagree, Disagree, Strongly disagree. Empty cells indicate that cell count is ≤ 5.

Wellbeing
Stress Management Skills

Please rate your level of agreement with the following statements:

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

- Labels
- Strongly Disagree
 - Disagree
 - Somewhat Disagree
 - Somewhat Agree
 - Agree
 - Strongly Agree



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> 60% (942)
Mental Health Condition	<div></div> 23% (363)
Neurological (learning disability, ASD, Traumatic Brain Injury, ADHD, etc.)	<div></div> 11% (173)
Chronic Health Condition (Crohn's, HIV, etc.)	<div></div> 4% (66)
Physical disability	<div></div> 2% (28)
Blind/Visually impaired	<div></div> 1% (18)
Deaf/Hard of Hearing	<div></div> 1% (12)
If none of the above, please specify:	<div></div> 1% (21)
Prefer not to answer	<div></div> 7% (105)
Grand Total	<div></div> 100% (1,570)

Select all that apply.

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

Wellbeing
Disability/Ongoing Medical Condition

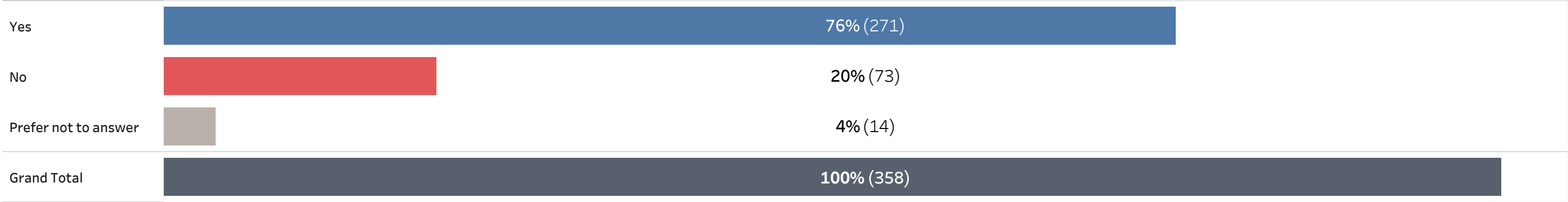
Do you have any of the following disabilities or ongoing medical conditions that have affected your everyday functioning?

	Domestic Overall	International Overall
I don't have a disability or ongoing medical condition	58% (772)	69% (170)
Mental Health Condition	25% (328)	14% (35)
Neurological (learning disability, ASD, Traumatic Brain Injury, ADHD, etc.)	12% (155)	7% (18)
Chronic Health Condition (Crohn's, HIV, etc.)	5% (62)	2% (4)
Physical disability	2% (26)	1% (2)
Blind/Visually impaired	1% (15)	1% (3)
Deaf/Hard of Hearing	1% (11)	0% (1)
If none of the above, please specify:	1% (16)	2% (5)
Prefer not to answer	7% (86)	8% (19)
Grand Total	100% (1,322)	100% (248)

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

Wellbeing
Disability/Ongoing Medical Condition

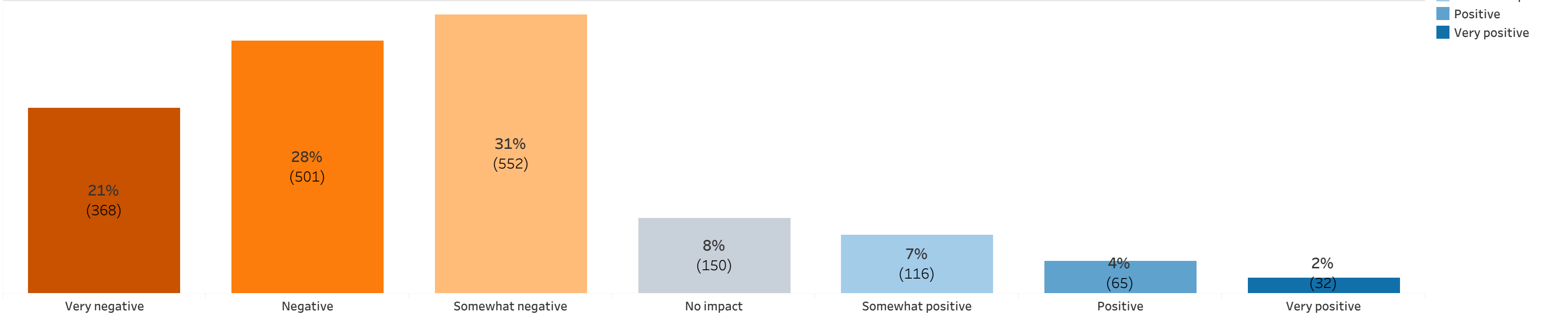
You indicated that mental health condition has affected your everyday functioning. Has your mental health condition been diagnosed by a medical professional?



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?



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?

	Domestic Overall	International Overall
Yes	76% (246)	74% (25)
No	21% (68)	15% (5)
Prefer not to answer	3% (10)	12% (4)
Grand Total	100% (324)	100% (34)

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

Wellbeing
Mental Health Impact of the COVID-19 Pandemic

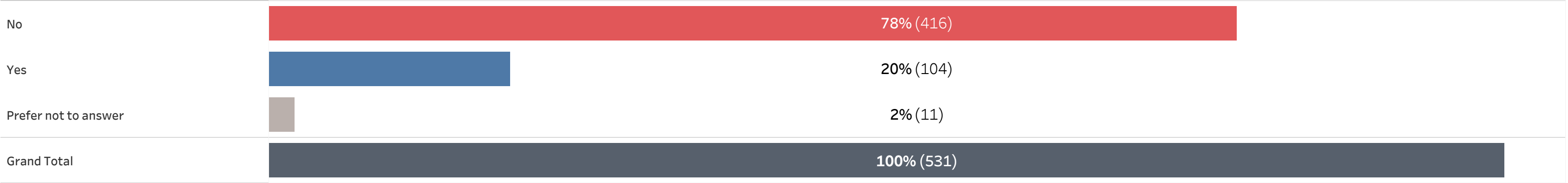
What impact, if any, has the COVID-19 pandemic had on your mental health?

	Domestic Overall	International Overall
Very negative	22% (323)	16% (45)
Negative	29% (438)	22% (63)
Somewhat negative	31% (473)	28% (79)
No impact	7% (110)	14% (40)
Somewhat positive	6% (90)	9% (26)
Positive	3% (46)	7% (19)
Very positive	1% (22)	4% (10)
Grand Total	100% (1,502)	100% (282)

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

Wellbeing
Disability/Ongoing Medical Condition

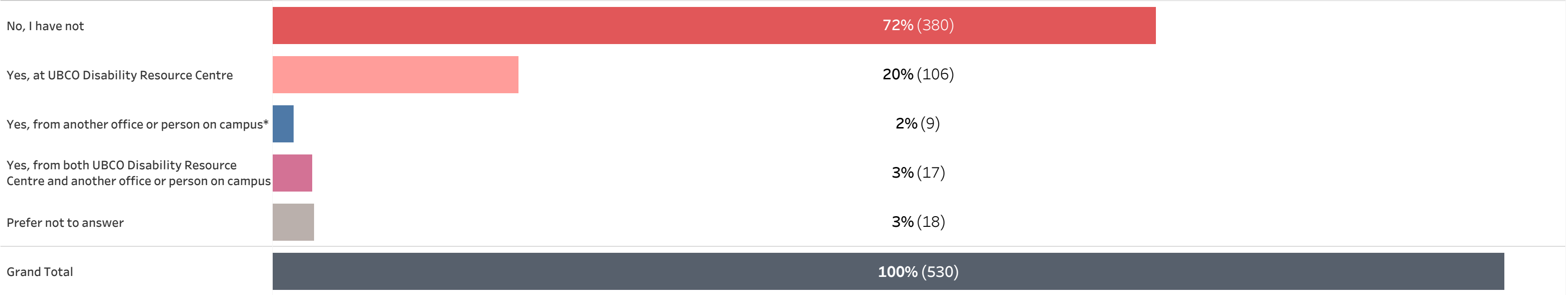
Did you receive accommodations (e.g. interpretation, assistive technology, or note taking) at your previous school before starting UBC?



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.

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?

	Domestic Overall	International Overall
No	79% (373)	72% (43)
Yes	19% (89)	25% (15)
Prefer not to answer	2% (9)	3% (2)
Grand Total	100% (471)	100% (60)

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	73% (341)	65% (39)
Yes, from another office or person on campus*	1% (6)	5% (3)
Yes, at UBCO Disability Resource Centre	20% (95)	18% (11)
Yes, from both UBCO Disability Resource Centre and another office or person on campus	3% (14)	5% (3)
Prefer not to answer	3% (14)	7% (4)
Grand Total	100% (470)	100% (60)

* 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% (1,444)
Social support from family / friends	79% (1,404)
Physical activity / sports / yoga	75% (1,322)
Time management strategies*	68% (1,210)
Healthy, nutritious food / meal	65% (1,153)
Self-help resources**	34% (596)
Mindfulness / Meditation	40% (707)
None of the above	1% (22)
Grand Total	100% (1,769)

	Domestic Overall	International Overall
Nap / Sleep	81% (1,209)	85% (235)
Social support from family / friends	80% (1,191)	77% (213)
Physical activity / sports / yoga	77% (1,143)	64% (179)
Time management strategies*	71% (1,056)	55% (154)
Healthy, nutritious food / meal	66% (986)	60% (167)
Self-help resources**	32% (474)	44% (122)
Mindfulness / Meditation	41% (618)	32% (89)
None of the above	1% (19)	1% (3)
Grand Total	100% (1,491)	100% (278)

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

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

Wellbeing
Stress Relief Behaviours

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

Procrastination	85% (1,496)
Excessive Internet use / computer games	74% (1,300)
Overeating / Eating unhealthy food	61% (1,084)
Excessive alcohol or binge-drinking	19% (340)
Substances other than alcohol or cigarettes	19% (338)
Smoking cigarettes	7% (115)
None of the above	6% (111)
Grand Total	100% (1,765)

	Domestic Overall	International Overall
Procrastination	86% (1,274)	80% (222)
Excessive Internet use / computer games	74% (1,102)	71% (198)
Overeating / Eating unhealthy food	62% (929)	56% (155)
Excessive alcohol or binge-drinking	21% (310)	11% (30)
Substances other than alcohol or cigarettes	21% (313)	9% (25)
Smoking cigarettes	6% (87)	10% (28)
None of the above	6% (86)	9% (25)
Grand Total	100% (1,487)	100% (278)

Select all that apply.

