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2025 AMS ACADEMIC EXPERIENCE SURVEY REPORT

Office of the Vice President Academic and University Affairs

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Introduction

Since 2012, the Academic Experience Survey (AES) has been distributed amongst the UBC Vancouver campus in order to collect relevant data on the experiences of the student population. This year's survey received 2,134 responses from the student body and was open from February 24th to May 21st, 2025. In collaboration with Kai Analytics, the survey data was meticulously analyzed and transformed into a comprehensive report. This report will equip the AMS, as well as students, with an in-depth understanding of the issues and priorities facing those who study, live on, and enrich the campus.

The survey received a range of perspectives across part-time and full-time, undergraduate and graduate studies. Where relevant, questions asked within the survey were analyzed and sorted amongst a variety of demographics (e.g., gender identity, age group, student status, domestic vs. international, sexual orientation, ethnicity), allowing for an intersectional and nuanced understanding of experiences on campus.

With this report, we seek to create an accessible and comprehensible summary of the results found in the AES data. Our analysis includes a variety of themes relevant to the student experience, including academic and professional experience, affordability, health and wellbeing, and campus and community experience. Based on the data, we also outline our recommendations on how to improve the student experience at UBC Vancouver.

Any questions, comments, or concerns regarding this report may be directed to **vpacademic@ams.ubc.ca**. Any data not mentioned in this report can be made available upon request to the Vice-President, Academic and University Affairs of the AMS.

Lastly, I want to acknowledge every student who filled out the survey this year. Your submission is not just a statistic, but a powerful voice that we listen to, understand, and advocate for.

Best,

Zarifa Nawar
Vice-President, Academic and University Affairs
Alma Mater Society of UBC

General Experience at UBC

This section of the report examines the students' general satisfaction with university and academic experiences at UBC. Students remain moderately satisfied with their university experience and academic achievement, yet still feel the University severely undervalues their financial concerns around tuition.

Overall Satisfaction

Student satisfaction with the university experience remains stable, with 66% of respondents reporting satisfaction. This number has steadily increased in the last three years but has yet to reach its pre-pandemic levels of 70%.

Academic Achievement

52% of all respondents believed they achieved the academic goals and standards they set for themselves. This figure is lower for undergraduates, with slightly less than half (47%) achieving their academic goals. Meanwhile, 70% of graduate students report the same. While this figure for undergraduate students has remained stagnant, graduate students saw a striking 14% increase in the last three years.

Cost of Education

Across the board, students shared financial stressors related to the cost of education. 43% of students experienced financial hardship related to tuition or related expenses, and only 16% of students agreed that UBC had been transparent and communicative about how tuition was allocated.

Only 16% of respondents agree that UBC cares about their financial concerns around the cost of tuition. This perception is especially pronounced among undergraduates, where only 15% of them agree compared to graduate students at 19%.

Only 42% of respondents feel they are receiving good value for their tuition fees. Undergraduate students agree less with this (40%) compared to graduate students (50%). However, the sharpest divide is between residency status with merely 30% of international students agreeing, compared to 45% of domestic students. This figure has consistently increased in the last four years but remains far from reaching its pre-pandemic levels at roughly 70%.

Academic Experience and Professional Development

This section of the survey asked respondents about their academic experience and professional planning. Many students feel academically successful and well guided in choosing their programs and careers. However, campus work experience and confidence in workplace readiness are still lacking, especially among undergraduates.

Classroom Experience

Overall, respondents agreed that course expectations at UBC are reasonable and clear, showing little to no change in the last three years. 76% of respondents agreed that the learning outcomes are clearly communicated, and 83% of respondents agreed that syllabi gave accurate and sufficient information. 70% of respondents understand why they receive the grades they do, and 68% report that feedback helps them improve in the course. However, only 53% of respondents feel that in-term assessment grades arrive on time before taking their final exams.

Students generally feel more comfortable approaching Teaching Assistants (TAs) for help (56%) than their professors (52%). Graduate students feel substantially more comfortable asking their professors for help at 74% compared to undergraduates at 47%.

Preference for more flexibility in course assessments now sits at 68%. This figure is up 17% from 2023 (51%), but unchanged from last year (69%). Of the respondents that desired this flexibility, 66% desire greater variety in assessment methods and 55% desire more flexible due dates.

Academic Integrity and Artificial Intelligence

Nearly all respondents (92%) say they feel confident in their understanding of academic integrity. The top three topics discussed by professors are reportedly consequences of cheating and plagiarism (72%), different types of academic misconduct (69%), and what constitutes plagiarism (68%). Yet, the motives that drive students to commit misconduct, like stress and tight deadlines (34%), and the strategies to avoid it (33%) are less discussed.

