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Executive Summary

This self-study report was prepared for various audiences to review and evaluate the work of the AVP Students portfolio at UBC’s Okanagan campus. The priorities of the AVP Students portfolio are to build institutional affinity, improve student success and retention, and facilitate connections between students and their academic units. Research and evidence-based practice as well as the priorities outlined in campus planning documents and strategic plans of UBC Okanagan guide programming decisions. Programs under this portfolio adhere to a three-pillar model of student success which clearly identifies that student support, program affiliation, and campus attachment are significant factors in determining student success and retention.

The AVP Students portfolio is complex. Work is carried out under the leadership of seven directorates: Aboriginal Programs and Services, Athletics and Recreation, Enrolment Services, Health and Wellness, Student Development and Advising, Student Housing and Hospitality Services, and Student Recruitment and Advising. While some directorates have a shared responsibility across both UBC campuses with a dual reporting structure, others work solely in support of students at the Okanagan campus reporting to the AVP Students.

This portfolio has experienced significant growth since 2005. A steady increase in the student population every year has driven the physical expansion of the campus and the subsequent demand for expanded student services. During the recent period of growth, directorates within the portfolio adapted to new priorities with the extension and refinement of programs and services to meet a variety of student needs. In order to support student success and better understand what encourages persistence and academic achievement, the departments under this portfolio have participated in ongoing research and evaluation to inform new and continuing program development.

UBC Okanagan is now moving out of a period of rapid growth and toward a steady state in terms of undergraduate enrolment. In the next three to five years, the AVP Students portfolio remains committed to current programming that supports an intimate learning environment and an engaging co-curricular experience for students. Additionally, as a partner in the larger academic endeavour, it will work to intensify its role in supporting high-impact, enhanced educational experiences for students.

This report presents a detailed description of the portfolio and its directorates including an analysis of strengths, challenges, and opportunities. It concludes with a discussion of research that informs the three-pillar student success model and an analysis of future directions for the AVP Students portfolio as a whole.
Message from the Associate Vice President Students

It is with great pleasure that I serve as Associate Vice President Students and Senior Student Affairs Officer at UBC’s Okanagan campus. I have had the honour of serving in this role since September 2005.

Ian Cull, Associate Vice President Students

The Student Affairs portfolio is motivated by a shared desire for all students to have the same opportunities and the same high-impact educational experiences. Our priorities are to create programs and student opportunities that build institutional affinity, improve student success and retention, and facilitate program connections between students and their academic units. Dedicated staff members within this portfolio approach their work as a discipline and, as such, depend on a strong body of literature and evidence-based practice to guide decision making about current and future programs and services. A culture of assessment and a vested interest in providing evidence to document outcomes allows us to ensure that the services we provide meet both the needs of students and the goals of the institution.

The documents which set out the plan for the campus and the goals for the AVP Students portfolio were Trek 2010 (UBC’s past Strategic plan) and the UBC Okanagan Academic Plan 2006. These foundational documents position UBC Okanagan as an intimate teaching institution which is highly residential and focused primarily on the undergraduate student experience. During this formative time, the mandate for the Student Affairs portfolio was to create programs, activities, and initiatives that immediately addressed the following needs:

- to grow undergraduate enrolments to the approved Ministry allocation;
- to develop the University Centre Program;
- to create Aboriginal Initiatives;
- to apply to the Canada West Athletic Association and Canada Interuniversity Sport;
- to develop and assess retention strategies;
- to develop and assess programs for commuter students and develop a vibrant campus life program;
- to build a Student Housing Program;
• to develop and assess Student Success programs and initiatives that support students and the academic mission of the University.

Subsequent to these initial documents, the new UBC Strategic Plan *Place and Promise* was launched in 2010. Once again, the AVP Students portfolio aligned its structure and activity to reflect and carry out the goals of the University’s strategic direction by creating and measuring programs that increased Aboriginal engagement, intercultural understanding, student learning, and community engagement.

The remainder of this self study will focus on the current structure of the AVP Students portfolio. You will find organizational and budget information as well as detailed program descriptions and outcomes data at the directorial and unit levels. My colleagues and I also provide our assessment of the future state of the portfolio including the drivers, opportunities, and challenges we expect to face.

For ease of reading, this report has been divided into several sections. Immediately following my overview of the entire portfolio you’ll find two student stories. Following the stories, each Director has provided a detailed description of their respective directorate including a current portrait and a type of SWOT analysis. It is my expressed desire that Directors have the opportunity to showcase their department in their own voice with details that are relevant and unique to their own portfolio. The report will conclude with metrics that provide evidence that the model that guides our work is relevant and effective. At the very end of the report I provide closing comments that focus on future challenges and opportunities.

I would like to take this opportunity to offer my heartfelt thanks and appreciation to all my colleagues past and present for their significant contribution to this exceptional story.

*Ian Cull,*

Associate Vice President Students and Senior Student Affairs Officer
The AVP Students Portfolio

Currently, this portfolio is comprised of seven Directorates: Enrolment Services, Athletics and Recreation, Student Development and Advising, Student Housing and Hospitality Services, Aboriginal Programs and Services, Health and Wellness, and Student Recruitment and Advising. There are 109 full time personnel employed within Student Affairs and approximately 300 student employees annually.

The portfolio’s structure is a complex one. There are multiple units in the portfolio that have a functional report to the AVP Students but fall under administrative authorities at the UBC Vancouver campus. These system units include Student Recruitment and Advising, Enrolment Services, and Student Housing and Hospitality Services. The other directorates in this portfolio report directly to the AVP Students as their activities are focussed primarily on supporting the Okanagan campus. A unique relationship exists between the AVP Students portfolio and the International Student Initiative (ISI). Although there is not a direct reporting line, directorates work closely with ISI to support the recruitment and retention of international students at the UBC Okanagan campus. Please see the provided Organizational Chart for the particulars.

Figure 1: Organizational Chart: AVP Students Portfolio

The current staffing complement has grown since the first days of the enterprise in 2005. The initial complement was 45 staff members across the seven directorates. The growth undertaken since that time has been focused on meeting the goals identified in several planning documents including the UBC.
Okanagan Master Plan, Trek 2010, Place and Promise, and the UBC Okanagan Academic Plan. The growth in personnel has been quite modest, nowhere near the estimates that were projected in 2005. Directorates under this portfolio have demonstrated efficiency and quick responsiveness to the needs of a campus that has grown by 14% per year since 2005. (See Table 10: New Student Enrolment of Domestic Students: 2005-2012 of this document for details.)

The portfolio budget is a substantial one. The provided table illustrates the various component parts. Athletics, Housing, and Enrolment Services are large budgets under the responsibility of the AVP Students that sit outside of the Student Affairs budget of $5,052,995. The budget process is also complex with each campus contributing to the operation of the system units. For the AVP Students portfolio, this includes campus contributions to both Enrolment Services and ISI budgets.

Table 1: Budget Summary 2013/14

<table>
<thead>
<tr>
<th>Department</th>
<th>2006/07 Budget</th>
<th>2013/14 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVP, Students</td>
<td>1,536,884</td>
<td>5,052,955</td>
</tr>
<tr>
<td>Enrolment Services</td>
<td>1,081,255</td>
<td>2,944,933</td>
</tr>
<tr>
<td>Athletics &amp; Recreation</td>
<td>738,000</td>
<td>2,827,141</td>
</tr>
<tr>
<td>Housing &amp; Conferences</td>
<td>not available</td>
<td>4,383,000</td>
</tr>
</tbody>
</table>

There has been substantial growth in the AVP Students’ aggregate budget since the initial one in 2005. This reflects several program evolutions including the migration of Athletics from the Canadian Collegiate Athletics Association (CCAA) to Canadian University Sports (CIS), the growth in residence room inventory from 350 to 1700, and the growth in student full time enrolment (FTE) from 2900 to 6924. The current budget remains relatively modest in relation to the student population and programs it supports. For comparison, see Appendix A for historical budget.

**AVP Students - Student Success Model**

While the strategic plans for both the campus and the system have provided guidance and direction for the development of the campus, it is also important to provide a framework that grounds the work of the portfolio. In the formative years of this campus, this work focussed on creating an outstanding student experience. It was the AVP Students’ role to establish a method which could ensure that supports and services that were developed would make powerful contributions to this goal.

As mentioned in the opening comments, the AVP Students portfolio is guided by three pillars: improving student success and retention, building institutional affinity, and facilitating program connections. In essence, this became the model of student success to guide programs and services. Programming that responds to these pillars achieves the goals of the academic plan. Below is a visual representation of that model.
Services in the portfolio are intentionally created, based in theory, and authentically assessed to ensure they address one or more of these pillars. In this self-study report, each directorate describes how it uses the model to advance the shared vision of building an exceptional campus that excels in providing an outstanding student experience.
Student Stories of Engagement

The following student narratives demonstrate the impact of programming undertaken by the AVP Students portfolio.

I grew up in Penticton, BC – just a hop, skip, and a jump away – and that was the reason I did not want to come to UBCO. I was eager to move away, explore a new city, and meet new people. To my surprise, I did exactly just that at UBCO. Because I have lived independently since I was sixteen, it was not financially feasible for me to move across Canada, or even across the province, to attend university. Further, the value of scholarships and bursaries UBCO offered me was unmatched by any other university. Thus, UBCO’s financial assistance was the reason I clicked ‘yes, I would like to accept my offer’. Five years later, I am confident that accepting UBCO’s offer of admission provided me with an education unparalleled by any other Canadian institution. The partnership between the small campus and innovative atmosphere created an encouraging environment and supportive community. Whether it was applying for a Campus Life Work Study/Work Learn position or proposing an international volunteer trip to Get Involved, I always felt welcomed, heard, and respected. Simple yet significant efforts, such as Liz Hilliard saying “hello!” every time we passed each other in the hallway, created a sense of belonging that kept me eagerly involved. Moreover, the Work Study/Work Learn philosophy that academic success is of utmost importance allowed me to maintain a healthy academic/work/volunteer balance. Without a doubt, my on-campus employment and volunteer experience was the highlight of my undergraduate experience. It not only minimized my student debt, it maximized my leadership skills.

Accordingly, in my leadership roles, I have learned the importance of effective communication, time management, and creative thinking. My experiences as a Safewalk Coordinator, Teaching Assistant and Go Global Student Ambassador strengthened my organizational skills and further developed my interpersonal skills. Further, as a Collegia Assistant, Campus Rec Dance Instructor, and Campus Activities Desk Assistant, I learned the importance of professional communication and effective collaboration with campus partners. Most importantly, the skills I learned in my volunteer and employment positions were directly transferable to my academic career. As I graduate from UBCO, a world-class university, I am confident that these skills will continue to benefit me in work, travel, and life in general.

My five years at UBC has been a whirlwind of adventure and self-discovery, and I wouldn’t have it any other way. I’m a firm believer that university is meant to be a place of exploration, and I’m so grateful for how well UBCO facilitated this process. Throughout my 10 on-campus jobs, I gained invaluable experience in hiring, training, leading, presenting, educating, researching, tutoring, marketing, and the list goes on. I was able to consistently grow as a leader, learn more about my strengths and weaknesses, and gain a clearer vision of my academic and career goals. Beyond that, UBCO offered me the unique opportunity to initiate projects, programs, and

Karly Drabot, UBC Okanagan Student
ideas that may have been quickly dismissed elsewhere. For example, creating the Campus Life UBCO Dance Club, Campus Rec dance classes, and volunteer trip to Haiti were all possible because UBC staff supported me.

Overall, I believe the partnership between my UBCO psychology degree and on-campus leadership experience has provided me with the skills, tools, and knowledge that will serve me well in any career or graduate school program. I recognize how lucky I am to have earned a UBC degree, and that being able to do so so close to home was a privilege. Geographically, I may have been close to Penticton, but based on my experiences and the people I met, I felt a world away. I am thankful for the diverse work and volunteer experience I was afforded at UBCO, and the financial awards that enabled me to attend.

I believe the campus is moving in the right direction by targeting specific populations of students (i.e., commuters, international, domestic, mature, etc.) with appropriate programming (e.g., Jump Start) and spaces (e.g., the collegia). It’s an effective way of honouring diversity, while maintaining inclusivity. I believe UBCO does a fantastic job at reflecting on and evaluating campus programs, events, and student employment positions, and adapting these as needed.

The area I see needing improvement is school spirit - many students feel there is an apathetic atmosphere on campus during home games. Although I believe school pride will naturally grow year after year, perhaps a continued effort to strengthen school spirit will prove beneficial. Although a strong school spirit is often built on athletics and associated with varsity teams, it may enhance the sense of community across all campus departments, residence, and programs.

[Karly Drabot, UBC Okanagan Student]
Allow me to begin by setting a little bit of background as to who I am as a person. I was born in Bogota, Colombia on the 29th of May, 1990 and had the opportunity to move to Jakarta, Indonesia with my family in 1995. I remained there and completed much of my upbringing in Indonesia, attending a British International School, until I departed for Canada to begin my University Education. At the time that I first arrived in Canada back in August of 2008, I considered myself to be an independent individual who was ready to take on the challenges that lay before me. This is one of the main reasons why I elected to travel to Canada on my own, instead of having my parents accompany me and begin my life as a University student and the University of British Columbia Okanagan.

As an international student, I was of course aware that I would have some unique challenges ahead of me that many domestic students do not face, or face to a lesser degree. With this in mind, I had decided to participate in the JumpStart Early Orientation program offered by UBC Okanagan and I find myself very fortunate and excited to have opted for JumpStart. Not only did it provide me with a great sense of community, getting to meet fellow new International Students who I would be sharing much of the next four years with, but it gave me a solid foundation to stand on as an international student, helping me set up and acquire many of the necessities and skills that a student would need to have a successful university career, and life away from home. One of the hidden benefits from JumpStart was the confidence that it gave me as a student, and the desire to give back to the student community and University that had begun to provide me with excellent opportunities.

The following year, I immediately enlisted to welcome both new International and Domestic students to the campus by signing up to be a Create Orientation Leader, and JumpStart Orientation Leader. Two great opportunities that have allowed me to develop my skills as a leader, but has also exposed me to some unique and inspiring people who I would later have the pleasure to work with.

One of my most important turning points as an International Student at UBC Okanagan was the desire and ability to integrate myself heavily with the campus, especially in an area which I had strong interests. I was able to be one of the pioneers of the First Year Experience Program, a program under the Associate Vice President – Students, that partners returning students such as myself, with incoming First Year Students throughout different faculties and provides them with an incredible support network that truly enhances the university experience of each individual student. An experience that I wish I had when I had first joined the University.

As I quickly approach my graduation however, I look back at my experience here at UBC Okanagan, and am truly happy on both the impact that I have made on this campus, but most importantly on the impact that this campus has made on me. The experiences that I, as an International student, was able to partake in were unique, and the fact that the campus truly attempts to integrate International Students as much as possible within all aspects of the University speaks to the University’s great character. It is safe to say that at no point in time did I feel separated from this University as an International Student, but was still provided the opportunity and support to be an Individual and embrace my “International-ism” through events, clubs and recognitions.
The unique aspect of this campus’ smaller size further allows for one to take advantage of many opportunities that one might not be able to at much larger institutions. I have had opportunities to host and prepare conferences both on the local and national level, organise and execute promotional videos for the university, enact change on behalf of students whilst in student government and much more. The campus, in particular the Campus Life office and AVP – Students has always provided students with as many opportunities to not only improve their own University career, but to enact positive change on the campus from the perspective of a student.

I know that as I graduate I can take comfort in the fact that UBC Okanagan has provided me with an extremely strong social support and professional network that I will be able to rely upon when I reach my Alumnus status. Furthermore, although I may consider myself to be somewhat of a true “go getter” when it came to the opportunities provided to me by the University, I am confident that the majority of international students who attend UBC Okanagan will graduate feeling that they too have those networks to rely on and connect with.