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

Wellbeing
Health Behaviours

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

Time management strategies*	<div><div></div></div> 57% (1,008)
Incorporating physical activity into your routine	<div><div></div></div> 57% (999)
Getting enough sleep every night	<div><div></div></div> 47% (825)
Adopting or maintaining a healthy diet	<div><div></div></div> 45% (782)
Incorporating mindfulness / mediation into your routine	<div><div></div></div> 26% (452)
None of the above	<div><div></div></div> 14% (238)
Grand Total	<div><div></div></div> 100% (1,755)

	Domestic Overall	International Overall
Time management strategies*	59% (880)	47% (128)
Incorporating physical activity into your routine	58% (859)	51% (140)
Getting enough sleep every night	48% (717)	39% (108)
Adopting or maintaining a healthy diet	46% (680)	37% (102)
Incorporating mindfulness / mediation into your routine	26% (390)	23% (62)
None of the above	13% (194)	16% (44)
Grand Total	100% (1,480)	100% (275)

* 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?

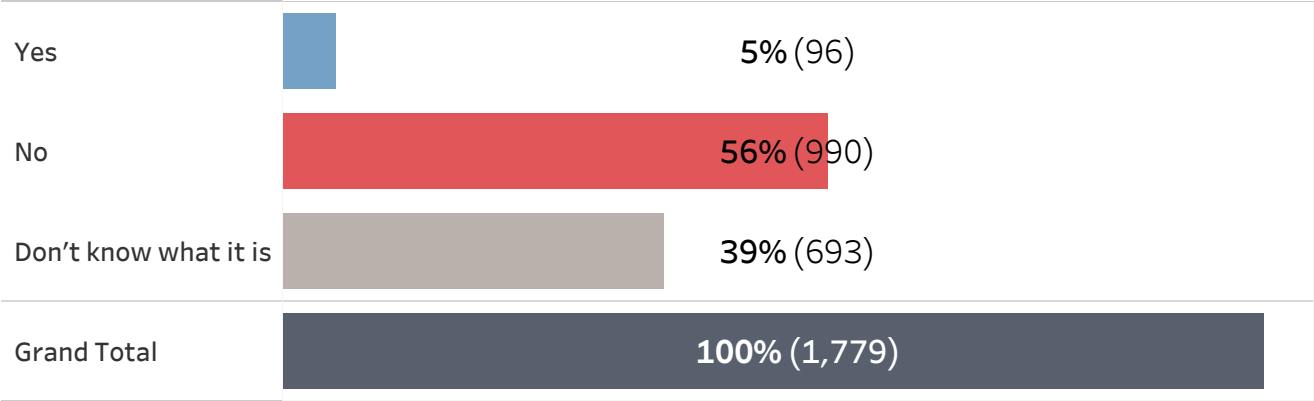
Your family doctor or other medical professionals outside UBC	<div><div></div></div> 64% (1,111)
Online resources unrelated to UBC	<div><div></div></div> 43% (745)
UBC websites*	<div><div></div></div> 31% (545)
UBC counsellors, doctors, or other medical professionals	<div><div></div></div> 38% (664)
UBC professors/instructors	<div><div></div></div> 11% (189)
Other UBC staff/personnel	<div><div></div></div> 6% (102)
None of the above	<div><div></div></div> 11% (183)
Grand Total	<div><div></div></div> 100% (1,733)

	Domestic Overall	International Overall
Your family doctor or other medical professionals outside UBC	67% (978)	49% (133)
Online resources unrelated to UBC	43% (634)	41% (111)
UBC websites*	29% (421)	46% (124)
UBC counsellors, doctors, or other medical professionals	37% (542)	45% (122)
UBC professors/instructors	10% (149)	15% (40)
Other UBC staff/personnel	5% (78)	9% (24)
None of the above	10% (152)	11% (31)
Grand Total	100% (1,461)	100% (272)

* 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.

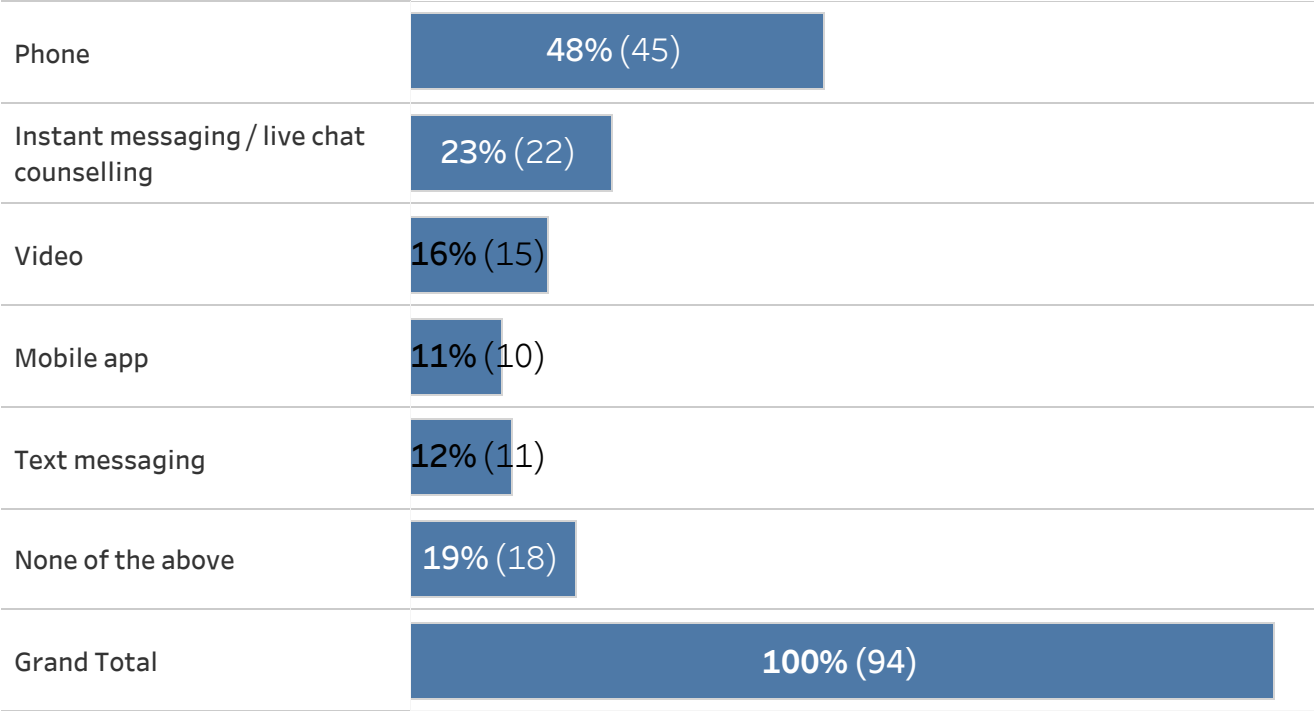
Wellbeing
UBC Student Assitance Program

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

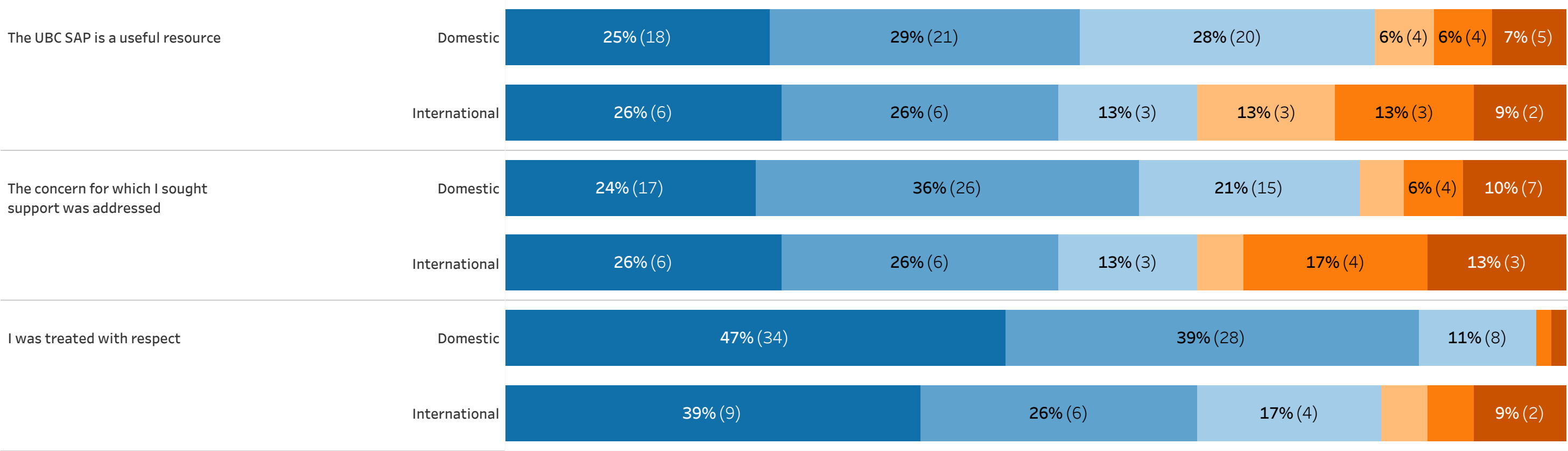
	Domestic	International
	Overall	Overall
Yes	5% (72)	9% (24)
No	56% (838)	54% (152)
Don't know what it is	39% (588)	37% (105)
Grand Total	100% (1,498)	100% (281)

	Domestic	International
	Overall	Overall
Phone	49% (35)	43% (10)
Instant messaging / live chat counselling	24% (17)	22% (5)
Video	14% (10)	22% (5)
Mobile app	8% (6)	17% (4)
Text messaging	14% (10)	4% (1)
None of the above	20% (14)	17% (4)
Grand Total	100% (71)	100% (23)

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

Wellbeing
UBC Student Assitance Program

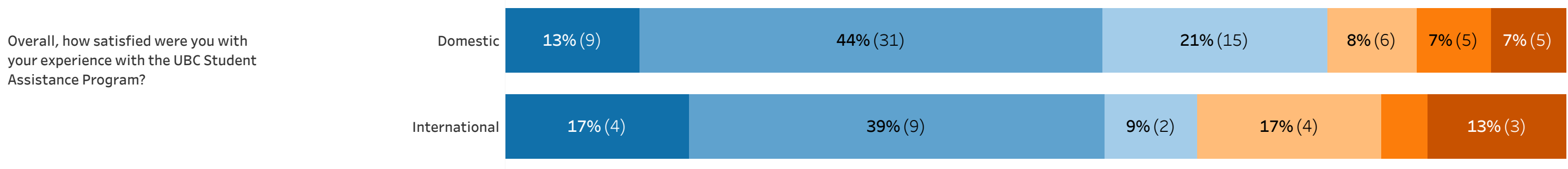
Please rate your agreement with the following statements, based on your experience with the UBC Student Assistance Program:



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).

