THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver Senate Ad hoc Committee on
Academic Advising Issues Relating to a Culturally Diverse Student Body
c/o
Enrolment Services |Senate & Curriculum Services
Brock Hall 2016 – 1874 East Mall
Vancouver BC V6T 1Z1

9 January 2009

To: Senate

From: Senate Ad Hoc Committee on Academic Advising Issues relating to a Culturally Diverse Student Body

RE: Report of the Senate Ad Hoc Committee on Academic Advising Issues Relating to a Culturally Diverse Student Body

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Motion #1: *That the report of the Senate Ad Hoc Committee on Academic Advising Issues relating to a Culturally Diverse Student Body be received.*

Motion #2: *That the recommendations contained in page 9 of the report of the Senate Ad Hoc Committee on Academic Advising Issues relating to a Culturally Diverse Student Body be approved; and*

That the Ad Hoc Committee on Academic Advising Issues relating to a Culturally Diverse Student Body be discharged.

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INTRODUCTION

The University of British Columbia (UBC) is committed to the success of its students through the provision of a learning environment that is responsive to the diverse needs of its student body. As stated in the TREK 2010 document, the University *"will prepare students to become exceptional global citizens, promote the values of a civil and sustainable society, and conduct outstanding research to serve the people of British Columbia, Canada, and the world"*(TREK 2010 Vision). Further, *"The University of British Columbia will provide its students, faculty, and staff with the best possible resources and conditions for learning and research, and create a working environment dedicated to excellence, equity, and mutual respect"* (TREK 2010 Mission).

The transition to University can be challenging for many students. Universities are complex academic and social communities with unique cultures and organizational structures. Students entering the post-secondary system are expected to understand and navigate within these systems, meeting the expectations of their program of study and advocating for their own needs when necessary. For some communities of students these adjustments may be especially challenging.

Over the past few years, the Senate Committee on Appeals on Academic Standing heard a number of cases that suggested that some communities of students may experience particular difficulties successfully navigating the university environment and may be unlikely to seek the resources they need when faced with academic difficulties or to do so in a timely manner. On the recommendation of the Senate Committee on Appeals on Academic Standing, Committee chair Dr. Ron Yaworsky made a motion to Senate at its May 2007 meeting that an ad hoc Committee be struck to review academic advising at UBC with special reference to its culturally diverse student body. This motion was approved with the following terms of reference.

TERMS OF REFERENCE

"To identify the factors related to cultural diversity that may affect a student's academic success (including cultural barriers and facilitators), and whether such factors influence help-seeking and resource-seeking if a student begins to have difficulty;

To develop recommendations that can be implemented to assist students of diverse cultural backgrounds in accessing and understanding academic policies and procedures, identifying resources that would assist them in understanding policy (in particular when students begin to have difficulty) and that this information and its delivery are provided in a culturally sensitive and competent manner; and

To report back to Senate with recommendations as above by April 2008." *

*Note: An interim report was submitted to Senate in April 2008 with a request for an extension to October 2008, and a subsequent extension to January 2009 in order to complete the final report. Both extensions were granted.

SCOPE OF INVESTIGATION

The term *culturally diverse students* is often used to refer interchangeably to mean international students, recent immigrants to Canada, students whose first language is not English, students of non-European ethnic or racial backgrounds and/or students who self identify as a member of a visible minority community. However, these terms are not interchangeable – each represents distinct characteristics that may or may not reflect cultural diversity that impacts a student's potential for academic success.

For the purposes of the Committee's work, we have chosen to define culturally diverse students as *students with cultural, ethnic, language and/or religious traditions that influence their understanding or interpretation of university policies and procedures and/or interactions with the university.*

These traditions may impact a student's understanding, experience or expectations of gender roles, communication patterns, help-seeking behaviours, family responsibilities and obligations, and the roles and responsibilities of students, faculty and university.

STAKEHOLDERS, COMMITTEE OPERATION AND METHODOLOGY

The Committee has convened 12 times since it was commissioned in the fall of 2007. The original intent of the Committee was to examine the needs of culturally diverse students, the services and supports available to them and the extent to which the services and supports available were meeting their needs. The Committee also considered the importance of the perceptions of faculty and staff regarding their role in supporting these communities of students and the supports and resources available to these staff and faculty.