In conclusion UBC Okanagan is an outstanding institution for International Students to attend, and is growing in both the number of International Students attending, but also in the opportunities, support and experiences that are being provided to students. If I had one comment on how UBC Okanagan could improve the experience that it provides students it would be to assist students in maintaining better finances by offering lower cost-to-student services, such as food and resources (i.e. the UBC Book Store). I am aware that these are very specific; however, I know that they are issues that I myself struggled with as a UBC Okanagan student, and many more students as well. Overall, the memories that I have of UBC Okanagan will be nothing but positive ones, and I am proud to one day call myself a UBC Okanagan Alumnus, especially knowing that I have been given such a strong and vast starting point from which to move forward into what we students consider the real world. [Guillermo Andres Angel, UBC Okanagan Student]
Aboriginal Programs and Services

Aboriginal Programs and Services aims to provide an educational experience of the “whole student” including academic, social, cultural and physical wellbeing. Programming and services offer students opportunities to expand in these four areas. This holistic approach is a core value and common to an Indigenous world view that drives the programming and services that are offered. Aboriginal cultural support is provided both on and off campus. Providing a sense of belonging for Aboriginal students on campus is important to their post secondary success. By honouring cultural protocol, Aboriginal students feel safe, supported, and more importantly, connected to their new surroundings. The Aboriginal Centre hosts Elders and community members to lead circles, hold smudges and provide cultural presentations. Respect is shown to Elders and singers with invitations to speak at events on campus. Aboriginal Programs and Services provides a weekly lunch where students are invited to share food together in honour of the cultural importance of sharing food. Other cultural activities include trips to the Okanagan Nation Salmon Feast and Lake Country Native Association’s Annual Traditional Pow Wow. Aboriginal Programs and Services also invites non-Aboriginal and international students to participate in these off-campus cultural events.

There are two Aboriginal Student Advisors within the department who provide academic counselling to students. The advisors also liaise with third-party sponsors in supporting student academic goals. Peer tutors are also hired by the department to provide tutoring in English and math. Over the past two academic years (2011/12 and 2012/13), the department has also hosted Wednesday Workshops every Wednesday of term 1 to provide Aboriginal Access students and first-year students with the tools they need to succeed academically. Topics covered range from note taking, exam preparation, and writing in-class essays. APS also works in partnership with the Library to provide library services to students. This collaboration includes formal workshops in the Library learning lab but also library services in the Aboriginal Centre where librarian Sarah Stang has regularly scheduled time in the Centre to provide services.

The Aboriginal peer mentors provide social and personal support for their fellow students. The aim of the peer mentors is to serve Aboriginal students in a culturally sensitive manner. All of the peer programming and services throughout the year incorporate the holistic approach to activities. To start off the academic year, new students are provided with an introduction to staff, campus, and fellow peers at the Aboriginal Orientation. In addition to the social support that the mentors provide, Aboriginal Programs and Services provides a number of events throughout the academic year that provide social support such as monthly potlucks.

An opportunity for students to have a holistically balanced post-secondary experience also includes physical activity. The department brings students on a yearly trip to Silver Star Mountain Resort where
they can engage in a number of outdoor winter activities. The department also works in partnership with CampusRec and the Students Union to host an annual ball hockey tournament.

**Historical Perspective**
The number of Aboriginal students enrolled at UBC Okanagan campus has significantly increased since 2005. Aboriginal enrolment is tracked through two sets of data, Aboriginal self identification and the Ministry’s Student Transitions Project (STP). Both sets of data show an increase in the number of Aboriginal students at the Okanagan campus.

*Figure 3: Aboriginal Student Growth 2005-2013*

New UBC students are able to voluntarily self declare if they identify as being Aboriginal when they apply to the university. Students are able to change their self-identification information at any time they are a UBC student. As a result, when the Student Information System is used to count the number of students self-declared as Aboriginal, this number likely underestimates the Aboriginal student population. This underestimation is common to post-secondary institutes. The STP is a partnership between the Ministry of Education, the Ministry of Advanced Education, school districts, and public post-secondary institutions in British Columbia. Each year, the Planning and Institutional Research (PAIR) office at the Vancouver campus sends a dataset of UBC students with their K-12 personal education number (PEN) to the STP team to gain additional information about the students’ Aboriginal status in K-12. If a particular student identified as Aboriginal during their time in K-12, this information is added to the records in the post-secondary system, and it is this total count of Aboriginal students that UBC reports to the Ministry.
Current State
As the number of Aboriginal students has grown on campus, so has the Aboriginal Programs and Services staff. In 2005, APS had two staff members: a Director and Aboriginal student advisor. In 2008, with the Aboriginal Access Studies program receiving FTEs from the Ministry of Advanced Education, a second Aboriginal student advisor was hired. In the following year, a program administrator was hired. Since 2009, the department has maintained a staff of four. Two of these positions are funded by the university and the other two positions are funded through the Ministry grant.

Figure 4: Organizational Chart: Aboriginal Programs and Services

Aboriginal Access Studies
Aboriginal Access Studies at UBC Okanagan campus puts into action UBC’s strategic goal of expanding educational opportunities for Aboriginal people and widening opportunities for all students to learn about Aboriginal issues and perspectives by having an initiative that helps Aboriginal students prepare for post-secondary education.

*University can be overwhelming the first year because of the different expectations compared to high school. Starting off in the Aboriginal Access Program made transitioning into University a lot better. By only taking three classes a semester for the first year it allowed me to gain better study habits and time management skills, as a result my grades increased throughout the following years of my degree. I am now able to take five classes and maintain good grades because I had the gradual transitioning.*  
Terri Bell, Okanagan Nation
One of the most significant barriers to participation of Aboriginal students in post-secondary education is the need to qualify with academic course grades. The 2006 BC Student Transitions Project Highlights reported gaps between K-12 Aboriginal and non-Aboriginal learners; 96% of British Columbia Aboriginal high school graduates were not university eligible. The Aboriginal Access Studies Program removes and/or reduces this barrier amongst others to increase the number of Aboriginal students admitted to degree programs.

The program started in the Winter 2007 session as a pilot program, and in October 2010, the program successfully submitted a Senate program proposal. The Aboriginal Access Studies Program provides Aboriginal students who would not ordinarily meet UBC admission requirements with access to university study. These students complete a qualifying year by enrolling in a maximum of nine credits per term. Upon the completion of eighteen credits, with a minimum of 60% in each course, students will be admitted to direct-entry degree programs. The program is also offered in partnership with the En’owkin Centre, an Indigenous Higher Learning Institute located in the Penticton Indian Band community. A number of support activities have been established to reduce and/or remove barriers that Aboriginal Access Studies students would encounter and these supports include: cultural, social, personal, and academic preparation. By removing and/or reducing these barriers along with offering courses with an Aboriginal perspective, the goal of Aboriginal Access Studies is to increase Aboriginal student participation and success.

Aboriginal Programs and Services has also worked with faculty members to create Aboriginal perspective courses which include Math 126, English 114, Biology 104, and Education 104 for Aboriginal Access Studies. These courses are also open to the university student body at large. These classes provide an environment where greater cultural and intellectual diversity can take place.

Aboriginal Access Studies supports a diverse range of students including recent high school graduates, mature students, students who would like additional support as they step into university, and students whose grades do not reflect their academic potential. Results from Winter 2007 through 2011 sessions demonstrate that most students who have enrolled in this program are primarily in the age range of 19 to 29, while the second most common age range is from 30 to 39.

There have been 213 students through this program from the 2007 Winter session to the 2012 Winter session, and 73% of these students have remained in post-secondary studies. Their continued involvement in post-secondary studies includes transitioning to degree programs at the Okanagan campus or transferring to other institutes. Degree programs to which Aboriginal Access Studies students have been admitted to include Arts, Science, Management, Education, Human Kinetics, Visual Arts, and Social Work. Last year, Aboriginal Programs and Services started working with the Nursing faculty to establish a plan for students who enter Aboriginal Access Studies to enter this program.
Aboriginal Centre
The Aboriginal Centre space provides a home away from home for students. This space has been vital for the level of programming and services that is provided to students. The Centre is approximately 1720 sq. ft. and includes the office space of Aboriginal Programs and Services staff, a meeting room, a student computer lab, a gathering space, and a full kitchen. The majority of the space is open concept and is designed for multi-use purposes from study space to social gatherings. The Centre is also equipped with the ventilation needed for smudging and ceremonial purposes.

Community Engagement
On September 1, 2005, the Okanagan Nation Alliance welcomed UBC Okanagan campus to Okanagan territory in an official ceremony, “Knaqs npiɫ’smist”. This special ceremony featured drummers, signers and dancers as well as dignitaries from UBC, Provincial government, and many Okanagan Nation members. At this ceremony, UBC and the ONA also signed a Memorandum of Understanding with the Okanagan Nation. The MOU was renewed in September 2012 when new DVC and Principal, Professor Buszard, and Provost and Vice Principal, Professor Pue, were welcomed into Okanagan territory by the Okanagan Nation Alliance.

Aboriginal Programs and Services works closely with the En’owkin Centre, the Okanagan Nation’s Centre for higher learning. Through an annually signed Letter of Agreement, Aboriginal Access Studies is offered at the En’owkin Centre. Through this agreement, UBC courses are offered at the Centre and Okanagan language courses are offered at UBC Okanagan campus. Aboriginal Programs and Services works closely with En’owkin in providing academic advising and enrolment support.

UBC Okanagan Aboriginal Programs and Services and Okanagan College share an Aboriginal Advisory Council. This council provides advice, recommendation, and guidance to both institutes. The Aboriginal Advisory Council had existed for twenty years, established during Okanagan University College. The council is comprised of representatives from Okanagan and Shuswap Nation bands as well as urban Aboriginal delegates from Friendship Centres and Metis organizations. They have been critical in the process of creating the UBC Okanagan campus Aboriginal Strategic Plan and continue to be the main Aboriginal advisory to the Okanagan campus.

In addition to the Aboriginal Advisory Council, there are three additional program-specific Aboriginal Advisory Councils: Faculty of Education Aboriginal Advisory Council, Faculty of Social Work Aboriginal Advisory council and the Faculty of Nursing Aboriginal Advisory Council. These councils are comprised of
representatives of professional Aboriginal service providers. They provide advice, recommendations, and guidance from a professional prospective. They also work with the respective faculties to provide opportunities to investigate and develop programs from an Aboriginal perspective and to improve the effectiveness of professional students.

Aboriginal Programs and Services has hosted two on-campus conferences for Aboriginal organizations that provide third-party sponsorship for Aboriginal students. These organizations include bands and Metis organizations. The goal of these conferences was to strengthen relationships with these organizations to better support them and their students. The conference was well received by Education Coordinators who came from various parts of British Columbia as well as out-of-province organizations from Saskatchewan and Ontario. Although the conference received positive feedback and support, there were many organizations that could not afford to attend. As a result, Aboriginal Programs and Services is looking to change the format of this event, and instead of the communities coming to the campus, the department is going to the communities. Providing support to both the communities and prospective and current students is an important aspect of Aboriginal Programs and Services’ priorities.

Aboriginal Admissions
Aboriginal Programs and Services works closely with the Okanagan campus Enrolment Services office on all Aboriginal undergraduate applications to the UBC Okanagan campus. Through this work, Aboriginal prospective students are identified and are categorized to be admitted either through direct entry, Aboriginal admissions policy, or Aboriginal Access studies. This supportive admissions process ensures that all Aboriginal applicants are provided with an offer for studies at the Okanagan campus and not provided with a refusal letter. This work provides access and widens participation for all prospective Aboriginal students.

Analysis and Future Directions
Aboriginal Programs and Services has strengthened cross-campus partnerships and programming for Aboriginal students. This includes work with the library and a formal research project that will further explore how this programming has prepared Aboriginal students. The department has also increased its programming with the nursing faculty to support and prepare first-year Aboriginal nursing students. The department is working towards strengthening relationships with other faculties and programs to support Aboriginal students and strengthen their program connections and experiences.

The positive growth of the Aboriginal Access Studies program also threatens the ability to maintain the level of support and programming to prepare these students to succeed and persist. The Aboriginal Access Studies enrolment exceeds the 18 targeted FTE’s that it receives from the Ministry of Advanced Education. To date, the program has been able to offer a consistent level of programming, but as the overall Aboriginal student body also increases, the pressure on the department staff to provide a high level of service is increased.
Interest to strengthen partnerships and collaborate with Okanagan College to support Aboriginal transfer students has been identified by both Aboriginal Programs and Services offices. This relationship provides a great opportunity for Aboriginal students to receive the dual support of each institute while pursuing their academic studies.

**Goals and Objectives**

Strengthening outreach and partnerships with local school districts is a priority for Aboriginal Programs and Services. There are still significant barriers in the K-12 system due to a minimal number of Aboriginal students who graduate and who are not eligible for university studies. By providing summer programming that is staffed by Aboriginal graduate and undergraduate students, positive role modeling will take place as students are introduced to university and various fields of study. Another critical element to summer programming would be to include a section where the student’s family is part of the on-campus activities. The majority of Aboriginal students are first generation students and having an opportunity for their families to learn more about the university community would allow their families to better support their academic endeavours.

Aboriginal Programs and Services is also working in collaboration with school districts 87, 22, 23, 67, 53 and 58 to provide meaningful programming for Aboriginal students starting in grade 10 through grade 12 for their campus visits. For the previous three years, the department has provided campus tours and presentations to students from these districts. In March of 2013, the department started to consult with each of the school districts to develop a different plan for these campus tours. Some of these changes would include attaching learning outcomes and exercises specific to each grade level (10, 11 and 12).

Providing consistent Elder programming for cultural support for Aboriginal students is a significant goal of Aboriginal Programs and Services. The Elder mentor role would be a staff member of the department and would provide cultural programming for students. This programming would also offer non-Aboriginal students with the opportunity to learn about Aboriginal perspectives.

As the Aboriginal student body increases, so is the number of Aboriginal students deciding to stay in residence. The department has started to work with Housing to explore the creation of an Indigenous Integrated Learning Community for both Aboriginal and non-Aboriginal students to be part of. The programming that would be part of this community would provide an opportunity to support Aboriginal students as they transition to university studies. Additionally, it would provide non-Aboriginal students with an opportunity to learn about Aboriginal culture, traditions and histories.

Aboriginal Programs and Services has started to work with the Equity office to explore the creation of Aboriginal resources workshops for discussing Aboriginal issues. The aim of these materials would be to provide a safe space for the campus community to share their experiences and learn about Aboriginal perspectives as well as expanding upon professional development.
Athletics and Recreation

The internal activities of the Athletics and Recreation Department can be divided into three main areas: administrative and business services, recreation and fitness activities, and varsity athletics. The recreation and fitness activities include student recreational sports clubs, intramural sports, fitness facilities, group fitness activities, and summer sports and youth camps. Varsity athletics is comprised of men’s and women’s basketball, volleyball, soccer, golf, rugby and cross-country running. In addition, the Athletics and Recreation (A &R) staff manage the gymnasium, fitness facilities, and Nonis soccer field as well as overseeing the construction and operations of the new fitness facilities: The Hangar. Athletics and Recreation is considered an ancillary service and as such has the opportunity to create five-year business plans. These business plans have been used historically to guide the developments of comprehensive services and are renewed on a regular basis. Current and historical business plans are available on request and are referenced in Appendix D.

Historical Perspective

There has been considerable student and employee growth at UBC’s Okanagan campus over the past eight years. From the time that the campus opened in September 2005, the demand for the Athletics and Recreation facilities and services has increased significantly. In 2005, the Department consisted of five full-time staff, and approximately 30 student staff serving a population of approximately 2,600 students, of which approximately 300 were residents. Varsity athletic competition was in the BC Colleges’ Athletics Association (BCCAA), a conference of the Canadian Collegiate Athletics Association (CCAA), and included men’s and women’s teams in basketball, soccer and volleyball. The coaching staff was made up of honoraria-based or volunteer positions. Recreational facilities at that time consisted of the gymnasium, which had a three-sided walking/running track and provided no team rooms; a natural grass field; a small, lit, outdoor multisport court; and two tennis courts. There were no campus trails at that time.

Current State

In 2012/13 the student population was approximately 8,000 with 1,700 residents. About 75% of the 8,000 students enrolled at the Okanagan campus participated regularly in campus recreation activities and some 1,200 students held fitness memberships this past academic year. Many more were interested in both participation and fitness memberships; however, the current shortage of recreation facility space and the resulting competition for access are the limiting factors. As the organizational chart shows, the full-time staff complement for 2013/14 has increased to ten, with approximately 80 student staff.
Six teams including men’s and women’s basketball, soccer\(^1\), and volleyball now compete in the Canada West Universities Athletics Association (CWUAA or Canada West), a conference of Canadian University Sport (the CIS). The process to secure these teams into the division took about three years and involved an intense, detailed and professional submission to the association. A copy of the complete submission is available on request and is listed in Appendix D. Athletics and Recreation also fields men’s and women’s golf teams in PACWEST (formerly BCCAA) as well as men’s and women’s cross-country running and rugby teams in local leagues. The coaching staff is now comprised of four full-time, two half-time, and 18 part-time honoraria-based/volunteer positions.