Regarding Generative Artificial Intelligence (GenAI), students are particularly interested in understanding how to differentiate between its responsible use and actions that may constitute academic misconduct (60%), how to use GenAI to support learning (57%), and the general risks of using GenAI (53%).

Exam Database

Overwhelmingly, 87% of students felt that an exam database equipped with past exams would be a valuable academic resource. This is especially prevalent among undergraduate students, of which 90% were in favour of an exam database. This is further supported by 77% of students who agreed that access to old exams in their first or second year would have decreased stress or anxiety surrounding exams. Additionally, just under half of respondents (49%) shared that they felt some students had access to old exams, which gave them an unfair advantage.

Exam Hardship

10% of respondents indicated that they experienced exam hardship as defined officially by UBC policy. Although Enrolment Services arranges alternative sittings for those who meet the definition of exam hardship under Senate Policy V-102, many others expressed in an open-ended question that they endured tightly packed exam schedules that fall outside this definition of “three or more exams within a 24-hour period” and therefore received no accommodations. Sentiment analysis shows that over half (53%) of those respondents tied the compressed schedule to declines in mental health, while 34% experienced negative physical health effects. In 19% of these comments, respondents attributed both mental and physical health effects, often interrelating, causal or occurring in tandem due to compressed exam schedules. Several recounted a late-evening exam followed by an early-morning exam, especially for commuter students, attributing the situation to their poor health, performance, and grades.

> **“I knew that my stress levels were increasing while trying to deny it. It eventually led to me having a breakdown where I just let out all my pent up emotions in tears.**

> **“I failed the exam section of a course I was doing very well in and failed the class short of 4 marks because of having an exam at 7 pm the night before and another at 8 am. I commute for 4 hours. I studied very hard for that exam, but I got home past midnight from my evening exam and left very early morning which resulted in me getting minimal sleep [...]**

> **“It definitely impacted my sleep and mental health. It was incredibly stressful to study for 3 cumulative finals that were within 24 hrs of each other. I did not perform well because of the lack of rest.**

Degree Planning

Overall, half of respondents (51%) felt that they had adequate resources to make informed decisions regarding their major/degree. Undergraduate students (50%) were less likely to feel that way compared to graduate students (58%) and post-graduate students (64%). Additionally, 43% of respondents agreed that their faculty provided adequate academic planning support.

Careers and Post Graduation

Fewer students work at UBC-affiliated jobs (26%) than non-affiliated jobs (33%), and on-campus internships are rare (1%) compared to off-campus internships (11%). While the University offers career development opportunities in UBC-affiliated research (20%) and co-op placements (16%), 11% of students report having no extracurricular involvement at all.

Graduate students are much more likely to hold on-campus or UBC-affiliated jobs. They are twice as likely to hold UBC-affiliated jobs at 45% compared to undergraduates at 22%. Regarding on-campus research, graduate students dominate the field at 57% compared to undergraduates at 13%. Undergraduates lead only in co-op placements (18% to 7%).

Among respondents who were enrolled in the UBC co-op program during the time of the survey (17%), we asked them to describe their experience in an open-ended question. Sentiment analysis shows that 33% of these comments were exclusively favourable, praising advisors, placement experience, networking opportunities, and the usefulness of the job board. However, 22% were exclusively unfavourable, highlighting expensive program fees, generic workshops, and fierce competition for jobs. Another 33% of the responses were mixed with both positive and negative aspects of the program.

While the majority of students report having a clear understanding of their career interests, far fewer feel ready to pursue those careers. For undergraduates, 62% have indicated clarity about their career path for the past three consecutive years. Although confidence among undergraduate students that UBC will prepare them for those careers has increased over the three years, this figure is still relatively lower at 50%. Graduate students report higher levels for both indicators. 77% understand their career direction and 66% feel prepared for the workforce. Both of these figures have remained virtually unchanged over the last three years.