We identified the key stakeholders as follows:

- The culturally diverse community of students at UBC
- Student service providers on campus
- Faculty members

Several factors impeded the Committee's progress:

- UBC students described as culturally diverse are often defined by a number of indicators – including first language learned, immigration status, how long they have lived in Canada, whether they self identify as a member of a visible minority community, racial or ethnic identity, and/or their tuition-related status as a student (international vs. domestic). The Committee concurred that these indicators do not encompass the nuances or complexities of the lived experiences of our students.

- Given the various definitions used by different offices and faculties across campus, the Committee was not able to identify or interview representatives of all of the academic support services specifically designed to target the needs of culturally diverse students or to fully understand how units with broad mandates were meeting the needs of these students.

- Although the University has collected considerable data regarding the experiences and engagement of students, as an institution we are still exploring mechanisms for a comprehensive analysis of the experiences of culturally diverse students.

As a result, the Committee focussed its work on meeting with key service providers and administrators to develop a baseline understanding of the services available to culturally diverse students and to create an initial list of factors that may influence student success for these communities of students.

Mr. Walter Sudmant, Director of Planning and Institutional Research, was invited to serve on the Committee in an ex officio capacity to provide the Committee with information on existing data and to assist the Committee in reviewing the data and formulating next steps.

COMMITTEE ACTIVITIES IN RELATION TO TERMS OF REFERENCE

Over the course of its work, the Committee employed a number of means to attempt to identify factors that could affect a student's academic success and determine the extent to which these factors influence the help-seeking and/or resource-seeking behaviours of culturally diverse students who are experiencing academic or other difficulties while studying at UBC. The Committee met with administrators and individuals responsible for supporting diverse student communities and where possible reviewed existing survey data and databases related to our mandate. A list of the individuals who provided information to the Committee can be found in Appendix A. These individuals provided anecdotal information based on their professional experience and expertise as well as data gathered through a variety of multi-institutional, institutional, and faculty-based surveys. We wish to express our gratitude for the time and expertise each of these individuals so willingly shared with the Committee. The following emerged as a result of these discussions:

Factors that may affect the academic success of culturally diverse students

- Language – particularly the nuances of language and language traditions that may influence a student's understanding or interpretation of an interaction, an expectation regarding his/her University experience or a University policy/rule or process;
- Knowledge and experience of Canadian social systems and expectations;
- Understandings/experiences of power relationships;

- Family, cultural, and community expectations;
- Racism and other discriminatory acts;
- Stereotyping, i.e. academic or cultural assumptions based on student's accent, English language abilities or appearance;
- Awareness of University policies or procedures that may differ significantly from one institution to another, particularly institutions in other countries;
- Awareness of differences in educational goals, practices and expectations, i.e. the cultural experience and skills required to participate in class discussion or group assignments;
- Expectations regarding the outcomes of a University experience and values placed on extra-curricular activities, group work, volunteerism and community service learning, co-operative education programs, sports and athletic activities, socializing with peers, opportunities to live in student residences and participate in residence life activities;
- Views of help-seeking behaviours and privacy, i.e. some individuals identify a stigma related to help-seeking behaviours; and
- Coping with being away from family and community.

Factors that may facilitate the academic success of our culturally diverse student body

- University 101 courses and Orientation programs designed to provide a formal introduction to the culture and expectations of UBC and the student's academic program and to provide opportunities for critical skill building, i.e. Imagine, GALA, UBC Jump Start and AGSC 100 and the Instructional Skills Program for International Teaching Assistants;
- Orientation sessions and other resources for parents;
- Mentoring and tri-mentoring programs that address the needs of culturally diverse students;
- Formal and informal mechanisms for regular faculty and peer contact, i.e. the International Peer Academic Coach program, department wide and interdepartmental projects and events;
- Concise, clear and easily accessible academic regulations and procedures;
- Ombuds and other advocacy services;
- Training, resources and mentoring/coaching for faculty and staff to enable them to work effectively within diverse communities of students;
- Opportunities for thoughtful and carefully constructed learning for students to enable them to work effectively with diverse communities; and

- Formal and informal mechanisms for faculty and staff members to report and refer student who may be in jeopardy.