The recreation facilities have also expanded to meet the needs of a growing campus. The gym now has a walking/running track that is four sided, and there are four team rooms along with outdoor-access washrooms and an outdoor-access concession. The Nonis Field is a full-size artificial turf playing surface which is lined for soccer, Canadian football, lacrosse, and field hockey with covered team benches and 300 aluminum bleacher seats. Services also include a ball-hockey court, and two outdoor volleyball courts.

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\(^1\) CWUAA competition starts in 2014
courts\textsuperscript{2}. In addition, staff has explored a variety of ways to offer programming in other spaces on campus whose primary design was not recreation.

Athletics and Recreation staff has been integrally involved in a number of broader campus initiatives. The department led the inaugural Create event in 2005, which was a two-day affair providing orientation activities and information to both first-year and returning (former OUC) students. Athletics and Recreation staff remains heavily involved in a leadership capacity with the Campus Trails Action Group which was formed in the early days. The Athletics Scholarship Breakfast, which started as an athletics fundraiser, has morphed into a very public annual event which connects the business community to the university. Athletics and Recreation staff has also been a major contributor to a number of other successful fundraising initiatives, notably the Capri Insurance Awards, the application to the federal stimulus funding, and the donation for The Hangar. This level of contribution continues with the UBC Alumni Okanagan Days event set for July 2013.

**Campus Recreation**

The mandate of the Campus Recreation office is to enhance the quality of life of the campus community by providing recreational and wellness programs, services, and events. Campus Recreation engages over 6,000 students and employs over 50 students each academic year through its delivery of intramurals sports, fitness programs/services, and events. While the most widely engaging programs and services to date include participation in traditional sports leagues and individual fitness endeavours such as weight room/cardio access and drop-in court and field time, Campus Recreation continues to expand its offerings to engage a broader sampling of the student population. In recent years Campus Recreation has done this in a number of different ways. The department enhanced its relationship with Big White Ski resort to offer discounted student ski days and provided transportation to Hang 10 Friday night skiing. It engaged with the School of Health and Exercise Science to attract recently qualified student personal trainers to enhance its personal training services while providing students with valuable industry experience. It partnered with community sporting organizations to broaden its tournament and event offerings to include sports such as curling and golf. In addition, it expanded the existing relationship with Valley First Credit Union to host the annual Feed the Valley Walk & Run event, and it worked with campus partners to host campus and community events such as Bike to Work Week, Thrive Week, the Hack & Whack Golf Tournament, and Staff & Faculty Sport Day. Campus Recreation plays an integral role in providing wellness opportunities to engage the UBC Okanagan campus community and encourage everyone to live an active, healthy lifestyle.

**Recreation Facility Operations**

This office ensures that UBC Okanagan’s recreational equipment and facilities are staffed, cleaned, maintained, and safe for all users both internal and external. Internally, the facilities are used for

\textsuperscript{2} to be constructed over the summer of 2013
curriculum delivery; large campus functions such as exams, convocation, invocation, career fairs, etc.; campus recreation programs and events; drop-in activities; and varsity sport training, practice, and competition. The external community also rents the facilities for various activities which are primarily sport related but also could be education and social/spiritual. The gym has been the host venue for a wide variety of events from Davis Cup Tennis to provincial and national competitions in basketball, volleyball, gymnastics, tumbling and trampoline, and karate. It has also hosted international competitions in martial arts and volleyball. Given the significant demand for access, this office hires a large number of student staff allowing the department to provide extended hours of operation and ensure safe building use. As the demand for access far exceeds the supply, the construction of additional recreational facilities is recognized as one of the top priorities for the institution’s on-going capital campaign.

**Varsity Athletics**
This office provides the administrative support required to include varsity competition as part of the University’s student-experience offerings. The mandate includes managing and providing services to the coaching staff; supporting the academic, athletic, and health needs of student athletes; ensuring compliance with university sport governing bodies; arranging team hosting and travel; administering student athlete financial assistance; fundraising through interacting with alumni and donors; recognizing excellence in student athletes and coaches; and operating outreach programs such as club teams and summer sports camps to connect with the community. Noteworthy highlights include:

- the expansion of the Sports Medicine Clinic, a bi-weekly service started in the mid 1990s that provides on-campus access to a sports medicine physician, physiotherapist, and athletic therapist for student athletes and all members of the campus community;
- the creation of names, logos and colours for our varsity athletic teams, a significant component of institutional identity, spirit and pride;
- the creation of the Okanagan Chapter of the Big Block Club which takes a uniquely Okanagan perspective on the varsity sport alumni club that has been a UBC tradition on the Point Grey Campus since 1929;
- the creation of the Jr. Heat sports clubs, which offer opportunities for regional community youth to participate at a high level;
- the expansion of the student athlete Community Outreach Program, where student athletes volunteer in the community through activities such as Read-to-Achieve, Stuff the Bus, KidSport, Run for the Cure, Parkinson Superwalk, Wendy’s DreamLift, Movember, Shoot for the Cure, and visiting elderly shut-ins;
- the expansion of the fledgling sport academy program, a partnership with Volleyball Canada to run one of ten Centres of Excellence nationally;

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*I am very excited for the completion of the new Hangar. It will not only create more space for students to exercise and work out but it will also provide more opportunities for Heat athletes like myself to utilize it for cardio, strength, and weight training.*

Ashley Albores - UBC Okanagan women’s soccer team
• the application of social media to promote attendance at home games and develop fan interest in our teams including a presence on both Twitter and Facebook;
• the creation of a mascot and running of a naming contest with the winner: “Scorch”.

Analysis and Future Directions

Challenges
Facility access: Without question the single biggest challenge faced by the Department is insufficient facility space to meet the growing needs of the student body, the campus, and the surrounding community. More recent expansions such as the construction of Nonis Field, the completion of the running track, and the construction of the team rooms and The Hangar are positive steps. However, the fundamental space issues remain and are witnessed in the lack of court space, ancillary space, team rooms, sports medicine space, and office space as well as insufficient change rooms and shower facilities.

Financial Information: The Athletics and Recreation Department has very high hopes that the new Finance model that has been announced will provide the information needed to ensure the ability to independently manage budgets and make timely, informed decisions.

Meeting Demands: Keeping up with the demand for programs, services, and access from a growing and more diverse student and campus population as well as a more aware surrounding community continues to be a departmental challenge.

Opportunities
Regional sports hub: There are a number of exciting possibilities related to construction of an addition to the gymnasium. These include partnering with the Southern Medical Program and the School of Health and Exercise Science to conduct research on the exercise and chronic disease; establishing a regional sports medicine clinic; and partnering with local, provincial and national sports governing bodies such as Pacific Sport Okanagan to run academies, provincial and national team-training camps, and host international training and competitions.

Partnering with local sport organizations: There are a number of local sport organizations (swimming, softball, field hockey, football, etc.) which are interested in partnering with UBC Okanagan to provide expanded competitive opportunities for students.

International camps and competition: In keeping with the goals of Place and Promise, there are various opportunities to offer camps for international clients, both here and abroad, as well as opportunities for UBC Okanagan varsity teams to travel and compete internationally.

Diversity: The changing size and demographic of UBC Okanagan and the ever-changing socio-economic environment in Canada provide a wealth of opportunities to consider new ideas and new ways of delivering Athletics and Recreation programs and services.
Enrolment Services

Enrolment Services is a UBC system unit that serves both major campuses. The Deputy Registrar on the Okanagan Campus has a dual report to the Associate Vice President Enrolment Services and Registrar in Vancouver and the Associate Vice President Students in Kelowna. The Deputy Registrar oversees most of the Enrolment services functions provided directly on the UBC Okanagan campus with the exclusion of Undergraduate Recruiting which reports directly to the AVP Students. The local business functions include admissions management, registration and records management, degree audit support, graduation support, academic class and final examination scheduling, support of the Okanagan senate, student financial awards, front-line services, and communications.

Business expertise in Enrolment Services provides a wealth of knowledge about the student experience and academic support services. This knowledge is made available to a variety of tactical and strategic initiatives by having the leaders in Enrolment Services participate in planning, enrolment management, academic program development and many other campus-wide undertakings.

Historical Perspective

In 2005, Enrolment services consisted of a single department overseen by the Associate Registrar supported by two records and registration clerks, a scheduling clerk and an academic calendar coordinator. Today, the Deputy Registrar directs four departmental managers who oversee a combined staff of 16 for a total staffing level of 21 FTE. In addition, three communications positions are funded by this unit for other departments to provide services back to the entire AVP Students portfolio. Over that time, the Deputy Registrar assumed responsibility for the front-line services group in 2008 and Student Financial Assistance and Awards in 2009.

In 2011, an agreement was established between Okanagan Enrolment Services and University Relations, Okanagan campus that saw two communications staff move to University Relations with the understanding that the AVP Students portfolio would receive services at least equivalent to the production of those positions. In 2013, a similar agreement was implemented for an additional communications (web services) position placed in Okanagan IT.

Current State

Since Enrolment Services provides key enterprise services to both campuses, some services are provided from Vancouver to the Okanagan campus and others are provided by units that have a presence on both campuses. As a result, for some departments, the Deputy Registrar co-manages with a counterpart in Vancouver. Admissions, the Senate Secretariat, and financial awards management all have joint oversight. The current staff in Enrolment Services serving the Okanagan Campus is presented in the figure below.
Figure 6: Organizational Chart: Enrolment Services

Admissions
While almost all undergraduate applications for admission are processed centrally from the Vancouver campus, two staff positions are based at the Okanagan campus to provide local management, consultation and liaison services for Faculties, staff, and applicants on this campus. Local staff advises applicants on the admission process, manages non-standard applications, and facilitates appeals that may arise. It also guides Faculties on developing and interpreting admission policies that support the achievement of university goals. Additionally, full application processing for some special programs such as Aboriginal Access and Engineering Bridging are handled locally. All procedures related to broad based admission (BBA) processing are also operated locally. This unit also reports to the Associate Registrar, Admissions and Recruiting in Vancouver.
The key strength of this unit is in the relationships that have been built with Okanagan faculties and other business units involved in enrolling new students such as recruiting. These local relationships have facilitated development of initiatives that support Okanagan needs such as an engineering bridge program with Okanagan College students, special support for Aboriginal students with an Access program, and streamlined admission to Nursing. These relationships have also supported a smooth transition to broad based admissions processes that were introduced in 2012.

A particular strength of the full undergraduate admissions unit arises from centralized processing of applications. Having one unit process applications for both campuses minimizes overhead and provides the ability to deploy resources more effectively.

**Records, Registration, Graduation**
A variety of processes and services are provided by this unit. These include support of on-line class registration, final grade entry, the student information system, graduation, and the degree audit system. This unit also works in the areas of student academic progression, academic standing evaluation, program completion verification, and the processing and recording of transfer credits. The department provides training and support to staff and faculty on all these functions.

This department has invested in building strong working relationships with its closest working partners including Academic Advising, Recruiting, and Aboriginal Programs and Services. These relationships result in improved service to students and significant gains in efficiency.

There is also a high level of institutional knowledge that is being applied to a number of systems improvement projects. This strength is being deployed to the advantage of both campuses for key enterprise-wide systems.

**Class and Examination Scheduling**
The master academic class schedule and related examination schedules are produced locally with an emphasis on equitable access to space that supports student demand for courses in combination with efficient use of classroom space. This area relies heavily on two commercial software products, one that builds and academic class schedule and another that builds a final examination schedule. Both systems are in the process of being replaced and the department is heavily involved in all aspects of the project.

The scheduling staff on this campus has considerable institutional knowledge relating to building class schedules. A centralized approach to this business function and collaboration with other business units that book and maintain classroom space permits optimal use of classes with minimal duplication of
effort. Strong working relationships with unit heads and associate deans are key to the strength of this unit.

**Office of the Senate**
This system-wide unit supports both the Vancouver and Okanagan Senates and the Council of Senates. For the Okanagan campus, the office supports the Senate and its eight committees by advising on academic governance matters, providing research and analysis, and by assisting the development of proposals, policies and regulations for consideration by Senate. The Senate office also provides a wide range of academic governance and administrative support services, manages the University’s academic appeals process, publishes the academic calendars, and conducts University elections. The unit’s primary direction is from the Senate and its Committees, but it reports to an Associate Registrar based in Vancouver with local staff also reporting to the Deputy Registrar for the Okanagan campus.

A recent shift from campus-based staff deployment to system-based support allows for greater specialization and development of expertise within the unit. The transition of the Okanagan campus from high growth to maintenance is allowing a transition within the unit from base readiness to best practice.

**Student Services and Financial Support**
In September of 2012, the Financial Awards department and the Student Services department were combined into this single new unit. For students, this created a single counter offering a broad range of services where there were formerly two separate locations each with a much narrower focus. Local staff operates university-funded financial support programs such as bursaries and awards as well as government student loan processes. Front-line services are provided by the same group in-person, by telephone, or electronically. These services range from accepting tuition payment and student card production to advising on student finances. This unit also reports to the Director, Enrolment Services Foundation in Vancouver.

The transition process has been challenging, but the structural and role changes are complete. Having a single, larger group provides greater flexibility in providing service and maintaining full operational efficiency through various peak times of the annual work cycle. Students observe the early stages of a more comprehensive set of services being provided by a larger complement of staff that have higher levels of training.

**Analysis and Future Directions**
Many of the challenges and opportunities for Enrolment Services in the Okanagan arise from the fact that it is a “system” unit working to support two campuses that have distinct cultures and separate academic governance. Being part of a large and prestigious university with long-standing tradition provides the advantage of a wealth of experience that can be applied to a new campus. At the same time, that size and tradition can result in unwieldy processes and barriers to new initiatives. Now that the Okanagan campus has existed for eight years and the period of significant enrolment growth is complete, the true nature of the campus is coming into sharper relief, and its place in this multi-campus environment is more evident.
For Enrolment Services in the Okanagan, the balance between local, distant, and joint services is always near top-of-mind. The answer can be different from unit to unit and has shifted under different organizational structures, but with growing campus maturity, best practice can be pursued with more clarity. There will be ongoing effort to determine appropriate staffing levels both local and centralized. Within the campus, the culture of cooperation between faculties allows common processes centralized within Enrolment Services to be implemented regularly. For example, since all Okanagan faculties agreed to the same key elements for broad based admission, the campus was able to implement one process campus wide operated by enrolment services. This led to a very efficient process to evaluate student profiles and earlier admission decisions.

A noticeable increase in institutional knowledge based in UBC Okanagan Enrolment Services creates a new standing for the management group. A higher level of involvement in system projects, including leadership roles in numerous examples, gives greater assurance that new systems will better meet the needs and fit the business processes of the campus. There is greater confidence in when to push for a separate Okanagan process and when to adopt a common solution. This contribution is critical for the immediate future because a number of mission-critical and enterprise-wide systems are being replaced, systems for which Enrolment Services is the business custodian.

The ambitious plan to replace multiple key systems is essential because of unsupported products and fragile home-grown systems; however, there are associated risks to Enrolment Services that extend to the entire university. The systems are large and many of them are interconnected creating an intricate web of processes and data transfers. Enrolment Services shares the first level of concern with IT in managing the projects to ensure costs and timelines do not escalate and results diminish.

A final challenge to note for Enrolment Service again arises from its mandate to support both campuses and senates. The cultures of the two campuses are quite different, and it is not unusual for Enrolment Services to be tasked to find a common solution (e.g. a joint admission policy), or to accommodate disparate needs, (e.g. developing processes to direct applicants to separate English language development programs at each campus). It can be very difficult to find solutions that satisfy all parties and support all interest evenly, but it is a challenge we readily accept and finding solutions is immensely satisfying.
Health and Wellness

The current Health and Wellness statement of mission and values is as follows:

*We promote student body, mind and spirit wellness within a healthy and sustainable campus environment. We value the contributions and well-being of everyone in the campus community. Population health, primary health care, and community health eco-system models inform our work. The mandate of Health and Wellness is to support well-being and prevent injury and illness of students. Wellbeing, defined as health and life enjoyment, is considered foundational to educational achievement, whole person development and civil society.*

Student health is foundational to student success and is the focus of the work of Health and Wellness. Student health is addressed through the areas of Campus Health Education and Promotion, Campus Health Clinic, and Counselling. Each of these areas works closely together; the work of each area supports and informs the work of the other areas.