> **Honestly I don't think it had much value - I never found coop resources to be worth the fact I pay $900 per work term. I think it should be much cheaper, considering we find work terms ourselves and many of us are working because we have financial difficulties.**

> **Good [Job Board.] Expensive Mandatory courses aren't as helpful as external online resources that are free[.] Co-op requirements (goal setting, interview with advisor) are not helpful for learning.**

> **I think there are not as many opportunities pertaining for my program/degree as there are for other degrees. I constantly see countless opportunities for engineering/compsci students and students in biotech or pharmaceutical fields however there have not been as many opportunities for food programs and if there are, the pay has been unfathomably low. I saw a company post jobs for a lab position and one for marketing and the pay for the marketing one was significantly higher than the lab position which deferred me from wanting to apply to lab based positions and just go for the marketing one/remote job because it would pay me more. This makes me think that my degree isn't as applicable as I thought or as valuable. Being able to go for the minimum wage job to gain experience is a privilege not everyone can have. I think the co-op program should advocate more for their students regarding being paid a fair wage for our skills and experiences. Minimum wage is not a liveable wage.**

Student Affordability

This section explores the financial reality of UBC students. It examines how certain costs affect the student experience overall. Across campus, all students also experience significant challenges to affordability, including tuition, insufficient financial support, and grocery expenses.

Financial Support

In general, slightly more than half of respondents (58%) believe they can manage their finances. In order to support their studies at UBC, 70% of respondents relied on parents or other family members. This was notably higher for undergraduate students (77%) when compared to graduate students (37%). Students also supported themselves independently through personal savings (45%) or part-time employment (43%).

Financial aid was also a significant support for students. 40% of students reported relying on scholarships, 32% accessed government student loans, and 17% used bursary funding. Of all students who received scholarships or bursaries, 58% received part or all of it from an organization not associated with UBC and 54% received part or all directly from UBC.

20% of students expressed that they might not be able to come back to UBC at some point in the future due to financial reasons. Moreover, only 33% agreed that they would know how to access emergency funding in the event of an unexpected financial emergency. In regard to financial support, very few students expressed satisfaction with UBC's financial services. This continues a trend of dissatisfaction found in previous years. An alarmingly low 12% said that UBC had assisted and helped meet the financial needs required to attend their program. Even fewer students (9%) thought that UBC had taken measures to lower barriers and display compassionate support when students shared financial distress. Additionally, only 10% of respondents agreed that UBC's financial services had been easy to access, and that services were transparent about the funds available. This is lower than the numbers reported in both 2023 (11%) and 2024 (12%).

Cost of Course Materials

A quarter of students (25%) reported financial hardship related to textbooks or course materials. 80% of students felt that not buying an assigned textbook would impede their academics. Interestingly, over three-fourths (77%) of students reported buying a textbook or other course material at some point that they rarely or never used. A majority of students (62%) also shared that they have gone without a textbook or other course material due to cost. As seen similarly in 2023 and 2024, 29% of all students this year reported that they went without a textbook often or frequently. To avoid paying for a more recent version, many students tried to save costs by opting for an outdated version of a textbook or course resource (68%) or accessing the textbook or course material illegally (58%). These numbers have seen a marked increase since 2023 when 39% reported using an outdated version and 41% admitted to accessing material illegally. In 2024, this was 60% and 51% respectively. Encouragingly, students have also shared a growing opportunity to use freely accessible online teaching and learning materials, with 83% of students reporting using open educational resources (OERs) in lieu of a textbook.

Food Insecurity

The cost of food continues to be a major burden for students. Almost half of all students (46%) admitted that they worried about being able to afford adequate groceries sometime in the last 12 months. 6% of students worried about this monthly, and 9% worried two or more times every month. Graduate students shared an increased level of food insecurity with 59% worrying over groceries at some point compared to 46% of undergraduate students. Similarly, international students (58%) were significantly more worried about affording groceries at some point than domestic students (44%). When asked what the main reasons were that influenced their worry about running out of food before buying more groceries, 70% of respondents included high housing costs in their answer. 59% included high tuition costs and 45% said unexpected expenses. Other significant barriers to affording groceries included an inability to find employment mentioned by 36% of students, not enough financial aid (35%) and changes in personal financial circumstances (32%).

Housing

Over half of students (52%) reported experiencing financial hardship related to the cost of housing. Additionally, 1 out of every 25 (4%) reported that they lacked a fixed, regular, and adequate nighttime residence at some point while being a student at UBC. This includes situations where a student has to live on the street, in an emergency shelter, or couch surf. When these students were asked what the single most significant reason for their lack of residence was, most answers revolved around availability and affordability. 23% of students who lacked residence cited lack of affordable market on campus and 16% cited lack of affordable market off campus. Specifically, 12% cited a lack of affordable UBC student residence. Another 15% attributed their lack of residence to the unavailability of UBC student housing.