EXISTING SURVEYS AND DATABASES

UBC utilizes assessment tools such as the National Survey of Student Engagement (NSSE), the Beginning Student Survey of Engagement (BSSE), the Canadian University Survey Consortium--All Years University Student Survey, the National College of Health Association Survey (NCHA) and others to understand the experiences of its students. The data from these surveys was available to the Committee to consider in the context of our terms of reference. A report from Walter Sudmant and Martha Trew was provided to the Committee (Appendix B).

In examining the data from these surveys, the Committee hoped to find evidence to support the anecdotal information provided through group meetings and individual interviews. While the data provide interesting findings that suggest there are differences in the experiences of culturally diverse communities of students, on their own, the available data do not provide a clear picture of the complex issues facing culturally diverse students, nor do they provide the evidence we require as an institution to begin to formulate and consider specific courses of action to address the challenges faced by these communities of students.

Although it would be premature to conclude that language proficiency is a primary determining factor in predicting academic success, existing data suggest that students who report that English is not their first language also report the following (compared with first-year students whose first language is English):

- being less involved with social, recreational and athletic activities at the university
- living off campus more
- using medical services less
- using personal counselling more

ESL students report having higher utilization rates of the following services:

- tutoring
- student associations and clubs
- international student services
- financial aid
- work experience programs
- study skills/learning support services
- employment services

Compared with non-ESL students, ESL students perceived that:

- professors take less personal interest in their academic performance
- professors are less sensitive to gender issues
- professors are less sensitive to racial issues

- professors have had less of a positive impact on their academic careers
- professors look out less for students' interests
- professors encourage less student participation
- professors are less accessible outside class
- they are generally less satisfied with the quality of teaching
- their learning experiences have been less intellectual

As a cautionary note, although data from these surveys may be suggestive of cultural differences, their methodologies were based on correlational and associative designs, rather than designs from which causality can be inferred. Thus, intervening variables may explain these findings and need to be considered.

OBSERVATIONS

1. As the work of the Committee proceeded, members increasingly recognized the complexities involved in identifying and evaluating the experiences of UBC's culturally diverse students. While the University has made considerable efforts to understand and interpret the survey data we have collected, it is difficult, if not impossible to understand the complex interplay of the language, culture, ethnic and religious traditions that may influence students experiences and understanding of and engagement with the University using wide-scale surveys. Lacking more sophisticated evidence it was impossible for the Committee to determine the extent to which each of the factors identified in this report affects the academic success and/or help-seeking behaviours of our students. The Committee believes this level of assessment is critical in order to inform strategic planning efforts and resource allocation in order to provide the best opportunity for academic success for all of our students.
2. The Committee also notes that UBC has shown increasing commitment to international initiatives such as the International Student Initiative and opportunities for international exchange (study) and volunteer experiences. These values are reflected in TREK 2010 (its fifth pillar is internationalization) and the related teaching and research plans of the University. Correspondingly, the university has instituted a range of services to support these interests and has increasingly enabled academic departments and units to structure related support services in accordance with their needs. Such patterns are paralleled by sister academic institutions, namely, the University of Toronto and the University of California at Berkeley. Although international and exchange students represent a subset of the culturally diverse students represented at UBC, the Committee believes there may be opportunities to learn from the experiences and expertise of the offices and faculties supporting these students.
3. Assessing the utilization rate of services by culturally diverse students and the effectiveness of these services in meeting the needs of these communities of students is complex. Nevertheless, the Committee believes this is critical and requires attention and resources.

4. The Committee consistently heard about the need for a range of carefully constructed opportunities for skill development to enable all members of our University community to work effectively with diverse populations of students. While many opportunities already exist, the Committee believes that an even more visible commitment to this important skill set and a greater range of opportunities would benefit all students, staff and faculty and would provide them with the tools and support they are seeking to work effectively towards UBC's vision.

