“Do you feel that your education has equipped you with enough skills to analyze the results of this survey?”
Why a survey?

• We did this last year.

• It was helpful.

• Having data makes advocacy MUCH easier.

• It’s nice to know what students are thinking.
Details of the Survey

- Three categories of questions:
  1. New (based on consultation with AMS Committees, VPs Academic Caucus, Student Senate Caucus)
  2. Carry Over (general student experience)
  3. Constituency Specific

- Like last year questions tried to address all aspects of the UBC experience.
- Survey ran from March – May. Sent in two e-blasts, (March, early April)
  - 3069 respondents!
  - 70+ questions!
Survey Topics

- Demographics
- Belonging and safety
- Health and Wellbeing
- Academics
- Course workload
- Campus Development and Housing
- The AMS & undergraduate societies
- General satisfaction
- Other stuff (SSC, lecture capture, program design, career, ESPs...
Analysis

- Graphs, with year comparisons where possible
- Results for questions are split by:
  - Academic year
  - International / BC / Out of Province status
  - Commute time
  - Gender
  - Faculty
- Statistical analysis of variance across demographics and between survey years

Coming up: a couple of highlights
AMS Performance Indicators

“I am well informed about what the AMS does and what services it offers.”

[Bar chart showing percentages for different responses to the statement, with data for 2012 and 2013 shown.]

ns
AMS Performance Indicators

“I trust the AMS to spend my money wisely.”

<table>
<thead>
<tr>
<th>#</th>
<th>I trust the AMS to spend my money wisely #</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am well</td>
<td></td>
</tr>
<tr>
<td>informed about AMS…</td>
<td></td>
</tr>
<tr>
<td>#</td>
<td></td>
</tr>
<tr>
<td>Strongly Agree</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td></td>
</tr>
</tbody>
</table>
“The AMS does a good job of representing students’ academic interests to the administration and faculty.”

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No Opinion</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am well informed about AMS….</td>
<td>2%</td>
<td>3%</td>
<td>22%</td>
<td>29%</td>
<td>42%</td>
<td>52%</td>
<td>86%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>40%</td>
<td>38%</td>
<td>14%</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
<td>747</td>
</tr>
<tr>
<td>Agree</td>
<td>3%</td>
<td>46%</td>
<td>31%</td>
<td>7%</td>
<td>1%</td>
<td>11%</td>
<td></td>
</tr>
</tbody>
</table>

### AMS Performance Indicators

<table>
<thead>
<tr>
<th>Rating</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>40%</td>
<td>38%</td>
</tr>
<tr>
<td>Agree</td>
<td>38%</td>
<td>31%</td>
</tr>
<tr>
<td>Neutral</td>
<td>14%</td>
<td>7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>No Opinion</td>
<td>0%</td>
<td>11%</td>
</tr>
</tbody>
</table>

***
AMS Performance Indicators

“The AMS does a good job of representing students’ financial interests to the administration and faculty.”

<table>
<thead>
<tr>
<th>#</th>
<th>The AMS does a good job of representing students’ financial interests to the administration and faculty. #</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am well informed about AMS.... #</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Strongly Agree#</td>
<td>33%</td>
</tr>
<tr>
<td>Agree#</td>
<td>2%</td>
</tr>
</tbody>
</table>

***
Hmmm…

- Most people are neutral or have no opinion.
- Of those that know what the AMS is doing, most think we are doing a pretty good job.
- So, about that *Communications Plan*…
Results and Recommendation

• Interesting Result(s)  • Recommendation
Recommendations Carrying Over from 2012

• Faculties, undergraduate societies and the Provost’s office should engage in discussion on whether responses to this survey accurately reflect if courses are actually designed to fail students, and if so, whether this practice is appropriate.