Theoretical models, current research, and best practices appropriate to health promotion, counselling, medicine, and nursing inform practice and are adapted to fit the work of Health and Wellness. The work at Health and Wellness includes direct service to students, health promotion and education, student engagement activities, interdisciplinary education, and health research and development. The work of Health and Wellness is depicted within the “umbrella” which is attached in Appendix C-1. An extensive self-study of Health and Wellness was completed in 2010. For a full review of the self study please refer to Appendix C-2.

Historical Perspective

In 2005, Health and Wellness included the areas of Campus Health and Counselling. At that time, Campus Health provided primary nursing services to students and the campus community. Counselling provided personal counselling and also helped students develop study skills. As the campus has grown, services to the students and the campus community have expanded. Over the years, the Health and Wellness team has developed to include three related areas: Campus Health Promotion and Education, Campus Health Clinic, and Counselling. The teams have included various nurse-practitioners, physicians, researchers, nurse clinicians, student employees, sexual health educators, dieticians, practicum students and others from various health disciplines.

In 2007, the VOICE project was initiated on campus to examine what makes a healthy campus community. In 2009, with the move to the University Centre Building, the Health Clinic was developed. An electronic health record (Accuro) was purchased with the intent of a common student health record to be used by clinic nurses, physicians, and counsellors. In 2012, VOICE 2012 was initiated to explore the needs of special or diverse populations of students on campus.
Current State
The current staffing complement in Health and Wellness is depicted in the figure below.

Figure 7: Organizational Chart: Health and Wellness

Campus Health Promotion and Education
The Campus Health Promotion and Education team (Campus Health) provides health promotion and education to students on campus with the goal of developing healthy and resilient students within a healthy campus community.

A Ministry of Health grant, which is “held” by the Interior Health Authority, funds the Campus Health team. Other grants are obtained when possible. The direction of the Ministry of Health grant is to
“improve the health of the student population, improve the health of the campus community, reduce acute and chronic health care costs, and increase student success and retention.” Presently the work is in the second year of a three-year term which will run until March of 2015.

Theoretical models such as Labonte’s Health Promotion Model, Hancock’s model of Community and Health Ecosystems, WHO Population Health, settings-based health promotion strategies, and youth-adult partnerships inform the work of the Campus Health team.

For the current academic year (2012/13), the contract staff consisted of four Nurse Clinicians, one Sexual Health Educator, one Registered Dietician, one Administrator and one Student Researcher. The professional team members are Bachelor’s or Master’s degree prepared, self employed and work part-time hours from September 2012 to April 2013.

During the 2012/13 academic year, the Campus Health team continued to explore the needs of special populations of students on campus in a research project called VOICE 2012. This research focuses on student and non-student experiences on campus and investigates the experiences of diverse population groups who may not participate in mainstream community engagement approaches. Investigators included faculty from Psychology and Nursing, and Campus Health staff. Over one hundred and fifteen students from different disciplines participated in this research project. These students were completing classroom work, practicums, directed studies projects, or participated as volunteers. At this time (April, 2013), the VOICE research project is disseminating information to the campus community, partnering and planning for action, and exploring diverse perspectives on campus.

In addition to VOICE research work being completed this term, Campus Health staff provided health promotion and education activities to the campus community. The health education and promotion work that occurs is determined by evaluating current health trends or concerns as determined through formal research (for instance, the National College Health Association, VOICE) and requests from the campus community.

Educational and health promotional activities for small and large groups may vary from year-to-year. Many of the activities occur each year (for instance, coordinating the alcohol action network meetings, providing sexual health groups in residence) while many of the activities are unique to each year (for instance, “speed dating” in 2012). A number of activities are provided that are aimed at larger campus groups. All group activities are held cooperatively with Counselling, the Health Clinic and other campus partners. The number of large and small group events offered in 2013 is indicated in the table below.
Table 2: Large and Small Group Events January- April 2013

<table>
<thead>
<tr>
<th>Event Type</th>
<th>Total number of events held</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small group</td>
<td>19</td>
<td>57</td>
</tr>
<tr>
<td>Large group</td>
<td>5</td>
<td>1000</td>
</tr>
</tbody>
</table>

The Campus Health team has built effective partnerships and coalitions with internal and external community partners. This work is ongoing and is shown in the advocacy work of the Campus Health team with students, staff, and faculty working together on community activities that include alcohol and other substances, mental health, campus community trails, water, student space, gender and cultural sensitivity, sexual health, and food and nutrition. For annual reports of Campus Health Promotion and Education, please refer to the Appendix C-3 (Reports).

**Campus Health Clinic**

The Campus Health Clinic was developed in 2009 when Health and Wellness moved to the University Centre building. The goal of the Campus Health Clinic is to provide a range of primary health services to maintain healthy students in order to achieve academic success and personal wellbeing. The Campus Health Clinic provides primary care, crisis intervention, outreach, consultation plus other health services to the campus community. Prior to 2009, the Campus Health team provided health services to the campus.

This clinic has established an integrated practice of health care with physicians, nurses, and counsellors. The work is augmented by campus partners such as the Sports Medicine Physician, Physiotherapist, Drug and Alcohol Counsellor, Psychiatrist, Options for Sexual Health (funded by Campus Health grant), and a Nutritionist.

The clinic operates five days a week from 9:00-4:00 daily during the September to April academic year. When the clinic is fully operational, a physician is available to students five days per week. Between September and April the staffing of the health clinic includes a 0.8 FTE Primary Nurse (Masters educated), 0.4 FTE Health Clinic Nurse (Bachelors educated), and a full-time Health Office Assistant. Due to the difficulty in contracting and retaining a physician, the clinic has operated with a part-time physician from January to March 2013. During May and June, the Campus Health Clinic operates with reduced hours and is staffed by the Primary Nurse. During July and August, the Campus Health Clinic is closed and students are encouraged to seek walk-in services in the local community.
The Campus Health Clinic and Counselling teams share a common reception with the Health Office Assistant and Health Clinic and Finance Coordinator providing support to both teams. The work of the Counselling and the Campus Health Clinic areas is closely integrated through a shared electronic health record.

Students may have scheduled or walk-in appointments in the Campus Health Clinic. Students seek help from the clinic primarily for physical health concerns. When students seek help, an opportunity is provided for inquiry into general student health and well-being. Other concerns often surface during these appointments, allowing the health care providers to assess these concerns and/or refer to other members of the team. This often occurs with students who are not comfortable identifying or discussing mental health or sexual health concerns openly. Early intervention by the health clinic allows for students to continue with their academics with a minimum of missed school time.

While visits to the General Practitioner generally require scheduled appointments, students have the flexibility to drop-in and see the Primary Nurse for assessment and treatment. This process is particularly important for students who aren’t sure if they need to see a physician, have no medical coverage, or require additional education and support to navigate the health care system. If the student is assessed to need physician services that day, an appointment will be arranged to see the physician.

The following statistics report student health visits to the primary nurse and the physician for the winter terms from September 2010 to the present day.

Table 3: Statistics for students visits to the health clinic (nursing)

<table>
<thead>
<tr>
<th>Date</th>
<th>2010 September to December</th>
<th>2011 January to April</th>
<th>2011 September to December</th>
<th>2012 January to April</th>
<th>2012 September to December</th>
<th>2013 January to April</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of student visits to nursing</td>
<td>557</td>
<td>612</td>
<td>561</td>
<td>483</td>
<td>723</td>
<td>890</td>
</tr>
</tbody>
</table>

Table 4: Statistics for student visits to the health clinic (physician)

<table>
<thead>
<tr>
<th>Date</th>
<th>2010 September to December</th>
<th>2011 January to April</th>
<th>2011 September to December</th>
<th>2012 January to April</th>
<th>2012 September to December</th>
<th>2013 January to April</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of student visits to Physician</td>
<td>767</td>
<td>1264</td>
<td>1358</td>
<td>1202</td>
<td>1672</td>
<td>417*</td>
</tr>
<tr>
<td>Average visits per day</td>
<td>18.71</td>
<td>25.28</td>
<td>20.26</td>
<td>19.23</td>
<td>37.16</td>
<td>28.8</td>
</tr>
</tbody>
</table>

*physician available only on limited basis
Counselling
Counselling has been a part of Health and Wellness since UBC Okanagan’s inception in 2005. Counsellors provide personal counselling to students struggling with emotional or mental health issues with the goal of helping students achieve academic success and personal wellbeing. Counsellors provide crisis intervention, outreach, consultation, and some preventative services.

Counselling services are provided from 8:30-4:30 daily, Monday to Friday with some appointments in the early evening hours available. In the past year, the counselling staff complement has included permanent counsellors working year round (0.8 FTE and 0.6 FTE) and one contracted counsellor (0.4 FTE) working from September to April and one contracted counsellor (0.4 FTE) working January to April. This complement allows the team to respond more effectively to peak times of student need. Counsellors are Master’s educated with specific specialty areas. Various counselling theories and best practices inform the counselling work.

Students who request counselling usually present with academic concerns that are secondary to an underlying emotional or mental health concern. Depression, anxiety/stress, and relationship issues are the most prevalent concerns seen in students requesting counselling.

Students who seek counselling are provided with a 30-minute appointment for their first visit. This first visit usually occurs within two to three days and allows the counsellor to briefly assess the student to determine need for service. Students who are deemed “at risk” when they book their initial appointment are seen immediately by professional staff for assessment and to develop a safety plan. “At risk” students are those who appear to be extremely distressed or are experiencing psychotic and/or suicidal features.

The majority of students meet with a counsellor for two to three sessions. Students who are seen by a counsellor more than six times per term tend to be those students that have complex mental health concerns. For students with complex mental health issues, treatment may require involvement with a number of health care professionals in addition to the counsellors at Health and Wellness. Case management activities have increased year-over-year, but providing case management means many of these students have a successful university experience.

A psychiatrist consults to the campus one afternoon per month. An Interior Health Authority alcohol and drug clinician works with students who have substance abuse difficulties and is on campus one afternoon per week during the winter terms. The Counselling team has built close relationships with the Interior Health Authority mental health team for situations with students who may require urgent or emergent intervention.

Counsellors are involved with health promotion and education activities on campus. The extent of their involvement in health promotion varies from year-to-year and is coordinated with the Campus Health team. QPR teaching to staff, faculty, and students is one of the health educational programs provided by counsellors.
Table 5: Counselling statistics: Number of students seeking counselling (2006-2013)

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>109</td>
<td>109</td>
</tr>
<tr>
<td>2007-2008</td>
<td>122</td>
<td>137</td>
</tr>
<tr>
<td>2008-2009</td>
<td>172</td>
<td>148</td>
</tr>
<tr>
<td>2009-2010</td>
<td>292</td>
<td>221</td>
</tr>
<tr>
<td>2010-2011</td>
<td>248</td>
<td>286</td>
</tr>
<tr>
<td>2011-2012</td>
<td>352</td>
<td>224</td>
</tr>
<tr>
<td>2012-2013</td>
<td>383</td>
<td>315</td>
</tr>
</tbody>
</table>

Table 6: Counselling statistics: Number of sessions provided to students (2008-2013)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total visits</td>
<td>487</td>
<td>663</td>
<td>539</td>
<td>699</td>
<td>662</td>
<td>821*</td>
<td>812</td>
<td>942</td>
<td>840</td>
<td>834*</td>
</tr>
<tr>
<td>(term)</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total visits</td>
<td>1150</td>
<td>1238</td>
<td>1483*</td>
<td>1784</td>
<td>1674</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(school year)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*approximate

Analysis and Future Directions

Campus Health Promotion and Education

Campus Health Promotion and Education has provided effective student care and strong campus leadership in the area of health since UBC Okanagan’s inception in 2005. The model of health care is based on current best practices and is an effective model for a university campus. The work of the Campus Health Promotion and Education team is integral to the overall work of Health and Wellness and to student success at university.
**Challenges and Opportunities**

Funding for Health and Wellness varies from area to area within Health and Wellness. Counselling is funded by UBC, funding for the Campus Health Clinic is mostly from UBC and part from MSP fee-for-service. Funding for the Campus Health Education and Promotion team comes from grants; the Ministry of Health prevention grant is the main source. This funding difference implies different expectations and opportunities for team members (for instance, contracted employees versus ongoing employees, opportunities for education and conference attendance, etc.). The funding for the Campus Health Education and Promotion team is a three-year term which will need to be renegotiated.

The threat to role of Campus Health Promotion and Education comes with the uncertainty of the ongoing funding of the MOH prevention grant. The question then arises as to the sustainability of health education and promotion at the university. Failure to have a strong community health presence at the university will negatively impact the overall health of the campus community and in turn, negatively impact student success.

The difference in funding sources allows for increased flexibility in the work to be done (with the Ministry of Health campus health prevention grant) and allows for opportunities to explore different aspects of campus health as the need warrants.

**Health Clinic**

The Health Clinic provides primary health care to students by treating illness and injury and preventing the spread of illness among students. Staffing the Health Clinic with a Primary Nurse provides support and advocacy for students who may have difficulty navigating the Canadian health care system.

**Challenges and Opportunities**

Difficulties exist with the retention of a physician for the Health Clinic from year to year. The Current Funding model of the Health Clinic is not sustainable over time. The availability of health care on campus allows students to be seen quickly and efficiently and to maintain their academic work. In the absence of a Campus Health Clinic, students may be reluctant to seek health care off campus and in turn, put themselves and others at an increased risk for illness.

The Strategic and Decision Support team will be providing a review of the Campus Health Clinic in 2013 to determine a business plan and ongoing economic viability of the clinic. Having a Health Clinic on campus allows students to develop healthy responsible attitudes to their health care.

**Counselling**

Counselling staff members are Masters’-level prepared clinicians who have a wide variety of skills and expertise to deal with the complex nature of students on campus.

**Challenges and Opportunities**

The demand for counselling service for all students exceeds the availability of counsellors and increasing numbers of students with complex mental health difficulties continue to attend UBC Okanagan. Based on the IACS Standards for University and College Counselling Services, “minimum staffing ratios [should
be] in the range of one FTE professional staff member (excluding trainees) for every 1,000-1500 students” (2010, p. 14).

In periods of peak demand, the likelihood of a student self-harming, attempting suicide, or becoming psychotic and failing to receive appropriate treatment rises. In the event this happens, the student will be unable to complete his or her education and the risk for potential litigation against the university is increased.

The counselling team continues to refine and clarify its mandate and works closely with local community resources to advocate for services for students with complex difficulties. The counselling team is examining alternative short-term counselling strategies in its work with students.

**Cultural Competency**

Increased numbers of culturally diverse students will be attending UBC Okanagan in the future. Presently, Health and Wellness employees have a good understanding of the complexities of culturally diverse students and provide culturally safe care.

**Challenges and Opportunities**

Health and Wellness employees do not have a standardized level of culturally competent care when providing health care to diverse student groups. Students from culturally diverse backgrounds may not feel their care is culturally appropriate and/or may have health concerns that are missed by the health care provider. These students may fail to seek out appropriate health care. In turn, this failure may increase the potential for students to experience health issues and not succeed and/or withdraw from the university.

As the university campus grows and becomes more culturally diverse, Health and Wellness needs to continue to develop cultural competence in its work to address the increasingly diverse student needs. Health and Wellness needs to be encouraged to engage critical thinking about power imbalances and their implications on health care. The timing may be appropriate for UBC Okanagan to examine the level of cultural competency across departments and faculties.
Student Development and Advising

Student Development and Advising is a large directorate that has programs and units focused on orientation to the university, student engagement, academic success, leadership, and international programs and services. Currently, the department is comprised of the following units: Academic Advising, Campus Life, Careers and Co-op, Community Service Learning, Disability Resource Centre, Go Global – Student Mobility Program, International Programs and Services, Math and Science Centre, Supplemental Learning Program, Language and Writing Centre, Writing 009, and the English Foundation Program.