RECOMMENDATIONS

The Committee believes that its work has laid the groundwork for the formulation of a cohesive, campus-wide plan for addressing the needs of students in order to maximize their academic success at UBC. We believe that development of such a plan is timely given globalization and UBC's long term goals and plans. To ensure that university services relating to academic support for culturally diverse students are not disjointed, but rather coherent, consistent, transparent and accessible, we recommend the following based on our findings:

> *That the Vice-President Academic and the Vice-President Students be directed to determine the appropriate mechanism for reviewing the findings in order to further assess the issues identified in the Committee's report and to develop a plan to address the concerns as appropriate; and*
>
> *That the Vice-President Academic be directed to report to Senate in December 2009, December 2010 and triennially thereafter regarding initiatives and planning relating to academic support for culturally diverse students to date.*

We are pleased to have contributed to this important Committee devoted to the needs of culturally diverse students on campus and potentially contributing further to a student-friendly academic environment.

Respectfully submitted,

Dr. Elizabeth Dean (Chair), Senator 2004-2008, Faculty of Medicine
Dr. George Bluman, Senator, Faculty of Science (to April 2008)
Ms. Mackie Chase, Director Emerita, UBC Centre for Intercultural Communication
Mr. Brendon Goodmurphy, Vice-President Academic, UBC Alma Mater Society; Student, Faculty of Arts (to April 2008)
Dr. Paul Harrison, Senator, Elected by the Joint Faculties
Mr. Alex Lougheed, Vice-President Academic, UBC Alma Mater Society; Senator, elected by the students at-large; Faculty of Science Student (from April 2008)
Ms. Janet Mee, Director, Access & Diversity
Mr. Raymond Pan, Student Senator 2007-2008, Faculty of Science Student

Mr. Walter Sudmant, Director, Office of Planning and Institutional Research
Dr. Robert Tierney, Senator, Dean of Education
Dr. Ronald Yaworsky, Senator, Convocation

APPENDIX A

List of Contributors

Name	Faculty	Title
Indy Batth	Arts	Academic Advisor, Transition & Retention, Arts Academic Advising Services
Yvonne Brown	Education	Manager, International Initiatives, External Programs and Learning Technologies
Rayne Graham	School of Music	Student Advisor
Jessica Harris	Arts	Academic Advisor, Arts Academic Advising Services
Fran Harrison	School of Human Kinetics	Undergraduate Program Administrator
Craig Klafter		Associate Vice President, International
Ruth Kwok	Applied Science	Student Recruiter/International Student Coordinator, Engineering Student Services
Patricia Mirwaldt		Director, Health Services
Joshua Robertson	Land and Food Systems	Advising Officer
Gary Rupert	Education	Program Coordinator, Teacher Education Office
Stacey Simpson	Science	International Student Coordinator
Janet Sinclair	Science	Student Development Coordinator
Michelle Suderman		Associate Director, International Student Development
Cathy Tan	Science	Advising Clerk
Jamie Tooze	Commerce & Business Administration	International Student Coordinator, Undergraduate Program

APPENDIX B

UBC Vancouver Ad-Hoc Committee on Academic Advising Issues Relating to a Culturally Diverse Student Body: Summary of Some Survey Results

Prepared by Walter Sudmant and Marsha Trew

UBC Vancouver Ad-Hoc Committee on Academic Advising Issues Relating to a Culturally Diverse Student Body

Summary of Some Survey Results

Walter Sudmant, UBC Office of Planning and Institutional Research
Marsha Trew, UBC Office of Assessment, VP Students Office

July 23, 2008

Introduction

UBC collects no administrative data on cultural/ethnic/racial variables, but a great deal of information is available from various surveys (see list of surveys on final page). These surveys of undergraduate students across Canada and the United States do not always use the same or the best questions to determine a student's ethnic/racial background, however we can make some statements about the diversity of our students based on this variety of survey responses:

- 60% to 62% self-identify as a visible minority (VM)
- 48% report having English as a second language (ESL)
- 47% are immigrants

Ethno/racial identity is closely linked to language first learned. 84% of immigrant students at UBC do not have English as their first language, and 75% of visible minority students do not have English as the first language (Table 1, or derived from data collected for Table 1).