- Labels
- Strongly Agree
 - Agree
 - Somewhat Agree
 - Somewhat Disagree
 - Disagree
 - Strongly Disagree

Wellbeing
UBC Student Assitance Program

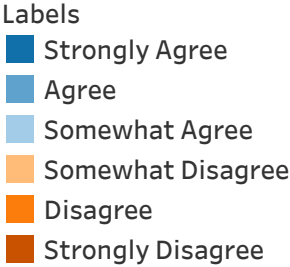
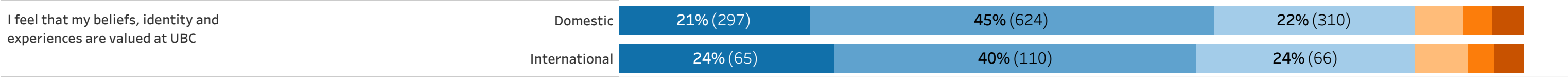


6 pt scale: Very satisfied, Satisfied, Somewhat satisfied, Somewhat dissatisfied, Dissatisfied, Very dissatisfied. Empty cells indicate that cell count is ≤ 5.
Asked of students who indicate they have used the Student Assistance Program (SAP).

- Labels
- Very Satisfied
 - Satisfied
 - Somewhat Satisfied
 - Somewhat Dissatisfied
 - Dissatisfied
 - Very Dissatisfied

Inclusivity & UBC Environment

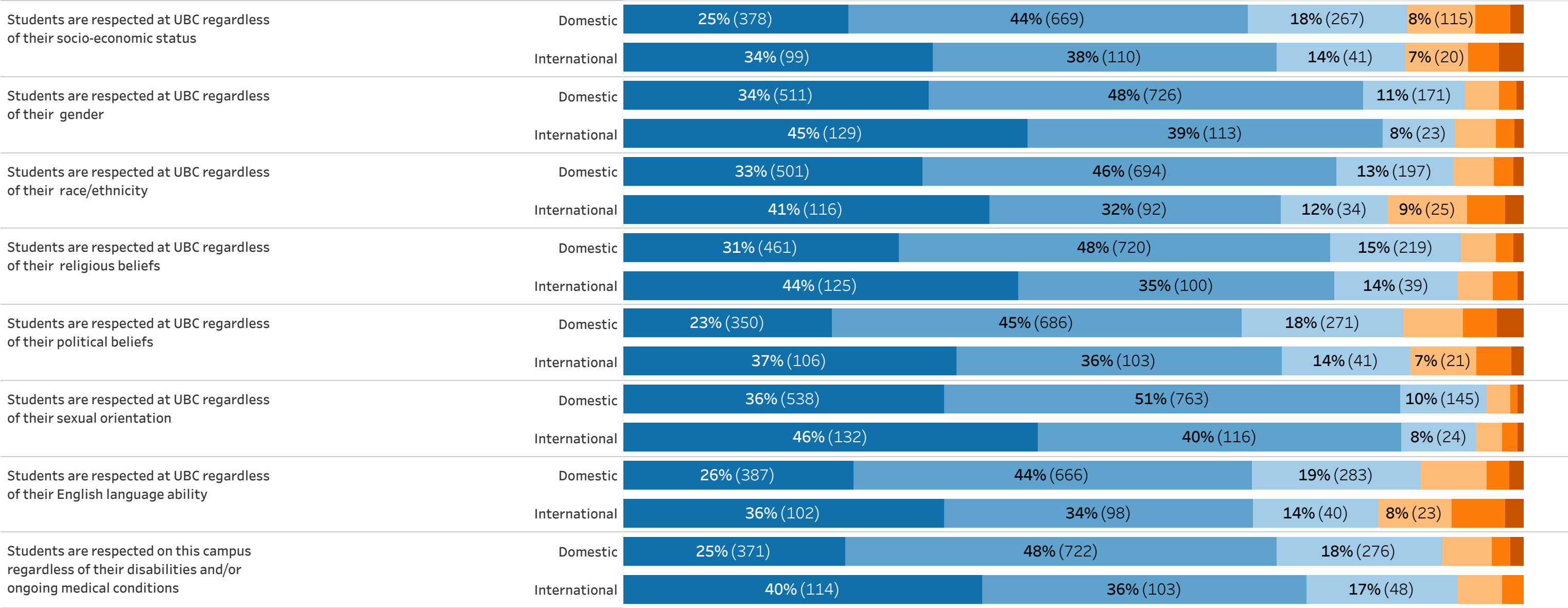
Whether UBC Supports Inclusion/Diversity



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



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

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	37% (1,463)	79% (275)
Government student loans	18% (1,463)	1% (275)
Personal Savings	17% (1,463)	3% (275)
Scholarships/ Bursaries/ Grants	10% (1,463)	9% (275)
Employment	12% (1,463)	3% (275)
Bank loans/ Credit cards/ Lines of credit	2% (1,463)	2% (275)
All other sources*	3% (1,463)	1% (275)
Grand Total	100% (1,463)	100% (275)

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

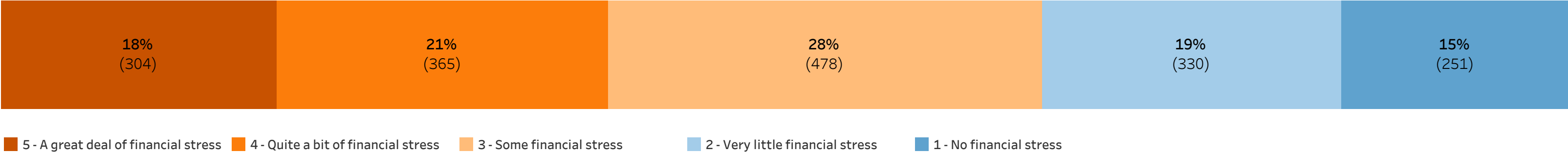
n, sample size, reflects # of respondents whose response to the question “Sources of Funding” adds up to 100%. % reflects average (mean) percentage value reported for each response option.

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	International
	Overall	Overall
5 - A great deal of financial stress	16% (227)	29% (77)
4 - Quite a bit of financial stress	21% (304)	23% (61)
3 - Some financial stress	28% (413)	24% (65)
2 - Very little financial stress	20% (288)	16% (42)
1 - No financial stress	16% (226)	9% (25)
Grand Total	100% (1,458)	100% (270)

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

Financial Wellbeing

Financial Stress

Please tick all that apply:

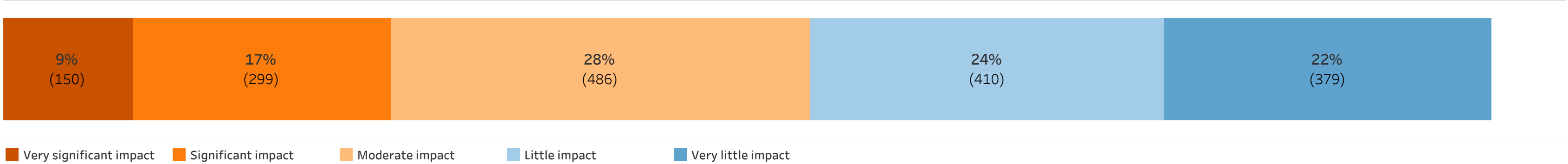
	Domestic	International
	Overall	Overall
I worry regularly about how to pay my tuition fees and living costs	35% (506)	48% (130)
The time I've spent working to pay for my education/living expenses have negatively affected my grades at UBC	23% (336)	16% (44)
I have taken a reduced courseload so that I can work to pay for my education and living expenses	12% (181)	13% (36)
I might need to abandon my studies at UBC due to financial reasons	7% (107)	20% (53)
Overall, I think I can manage my finances	52% (750)	38% (101)
None of the above	12% (179)	15% (40)
Grand Total	100% (1,450)	100% (269)

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	8% (120)	11% (30)
Significant impact	16% (232)	24% (67)
Moderate impact	29% (419)	24% (67)
Little impact	24% (349)	22% (61)
Very little impact	23% (330)	18% (49)
Grand Total	100% (1,450)	100% (274)

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

Financial Wellbeing
Financial Wellbeing Impact of COVID-19 Pandemic

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>	45% (765)
Needed to use more of my savings / my family’s savings	<div></div>	39% (656)
My family is or I am now less able to pay for my education or living expenses	<div></div>	25% (432)
Need to take on more student loan	<div></div>	17% (294)
None of the above	<div></div>	35% (600)
Grand Total	<div></div>	100% (1,700)

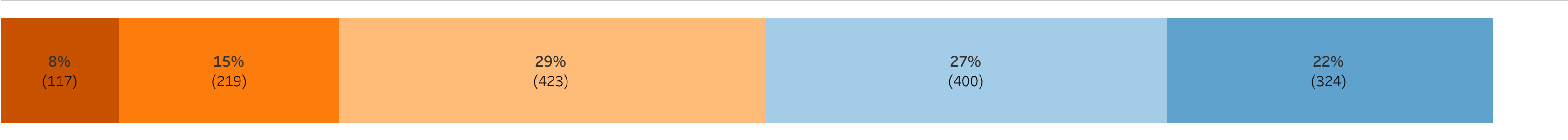
	Domestic Overall	International Overall
Reduced my personal income / my family’s income	45% (638)	47% (127)
Needed to use more of my savings / my family’s savings	38% (538)	44% (118)
My family is or I am now less able to pay for my education or living expenses	23% (329)	38% (103)
Need to take on more student loan	19% (271)	9% (23)
None of the above	36% (518)	30% (82)
Grand Total	100% (1,431)	100% (269)