All units within the department are committed to the experience of the student, both inside and outside the classroom. Service is delivered by outstanding professionals who are invested in their specific fields of inquiry and who are motivated not only by the student experience but also by meeting and exceeding the goals of the institution. The field of student affairs is founded on a body of literature that investigates and provides evidence for best practice and service improvement. Each department adheres to the Council for the Advancement of Standards in Higher Education (CAS) standards and uses these as a guide to program delivery.

The department is built upon a culture of evidence and regularly makes hard decisions about where to put resources to maximize impact for students. It’s with the spirit of inquiry that we happily provide the information for this particular self study. It is our pleasure to look back upon the work that we’ve done and provide a snap shot that helps us understand how we align our goals with the AVP Students (AVPS) portfolio. This is an opportunity to showcase what we do well and to reflect on what the future holds.

Historical Perspective
In 2005, the staff complement in the student services area was eight individuals serving 2,600 students. Since then, and as enrolments have increased, new departments and staff have been added to support the goals of the AVPS. The current complement of staff has grown to twenty within five distinct departments which have been combined within the Student Development and Advising portfolio. Since the inception of the campus, the Student Development and Advising unit has developed services on the notion of building an exceptional educational experience for undergraduate students on a small intimate campus. The services have been intentional, based on student development theory, and assessed and changed to maximize impact. The department is creative and takes calculated risks to develop programs that enhance the student experience. While enjoying the freedom to be creative, the unit has also had the financial resources to add staff and programs that support these goals. The following organizational chart details the current staffing complement.
Current State

Figure 8: Organizational Chart: Student Development and Advising

The Campus Life Office
The Campus Life office is strategically developed to address transition issues, develop enriched engagement opportunities, and assist with retention. One such orientation program is Kickstart, which is an orientation program designed for out-of-region domestic students. It gives new students a chance to move-in early and get oriented to the campus and to the region before classes start. The campus life office has run this program for three years and has space for 60 students per year. The evidence from this program suggests that students who participate in the Kickstart program are more likely to persist into second year.

Each September, the Campus life office also welcomes approximately 2200 students to the first day of classes in an orchestrated orientation program helping to familiarize each student with the campus and to
build relationships amongst new students. In addition to the initial orientation day, the office plans a week of events that focus on engaging students in healthy, positive activities and social opportunities. Known as “Create: New Student Orientation”, this program meets the objectives of getting students oriented to the campus and answering some of their questions. However, surveys of event participants also show that anxiety around academic demands persists. The figure below captures responses from Create participants.

**Figure 9: Post Create Anxiety Levels**

![Post Create Anxiety Levels](image)

In addition to the orientation programs for first-year students, the Campus Life office supports a comprehensive peer-mentor program. Every first-year student is matched up with a senior peer in the same discipline who is available to answer questions and provide information about transitioning to university life. The correspondence from the mentor to the mentee begins in July with the goal of helping the new student feel connected to campus. Throughout the year, the mentor shares information with the first-year student about services and supports on campus to assist the first-year student with any challenges. The short-term goals of the program are to assist with the social integration of students and to improve academic success, while the long term goal of the program is to improve first-year retention. The preliminary results indicate that when first-year students engage with their peer mentor, they are more likely to persist than first-year students who do not access this service.

The Collegia Program is an innovative program on the Okanagan campus designed to meet the basic needs of commuter students and to replicate the residence experience. The collegia are social spaces where commuter students can eat, rest, study, and socialize. These spaces are
a **home away from home** for students that have large breaks between classes or who need a place to meet others for a study group. In these spaces, student staff act as hosts and are tasked to build community with their constituent group. There are four collegia on campus that serve, but are not limited to, the following groups: junior students (first and second year), senior students (third and fourth year), international students, and graduate and non-traditional students. The collegia spaces are open from 7:30 am to 7:30 pm with peak hours between 11:00 am and 3:00 pm with the greatest number of students using the spaces on Tuesday, Wednesday, and Thursday. The spaces are well-used with an annual number of visits as follows: Junior 9099, senior 8207, graduate 2723, and international 8928. These are not unique users but rather the number of students that sign in to each of the spaces in a year. The top four reasons students report they use the space are to 1) study, both individually and in groups; 2) eat their lunch; 3) relax; and 4) socialize and network.

**Table 7: Collegia Utilization 2012/13**

<table>
<thead>
<tr>
<th>Student Type</th>
<th>Number of visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior</td>
<td>9099</td>
</tr>
<tr>
<td>International</td>
<td>8928</td>
</tr>
<tr>
<td>Senior</td>
<td>8207</td>
</tr>
<tr>
<td>Graduate and Non-traditional</td>
<td>2723</td>
</tr>
</tbody>
</table>

In the past two years, the Campus Life office has developed a student leadership program designed to provide additional employability skills that are not always captured in the progression through an academic degree. The leadership program on this campus is called *Path* and is designed on the Social Change Model of Leadership Development explained by Komives, Wagner and Associates (2009). The model includes four core workshops with optional workshops that allow them to further their particular interests. The skills that are highlighted in the student leadership program are communication, ethical decision making, professionalism, presentation skills, email etiquette, etc. Each year, between 40 and 70 students go through the program which culminates in a student-organized leadership conference. In 2012/13, the leadership team organized the national conference hosting 250 student leaders from across the country.

There are a number of other programs sponsored by the Campus Life office all designed to improve the experience of the student on campus. These programs include: The Food Exchange, the Safe Walk program, bicycle rental program, diversity theme weeks, campus life clubs, and numerous events that are inspired by individual students or by student groups with particular interests.
Community Service Learning

The UBC strategic plan identifies community service learning as an action item to meet the commitment of community engagement. UBC’s Okanagan campus has partnered with academic faculty with an aim to develop responsible, engaged citizens and to impact critical social issues in the local community. The community service learning (CSL) team is now working with nine faculty members to provide service-learning components in academic courses. In addition, the staff in CSL hosts co-curricular programs where students can participate in service learning outside of their academic courses. Some examples of the programs that CSL supports are computer literacy training, reading week days of caring, dealing with issues of poverty and homelessness, etc. This year, 524 students have participated in community service learning both in their academic courses and as volunteers with one of the many co-curricular projects. The following student quote captures the impact of Community Service Learning programming:

*It’s a rare occasion when we get to step out of our lives, for a moment or two, and use our hands, head, and heart to help someone else create smiles and build positive memories. Volunteering for the CSL program was that opportunity for me. Every student should do this.*

[Reading Week Days of Caring Participant]

Academic Advising and Career Advising

UBC’s Okanagan campus operates a centralized advising unit which serves the whole population of students across all disciplines and years. Each advisor is required to intimately know all eight degree paths and the requirements for 55 majors and a large number of minors. On average, the advisors are seeing 750 students per month, with the complement of these students as follows: BA program (44%), BSc (31%), HMKN (10%), MGMT (6%) and BASC, BFA, and nursing (9%). Advisors keep statistics on a monthly basis and understand that the demand for specific service fluctuates with the demands of the semester. For instance, in September they see more first and second-year students predominately for course selection, checking program requirements, and details on dates and deadlines. In January, the academic advisors see senior students predominately for graduation checks. This past year, faculty-specific advisors have been added to the centralized team. This means that in addition to advising for all programs and for all years, each advisor is developing expertise in a particular faculty and is providing advice back to the faculty regarding students’ progression through that particular degree. The advising unit has just added an electronic database system to their advising tools to provide more consistent messages to students and to communicate with campus partners and departments.

Career Services is instrumental in assisting students to understand how their educational path can attach them to the labour market through several programs and services such as résumé writing workshops, interview preparation sessions, career cafes, and hosting an on-line job board. Staff members in career services also provide career assessments for students who are unsure about what major makes sense for them. A large component of the career centre role is the administration of the on-campus employment program. In 2012/13, 487 students were employed on campus in jobs that range from
research to service. The focus of the on-campus work program is to provide meaningful opportunities for students to gain valuable work experience while also maintaining their studies.

**Supplemental Learning Groups**
The Okanagan campus has become a Canadian leader in supplemental learning (SL), a program that is very popular in the United States but has been slow to grow in Canadian institutions. The premise of supplemental learning is to place an organized and intentional study group in courses with historically high D, F, and W profiles. These courses are considered ‘gateway’ courses and can prevent students from progressing through their degree in a timely way. The sessions are coordinated by a senior student who has performed well in the discipline and has a relationship with the faculty member teaching the course. The idea of the program is not to re-teach the material but rather for the student facilitator to engage the students in a process where they can find the answers themselves. The program started in seven courses which included Math, Chemistry, and Physics but has expanded now to 25 different courses across a multitude of disciplines. After four years of running the supplemental program, results show that if students attend SL at least five times over a term, their mark can improve up to one letter grade. The assessment of the program is also showing a correlation between students who attend supplemental learning and retention of those students in the following year. Students who engage in supplemental learning in the first year are performing better in second year. Much of the success of the program rests upon the relationship between the faculty member teaching the class and the senior student facilitating the supplemental group. It’s the partnership between students, student affairs staff, and the faculty member that makes this program so successful.

**Math, Science, Language and Writing Centres**
There are one-on-one supports on campus for basics such as math, science, and writing. Services in these centres run on a peer-tutor model where senior students work directly with first and second-year students. These centres have concentrated their resources into becoming experts for first and second-year students believing that senior students have already developed strong academic success skills. The Math and Science centre offers drop-in tutoring for Math, Statistics, and Science courses. The centre is open five days a week and is busiest just before mid-terms and on Tuesday and Thursday evenings when it hosts “back to basics” math nights. On average, the centre sees 1000 students per term with most queries coming for Math followed closely by Chemistry and then Physics. In the fall of 2012, the centre’s users were surveyed to determine satisfaction rates. Of those who answered the survey, 87% were very satisfied or satisfied with the range of subjects available for tutoring; 93% were very satisfied or satisfied with the knowledge of tutors, but only 61% were very satisfied or satisfied with the availability of the tutors. Overall, 76% of those surveyed were very satisfied or satisfied with the overall experience of tutorial services in the math centre.
The Language and Writing Centre provided service to 1151 unique students for a total of 3381 appointments in the 2011/12 academic year. Just over half (56%) of these appointments were first-year students requesting assistance with the structure of an essay, which includes assistance with form, grammar, thesis statement, APA format, and errors due to English as an additional language. In the academic year of 2012/13, there was an increase in visits to 3613 with 1692 unique visitors. What has remained each year is the fact that the majority of the users are in first-year classes and they are requesting assistance with essay writing. In the spring of 2012, users were surveyed to see if they were satisfied with the service they received at the Language and Writing Centre. Of the respondents, 74% indicated they thought that the centre was either very helpful or helpful; 93% indicated that they intended to return to get additional assistance, and 83% indicated that they would recommend the service to a friend.

Writing 009
Writing 009 is an English Language course that is designed for students who have been admitted to UBC Okanagan but have not received 70% or better in English 12. The course fulfills a prerequisite requirement for first-year English classes. This is a non-credit course and has historically been housed under the Continuing Studies (CS) umbrella. In 2011, CS was closed and the Writing 009 course migrated to the AVP Students portfolio and is operated in tandem with the Language and Writing Centre. Each year, about 100 students are required to take this course. There is some debate on campus as to whether or not this course should continue, or if the campus would be better served by implementing a 70% admission standard. Given that there is a debate about how best to meet English standards, the students who take Writing 009 are tracked. After students take Writing 009 they perform at the same level as their peers who have been admitted with 70% or better in English 12 in first-year English composition courses. On average, the non-009 students receive about 72% while writing 009 students average 74%. In literature courses the writing 009 students perform slightly below their peers at 62% compared to 68%. Monitoring and tracking of these students will continue as the university community discusses the issues of writing and language skills for first-year students.

International Programs and Services (IPS)
Currently, there are approximately 700 international students on campus who receive service from 2.5 advisors in the international office. The issues that bring the students in to see an advisor vary but are concentrated around their unique needs including visa issues, medical insurance, homesickness, academic issues, financial issues, and cultural acclimatization. Generally, the advisor provides one-to-one advising as the needs of the students are specific to the country and to the student. In addition to personal advising, the unit takes a lead role in providing educational and cultural programming for the campus.
The unit successfully engages a large number of students who then organize cultural events such as African Awareness Week, Chinese New Year, Global Fest, Festival of a Thousand Cranes, Nowruz, International Grad, and International Students’ Day. IPS also coordinates the Jumpstart program, which is an orientation program for international students. All incoming international students are invited to participate in the Jumpstart program, which can be up to 250 annually. The evidence suggests that students who participate in Jumpstart are retained at a higher rate than students who do not participate.

Table 8: Jumpstart Participant Retention Rate

<table>
<thead>
<tr>
<th>Status</th>
<th>Jumpstart Participants (N=34)</th>
<th>Jumpstart Non-participants (N=200)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departed</td>
<td>3%</td>
<td>27%</td>
</tr>
<tr>
<td>Transferred to UBCV</td>
<td>12%</td>
<td>16%</td>
</tr>
<tr>
<td>Continued</td>
<td>85%</td>
<td>56%</td>
</tr>
<tr>
<td>Graduated</td>
<td>None eligible yet</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

**English Foundation Program (Pathways Program)**

The English Foundation Program (EFP) is a new program in 2012/13 for Student Development and Advising. It is a partnership between the Faculty of Education and Student Affairs to support students who are admitted to the institution in the degree of their choice, but who have not met the English Language Admission Standard (ELAS). Instructors from the Faculty of Education teach an intensive language training program and the students are permitted to enrol in up to two additional academic courses in their degree path. Student Affairs provides tutorial supports and teacher assistants for the English language courses and advises each of the students enrolled. This year, nineteen students came through the EFP program and all but one of them will continue their studies in the fall as fully admitted UBC students who successfully satisfied the ELAS requirement with this intensive language course. It is worth noting that collectively they performed better than the average in all their additional academic courses and, in some cases, were at the top of their class in the other academic courses. It is anticipated that this program will expand and will host up to 300 students annually by 2016. For students’ perspectives on the impact of this program, please refer to this video.

**Disability Resource Centre**

The Disability Resource Centre at UBC’s Okanagan campus works with the campus community to provide disability-related services and accommodations to students with disabilities. There are currently 150 students registered with the DRC who are receiving academic accommodations across all faculties and within most degree programs. The DRC also actively raises awareness on campus regarding systemic barriers for students and works with an advisory board to plan and execute awareness programs.
Academic accommodations are provided on campus through Policy 73 Academic Accommodations for Students with Disabilities which will be reviewed by the internal legal team in 2013. In preparation for that review, the DRC engaged in both a self study and an external review. Both of these documents are available to review on request and are referenced in Appendix D. This evaluation afforded the DRC a number of quality recommendations and pragmatic suggestions for improvement. Priorities for the DRC include clarifying the role of the staff in the department and strengthening communication and education efforts to build strong and effective relationship with key partners.

Go Global and Study Abroad Program
International engagement is a strategic priority for UBC Okanagan and is considered an enriched educational opportunity for the AVP Students’ portfolio. There are well over 150 partners around the world where students can elect to apply for a summer term, a semester, or a full year of study. Gaining in popularity are group study opportunities, which are faculty-led condensed courses in an international setting. In 2012/13, there are four study tours going out in the summer with a total of five faculty members investing in this type of deep learning experience. While it’s difficult to capture the full impact of these opportunities, this particular student has clearly stated the impact on her.

*If you are thinking of doing an exchange stop thinking and weighing pros and cons. DO IT! In my classes in Canada I studied Spanish history and politics, but it always seemed so distant...almost not real. Like European history was just a storybook I was reading or details I was memorizing. Now that I am here and I talk to locals and hear from my professors, I see history in action, see my studies come to life, and realize that it IS REAL and people who are still alive today have lived through the Franco regime and still are affected by it. Going global really broadens your perspective.*

[Tara McCarthy, Universitat Pompeu Fabra, Spring 2012]

Students at the Okanagan campus participate in international study abroad or exchange at a rate of about 12 % annually. This means that 200 students are going overseas either on an exchange or with an international study group program each year. Over the course of a four-year period, 22% of the graduating students from the Okanagan campus will have enriched their education experience with an international component.