When choosing where to live, the cost of housing significantly impacted respondents' decisions. A majority of students indicated that the cost of housing both on campus (57%) and off campus (56%) influenced where they lived. 55% said that availability of UBC student housing was a major factor. Other factors such as commute times (53%) were also taken into consideration by a significant percentage of students.

Many students rely on UBC Student Housing, with 33% of all students living in official UBC student residences. This was the most common housing situation and was closely followed by 28% of students who lived off campus with their parents. 15% of students reported living off campus with friends or roommates and 7% lived off campus alone.

Health and Wellbeing

This section provides an evaluation of systemic issues of physical and mental health among students and their usage of various services to address them. The survey shows that struggles with mental health and mental illness are more acute among marginalized communities and receiving academic concessions is a difficult process. However, respondents felt that many UBC services and AMS services were helpful for navigating health and wellbeing concerns.

Mental Health

Across the board, mental health remains a prevalent issue for students, with 36% of respondents reporting that they were struggling with their mental health. This number increases among students from marginalized communities, including women (39%), Indigenous (54%), LGBTQ+(58%), and non-binary (75%).

For the third year in a row, students with mental-health challenges cite academic pressure and workload as their number one stressor (83%). Other notable factors included financial difficulties (51%), and concerns with family (46%) and friends (37%). International students report financial difficulties at 58% compared to 49% of domestic students. They also attribute mental health difficulties to cultural transitions at substantially high rates at 24% compared to 6% of domestic students.

Disability

Overall, 33% of students reported having some form of disability, and 18% of students reported mental illness specifically. This is reported more prominently amongst respondents from marginalized communities, including those identifying as non-binary (59%), Indigenous (34%), LGBTQ+(33%), and Black (27%) respondents.

Among students who have a disability, only one-third (33%) were registered with the Centre for Accessibility at UBC (CfA). For students who did not register, the most common reason was that they did not want or need extra assistance (29%), and that their disability did not interfere with their academics (27%). Moreover, respondents with disabilities reported several barriers, including the inconvenience of registering (22%), not knowing how to register (22%), and not knowing what services are offered by the CfA (18%).

Temporary Health Issues

Aside from disabilities, 28% of students reported experiencing a temporary health issue in the past 12 months. Of those respondents, 36% did not know where to get general support and help with temporary health issues. Only 36% of respondents agreed that the process for submitting an academic concession request was accessible and clearly communicated. Respondents generally feel more supported by their instructor (37%) than their academic advising office (27%) for receiving academic concessions for temporary health issues.

UBC Services

Overall, half of the students (51%) feel that their well-being is supported at UBC. The top three used services were UBC Counselling Services (18%), UBC Student Health Services (18%), and the Centre for Accessibility (10%). These services were also ranked by respondents as the top three most helpful UBC services. The percentage of users who found these services to be helpful were 82% for UBC Counselling Services, 87% for Student Health Services, and 86% for the Centre for Accessibility. While Counselling has seen a 15% increase in helpfulness, and Student Health has seen a 7% increase in the last three years, the CfA has seen virtually no change.

AMS Services[1]

AMS continues to support students as some of the most helpful services on campus, outranking services offered by UBC. The highest rated services were the AMS Sexual Assault Support Centre (SASC), AMS Food Bank, and AMS Safewalk, which were helpful to 100% of respondents who used the service. Each one of these services has sustained a perfect score for the second consecutive year. AMS/GSS Health Benefits for counselling (87%), AMS Tutoring (83%), and AMS Peer Support (75%) are also useful to the vast majority of users.

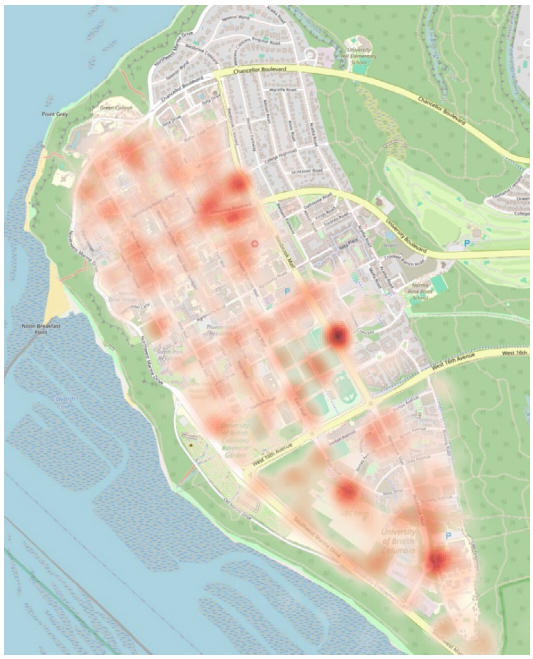
[1] For more detailed information regarding the performance of AMS services, see here

Campus Community Experience

This section explores students' experiences with campus life, focusing on their sense of safety and belonging. Overall, the majority of students report feeling generally safe on campus. However, as in previous years, race, ethnicity, and gender remain the most frequently cited reasons for experiencing discrimination.