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

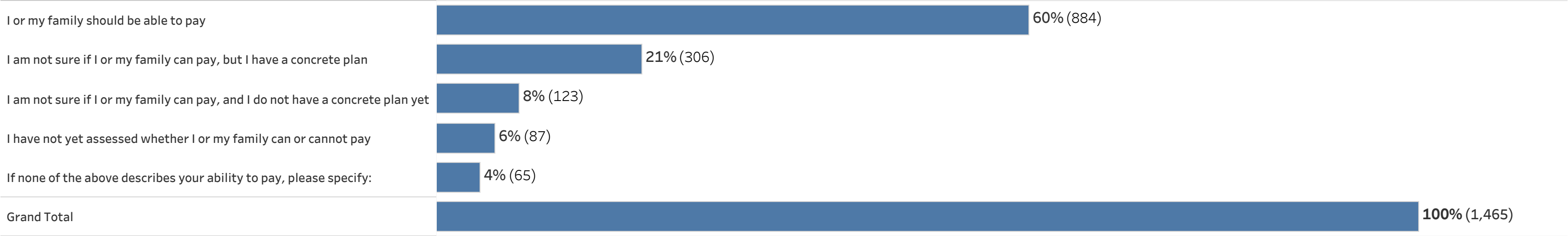
	Domestic Overall	International Overall
Very little impact	22% (271)	22% (53)
Little impact	27% (338)	26% (62)
Moderate impact	29% (362)	25% (61)
Significant impact	14% (178)	17% (41)
Very significant impact	7% (92)	10% (25)
Grand Total	100% (1,241)	100% (242)

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	International
	Overall	Overall
I or my family should be able to pay	60% (738)	61% (146)
I am not sure if I or my family can pay, but I have a concrete plan	22% (268)	16% (38)
I am not sure if I or my family can pay, and I do not have a concrete plan yet	7% (91)	13% (32)
I have not yet assessed whether I or my family can or cannot pay	6% (71)	7% (16)
If none of the above describes your ability to pay, please specify:	5% (59)	3% (6)
Grand Total	100% (1,227)	100% (238)

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 .

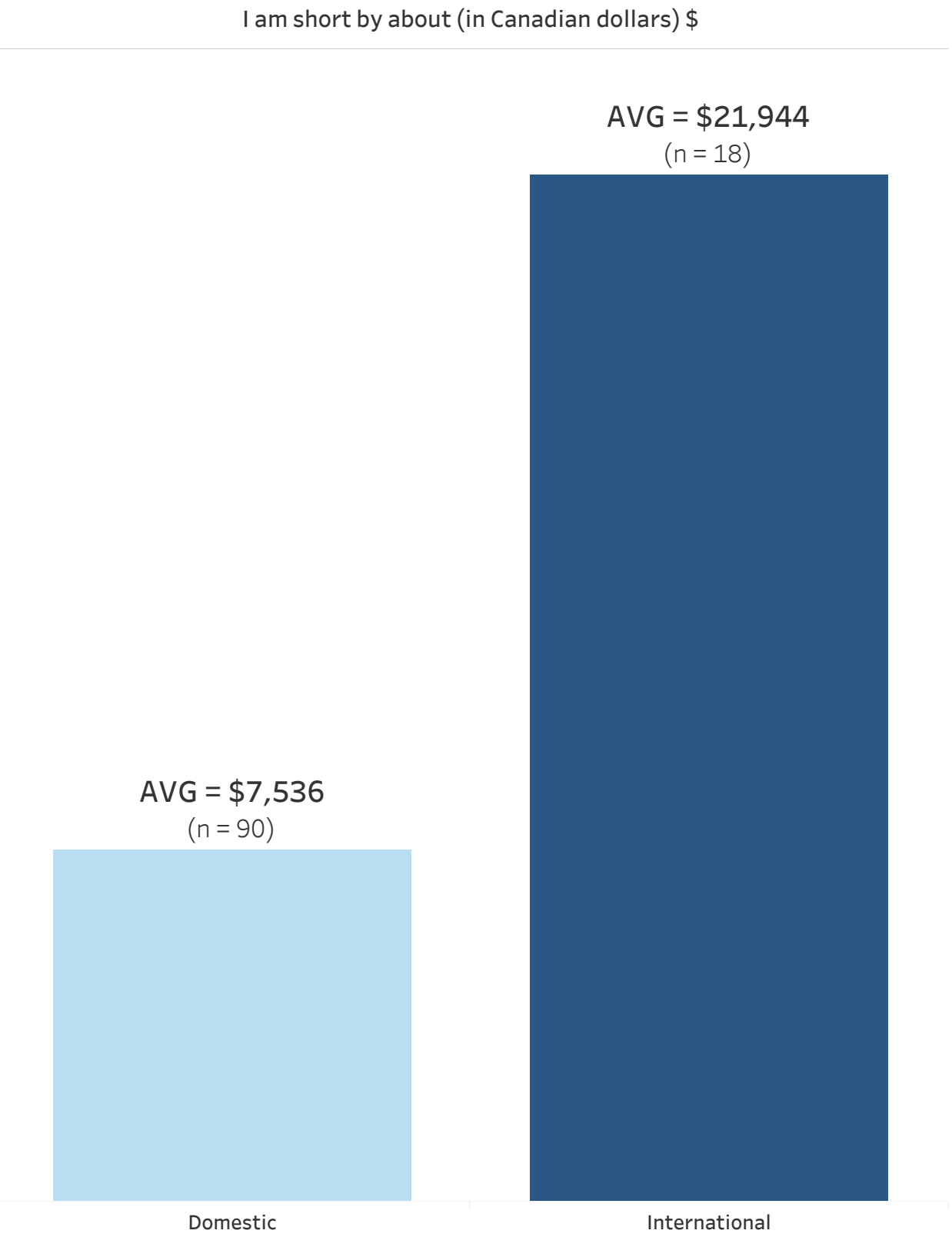
Financial Wellbeing
Ability to Finance UBC Studies

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	International
	Overall	Overall
I am short by about (in Canadian dollars) \$	8% (91)	8% (18)
I am short but I do not know approximately by how much	15% (180)	12% (27)
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	15% (184)	16% (36)
I or my family should be able to pay for my tuition and living expenses for the upcoming academic year	62% (738)	64% (146)
Grand Total	100% (1,193)	100% (227)

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

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



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

	Have participated	
	Domestic Overall	International Overall
Research-intensive experiences*	27% (n = 323)	32% (n = 44)
Practicum	8% (n = 325)	9% (n = 43)
Internship	8% (n = 323)	23% (n = 44)
UBC Work Study Program	6% (n = 324)	14% (n = 44)
Field Research	11% (n = 323)	7% (n = 44)
Student Leadership Experiences**	20% (n = 323)	32% (n = 44)
Co-operative Education Program (Co-op)	15% (n = 322)	25% (n = 44)
International Educational Experiences***	7% (n = 304)	11% (n = 44)
Community Service Learning	9% (n = 327)	9% (n = 44)

* 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

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

Year

☐ 1st year

☐ 2nd year

☐ 3rd year

☒ 4/5th year

	Domestic	International
	Overall	Overall
0 types (Did not participate in any experiential learning)	46% (151)	41% (18)
1 type of experiential learning	21% (69)	16% (7)
2 types of experiential learning	17% (55)	11% (5)
3 types of experiential learning	10% (32)	9% (4)
4 types of experiential learning	4% (13)	18% (8)
5 types of experiential learning	2% (7)	5% (2)
Grand Total	100% (327)	100% (44)

Enhanced Learning Participation

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

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



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

	Interested but unable to participate	
	Domestic Overall	International Overall
Research-intensive experiences*	14% (n = 653)	15% (n = 107)
Practicum	11% (n = 652)	11% (n = 106)
Internship	14% (n = 653)	20% (n = 107)
UBC Work Study Program	13% (n = 652)	21% (n = 107)
Field Research	16% (n = 654)	17% (n = 105)
Student Leadership Experiences**	9% (n = 655)	14% (n = 105)
Co-operative Education Program (Co-op)	14% (n = 654)	19% (n = 105)
International Educational Experiences***	24% (n = 619)	20% (n = 105)
Community Service Learning	9% (n = 658)	13% (n = 108)

* 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*	23% (n = 653)	35% (n = 107)
Practicum	15% (n = 652)	9% (n = 106)
Internship	23% (n = 653)	44% (n = 107)
UBC Work Study Program	13% (n = 652)	31% (n = 107)
Field Research	20% (n = 654)	22% (n = 105)
Student Leadership Experiences**	9% (n = 655)	15% (n = 105)
Co-operative Education Program (Co-op)	21% (n = 654)	39% (n = 105)
International Educational Experiences***	16% (n = 619)	24% (n = 105)
Community Service Learning	9% (n = 658)	20% (n = 108)

* 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.

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



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

Enhanced Learning Participation

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

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



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

	Need to learn more to decide to participate	
	Domestic Overall	International Overall
Research-intensive experiences*	38% (n = 653)	30% (n = 107)
Practicum	41% (n = 652)	66% (n = 106)
Internship	41% (n = 653)	23% (n = 107)
UBC Work Study Program	50% (n = 652)	35% (n = 107)
Field Research	41% (n = 654)	35% (n = 105)
Student Leadership Experiences**	23% (n = 655)	25% (n = 105)
Co-operative Education Program (Co-op)	31% (n = 654)	21% (n = 105)
International Educational Experiences***	25% (n = 619)	28% (n = 105)
Community Service Learning	50% (n = 658)	41% (n = 108)

* 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 are Not interested in participating while attending UBC

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



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

	Not interested in participating	
	Domestic Overall	International Overall
Research-intensive experiences*	17% (n = 653)	9% (n = 107)
Practicum	25% (n = 652)	8% (n = 106)
Internship	19% (n = 653)	2% (n = 107)
UBC Work Study Program	21% (n = 652)	4% (n = 107)
Field Research	20% (n = 654)	20% (n = 105)
Student Leadership Experiences**	49% (n = 655)	24% (n = 105)
Co-operative Education Program (Co-op)	28% (n = 654)	10% (n = 105)
International Educational Experiences***	35% (n = 619)	18% (n = 105)
Community Service Learning	25% (n = 658)	12% (n = 108)