Analysis and Future Directions

Challenges

**Commuter Students:** The latest UES survey suggests that commuter students do not feel as connected or engaged with the campus as students who live in residence. Despite the creation of some specific services for commuter students such as the collegia, there remains a challenge in finding programs that fit for them.

**Increase in mental health issues:** Many of the campus services are recognizing an increase in mental health issues with all students but more significantly with international students. It remains a challenge for this campus to provide adequate and timely preventative services to this cohort of students.
Changes in leadership: There have been numerous high-profile leadership positions that have changed for the institution and the changes will continue for at least the next year. Changes in senior leadership can provide challenges to staff as resources get re-allocated to support different priorities. The Student Affairs staff is nimble and responsive, but a new strategic plan would be helpful to guide the staff during leadership transitions.

Breaking down silos: Like many other campuses across the country, there can be a divide between student affairs and the academic faculty. The student affairs staff works strategically with faculty partners to ensure that the work is in tandem with the academic enterprise and that support, advice, and services provided strengthen the mission of the institution. This is not always easy and needs to have the support of senior leadership as well as successful interactions between staff and faculty members.

Opportunities
Embedded study skills: During the 2012/13 year, members of the student affairs staff have been thinking strategically about how best to help first-year students acquire the skills necessary to be successful throughout their academic careers. This has resulted in an opportunity to embed study skills in first-year classes as a part of the curriculum. This would include items such as note-taking, reading academic text books, discipline-specific writing, etc. With the right support, there is an opportunity to roll this out as a common first-year experience for our students.

Services for graduate students: An exciting opportunity exists in 2013/14 to develop services for graduate students. The Dean of Graduate Studies has extended an invitation to see how the student affairs staff can support grad students and this department is happy to investigate the possibilities.

Faculty-specific Academic Advising: This past year, an opportunity has developed within the advising team that has resulted in faculty-specific advisors. These are advisors assigned to a particular faculty but nested within the centralized unit. This is an opportunity to provide better service to students and enhance services to constituent faculty.

International growth and development: In keeping with the goals of Place and Promise, there are endless opportunities to develop non-traditional learning experiences such as short-term high-impact customized language programs and professional development certification programs at the request of our international partners.
Student Housing and Hospitality Services

Student Housing and Hospitality Services is a conglomerate service-centred department that services both the internal and external community. Student Housing and Hospitality Services’ primary mandate is to support students both academically and socially as they transition into their university career. To that end, specific focus is given to guaranteeing housing for first-year students. Student Housing is well situated to assist with the recruitment of incoming students and to aid in the retention of students by assisting them in making a successful transition and establishing a connection to the larger campus community. The other elements of the department include Conference Services, Food Services, and the Central Booking Office, each of which support the core Student Housing function.

Historical Perspective

Student Housing and Hospitality Services has expanded tremendously with an intensive build-out of the residence infrastructure in the past seven years. What began as 320 residence beds in two buildings in 2005 is now nearly 1,700 beds in 18 buildings. This construction was completed in five phases that resulted in a new building opening every year from 2006 to 2011.

Similarly, on the food services side, what was one cafeteria and two small food-service outlets in 2005 has grown to more than seven locations on campus including four national franchises. The total capital investment in both Student Housing and Food Services combined is approximately 100 million dollars, all self-funded.

This rapid facility growth does not happen without strong human resource participation. In 2005, Student Housing and Hospitality Services was served by fewer than six full-time equivalent staff members. Today, the department has 17 full-time equivalent positions plus 64 student-mentor positions as Residence Assistants (RA’s) and another eight seasonal summer conference-service staff members.
Current State
The current staffing complement is seen in the organizational chart below.

Figure 10: Organizational Chart: Student Housing and Hospitality Services

Student Housing
Student Housing is part of a system unit that serves both campuses. It includes the maintenance of the physical structures, the administration of admission, occupancy and payment process, as well as the residence life social and educational programing.

Courtesy of the rapid expansion of residence rooms on campus, construction has been financed at 100% and subsidized by the system permitting student rental rates to remain competitive and affordable. Currently, 25% of the campus student population is able to live in residence courtesy of the rapid campus expansion. Planning is underway for a potential increase of another 250 beds pending the anticipated increase in international students. The room inventory of Student Housing includes a mix of
modern traditional residence rooms, quad style suite accommodation, studio units and one bedroom apartments. First-year students are guaranteed accommodation on campus and returning students enter a random-select process to secure space. Approximately 60% of the incoming class is housed on campus. The figure below provides an overview of the room inventory.

Figure 11: Student Housing Room Inventory

1676 Residence Beds

Conferences and Accommodation
The demand for student housing occurs during the eight-month academic calendar. With mortgages that encompass twelve months of the year, it is necessary to find alternate revenue sources during the summer months. Conferences and Accommodations actively markets affordable short-term hotel style accommodation to both the individual and group traveller. Considerable success has been found in serving the youth, sport, and religious group markets who in many cases also utilize the classroom, recreation, and food-service spaces on campus. Continued growth is also being experienced in serving academic conferences being brought to campus by faculty members. Conference and Accommodation at UBC Okanagan has become the largest hotel in the city.

Central Booking Office
Connected to Conferences and Accommodations, the Central Booking Office manages the booking of ad hoc meeting space campus wide. A recent addition to the campus, the Central Booking Office is mandated to uphold University space policy while providing effective customer service to both internal and external clients. The majority of the users at this time are internal faculty or staff booking meeting space for institutional purposes. External clients with complex meeting requirements are supported through the Conferences and Accommodations team.
Food Services
Food Services on campus is contracted out to Aramark Food Services. The current operation includes two large-scale food service venues, the Sunshine Café in the Administrative Building and The Green Thread in the University Centre supplemented by grab-and-go locations throughout campus. Four franchise locations currently exist with Tim Horton’s, Starbucks, Extreme Pita, and Booster Juice. A new non-franchised outlet is under construction in the Engineering, Management and Education (EME) building to open August 2013. Of the nearly 1,700 students living on campus, almost 1100 participate in a meal plan for their food service needs.

The current contract is due to expire in mid-2014. Planning is underway to determine the appropriate next steps in the evolution of food service on campus. The current contract with Aramark has been in existence since before the campus became UBC. Opportunity exists to examine the best model for future service as the campus is now much closer to the steady-state enrolment targets. Options for future service after June 2014 include re-tendering for a new contract service provider or bringing the service in-house to a self-operated model as currently exists on the Point Grey campus.

Analysis and Future Directions
Student Housing and Hospitality Services is well-served by an effective strong system relationship with the Vancouver campus. In addition to the financial support that helped leverage the expansive growth, the system department provides for administrative support for financial services, IT services, and purchasing all of which are specialized for the unique needs of the department. Joint training opportunities and sharing of expertise is also utilized by both Residence Life and Conference Services.

On a more local scale, SHHS enjoys a strong working relationship with Health and Wellness, Security, and Facilities Management. Being a good campus partner is a pillar of this department’s work. Maintaining these cross-departmental relationships helps to strengthen the campus services as a whole, rather than duplicating services unnecessarily.

Student Housing and Hospitality Services reaps the benefits of a largely new inventory, built to the demands of the modern student. There continues to be high demand from students for our product in spite of increased rental vacancy in the external community. In the near future, growth opportunities include the anticipated increase of the international student population, the expiry of the current food service contract that has been in affect since before the campus became part of UBC, and the opening of a new hotel at the campus perimeter.

In addition to the opportunities, there are some challenges for SHHS at the Okanagan campus. The campus demand continues to be in the eight-month academic cycle. The summer activity is limited which impacts food service provisions for the entire campus and particularly for conference services. Similarly, limited food-service and plenary spaces negatively impact the potential for increasing group sales with conference services. In essence, the accommodation offerings far exceed the conference room space and catering capacity. As a result, SHHS can only actively sell to smaller groups in spite of the bed count available.
The imminent arrival of the Academy Hill residential community may bring both benefits and challenges to the department. One of the challenges of accommodation so closely neighbouring a campus is the risk that it becomes “residence without the rules” and any negative activity that may occur there can be attributed by association to the University. On the more positive front, however, there is potential that new commercial enterprises stake claim in this development that will support the needs of the campus community.

Finally, Student Housing and Hospitality Services has benefited from staff recruitment efforts and the department is seen as a positive work environment with a healthy culture. As a small department however, each role is quite vital to the organization and with each departure leaves a wealth of knowledge and institutional memory.

Goals and Objectives

Student Housing
Student Housing will continue to focus on the needs of the first-year student transitioning to a university career. In addition, with the creating of a Graduate College and working in conjunction with the College of Graduate Studies, there is desire to increase the services for the graduate student population on campus. There will be continual growth in the development of Integrated Learning Communities with each year. Current plans for 2014 include an Aboriginal ILC being developed in conjunction with Aboriginal Services. Tentative planning for the next residence development is also underway pending the demonstrated increase in international student numbers.

Conferences & Accommodation
Conferences and Accommodations continues to focus its growth in the area of accommodation-only business as the number of conferences groups attending at any one time is limited by the food-service and plenary meeting space on campus.

Central Booking Office
Still in it infancy, the Central Booking Office continues to be mandated to provide service to both internal and external customers ensuring a consistent application of the UBC policies with regards to space usage. Bookings that are classified as the “Internal Invitee” are currently the most challenging and under review.

Food Services
With the expiration of the current long-term contract, Food Services is well-situated to fully evaluate the various service models available. The immediate goals and objectives for Food Services include ensuring an inclusive campus-wide consultation process is conducted in the fall of 2013 with a determination of the appropriate model before year end. Beyond the contract evaluation, the creation of ongoing feedback opportunities is also being developed via different food committees and special interest groups. The meal plan is also being expanded to incorporate flexible dollars to be used with interested off-campus service providers. Ultimately, the goal of Food Services is to provide superior, healthy food options that meet the needs of this culturally diversifying campus.
Student Recruitment and Advising

The Student Recruitment and Advising unit is a dual-campus entity with staffing reports that cross between UBC’s Vancouver and Okanagan campuses. The Student Recruitment and Advising office connects with domestic students and their parents via in-person and online sessions, print materials, email, websites and a variety of social media channels. The Prospective Student Marketing, Communications and Social Media team works with SRA to create strategy and to develop a variety of mediums for prospective students to receive information and support during their post-secondary application process.

The goals and objectives developed by and established for SRA include to:

- progress toward the Ministry funded target of 6923 FTE;
- grow annual new-student intake of out-of-province domestic students to 30% of total enrolment;
- increase the number of Aboriginal students to 10% of total student population by 2015 (total includes graduate, undergraduate, degree and non-degree studies);
- work with campus partners to streamline communication materials for students;
- enhance UBC’s reputation by providing exceptional service to prospective students and their parents, guidance counsellors, IB/AP coordinators, and other external members of the community; and
- collaborate with UBC colleagues on both campuses to provide students with respectful, knowledgeable and timely support.

Historical Perspective

The Student Recruitment and Advising (SRA) office became a dual-campus unit with the creation of UBC’s Okanagan campus in 2005. Over the past five years, new student enrolment in the Okanagan has grown by over 50% with students from the Lower Mainland representing the biggest proportional change; the campus remains highly dependent upon this region to maximize enrolment.

In the fall of 2007, SRA refocused its liaison efforts to attract top students from across the country in support of the goal outlined in Trek 2010 of enhancing UBC’s national reputation. Counsellor advisory committees were created in UBC’s two key markets of Alberta and Ontario and recruiter-advisors increased their presence in all out-of-province markets. The national recruitment focus was further formalized in 2011 with the creation of three regional managers and a reorganization of the recruitment staff along regional-team lines. Currently, one in five students at UBC’s Okanagan campus attended a Canadian secondary school outside the province of BC.

The SRA office continues to evolve in response to the restructuring of the Enrolment Services unit on the Vancouver campus and the creation of Enrolment Services Professionals (ESP). Over the last couple of
years the majority of the Vancouver SRA staff positions have transitioned to ESPs as the responsibilities for on-campus advising and the implementation of the campus tour programs migrated to this portfolio.

The Okanagan SRA unit continues to provide on-campus advising to prospective students via email, phone, in-person appointments, and walk-in inquiries. The unit is also responsible for the implementation of the campus tour program and other on-campus initiatives for the Okanagan campus.

**Current State**

The Central Regional Manager position is located on the Okanagan campus alongside three Recruiter-Advisors (each assigned to a regional team), one Associate Recruiter-Advisor, one Student Support Representative as well as one Office Coordinator, who provides administrative support for both campuses. The Associate Recruiter-Advisor position has a dual report with primary responsibilities focused toward on-campus initiatives on the Okanagan campus. The Regional Managers for East and BC as well as the Aboriginal Student Recruiter-Advisor are located on the Vancouver campus. The three regional teams provide liaison strategy and advising for both campuses and report to the Associate Registrar in Vancouver.

The current budget for the Student Recruitment and Advising unit is firewalled between the two campuses with allocations in each for regional liaison activities that support the enrolment goals of UBC system-wide. The salary for the Aboriginal Recruiter-Advisor is split across the two budgets as the position maintains important connections with Aboriginal communities around the province and in

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**Figure 12: Organizational Chart: Student Recruitment and Advising**

- **Ian Cull** AVP Students
- **Lisa Collins** AVP Registrar (Acting)
- **Andrew Arida** Associate Registrar
- **Leanne Issak** Regional Manager Central 1 FTE
- **Kathryn Thiessen** Regional Manager Ontario & East 1 FTE
- **Jay Graham** Student Recruiter Advisor 1 FTE
- **Carrie Karlgard** Student Recruiter Advisor 1 FTE
- **Michelle Majeral** Office Coordinator 1 FTE
- **Tori Palynchuk** Student Support Representative 1 FTE
- **Halyna Petryshyn** Associate On-Campus Advisor Dual Report 1 FTE
- **Anthony Dodds** Student Recruiter Advisor 1 FTE
- **Melodie Markle** Aboriginal Student Recruiter Advisor 1 FTE

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select regions of the country, with Aboriginal Programs and Services on the Okanagan campus, and with The First Nations House of Learning on the Vancouver campus.

**Analysis and Future Directions**

The year-over-year growth in new student enrolment of domestic students on the Okanagan campus over the past five years is one possible metric for evaluating the activities of the SRA unit. Other efforts, such as building the reputation of UBC or providing exceptional service to students and counsellors can be more challenging to assess.

**Table 9: New Student Enrolment of Domestic Students: 2005-2012**

<table>
<thead>
<tr>
<th>Applicant Type</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>Direct - BC Lower Mainland</td>
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<td>311</td>
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<td>208</td>
<td>248</td>
<td>312</td>
<td>448</td>
<td>478</td>
</tr>
<tr>
<td>Direct - BC Okanagan</td>
<td>339</td>
<td>425</td>
<td>456</td>
<td>430</td>
<td>500</td>
<td>491</td>
<td>550</td>
<td>516</td>
</tr>
<tr>
<td>Direct - BC Other</td>
<td>60</td>
<td>155</td>
<td>133</td>
<td>167</td>
<td>169</td>
<td>192</td>
<td>199</td>
<td>215</td>
</tr>
<tr>
<td>Direct - Can 12</td>
<td>52</td>
<td>119</td>
<td>197</td>
<td>235</td>
<td>264</td>
<td>364</td>
<td>373</td>
<td>332</td>
</tr>
<tr>
<td>Direct - Rest of World</td>
<td>2</td>
<td>12</td>
<td>24</td>
<td>37</td>
<td>35</td>
<td>50</td>
<td>49</td>
<td>170</td>
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<td>Direct - Unknown</td>
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<td></td>
<td>1</td>
</tr>
<tr>
<td>Direct - USA</td>
<td>4</td>
<td>11</td>
<td>8</td>
<td>14</td>
<td>23</td>
<td>18</td>
<td>30</td>
<td>34</td>
</tr>
<tr>
<td>PSEC - BC</td>
<td>150</td>
<td>359</td>
<td>373</td>
<td>361</td>
<td>385</td>
<td>402</td>
<td>528</td>
<td>434</td>
</tr>
<tr>
<td>PSEC - Canada</td>
<td>64</td>
<td>135</td>
<td>165</td>
<td>150</td>
<td>166</td>
<td>193</td>
<td>198</td>
<td>142</td>
</tr>
<tr>
<td>PSEC - Rest of World</td>
<td>11</td>
<td>22</td>
<td>22</td>
<td>14</td>
<td>18</td>
<td>22</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>UBC Vancouver to Okanagan</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Other Mature</td>
<td>8</td>
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<td>2</td>
<td>9</td>
<td>13</td>
<td>15</td>
<td></td>
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<tr>
<td><strong>Grand Total</strong></td>
<td>770</td>
<td>1551</td>
<td>1619</td>
<td>1631</td>
<td>1828</td>
<td>2069</td>
<td>2414</td>
<td>2373</td>
</tr>
</tbody>
</table>

**Analysis**

**Strengths**

Strengths of the SRA department are seen in

- the experienced staffing complement in the Okanagan office with a team-approach to service;
- the creation (with ISI) of The Prospective Student Marketing, Communications and Social Media team and their production of quality marketing materials; and
- the implementation of a recruitment strategy with combined liaison activities and marketing materials for both the Vancouver and Okanagan campuses of UBC.
Challenges
Challenges faced by the department are:

- the continued efforts required to develop the Okanagan campus as a destination of choice (39% of new UBC Okanagan direct-entry students from outside the local area applied to Vancouver as their first choice);
- the persistent misconception in the local community that UBC's Okanagan campus is part of the Okanagan College system;
- the reduction of SRA staff in the Vancouver office to support combined recruitment efforts for both campuses; and
- the need to develop a solid PSE market share in the Lower Mainland and Alberta due to the lack of a viable enrolment base in the Okanagan Valley.