Table 1: Immigration and Language

	All Students Survey CUSC 2008			**Orientation Benchmarking 2007**		
		All Years			First Year Domestic Students	
	All	White	VM	All	White	VM
	n=369	n=149	n=220	n=1449	n=546	n=903
		40%	60%		38%	62%
When did you come to Canada to live?						
Born in Canada	53%	82%	32%	58%	86%	41%
1991 or earlier	6%	3%	8%	6%	4%	7%
1992 – 1996	11%	3%	17%	11%	3%	16%
1997 – 2001	13%	3%	19%	12%	3%	18%
2002 – 2006	14%	5%	20%	11%	2%	16%
2007 or later	4%	3%	4%	3%	3%	3%
When did you learn to speak English?						
English-native	52%	92%	25%	51%	90%	27%
Before 5 years old	18%	5%	27%	22%	5%	32%
6 – 10 years old	16%	2%	26%	17%	3%	25%
11 – 15 years old	11%	1%	17%	9%	2%	13%
After turning 16	3%	0%	5%	2%	0%	3%
What is your status in Canada?						
Born in Canada & both parents born in CA	25%	56%	3%			
Born in Canada & 1 parent born in CA	11%	18%	6%			
Born in Canada & neither parent born in CA	18%	9%	25%			
Not born in Canada & now CA citizen	31%	9%	46%			
Landed immigrant/Permanent resident	7%	1%	10%			
Visa student	9%	5%	11%			

Hence it is very difficult to disentangle the academic impacts, problems, perceptions, etc relating to race and culture from the impacts of being an ESL student. In the following summary of various student surveys, results are sometimes stratified by language, and

sometimes by the category of "Visible Minority", and sometimes by a specific ethno/racial category.

Orientation and Adjustment to University by Language First Learned

There is no difference between English as a first language and other students on their satisfaction with orientation. That is, they are similarly satisfied with several aspects of orientation: knowledge of campus life, student services, feeling welcome and other orientation related items. There is also no difference in their success in obtaining "Support" (getting academic advice, finding help with problems, etc.) in first year. However, ESL students report less success in adjusting academically and social involvement (making new friends, feeling as if I belong) (Table 2). This suggests that English language skills are important in academic work, and that improved social adjustment is not likely to result from the services provided through academic advising, etc.

Other UBC research shows that living on campus makes a major contribution to students' social adjustment, i.e., in easing their transition socially, their success in developing friendships with other students, and adjusting to the social aspects of the university (Commuting/Living on Campus: *NSSE 2006* and *Orientation 2006*). However, VM/ESL students are much less likely to live on campus (Table 3).

Table 2: Orientation and Adjustment to University

First Year Student Survey 2007

Alpha	Index	Mean English n=182	Mean ESL n=137	Effect size
.884	**Orientation**	3.07	2.99	Nsd*
	Feeling welcome at the university			
	Helping you understand university's academic expectations			
	Helping your personal and social transition to university			
	Providing information about campus life			
	Providing information about student services			
	Building your confidence			
.734	**Support**	2.75	2.70	Nsd*
	Finding useful information and resources on careers/occupations			
	Getting academic advice			
	Finding help with questions or problems			
.824	**Involvement/Settling In**	3.11	2.74	-.53
	New living arrangements			
	Finding suitable, affordable housing			
	Becoming involved in campus activities			
	Making new friends with other students			
	Feeling as if I belong at university			
.776	**Academics**	3.09	2.97	-.22
	Meeting academic demands			
	Performing adequately in courses requiring mathematical skills			
	Understanding content and information presented in courses			
	Performing adequately in written assignments			
	Organizing my time to complete academic work			
.544	**Finding**	3.39	3.22	-.35
	Finding my way around the campus			
	Using the library			
	Choosing a program of studies to meet my objectives			

* No significant difference

Table 3: First Year Students by Residence and Visible Minority (VM)

National Survey of Student Engagement 2006

	Not VM n=711	VM n=704
Room or apartment in university residence or campus housing	56%	23%
Off-campus accommodation within walking distance of campus	4%	3%
Off-campus accommodation within driving distance of campus	40%	73%
Fraternity or sorority house	1%	1%

Use of Facilities and Services

English as a first language students are more likely to engage in university-based social activities, athletic facilities, and other recreation. ESL students are more likely to use student associations and clubs.