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

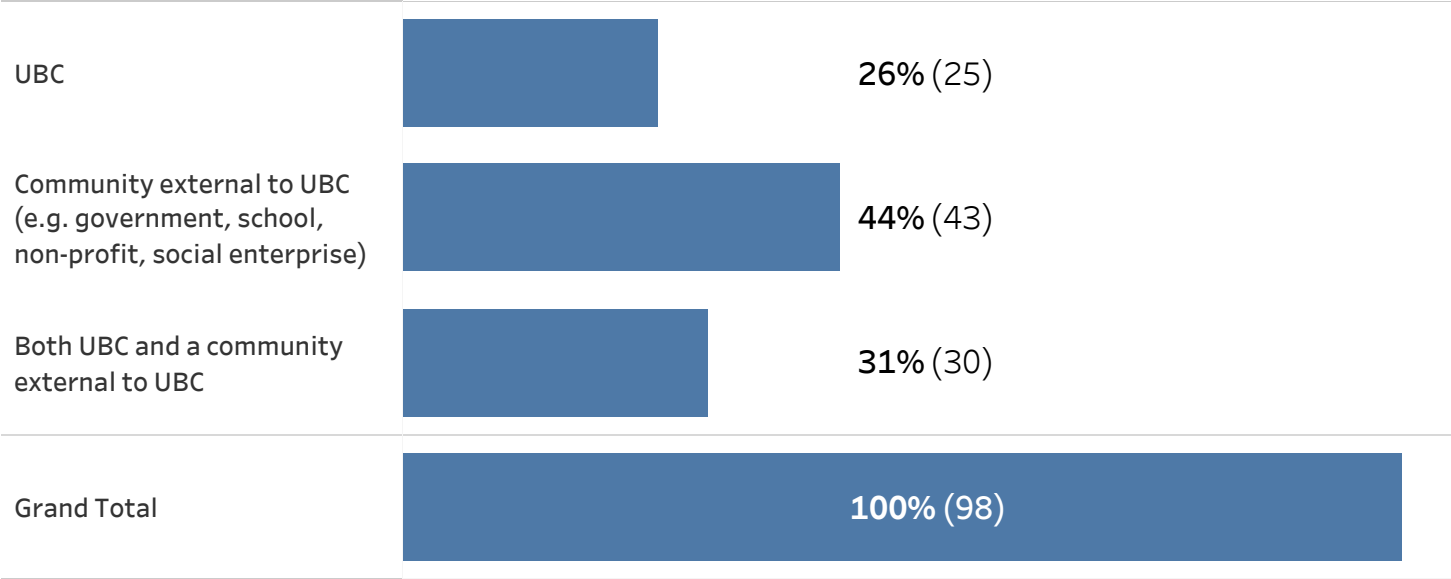
** Student Leadership Experiences (e.g. Elected student government role, Peer Program Leader, SLC Director, Collegia Advisor, Residence Advisor, etc.). Intensive meaning you are/were regularly committed and/or heavily involved throughout the leadership experience.

*** 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

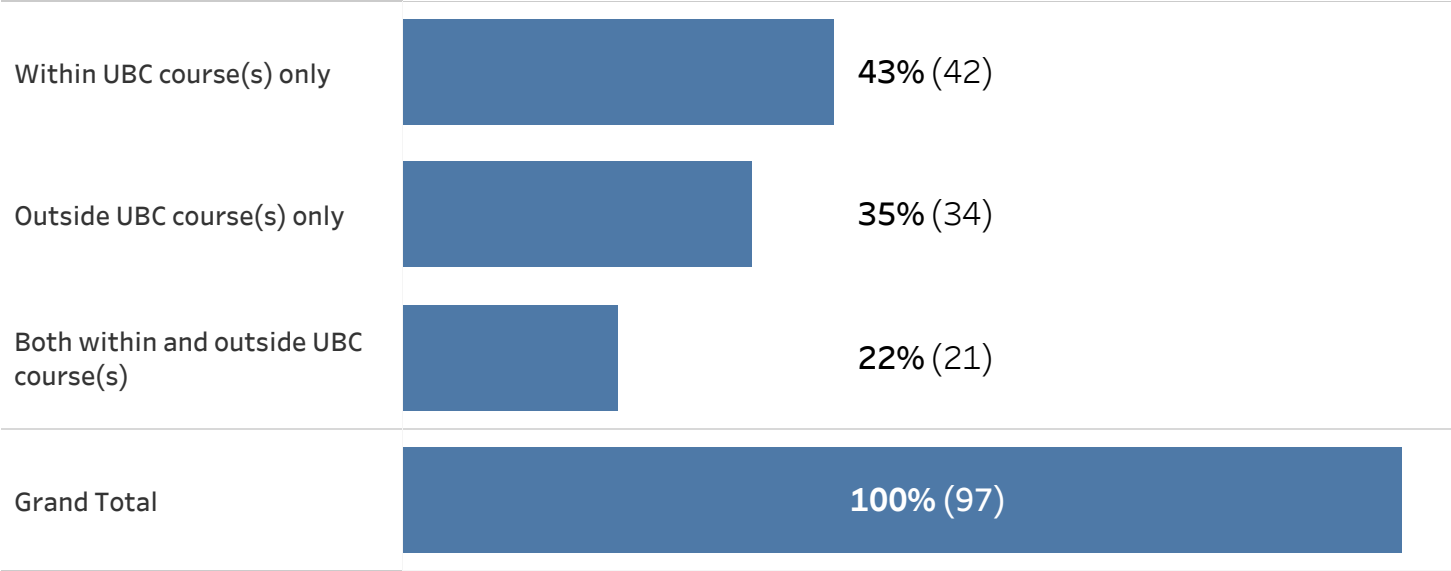
In your community service learning, who was your community partner?



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	International
	Overall	Overall
UBC	22% (17)	36% (8)
Community external to UBC (e.g. government, school, non-profit, social enterprise)	51% (39)	18% (4)
Both UBC and a community external to UBC	26% (20)	45% (10)
Grand Total	100% (76)	100% (22)

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

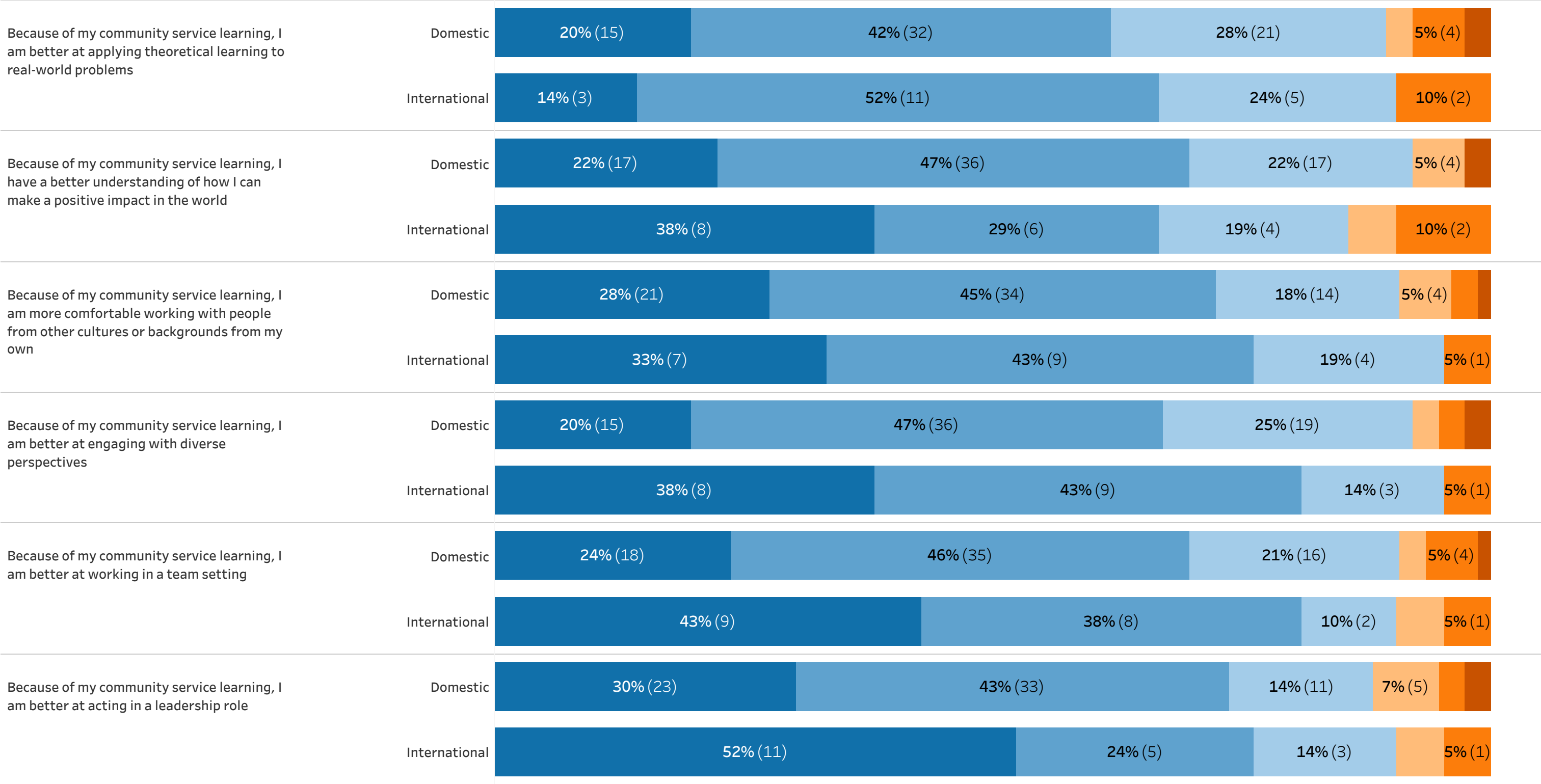
Did you participate in community service learning within or outside UBC course(s)?