Additionally, global economics, national demographics, and the changing PSE landscape may redirect more students towards trades/technical colleges or encourage them to stay closer to home to pursue PSE.

Opportunities
Several opportunities have been identified:

- The new reporting structure may foster collaborations and align priorities with those of the admissions office;
- The addition of advising and recruitment functions within the portfolio of the ESPs may help to encourage collaboration and knowledge sharing with the SRA units; and
- Recruitment and advising efforts will be able to focus on building an academically strong engaged class as enrolment starts to stabilize for the Okanagan campus.

Future State
It will take time to determine how the Enrolment Services N3 model on the Vancouver campus will impact various units in the Okanagan. Student Recruitment and Advising will need to adapt its liaison strategy and activities once the recruitment and advising responsibilities of the ESP become more clearly defined.

The goals set by the Strategic Enrolment Management committee and the vision developed for the campus also determines the priorities of Student Recruitment and Advising. What should be the percentage of students joining us from different regions of the country? Do we eventually want to encourage students with higher GPAs or stronger personal profiles? Is our priority to attract students directly out of high school or are we looking to increase the number of transfer students? The answer to these and many other questions provide the framework for future SRA strategy development.
Opportunities
The staffing reductions in the Vancouver SRA office generate an opportunity to develop greater collaborations, knowledge sharing, and efficiencies across other units on both UBC campuses, particularly with the ESPs, ISI, and Admissions staff.

SRA recently joined in partnership with ISI to expand the Summer Scholars Program to include domestic students for the July 2013 session. The two-week program will provide both domestic and international grade 10 and 11 high school students the opportunity to connect with Okanagan campus faculty around topics related to sustainability. The intention is to create greater collaborations with academic colleagues, increase the use of the campus during the summer months, and provide a valuable recruitment tool for the Okanagan campus. Future plans include the development of additional streams that support the recruitment needs of both SRA and ISI and to offer the students credit for completion of the program.

The SRA Okanagan office is also beginning to provide recruitment support for course-based masters programs within Management and Social Work in addition to the bachelor degrees offered in Education.

Challenges
The greatest challenge facing SRA for the upcoming cycle is the development of a strategy that supports the recruitment and advising needs of two campuses at different levels of maturity in the marketplace. The Vancouver campus has recently adopted a more passive approach to domestic recruitment and focused its energies on advising support for local students while expanding recruitment efforts internationally.

The demographics of the Okanagan Valley do not support the FTE allocations for UBC’s Okanagan campus and the development of its reputation is still in the early stages of growth. The SRA unit will need to work hard to develop institutional knowledge and affinity for the Okanagan with the ESPs visiting schools in the Lower Mainland as this region remains such an important market for the Okanagan campus.

Figure 13: New to UBC Registrants by Student type – UBC’s Okanagan Campus 2012
The out-of-province market is also an important source of students for the Okanagan campus and with reduced resources, SRA will need to be strategic with its liaison activities and priorities. The primary out-of-province markets for both campuses are Calgary, Alberta and Toronto, Ontario, but visits are scheduled in cities from coast to coast. SRA connects with prospective students via traditional school visits and post-secondary fairs in addition to the more involved events in the community. During these sessions, faculty members, current students and alumni join recruitment staff in cities across the country to provide prospective students and their parents with a deeper understanding of the exceptional learning environment available at UBC. Below are the SRA liaison activities, by region, for 2012-2013 recruitment cycle. These activities represent the combined efforts of the SRA units on both campuses.

Table 10: SRA Liaison Activities 2012/13 Recruitment Cycle

<table>
<thead>
<tr>
<th>Location</th>
<th>School Visits</th>
<th>Fairs</th>
<th>Community Events</th>
<th>Events Total</th>
<th>Attendance Total (approx.)</th>
<th>Counsellor Events</th>
<th>Counsellor Attendance</th>
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</thead>
<tbody>
<tr>
<td><strong>British Columbia</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower Mainland</td>
<td>42</td>
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<td>27</td>
<td>69</td>
<td>7250</td>
<td>2</td>
<td>206</td>
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<tr>
<td>Okanagan Valley</td>
<td>8</td>
<td>0</td>
<td>3</td>
<td>11</td>
<td>465</td>
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<td>39</td>
</tr>
<tr>
<td>Vancouver Island</td>
<td>3</td>
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<td>2</td>
<td>5</td>
<td>340</td>
<td>1</td>
<td>53</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>6</td>
<td>130</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>54</td>
<td>0</td>
<td>37</td>
<td>91</td>
<td>8185</td>
<td>6</td>
<td>311</td>
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<tr>
<td><strong>Central Canada</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Alberta</td>
<td>72</td>
<td>12</td>
<td>4</td>
<td>88</td>
<td>5639</td>
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<td>47</td>
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<tr>
<td>Saskatchewan</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>9</td>
<td>674</td>
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<td>16</td>
</tr>
<tr>
<td>Manitoba</td>
<td>0</td>
<td>6</td>
<td>2</td>
<td>8</td>
<td>1162</td>
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<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>78</td>
<td>20</td>
<td>7</td>
<td>105</td>
<td>7475</td>
<td>4</td>
<td>72</td>
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<tr>
<td><strong>Eastern Canada</strong></td>
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</tr>
<tr>
<td>Atlantic</td>
<td>9</td>
<td>0</td>
<td>3</td>
<td>12</td>
<td>200</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Quebec</td>
<td>0</td>
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<td>2</td>
<td>10</td>
<td>550</td>
<td>1</td>
<td>18</td>
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<tr>
<td>Ontario</td>
<td>122</td>
<td>1</td>
<td>16</td>
<td>137</td>
<td>3500</td>
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<td>45</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>131</td>
<td>9</td>
<td>21</td>
<td>159</td>
<td>4250</td>
<td>5</td>
<td>72</td>
</tr>
</tbody>
</table>

Working as a Student Ambassador was easily one of the greatest experiences I had while studying at UBC Okanagan. It is extremely difficult as a student to find work that fits your school schedule while still providing enough remuneration to get by, never mind finding work that is engaging, enjoyable, and a genuinely beneficial developmental experience - the SRA office provided me with all of these things. I have no doubt [that] the opportunities for specialized personal and professional development I received from my mentors there, who will now be lifelong connections and friends, have helped me to get where I am today [Daniel Oledzki, SRA Ambassador]
Research Support for the Student Success Model

Since opening our doors in 2005, this campus has been striving to better understand what drives key student behaviours such as persistence, academic achievement, and personal and social development on this campus.

In 2006, a short year-end student survey was developed to solicit feedback from current UBC students at the Okanagan campus on their academic experiences, which was also administered in the following year. The results of those early surveys identified three main factors related to student persistence at this campus; 1) students were from the Okanagan region, 2) students felt they belonged here, and 3) UBC’s Okanagan campus was their first choice.

These findings led to further investigation of what was meant by a sense of belonging and of what factors influenced student choice of the Okanagan campus as a destination university. Grounded in evidence collected from additional student surveys and on-going assessments of programs and services in the AVP Students portfolio, a three-pillar model of student success was developed.

In addition, previous research suggests student engagement – defined by student involvement in academic, interpersonal, and extracurricular initiatives through the university – is a key contributor to student success. As Kuh, Cruce, Shoup and Kinzie (2008) concluded, “student engagement in educationally purposeful activities is positively related to academic outcomes as represented by first-year student grades and by persistence between the first and second year of college” (p. 555).

Previous approaches to understanding student success have often included variables on student characteristics; institutional characteristics; interactions with faculty, staff, and peers; student perceptions of the learning environment; and the quality of effort students devote to educationally purposeful activities (Kuh, Kinzie, Buckley, Bridges, & Hayek, 2007). This analysis includes some of these variables, and further investigations will continue to add additional information as we learn more about what drives higher levels of academic achievement, greater personal and social development, and increased student persistence.

This section provides an overview of the methodology used to provide empirical support for the AVP Student’s three-pillar model of student success. Understanding how these three pillars are related to each other and to student behavioural intentions informs the development of programs and services that increase student support, program and campus connections and, in turn, positive student success at UBC.

Analytical Approach for This Study

The purpose of the current approach was to assess how well the theoretical model proposed by the AVP Students represents student behaviour, measured by the Undergraduate Experience Survey (UES) at UBC’s Okanagan campus. The use of structural equation modelling (SEM) is a powerful approach for investigating the underlying relationships among the three pillars, which are referred to as unobserved variables; student support, program affiliation and campus attachment. The three pillars are referred
to as unobserved variables because they cannot be measured directly, but can be measured by student responses to questions on the 2013 UES.

SEM is an approach for studying the direct and indirect effects of observed variables (e.g., student responses to survey questions) that are hypothesized to influence student success as measured by sessional GPA in this analysis. The overall goal of SEM is to ‘shed light’ on how well the data can support previous knowledge and theoretical assumptions rather than to discover the causes (Kline, 2010; Pedhazur, 1997, p. 770).

The benefit of using SEM for this analysis is to determine how well previously developed knowledge and theory can be demonstrated using current student survey results. SEM has been found to be useful for understanding the relationships between institutional contexts and student perspectives as measured by survey responses (Henseler, 2012). In addition, SEM might be able to point to other underlying relationships we had not yet considered.

The sample size requirements for SEM range from a minimum of 200 to a maximum of 400 (Hair, Anderson, Tatham, & Black, 2008; Kline 2010). We appropriately met the sample size requirement by analysing our student groups by year level. We included 371 fourth year students, 347 third years, 298 second years and 425 first year students.

The SEM model predicting student success contained three unobserved variables; student support, program affiliation and campus attachment (see Figure below).

**Figure 14: The SEM Model Predicting Student Success**
Sample
Data was collected from the 2013 administration of the UES. The UES was developed as a collaborative project of faculty and institutional researchers within the University of California system and is based at the Centre for Studies in Higher Education at UC Berkeley. The UES is the product of a larger research project focused on analyzing and improving the undergraduate experience within major research universities in the United States. In 2010, a version of the UES was adapted for use at UBC and administered to all current students. It was then administered again in 2012 and 2013.

The underlying dimensions of the UES have been explored by the University of California (UC), Berkeley group. Chatman’s (2011) study identified nine dimensions to the UES from data collected across all campuses of the UC system. Aspects of these dimensions helped guide the formation of the three-pillar model as well as the survey items included for examination in the present analysis.

Results
The outcome of each year level analysis suggests that all three pillars, student support, program affiliation and campus affiliation, contributed significantly to student success, defined by sessional GPA in this analysis.

Prior to interpreting the results, SEM models rely on several statistical tests to determine if the model adequately fit the data. Each of the models, based on student year level, met the model fit requirements for representing the data well. This means that the UES data was appropriately fitted to the theoretical model proposed by the AVP Students across all student year levels.

In addition, each survey question can be evaluated to determine if they contribute meaningfully to their respective pillars. If a question has a standardized regression weight less than 0.45, it was excluded from the final model. This resulted in a few items being excluded for each year level. For the final model, most standardized regression weights for survey items were in the ‘good’ to ‘excellent’ range across all year levels, indicating that their inclusion in the model was warranted.

Student Support
In terms of student support, survey questions related to involvement in supplemental learning sessions, supportive learning groups, and math and writing centre programming seemed to contribute the most to understanding this pillar across all year levels. However, results did differ a bit.

Questions related to this pillar for second year students indicated that involvement in the first year peer mentoring program and involvement in supplemental instruction contributed the most to understanding student support for these students. While for fourth year students, two additional questions seemed to

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3 Comparative Fit Index (CFI) and Tucker-Lewis Index (TLI), which ranges from 0 to 1 with a larger value indicating better model fit. Appropriate model fit is indicated by a CFI or TLI value of 0.90 or greater. Root Mean Square Error of Approximation (RMSEA) values range from 0 to 1 with a smaller value indicating better model fit. Acceptable model fit is indicated by a RMSEA value of 0.06 or less. (Hu & Bentler, 1999; Weston, Gore, Chan, & Catalano, 2008)

4 Comrey and Lee (1992) suggest weights > 0.71 are excellent, 0.63 very good, 0.55 good, and 0.45 fair.
contribute the most to this pillar, and those were career programming and involvement in the writing centre. In addition, campus recreation also contributed to understanding the pillar of student support for fourth year students.

The squared multiple correlations reported can be interpreted as reliability estimates on how well the survey questions relate to each pillar. For the student pillar, involvement in supplemental learning was the most reliable question for first year students, participation in the first year peer mentoring program and supplemental learning were most reliable for second year students, while writing support, math and science tutoring and supportive learning groups were the most reliable for fourth year students.

**Program Affiliation**

The same four survey questions were included across all year levels, and their standardized regression weights (≥ 0.74) indicated that they contributed very well to this pillar (Comrey & Lee, 1992). Program attachment seemed to be described mostly by survey questions about student involvement and faculty-to-student interaction in the classroom.

The squared multiple correlations (reliability estimates) reported for the program affiliation pillar, indicated that for all year levels all survey questions were fairly reliable, but two questions stood out that were related to contributing to a class discussion and asking an insightful question in class.

**Campus Attachment**

Campus attachment was described by six survey questions for all year levels that asked about overall academic and service satisfaction, pride with being a UBC Okanagan student, and sense of belonging at this campus. All six items contributed well to this pillar. The three questions that contributed the most were that students said they would encourage others to attend our campus, they felt proud to be here, and they felt they belonged on this campus.

The squared multiple correlations for the campus attachment pillar indicated that across all year levels the survey questions included in the model were fairly reliable. However, the highest reported reliability estimates were reported for the questions about how proud students are to attend UBC’s Okanagan campus, and how they would encourage others to go here. These two items had even higher reliability estimates for first year and fourth year students than for the other years.

**Relationships Between the Three Pillars**

A positive correlation between program affiliation and campus attachment was statistically significant for all student year levels. This means, that as students’ perceptions of their program become more positive, so did their sense of campus attachment and sense of belonging at UBC’s Okanagan campus.

Student support was statistically significantly negatively related to program affiliation for only first year students (-0.25). There were four survey questions that were included in the final first year student model and used to measure students’ participation in supportive programming; 1) collegia space, 2) math and science tutoring, 3) supplemental learning sessions, and 4) supported learning groups. The results for first years suggest that students who participated in these support activities tended to have a lower perception of their program affiliation. This seems to make sense as many of these services are
intended to support students who are experiencing academic and social difficulties in their first year. Subsequent year levels did not seem to experience the same relationship between student support and program affiliation.

**Pillars Related to Student Success**

The relationship from program affiliation to student success (sessional GPA) was statistically significantly positively related for third and fourth year students (p<.01). Campus attachment was statistically significantly positively related to sessional GPA for second year students (p<.001), and third and fourth year students (p<.01). These results suggest that program affiliation becomes most important during the third year of the student’s involvement at UBC’s Okanagan campus, and that campus attachment begins in the second year.