• The VP Academic and University Affairs investigate methods to systemically address potential student concerns regarding development and campus planning projects in concert with UBC, before they develop into large scale issues such as Gage South or the UBC Farm.
Course Workload

- **76%** respondents – course workload causes stress or anxiety on a regular basis.
  - 84% for student whose health negatively impacted their academics

- **54%** of respondents spend 5+ hours outside of class, labs, tutorials studying/completing course work per course.

- UBC strike a workforce that includes staff providing front-line student mental health and wellness services to investigate stress or anxiety arising from students’ academic obligations.

- The AMS solidify a partnership with the Centre for Teaching, Learning and Technology to collect data on student workload in current courses and courses being transformed through the Flexible Learning Initiative to inform curriculum and course changes.
Student Service Centre

• 41% respondents – not enough information provided about course content to assist registration.

• Enrolment Services and Senate assess the feasibility of including more relevant information about courses on the Student Service Centre at the time of registration and develop a plan for collecting past course syllabi from faculty members to link into the SSC.
Flexibility

• **54%** respondents would like more flexibility in course selection

• **37%** respondents would prefer to design their own major

• UBC strike a workforce that includes staff providing front-line student mental health and wellness services to investigate stress or anxiety arising from students’ academic obligations.

• The AMS solidify a partnership with the Centre for Teaching, Learning and Technology to collect data on student workload in current courses and courses being transformed through the Flexible Learning Initiative to inform curriculum and course changes.
Student Housing

- All demographics indicated that cost of rent is a significant barrier to accessing UBC student housing
- 12 month contracts were not looked upon favorably by respondents
- Interesting demographic breakdowns found...more on this later...

- The AMS advocate for the development of a Student Housing Action Plan to comprehensively address the issue of affordable student housing on campus.
- UBC conduct a renewed study on the current student needs around campus housing building upon the Housing Demand Study of 2009.

<table>
<thead>
<tr>
<th></th>
<th>Student Living Off Campus and Interested in Living On Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Barrier</strong></td>
<td>0-30 mins</td>
</tr>
<tr>
<td><strong>Availability of units</strong></td>
<td>67%</td>
</tr>
<tr>
<td><strong>Cost of rent</strong></td>
<td>72%</td>
</tr>
</tbody>
</table>
Supporting Students in Need

• 32% respondents faced a situation where their health or mental health negatively impacted ability to fulfill academic obligations

• 46% of those students knew about policies intended to support students in those situations

• 46% of those aware utilized those policies

• The VP Students Office, Provosts Office, and Senate jointly address the issue of communication of student facing policies intended to support students.

• The AMS and Student Senators continue advocacy on the adoption of a Mental Health Syllabus Insert to provide pertinent information about supportive policies and services on campus directly to all students.
Post Graduation Prep

• 35% respondents felt unprepared to start career after graduation

• 74% respondents – preparation for life after graduation causes stress or anxiety on regular basis.

• The Centre for Student Involvement and Careers work with Faculties to develop mechanisms to integrate career support and advising into academic planning and curriculum.

• The Centre for Student Involvement and Careers continue to work with Faculties and student societies to develop Faculty and Department specific programming, visibility and support for student career development and preparation.
Another Interesting and Important Trend

<table>
<thead>
<tr>
<th>Question</th>
<th>2013</th>
<th>2012</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I have school spirit</td>
<td>33%</td>
<td>46%</td>
<td>***</td>
</tr>
<tr>
<td>Difficult to make friends</td>
<td>41%</td>
<td>32%</td>
<td>***</td>
</tr>
<tr>
<td>Attended Club Events in past year</td>
<td>44%</td>
<td>51%</td>
<td></td>
</tr>
<tr>
<td>Attended Constituency Events in past year</td>
<td>31%</td>
<td>43%</td>
<td></td>
</tr>
</tbody>
</table>
Supplements

- Constituency Supplement
- Student Housing Supplement
Any Questions?

• Report is available on the AMS website:

  http://www.ams.ubc.ca/governance/ams-executive/vp-academic/

• Email: vpacedemic@ams.ubc.ca