	Domestic	International
	Overall	Overall
Within UBC course(s) only	49% (37)	24% (5)
Outside UBC course(s) only	29% (22)	57% (12)
Both within and outside UBC course(s)	22% (17)	19% (4)
Grand Total	100% (76)	100% (21)

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



Labels

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Somewhat Agree
- Agree
- Strongly Agree

Year

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

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

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



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	47% (56)
Interested but unable to participate	9% (11)
Need to learn more to decide to participate	16% (19)
Not interested in participating	12% (14)
Plan to participate	16% (19)
Grand Total	100% (119)

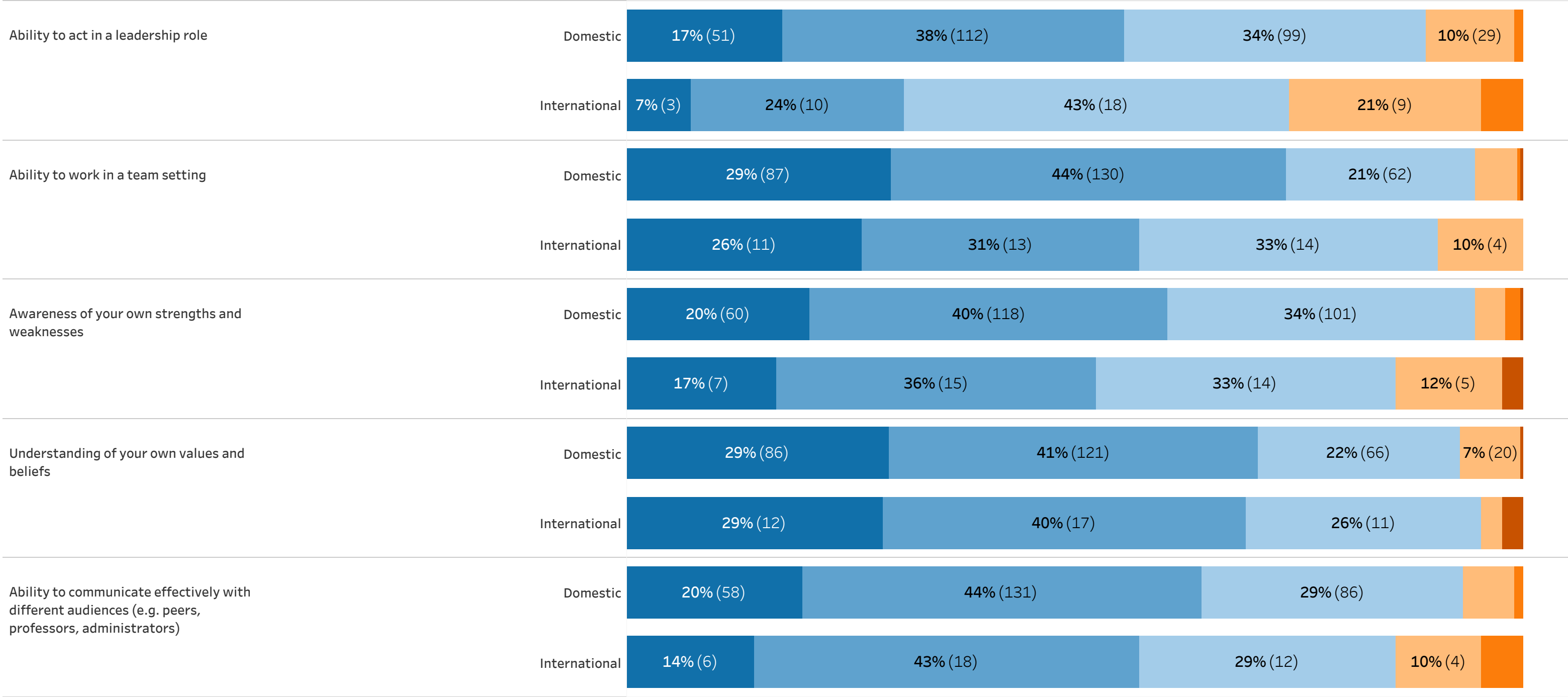
Asked of Indigenous students only (based on SISC data). This question is new in 2021 and is not part of the original question set on Enhanced Learning Participation in 9 types of 'Enriched Learning Opportunities' covered on the previous five pages.

Enhanced Learning Outcomes

Year: 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



Labels

- Very Poor
- Poor
- Fair
- Good
- Very Good
- Excellent

Year

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

Enhanced Learning Outcomes

Year: Data for 4/5th year students shown.

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

Year

☐ 1st year

☐ 2nd year

☐ 3rd year

☒ 4/5th year

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

Skill level when **starting** UBC

		Excellent	Very Good	Good	Fair	Poor	Very Poor
Ability to act in a leadership role	Domestic	8% (25)	12% (35)	32% (94)	33% (99)	12% (37)	2% (7)
	International	7% (3)	12% (5)	19% (8)	36% (15)	21% (9)	5% (2)
Ability to work in a team setting	Domestic	15% (44)	24% (71)	38% (112)	20% (60)	2% (6)	1% (4)
	International	17% (7)	17% (7)	31% (13)	33% (14)	2% (1)	()
Awareness of your own strengths and weaknesses	Domestic	6% (17)	12% (35)	36% (108)	30% (90)	13% (40)	2% (7)
	International	5% (2)	17% (7)	17% (7)	36% (15)	24% (10)	2% (1)
Understanding of your own values and beliefs	Domestic	12% (35)	18% (52)	35% (103)	29% (86)	5% (16)	2% (5)
	International	7% (3)	19% (8)	24% (10)	38% (16)	5% (2)	7% (3)
Ability to communicate effectively with different audiences (e.g. peers, professors, administrators)	Domestic	6% (17)	13% (39)	41% (122)	31% (91)	8% (24)	1% (4)
	International	2% (1)	14% (6)	31% (13)	36% (15)	17% (7)	()

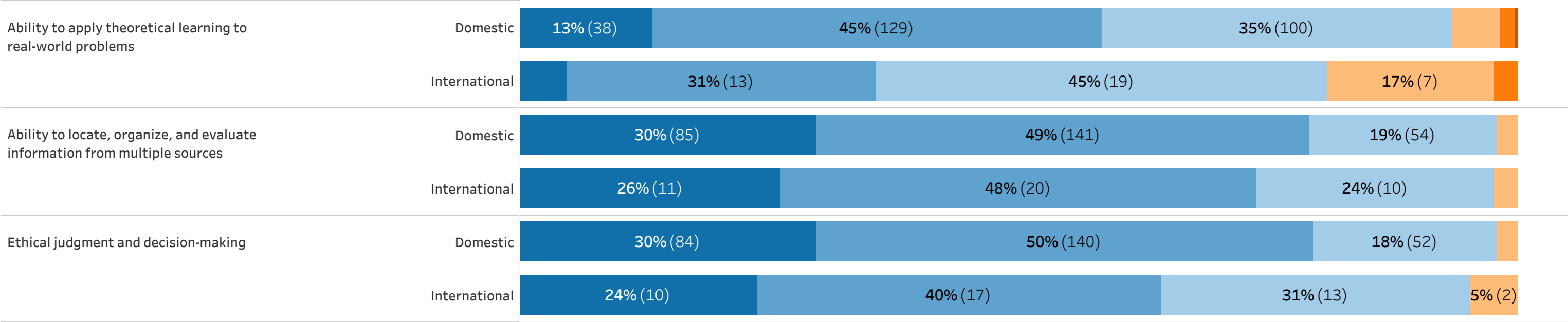
6 pt scale: Excellent, Very good, Good, Fair, Poor, Very poor.

Enhanced Learning Outcomes

Year: 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



Labels

- Excellent
- Very Good
- Good
- Fair
- Poor
- Very Poor

Year

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

Skill level when **starting** UBC

		Excellent	Very Good	Good	Fair	Poor	Very Poor
Ability to apply theoretical learning to real-world problems	Domestic	2% (6)	12% (35)	31% (91)	40% (117)	11% (31)	3% (9)
	International	5% (2)	7% (3)	19% (8)	43% (18)	24% (10)	2% (1)
Ability to locate, organize, and evaluate information from multiple sources	Domestic	4% (12)	14% (39)	36% (103)	29% (84)	13% (37)	4% (12)
	International	7% (3)	14% (6)	29% (12)	31% (13)	19% (8)	()
Ethical judgment and decision-making	Domestic	8% (24)	27% (77)	37% (107)	23% (65)	4% (11)	1% (2)
	International	12% (5)	7% (3)	45% (19)	26% (11)	10% (4)	()

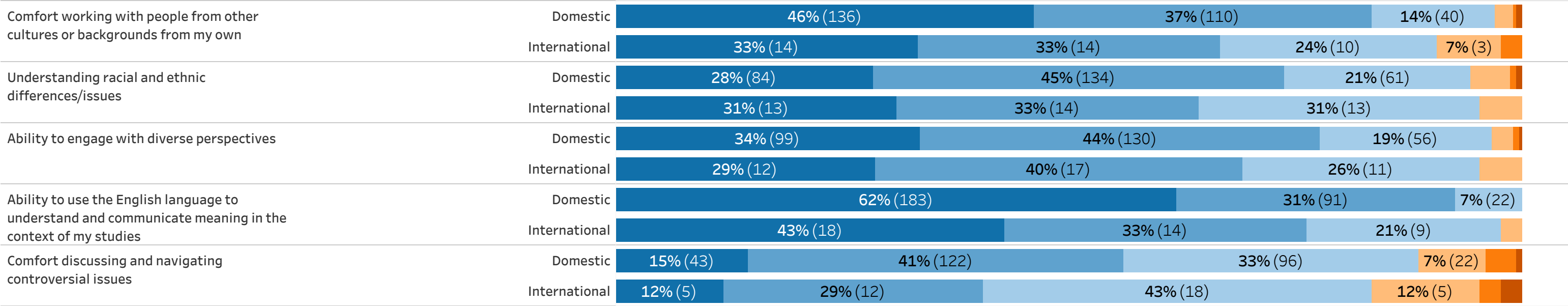
6 pt scale: Excellent, Very good, Good, Fair, Poor, Very poor.