Safety

In terms of safety, 74% of respondents agreed that they felt safe on campus at night. This number has remained relatively stable since 2022 and the gradual return of campus activity following COVID-19 restrictions. In general, men felt safer on campus at night (84%) than women (71%) and non-binary respondents (74%). The heat map below indicates areas where students felt the least safe.



Commute

For the students who commute, which was 57% of all respondents, 37% took more than an hour getting to campus. Another 20% took between 41-50 minutes to get to campus. Only 14% lived within a 20-minute one-way commute. Among commuters, most routes (81%) involved using the bus to get to campus, and 24% of commuters used the SkyTrain. Some students who lived off campus also drove to school either alone (21%) or as part of a carpool (11%). Other ways to get to school included walking (22%), biking (6%), or a rideshare service (2%).

For students who used the bus or SkyTrain to get to school, the majority (58%) labelled public transportation as only somewhat reliable. 15% said it was somewhat unreliable, and 15% believed it was extremely reliable. Overwhelmingly, 84% of students who used public transportation agreed that a SkyTrain to UBC would positively impact their commute to campus.

Belonging

Across the board, 58% of students indicated that they felt a sense of belonging on campus. Similarly to feelings of safety, this number has been relatively consistent in the last few years. In a continuing trend, graduate students (49%) are less likely to feel a sense of belonging than undergraduate students (60%). However, there was an increase in feelings of belonging among groups that historically report lower than average figures. Last year, less than half of Indigenous students (49%) reported a sense of belonging. This year, that number rose to 57%. Comparably, 55% of Black students reported feeling a sense of belonging following a steady increase from 2023 (45%) and 2024 (51%).

Discrimination

When asked how often they personally experienced discrimination on campus or in a UBC online course/community, over half of respondents (56%) indicated that they experienced it at some point. Among all students, the most common reasons for discrimination were race/ethnicity (35%) and gender (34%). Other forms of discrimination were also reported on the basis of age (25%), disability (23%), religious beliefs (22%), gender identity (22%), and sexual orientation (20%).

Notably, marginalized groups experienced heightened discrimination. While 21% of men experienced gender-based discrimination, this number rose to 39% for women. An overwhelming 70% of non-binary students reported discrimination based on gender identity. Similar to years prior, Black (74%) and Indigenous (49%) of students reported notably higher than average levels of race/ethnically based discrimination. International students (45%) also experienced greater levels of race/ethnicity-based discrimination compared to domestic students (33%).

Students who experienced discrimination were most likely to have reported discrimination from other students both inside (31%) or outside the classroom (45%). Alarmingly, students also reported experiencing discriminatory behaviours from UBC staff, with students indicating being discriminated against by an instructor in the classroom (16%) and outside the classroom (7%). These numbers were significantly higher among graduate students who reported heightened instances both in (24%) and out (13%) of the classroom.

Cultural Learning

When asked about opportunities to expand their cultural knowledge, 54% of students agreed that their degree/program gave them enough opportunity to learn with and about cultures different from their own. Comparably, 58% of students agreed that they were given enough opportunity to learn with and about cultures different than their own outside the classroom. On Indigenous cultural learning, just over half (54%) of all students felt that they were given enough opportunity to engage with and become aware of Indigenous culture, histories, and perspectives within their degree/ program. Outside the classroom, this number falls slightly to 50% of students. In terms of satisfaction with learning about reconciliation, students were largely neutral, with 43% expressing that they were neither satisfied nor dissatisfied with opportunities for in-depth learning about reconciliation on campus. 40% reported that they were satisfied and only 16% expressed dissatisfaction.

Recommendations

As stated in AMS Policy CM-3, the annual Academic Experience Survey collects information with the purpose of supporting the AMS's data-driven approach to student advocacy. In accordance with the policy, this section will list a number of recommendations based on the findings of the survey. We will utilize these recommendations to inform our advocacy efforts as to the UBC Administration, as well as priorities for the upcoming academic year. It is important to note that this list is non-exhaustive.