ESL students are more likely to access personal counseling services, but less likely to use campus medical services.

There is no statistically significant difference in their use of academic advising, but ESL students are more likely to use learning support services and tutoring services. Given these results there is no evidence to suggest that ESL students are disinclined to make use of the services that are available (Table 4).

Table 4: Use of Facilities and Services
First Year Student Survey 2007

	English n=293	ESL n=246	Effect Size*
Library facilities	95%	95%	
Computer facilities	72%	**89%**	.43
Co-op program	6%	6%	
University-based social activities	**63%**	46%	-.35
Athletic facilities	**57%**	43%	-.29
Other recreational facilities	**64%**	45%	-.38
Facilities for student associations/clubs	46%	**58%**	.23
Campus bookstores	98%	99%	
Food services	89%	88%	
Parking facilities	36%	37%	
Campus medical	**26%**	14%	-.28
University residences	**57%**	30%	-.55
Study skills/learning support services	18%	24%	
Tutoring services	23%	31%	
Financial aid	15%	17%	
Employment services	11%	13%	
Disability services	5%	4%	
International services	13%	15%	
First Nations services	3%	4%	
Personal counselling	11%	**17%**	.17
Career counselling	11%	10%	
Academic advising	44%	37%	

*Differences are statistically significant ($p < .05$) where effect sizes are noted.

Table 5 shows satisfaction with services where there are statistically significant differences. For students who did use university services, *first year ESL students* are notably and statistically less satisfied with many services, including library, athletic, residences, the bookstore, food services, conditions of buildings, quality of teaching, and classroom and club facilities. Table 6 shows satisfaction where there are no significant differences. There is no difference in satisfaction with academic advising, or "concern shown by the university for you as an individual".

While there does seem to be a general tendency for first year ESL students to be less satisfied with many aspects of their UBC experience, there does not seem to be an ethno/cultural pattern in their dissatisfaction. For example, the bookstore and the library are arguably not facilities that appear to present ethno/cultural challenges, (unlike, say food services where they are also less satisfied) yet ESL students are less satisfied.

Table 5: Satisfaction with Services: English vs. ESL (significant differences)
First Year Student Survey 2007

	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	n
Library facilities					
English	0%	3%	50%	47%	275
Other	0%	0%	60%	39%	234
Athletic facilities					
English	2%	7%	52%	39%	162
Other	2%	9%	71%	18%	96
Other recreational facilities					
English	1%	6%	58%	35%	179
Other	2%	5%	79%	14%	105
University residences					
English	4%	12%	50%	34%	164
Other	6%	19%	65%	10%	68
Campus bookstores					
English	2%	7%	53%	38%	286
Other	3%	16%	67%	15%	244
General condition of buildings and grounds					
English	1%	9%	65%	25%	290
Other	3%	14%	67%	16%	244
Food services					
English	6%	18%	55%	22%	261
Other	8%	24%	57%	11%	213
Facilities for student associations, clubs, etc.					
English	1%	3%	69%	28%	131
Other	4%	4%	78%	15%	135

Table 6: Satisfaction with services: English vs. ESL (Non-significant differences)
First Year Student Survey 2007

	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	n
Academic advising					
English	4%	16%	59%	21%	119
Other	6%	14%	60%	20%	90
Concern shown by the university for you					
English	11%	27%	51%	11%	274
Other	10%	34%	47%	9%	221
Study space					
English	2%	12%	58%	28%	289
Other	3%	13%	57%	27%	242
Computer facilities					
English	1%	7%	63%	29%	203
Other	1%	9%	62%	28%	216
Average size of your classes					
English	4%	13%	64%	18%	284
Other	5%	19%	64%	12%	242
Instructional facilities (e.g. classrooms, labs, equipment)					
English	2%	9%	70%	19%	290
Other	2%	11%	74%	13%	242
Parking facilities					
English	10%	23%	55%	13%	102
Other	13%	33%	49%	6%	88
University-based social activities					
English	1%	5%	67%	27%	181
Other	2%	6%	73%	18%	109
Study skills / learning support services					
English	2%	15%	65%	19%	48
Other	4%	7%	80%	9%	55
Tutoring services					
English	2%	14%	58%	27%	64
Other	3%	8%	75%	14%	72