Global Citizenship

Year: 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



Labels

- Excellent
- Very Good
- Good
- Fair
- Poor
- Very Poor

Year

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

Skill level when starting UBC

		Excellent	Very Good	Good	Fair	Poor	Very Poor
Comfort working with people from other cultures or backgrounds from my own	Domestic	27% (82)	35% (105)	25% (75)	10% (29)	2% (6)	1% (2)
	International	19% (8)	7% (3)	29% (12)	43% (18)	()	2% (1)
Understanding racial and ethnic differences/issues	Domestic	14% (42)	18% (54)	36% (106)	24% (73)	6% (18)	2% (5)
	International	14% (6)	7% (3)	29% (12)	36% (15)	7% (3)	7% (3)
Ability to engage with diverse perspectives	Domestic	16% (49)	27% (79)	38% (114)	14% (42)	4% (11)	1% (3)
	International	14% (6)	10% (4)	40% (17)	29% (12)	5% (2)	2% (1)
Ability to use the English language to understand and communicate meaning in the context of my studies	Domestic	47% (141)	26% (76)	21% (62)	5% (16)	1% (2)	0% (1)
	International	21% (9)	21% (9)	19% (8)	31% (13)	5% (2)	2% (1)
Comfort discussing and navigating controversial issues	Domestic	6% (19)	17% (50)	35% (105)	27% (81)	12% (35)	3% (8)
	International	7% (3)	21% (9)	19% (8)	43% (18)	10% (4)	()

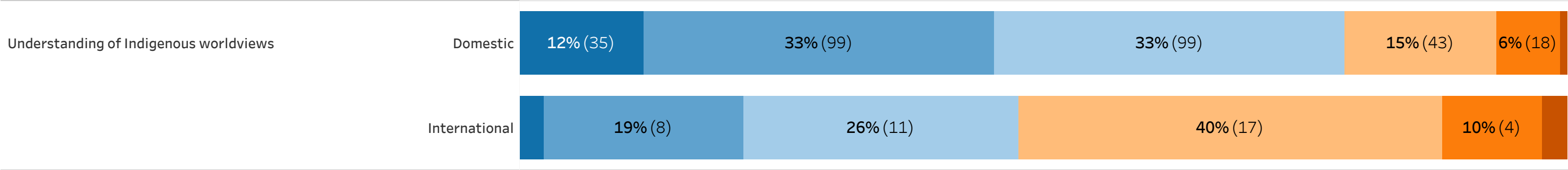
6 pt scale: Excellent, Very good, Good, Fair, Poor, Very poor.

Global Citizenship

Year: 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



Skill level when **starting** UBC

		Excellent	Very Good	Good	Fair	Poor	Very Poor
Understanding of Indigenous worldviews	Domestic	3% (10)	10% (30)	29% (85)	30% (88)	22% (66)	6% (19)
	International	()	5% (2)	7% (3)	21% (9)	36% (15)	31% (13)
Awareness of Truth and Reconciliation, and the recognition of Indigenous peoples' human rights	Domestic	5% (15)	13% (38)	31% (93)	24% (71)	18% (55)	9% (26)
	International	5% (2)	12% (5)	10% (4)	14% (6)	17% (7)	43% (18)

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

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

- Labels
- Excellent

Very Good

Good

Fair

Poor

Very Poor

- Year
- 1st year

2nd year

3rd year

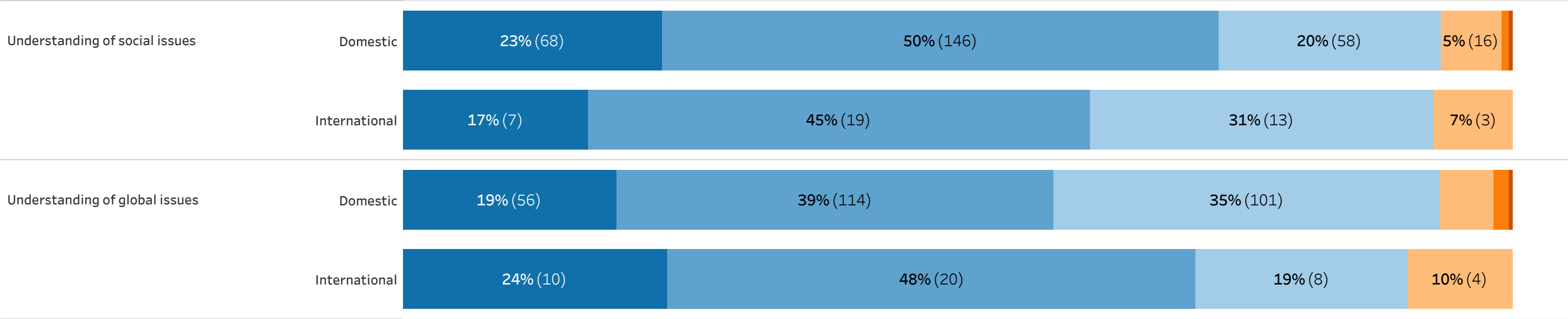
☒ 4/5th year

Global Citizenship

Year: 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



- Labels
- Excellent
 - Very Good
 - Good
 - Fair
 - Poor
 - Very Poor

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

Skill level when starting UBC

		Excellent	Very Good	Good	Fair	Poor	Very Poor
Understanding of social issues	Domestic	5% (16)	17% (49)	43% (124)	25% (73)	9% (25)	1% (4)
	International	5% (2)	24% (10)	29% (12)	36% (15)	7% (3)	()
Understanding of global issues	Domestic	3% (10)	16% (47)	38% (110)	31% (89)	10% (30)	2% (5)
	International	7% (3)	12% (5)	40% (17)	38% (16)	()	2% (1)

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

Students Connected & Prepared for Post-UBC

Plans after Graduation

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

Labels

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	67% (230)
The online learning environment is not right for me	9% (31)
Physical or mental wellbeing issues	8% (28)
I need to work	6% (22)
I am going to take time off from studies	5% (16)
UBC {insert campus} is not right for me	6% (20)
Financial reasons	5% (17)
I didn't do well academically	1% (5)
University is not right for me	1% (2)
Family responsibilities	2% (8)
I am planning to transfer to an institution other than UBC Vancouver	8% (26)
I am planning to transfer to UBC Vancouver	16% (54)
Grand Total	100% (345)

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.

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

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	81% (1,202)	81% (225)
No	19% (291)	19% (54)
Grand Total	100% (1,493)	100% (279)

Students Connected & Prepared for Post-UBC

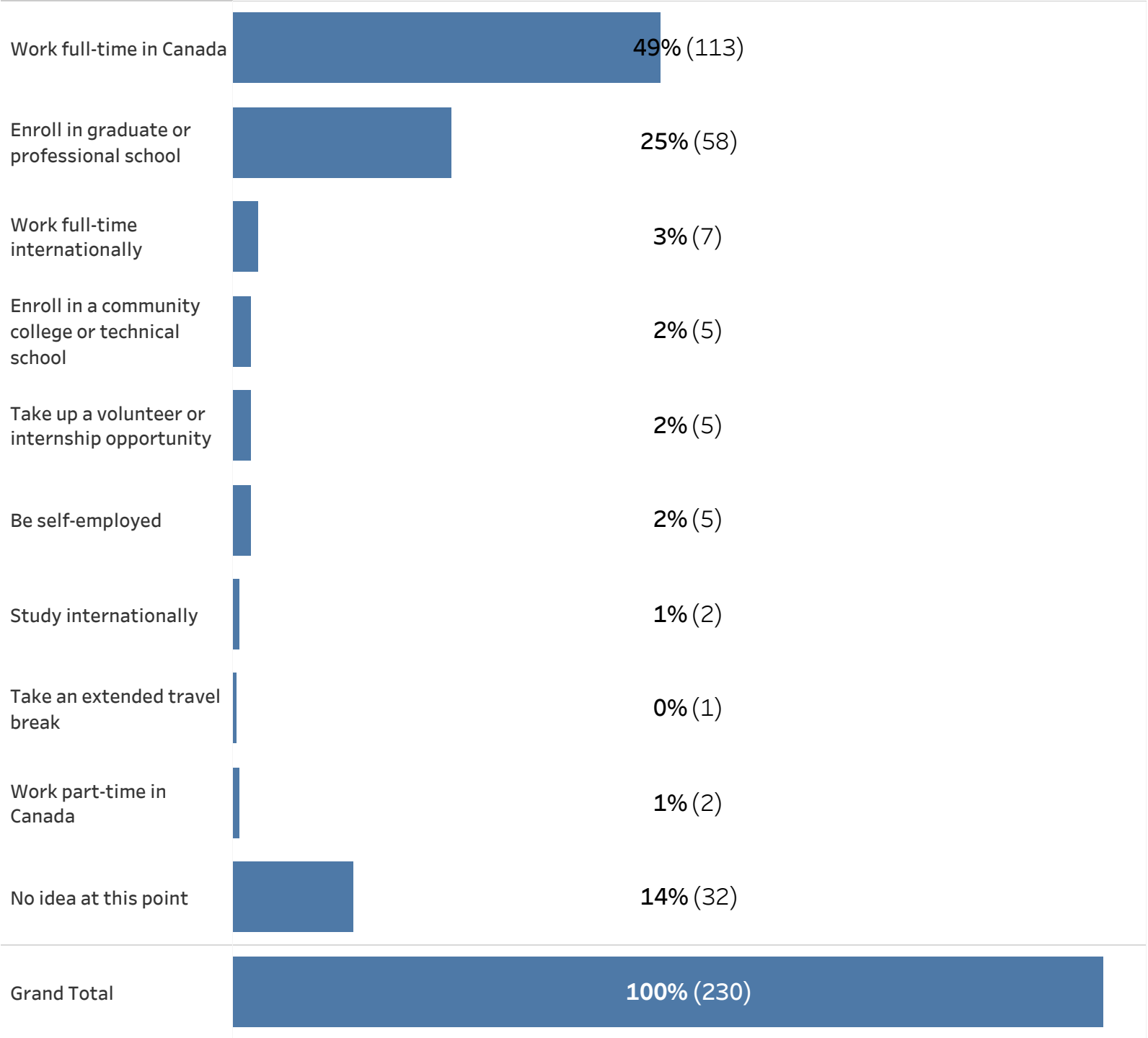
Plans after Graduation

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

	Domestic Overall	International Overall
I will graduate this year	70% (203)	50% (27)
The online learning environment is not right for me	9% (27)	7% (4)
Physical or mental wellbeing issues	9% (25)	6% (3)
I need to work	7% (19)	6% (3)
I am going to take time off from studies	5% (14)	4% (2)
UBC {insert campus} is not right for me	5% (16)	7% (4)
Financial reasons	4% (11)	11% (6)
I didn't do well academically	1% (4)	2% (1)
University is not right for me	0% (1)	2% (1)
Family responsibilities	2% (7)	2% (1)
I am planning to transfer to an institution other than UBC Vancouver	8% (22)	7% (4)
I am planning to transfer to UBC Vancouver	13% (38)	30% (16)
Grand Total	100% (291)	100% (54)