Similar to previous years, affordability continues to be a major barrier to education, one that students do not feel confident that the University is taking enough steps to address. Financial hardship related to the cost of housing, food, tuition and course materials are amongst the top concerns, and international and graduate students continue to be disproportionately impacted by these barriers. As such, **we urge UBC to reconsider the decision not to move forward with the Student Affordability Task Force Recommendations to expand need-based aid for continuing international students and build a Multi-Year Cost Calculator.** Moreover, students should feel confident that their basic needs can be met regardless of their financial situation. To meet these needs, **we strongly recommend long-term, sustainable funding for the AMS Food Bank**, ensuring uninterrupted access to emergency food supplies and alleviating food insecurity on the Vancouver campus. We also call upon the University to ensure that students have access to safe, affordable housing by taking immediate measures to address hardship related to housing costs and develop long-term frameworks such as tying future student housing developments to UBC growth rates. Another driving factor of financial hardship is the cost of education, with an overwhelming number of students citing the cost of course materials and tuition as a major concern. The University must continue its efforts to incentivize the use of Open Educational Resources in place of traditional fee-based learning materials and continue robust consultation with students in the development of a long-term tuition strategy, while engaging in every possible effort to limit future tuition increases.

In terms of academic experience and professional development, students have overwhelmingly called for access to old exams to help alleviate feelings of stress and anxiety during exam periods. **We strongly encourage the University to contribute financial and operational resources towards the creation of a centralized Exam Database in partnership with the AMS.** The survey also saw continued reports of discrimination and struggles with belonging inside and outside the classroom. Thus, **instructors, staff and professors should undergo mandated racial and unconscious bias training.** We also ask UBC to commit to increased learning for diverse cultural learning opportunities, particularly in regard to Indigenous learning. Furthermore, the use of Generative AI in learning is an emerging field of interest among students, with calls for more information around responsible use and better understanding of the guidelines for usage. We encourage the University to continue **robust consultation with students in the development of further guidelines around responsible use of Generative AI.** Career development is also an area of concern, with students citing year after year that they do not feel adequately prepared to start their careers post-graduation. We strongly advocate for the University to **allocate greater resources to the Career Centre** to increase student engagement and provide a greater variety of services, reflecting the diversity of student experiences.

The survey also showed mental health and disability support as areas of interest, and the AMS/GSS Health and Dental Plan remains one of the most favoured resources among students. While

the Plan's mental health coverage has stabilized in recent years, we continue to see growing usage. Thus, we recommend that the University invest further into the support framework for mental health, with particular attention on **increasing Faculty Embedded counsellors proportionate to student demand and faculty size,** as well as increasing the availability of specialist practitioners (e.g., psychiatrists, psychologists) at UBC. Similarly, **the Centre for Accessibility** is a vital resource for students with disabilities and with consistent growth in usage, **should also be a priority for the University in terms of funding.** Additionally, physical accessibility to campus is crucial and so we urge the University to **continue advocacy towards creating a Skytrain to UBC,** which will also help alleviate the housing crisis for students.

Ultimately, the AES provides students with a vital platform to share their experiences at UBC and voice concerns, and we continue to be impressed with the robust engagement with the survey. We recognize the variety of challenges highlighted by our membership, and through these recommendations and ongoing collaboration, we hope that the AMS and UBC can work together to address these issues and build a campus that is not only strong and affordable but continually striving for the excellence of all students.

Respondent Profiles

The following is a breakdown of our respondent profile.

Breakdown by Undergraduate and Graduate Studies

Students	Surveyed (n = 2134)
Undergraduate	1703
Graduate	267
Post-Graduate	136
Other	28
Total	2134

Breakdown by Full-Time/Part-Time (Undergraduate & Graduate)

Students	Surveyed (n = 2140)
Full-Time Affiliate Student	7
Full-Time Degree-Seeking Student	2055
Part-Time Affiliate Student	5
Part-Time Degree-Seeking Student	73
Total	2140

Breakdown by Undergraduate Faculty or School

Students	Surveyed (n = 1774)
Architecture	9
Arts	499
Commerce	162
Dentistry	6
Education	23
Engineering	174
Forestry	43
Kinesiology	64
Land & Food Systems	89
Law	2
Medicine	14
Music	9
Nursing	12
Pharmaceutical Sciences	21
Science	608
Social Work	6
Vancouver School of Economics	16
Other	19
Total	1776

Breakdown by Domestic/International (Undergraduate & Graduate)

Students	Surveyed (n = 2134)
Domestic	1729
International	405
Total	2134

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