These differences in satisfaction with services between ESL and English language students disappear over time, and by the time students reach 3rd and 4th year, few differences in their satisfaction with services can be detected (Table 7).

Table 7: Satisfaction with Services
Survey of All Years 2008
Very dissatisfied = 1 to Very satisfied = 4

	English		**ESL**	
	Mean	n	Mean	n
Academic advising	2.80	120	2.86	124
Tutoring services	2.98	45	3.09	57
Computer facilities	3.09	171	3.17	158
Athletic facilities	3.03	122	3.04	96
Other recreational facilities	3.13	119	3.06	87
Facilities for student associations, clubs, etc.	3.01	102	2.95	108
Parking facilities	2.36	94	2.50	74
University-based social activities	2.99	102	2.90	92
Campus book stores	3.05	193	2.96	171
International student services	3.18	22	3.12	33
Services for students needing financial aid	2.92	37	3.06	54
Work experience programs (co-op or internships)	3.46	26	3.14	37
Personal counselling services	3.09	11	3.07	27
Career counselling services	3.04	24	3.00	39
Study skills/learning support services	2.92	26	3.02	42
Campus medical services*	3.35	72	3.02	48
Employment services	3.17	23	3.12	41
Food services	2.83	178	2.79	158
University residences	3.00	85	3.02	59
Library facilities*	3.46	183	3.34	172
Student life program (e.g. residence or campus activities)	3.01	76	2.98	55

* Differences are statistically significant ($p < .5$).

Nevertheless, the higher use patterns mentioned above still persist (Table 8).

Table 8: Use of Facilities and Services
Survey of All Years 2008

	English n=195	ESL n=178	Effect Size*
Academic advising	62%	70%	
Tutoring services	24%	**33%**	.20
Computer facilities	89%	89%	
Athletic facilities	63%	57%	
Other recreational facilities	**63%**	52%	-.22
Facilities for student associations, clubs, etc.	53%	**65%**	.24
Parking facilities	50%	43%	
University-based social activities	56%	54%	
Campus book stores	100%	97%	
Services for students with disabilities	6%	7%	
International student services	12%	**21%**	.24
Services for students needing financial aid	19%	**32%**	.30
Services for First Nations students	3%	3%	
Work experience programs (co-op or internships)	14%	**24%**	.26
Personal counselling services	7%	**17%**	.31
Career counselling services	13%	**24%**	.28
Study skills/learning support services	14%	**25%**	.28
Campus medical services	37%	29%	
Employment services	13%	**25%**	.31
Food services	92%	90%	
University residences	44%	35%	
Library facilities	95%	98%	
Student life program (e.g. residence or campus) activities)	42%	34%	

* Differences are statistically significant ($p < .05$) where effect sizes are noted.

There is no indication that specific services, such as academic advising, tutoring, or personal counselling are not meeting specific ESL needs, either in terms of use or satisfaction. But ESL students are less satisfied with their overall academic experience, and rate teaching and learning experiences lower than English students (Table 9). There is evidence that for those ESL students who persist, the dissatisfaction with services and facilities wanes, while the dissatisfaction with basic academic issues does not.