Students Connected & Prepared for Post-UBC
Plans after Graduation

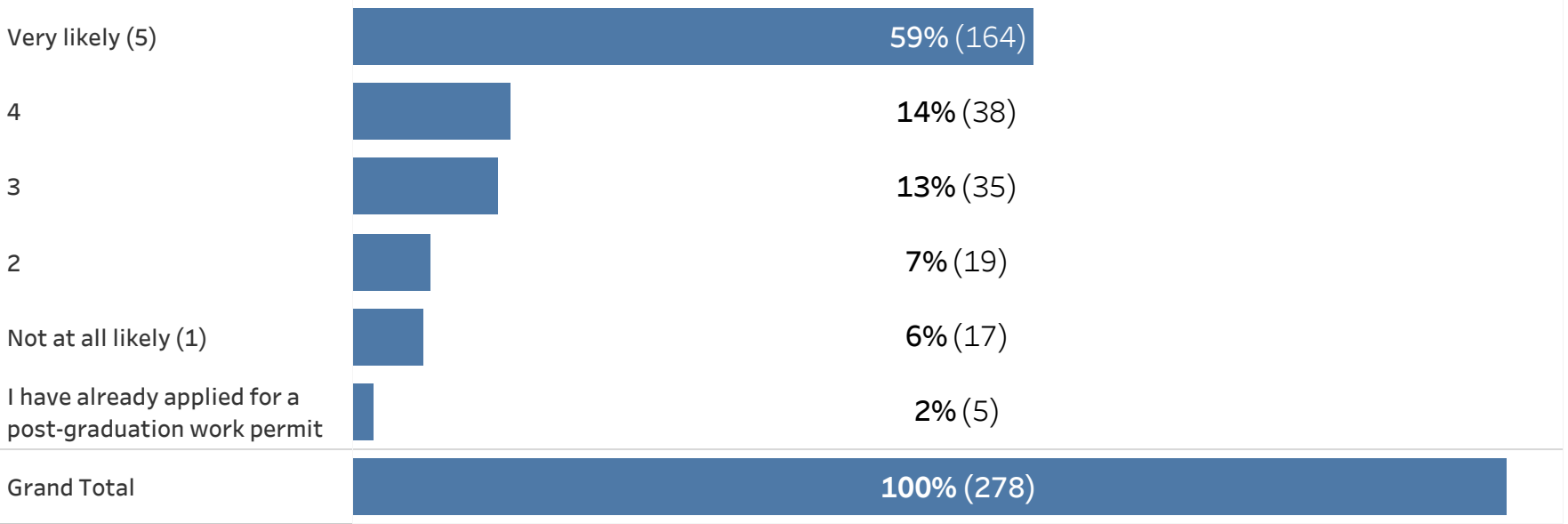
What is your main plan following graduation?



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

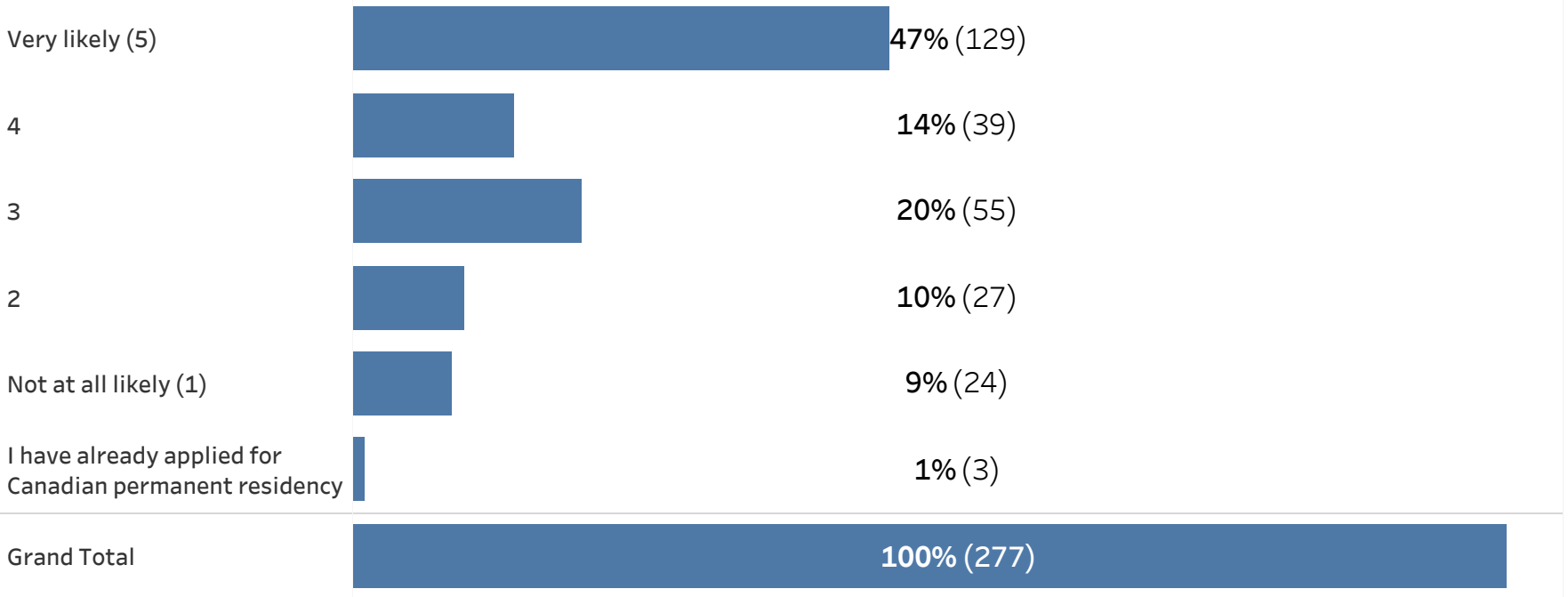
LOD filters: Level of Detail = International/Domestic: All; Second Level of Detail = Overall: Overall

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	48% (98)	56% (15)
Enroll in graduate or professional school	25% (51)	26% (7)
Work full-time internationally	2% (4)	11% (3)
Take up a volunteer or internship opportunity	2% (5)	
Enroll in a community college or technical school	2% (4)	4% (1)
Be self-employed	2% (5)	
Study internationally	1% (2)	
Work part-time in Canada	1% (2)	
Take an extended travel break	0% (1)	
No idea at this point	15% (31)	4% (1)
Grand Total	100% (203)	100% (27)

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: International; Second Level of Detail = Overall: Overall

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

	International Overall
Very likely (5)	59% (164)
4	14% (38)
3	13% (35)
2	7% (19)
Not at all likely (1)	6% (17)
I have already applied for a post-graduation work permit	2% (5)
Grand Total	100% (278)

Asked of international students (based on SISC data).

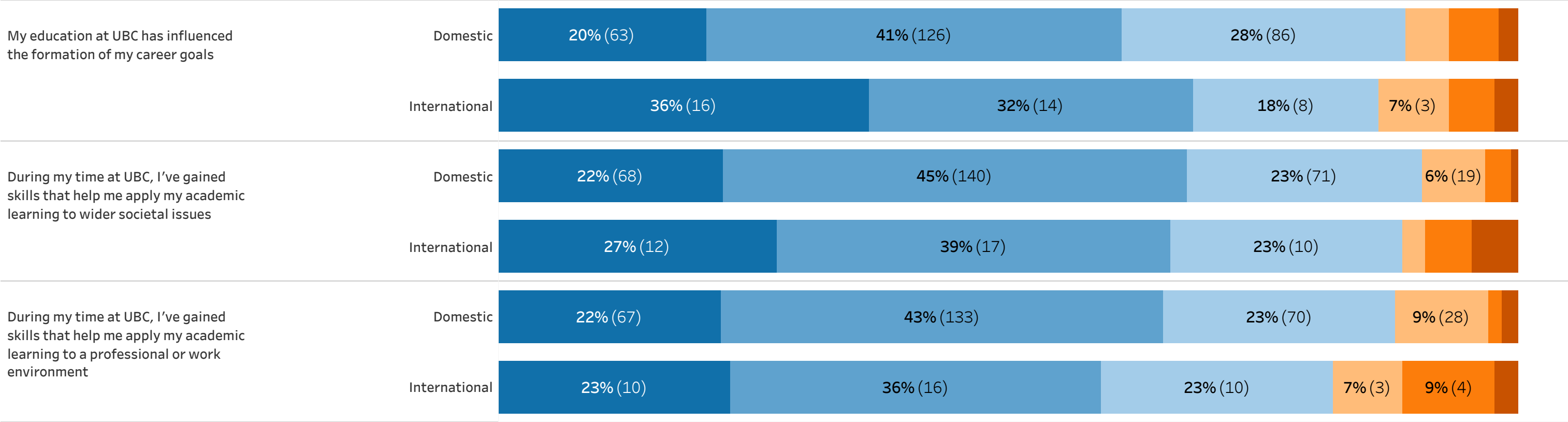
How likely are you to pursue Canadian permanent residency?

	International Overall
Very likely (5)	47% (129)
4	14% (39)
3	20% (55)
2	10% (27)
Not at all likely (1)	9% (24)
I have already applied for Canadian permanent residency	1% (3)
Grand Total	100% (277)

Asked of international students (based on SISC data).

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

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Labels

- Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree

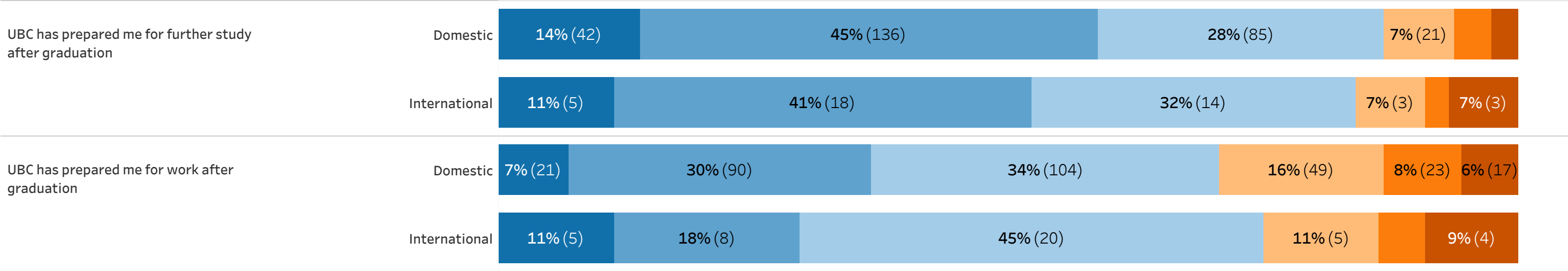
Year

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

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.