Survey of All Years 2008
Disagree strongly = 1 to Agree strongly = 4

	English n=195	ESL n=178	Effect Size*
Some of my professors have taken a personal interest in my academic progress	2.77	2.54	-.29
My professors show sensitivity to gender issues	3.11	2.75	-.59
My professors show sensitivity to racial issues	3.13	2.71	-.73
Some professors have had a major positive influence on my academic career	3.03	2.81	-.28
My professors generally look out for students' interests	3.00	2.75	-.39
I feel free to turn to some of my professors for advice on personal matters	2.23	2.14	
Most of my professors encourage students to participate in class discussions	3.18	3.05	-.22
At this university, professors treat students as individuals, not just numbers	2.79	2.69	
In most of my classes, I have been given the chance to evaluate the course	3.49	3.39	
Most of my professors are reasonably accessible outside of class to help students	3.16	3.02	-.26
Teaching assistants have been helpful in my academic program	2.67	2.56	
Grading is consistent and fair at this university	2.73	2.64	
Generally, I am satisfied with the quality of teaching I have received	2.96	2.83	-.23
My learning experiences at this university have been intellectually stimulating	3.06	2.85	-.32
Most university support staff (e.g., clerks, secretaries, etc.) are helpful	2.86	2.88	
I sometimes feel I get the run around at this university	2.66	2.71	
I feel as if I am part of the university	2.66	2.75	
The university treats students fairly, independently of their race	3.24	3.12	
The university treats students fairly, independently of their gender	3.26	3.15	-.20
I am satisfied with my decision to attend this university	3.19	3.07	

* Differences are statistically significant ($p < .05$) where effect sizes are noted.

Similar results are evident when comparing students on the basis of ethnicity or race, but the satisfaction effects are more frequent when compared on the basis of ESL versus English language students, indicating some evidence that:
a) ESL students need, use, and are relatively satisfied with academic support services; and
b) Dissatisfaction tends to be not with services but more directly with the academic experience, and is language based more so than culturally or racially based; i.e., language difficulties pervade academic experiences, and have a persistent negative effect on academic success and satisfaction.

There is also evidence that VM/ESL students do not achieve as high grades as non-VM (Table 10), and that VM/ESL students are less engaged (Table 11). We do not have data directly connecting ESL with grades, but given the statistics above, along with the strong correlation between ESL and VM, we have evidence that it is language and not ethno-racial background per se which influences the grades and engagement of these students.

In focus groups and interviews, students report that they do tend to socialize and interact in social groups of similar linguistic background, and ESL students report that language is a factor related to academic difficulties, especially in Arts. ESL students also sometimes report a reluctance to participate in classroom discussion relative to their English first language peers. Students are generally aware of the services and help available to them through formal UBC offices, and do not report cultural or ethnic barriers to the uses of these services.

Table 10: GPA and Visible Minorities

National Survey of Student Engagement 2006

	C	B	A
Men			
Non VM (n = 1211)	14%	56%	30%
VM (n = 949)	22%	53%	25%
Effect size = .23*			
Women			
Non VM (n=2065)	10%	59%	32%
VM (n=1667)	19%	59%	19%
Effect size = .35*			

* Differences are statistically significant (p < .5) where effect sizes are noted.

Table 11: NSSE 2006 Benchmarks: Effect Sizes*

National Survey of Student Engagement 2006

	First Year		Fourth Year	
	VM	Non VM	VM	Non VM
Level of Academic Challenge			-.11	
Active and Collaborative Learning			-.16	
Student-Faculty Interaction			-.12	
Enriching Educational Experiences	-.27		-.17	
Supportive Campus Environment	-.17			

* Differences are statistically significant (p < .5) where effect sizes are noted.

Surveys

UBC Office of Planning and Institutional Research, *First-Year University Student Survey*, 2007, Canadian University Survey Consortium
Results: www.pair.ubc.ca/surveys/index.htm

UBC Office of Planning and Institutional Research, *Survey of All Years University Students*, 2008, Canadian University Survey Consortium
Results: www.pair.ubc.ca/surveys/index.htm

UBC Office of Assessment VP Students, *Orientation Benchmarking Survey*, 2007, StudentVoice
Results: available on request

UBC Office of Assessment VP Students and PAIR, *Commuting/Living on Campus: NSSE 2006 and Orientation 2006*
Results: available on request

UBC Office of Planning and Institutional Research, *National Survey of Student Engagement*, 2006, Center for Postsecondary Research, Indiana University
Results: www.pair.ubc.ca/surveys/index.htm