**Summary**

Overall, the analyses suggest that the proposed three pillar model of student success provides acceptable fit for the data across all student year levels at UBC’s Okanagan campus. The items included in each of the models contributed appropriately for the respective pillar, based on the standardized regression weights as most loaded in the good to excellent range. In addition, the squared multiple correlations indicated strong to good reliability estimates for questions on each pillar. Although the variance explained in the differences among sessional GPAs was small (ranged from 2% for first years and 11% for third years), background information about student characteristics may explain additional variance.

The results suggest that previously developed knowledge and theory, based on multiple sources of feedback collected from students, are supported by these models. Results seemed to differ appropriately across the year levels for the student support pillar. Since survey items describing this pillar for second year students indicated that involvement in the first year peer mentoring program and supplemental learning sessions were important for these students’ success, while fourth year students were more involved with career programming, writing centre programming and campus recreation.

Also, the relationship of each of these pillars suggests that program affiliation becomes stronger for students in their third year; likely when they are selecting their academic major or are enrolled in more courses or activities related to their major.

Campus attachment seems to take place in their second year for our students. Although the relationship between campus attachment and student support were not statistically significant for the second year students, involvement in the first year peer mentoring program and supplemental learning sessions seem to be significant for these students.
Future State of the AVP Students Portfolio

Drivers
There are several sets of aspirations and commitments that will drive the activity of the AVP Students portfolio for the next three to five years. The first is the University strategic plan Place and Promise. The foundational academic strategic plan, Trek 2010, continues to provide direction around the goals of an intimate learning environment with a vibrant campus-life experience.

There is a second level of portfolio commitments that is informing our work. The first of these is to ensure that all students have the same opportunities to engage in high-impact, enhanced educational experiences.

Related is the commitment that each initiative purposefully serves at least two of the following functions from the three-pillar model of student success. As the research data presented in the previous section of this report demonstrates, this model is a reliable measure for program delivery. Each program should:

1. build intuitional affinity;
2. improve student success; and
3. facilitate academic program connection and affinity.

Institutional affinity is present when a student can, in their own words, articulate why UBC's Okanagan Campus is the right place for them to live and study. Student success, in this instance, means that students can transition successfully from first year to second year and then on to graduation in a timely manner. Academic program affinity means that students can articulate the value and uniqueness of their academic program at UBC Okanagan and their engagement in that program.

While the focus for the last five years has been building a model of success for students on this campus, it is with the understanding that we are partners in the larger academic endeavour. The AVP Students portfolio has focused on building support teams and competencies in direct service to students predominately in the area of co-curricular involvement. Going forward, this department remains committed to all of these endeavours but also turns attention to intensifying partnerships with the Provost, Deans and Faculty colleagues and to providing leadership to the campus in these areas. It is important that this portfolio aligns leadership, skills, and considerable expertise with the academic aspirations of students.

Challenges
The campus has grown very quickly both in terms of populace and infrastructure since 2005. In many ways, meeting the preliminary demands of this expansion, while challenging, was mitigated by the ability to create multiple new programs and hire excellent staff. A growing budget environment and new space allocations allowed for innovations and for the AVP Students Portfolio to continue to create a campus environment that feels intimate and engaging.
UBC Okanagan has now reached a steady state in terms of domestic undergraduate enrolment leading to budget and space pressures. The campus is faced with a requirement to increase international undergraduate enrolments to increase revenues. Additionally, there is a shift in campus priorities from the undergraduate experience towards graduate students and research. Therefore, it is important to ensure that this portfolio’s priorities and activities are aligned with these new realities while at the same time continuing those activities which evaluation demonstrates are successful and crucial to building affinity, improving student success, and facilitating academic program connections.

A second set of challenges is related to the dual campus nature of the UBC system. While the AVP Students’ mandate is the Okanagan campus, some of the Directorates are system-serving and these relationships, while much improved, continue to require diligence and attention. In these instances, namely Enrolment Services, International Students Initiative, and Housing, the Directors have either dual reports or dotted line reports to the AVP Students and an AVP on the Vancouver campus.

Related to the above, the Vancouver Campus has a Vice President Students who is the Chief Student Affairs Officer for the Vancouver campus. She is a member of the UBC Senior Executive Group and has systems responsibility. Until 2010, the AVP Students had a dual report to this office and to the Deputy Vice Chancellor and Principal on the Kelowna Campus. As a result of an external review of the VPS office in 2010, the AVP Students reporting relationship to the VPS was severed. This has served the Okanagan campus well though it has added a layer of complexity in a very few instances.

The third set of challenges is related to significant changes in executive leadership which have occurred and will continue for the next year or so. In July 2012, Doug Owram retired as Deputy Vice Chancellor and Principal. Doug had served in this capacity since the inception of UBC Okanagan in 2005. In 2012, Professor Buszard took office as DVC and Principal and is very early into her mandate. The current Provost, Professor Wesley Pue, has resigned his position and Dr. Gordon Binsted will serve as acting for the time being. Associate Vice President Finance and Operations, Jackie Podger, resigned her position in September of 2012 and was replaced by Michael Shakespeare in the late fall. The AVP Enrolment Services and Registrar James Ridge accepted a new position within the institution and a search for his replacement is underway. Lastly President, Professor Stephen Toope, has announced that he will step down in June 2014. New leadership brings change, new priorities, and new expectations. The AVP Students portfolio must be ready and able to respond to these.

Finally, there is a trend across the country for institutions to become more mindful and purposeful about their ability to provide measurable outcomes for the work that they do. Student Affairs on this campus already operates from a culture of assessment but there is a need to become more strategic about this and to ensure that all directorates are working with department-specific learning outcomes that relate directly to the pillars of student success. This continues to be on the radar and will guide the some of the AVP Students’ work moving forward.

**Opportunities**
Looking forward to the next three to five years, the AVP Students portfolio will continue to use and build upon the culture of assessment and measurement that all activities have been founded on. Priorities
include refining and enhancing current programs, focusing on greater collaboration with academic colleagues, and lending leadership and significant expertise to support the academy.

**Academic Program Affinity**
Greater academic program affinity will be achieved using already existing avenues such as Community Service Learning, Go-Global, Study Abroad, Embedded Academic Advising, the First Year Experience Program and themed Housing activities. Future priorities in this area will include providing greater academic supports for students. An example of this is a series of content pieces being developed that can be embedded in first-year courses to teach study skills, career exploration, critical thinking, and academic writing so that every first year student has common experience regarding essential skills.

**Undergraduate Student Support**
There is opportunity to continue to facilitate student success through programs like the Supplemental Instruction Program, Exam Jam, the Peer Mentor Programs and the Math and Writing Centres. Academic Advising plays a crucial role in helping students understand their academic and career goals and move them towards their aspirations. There is a need to refine programs that identify students at risk and programs that allow students opportunity to remediate before academic probation.

**Graduate Student Support**
There is a need and an opportunity to work with the Provost and Vice Provost Research and Graduate Studies in order to help provide positive experiences for graduate students. This work will occur in the areas of helping graduate students who have a need to acquire better skills in English and academic writing, career planning, housing, and assisting some faculties that have Professional Graduate Programs with recruiting and offering general support.

**Summer Programming**
The AVP Students portfolio has an opportunity to develop more programming that increases the use of the campus during the summer period. This includes the development of certificate programs that have a professional development and English language acquisition focus, as well as summer camps, and summer experience programs for both domestic and international high school students around themes like sustainability.

**Institutional Affinity**
Lastly, there is a need to continue to refine and add to the menu of opportunities for students that build institutional affinity with the campus even before they fully arrive. Engaging students in programs such as Jump Start and Kick Start, Create, the First Year Experience Program, programs for commuter students, Path Leadership Program, Aboriginal Student Access Program, and the Residence Life Program will continue to develop high student affinity and engagement.
References


## Appendix A: AVP Students Portfolio Data

### Table 11: Historical AVP Students Portfolio Budget 2006/7

<table>
<thead>
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<th>Department</th>
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<td>AVP, Students</td>
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<td>Student Development &amp; Advising</td>
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<td>ISI</td>
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<td>International</td>
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<td>Student Employment</td>
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<td>Campus Life</td>
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<td>Learning Exchange</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1,536,884</strong></td>
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</tbody>
</table>
Appendix B: Scholarly Contributions by Directorate

B-1) Aboriginal Programs and Services

Publications


Presentations/Conferences


**B-2) Athletics and Recreation**

Presentations made (individual and joint with Dr. Owram, Ian Cull, and Mark McGlocklin – then Director of Development) to the Canada West Universities Athletics Association (CWUAA) with respect to application for membership:

• 2008 AGM
• 2009 Regular Meeting
• 2010 Regular Meeting
• 2010 AGM
• 2013 Regular Meeting
• 2013 AGM
B-3) Enrolment Services

Memberships:

Fred Vogt
- BC Registrar’s Association
- American Association of Collegiate Registrars and Admissions Officers (AACRAO)
- Association of Registrars of the Universities and Colleges in Canada (ARUCC)
- UBC Okanagan Senate and all sub-committees (representing the Registrar in absentia as Secretary to Senate)
- UBC Registrar’s Executive Committee
- UBC Student Information System Working Group
- UBC Okanagan Strategic Enrolment Management Committee
- UBC Okanagan Campus Executive Advisory Council
- UBC Okanagan Advisory Committee on Learning Spaces

Nancy Adams
- Association of Student Awards Personnel
- Canadian Association of Student Financial Aid Administrators

Terry Downs
- Canadian Association of Student Financial Aid Administrators – newly signed up.
- International Institute of Business Analysis
- Association of Change Management Professionals

Presentations:
- Overview of Okanagan Enrolment Services (Fred Vogt)
- Senate 101: Senate and Governance at UBC Okanagan (Nathalie Hager)

B-4) Health and Wellness

Conference presentations:
- Ecology of bridge building at UBC Okanagan, CACUSS, Saskatoon 2007
- UBC Okanagan VOICE a healthy campus, Healthy Campus Conference, Victoria, 2009
- A collaborative approach to creating a resilient student residence, NASPA, Boston, 2010
- Geneva, Adventures in Healthy Campus Development: The Case of the Smoke Free Campus, IUHPE, 2010
- A collaborative approach to health care, CACUSS, Edmonton, 2010
- A comprehensive and collaborative approach to addressing the diversity of student alcohol use on campus, CACUSS, Toronto 2011
- Trouble in Paradise- mental health provision on an idyllic rural campus, PNACC Tacoma, 2011
B-5) Student Development and Advising

Conference Presentations

- *Beyond Orientation to Exam Jam*. How do we support students as they begin final exams?
  Learning Specialists Association of Canada 2013, Presenter
- *Supporting Deep Approaches to Learning Core Concepts through the Use of Supplemental Learning in First-Year Biology*, UBC Okanagan Teaching and Learning Conference, 2013
- *‘Community’ in Community Service Learning*, Centre for Teaching and Learning Conference 2013
- A whole Campus response to Culture Change
  NASPA Western Regional Conference 2012, Presenter
- *University discursive practices and student subjectivity: Privileging ability*
  Qualitative Health Research Conference 2012, Poster Presentation
- *Coaching and Mentoring*
  PATH UBC Okanagan Campus 2012, Presenter
- *To: First Year Students*
  Subject: It’s Your UBC Peer Mentor
  CACUSS Conference 2012, Presenter
- *Choose your own adventure*
  Canadian Conference of Student Leadership 2012, Host
- *Faculty as Partners in Supplemental Learning*
  UBC Okanagan Teaching and Learning Conference 2012, Presenter
- *The Role of Faculty promotion in a successful Supplemental Learning Program*
  International Conference on Supplemental Instruction 2012, Presenter
- *Making the Leap: ESL/EAP to the Academic Realm*
  CBIE Annual Conference 2012, Presenter
- *Creating EAP Pathways to Undergraduate Success*
  BCCIE Summer Seminar 2012, Presenter
- *Building Inclusive Campus Communities: Throughout Orientation and Beyond*
  TOPBC, May 26, 2012
- *Transition and Orientation Professionals of BC*
  Conference Host, 2011, 2012
- *Cultivating a First Year Experience*
  CACUSS Conference 2011, Presenter
- *Exam Jam - reigniting orientation*
  CACUSS Conference 2011, Presenter
- *Making the Big Small- Introducing Supplemental Learning at UBC Okanagan*
  UBC Okanagan Teaching and Learning Conference 2011, Presenter
- *Power or Privilege*
  UBC Student Leadership Conference 2011, Presenter
- *Building Inclusive Classrooms*
  UBC’s Centre for Teaching and Learning Conference 2011, Presente
• **Shining a Light on Commuter Students: The UBCO Collegia Program**
  CACUSS Conference 2010, Presenter

• **True Colors vs Myers Briggs**
  True Colors International Association 2010, Presenter

• **Community Engagement**
  Social Entrepreneurship Class 2010, Presenter

• **Becoming Interculturally Fluent: Culture, Language, and Identity**
  UBC Student Leadership Conference 2010, Presenter

• **Cultural Panel**
  BC TEAL’s Interior Conference 2010, Panel Member

• **Creating Intercultural and Welcoming Classrooms**
  School District 23 (K-12) Professional Day Training 2010, Presenter

• **Is anybody Out There: E-Mentor Program for first year students**
  CACUSS Conference 2009, Presenter

• **Presentation on CSL**
  Kelowna Roundtable 2009, Presenter

• **Critical Reflection**
  Rotary Club Kelowna, 2009, Presenter

• **Growing up Bi-Cultural**
  Okanagan College TESL 141 Cross-Cultural Course 2009-present, Instructor

• **Framing Afghan Women in the Sharia Law Debate: A Cross Cultural Study of Canadian and Afghan News Media –**
  Hamrin International Conference: How World Media Cover and Shape Middle East Coverage 2009, Presenter

• **Online tutoring at UBC Okanagan – Overview of online tutoring and a hands-on demonstration.**
  CACUSS Conference 2008, Presenter

**Professional Contributions**

• Member: CACUSS, Canadian Association of University and College Student Services 2006-current

• Member: NASPA, Region V 2009-current

• Member: Women in Science Committee (WISE):

• Member: Kelowna General Hospital, Development & Strategic Planning

• Member: Central Okanagan Foundation Community Social Development Grant Fund 2010-2012.

• Western Representative : CACUSS 2009-2011, 2013-2015

• Member: College Reading and Learning Association (2007-2011)

• Member: Learning Skills Association of British Columbia

• Board Member: Project Grow (Ghana Rural Opportunities for Women)

• Board Member: Aboriginal Education Council (Okanagan)

• Board Member: New Horizons Community Council (Seniors)

• Member: Homelessness Partnering Strategy
• Member: Kelowna Community Resources Kelowna Homelessness Networking
• Member: Fetal Alcohol Spectrum Disorder Action Team
• Member: Rule Out Racism Committee
• Member: International Committee Achievement Award
• Member: TESL Canada
• Member: BCCIE Summer Seminar
• Co-Chair: BC TEAL Interior Conference
• Member: Diversity Health Fair
• Assistant Chair: BC TEAL Interior Conference

Publications and Awards:
• Co-Investigator: VOICE project
• Principal Investigator: An Evaluation of a Peer Mentor Program
• Co Investigator: Inclusive Campus Research Project
• Author: Introduction to Academic Pedagogy
  o Course Curriculum 2012
  o UBC Okanagan Faculty of Education
• Recipient: Staff Excellence Award for Community Engagement 2008
• Recipient: CACUSS Innovation Award 2008
• Recipient: UBC Okanagan Equity Grant 2008, 2012
• Author: Look before your Leap: The Naxalite insurgency and the promise of India Limes (Italian International Relations Journal)
• Recipient: IETP Scholarship

B-6) Student Housing and Hospitality Services

• 2010 Members Choice Award CUCCOA (Canadian University and College Conferences Organizers Association)
• 2012 UBC Staff Leadership Award (Suzanne Nazareno, Manager, Conferences and Accommodations)
• 2010, 2011 Chair Corporate Relations and Exhibits Committee Association of College and University Housing Officers International (Shannon Dunn, Director SHHS, Okanagan)
• 2011 External Reviewer for University of New Brunswick, Saint John Campus, Residence and Conference Services (Suzanne Nazareno, Manager, Conferences & Accommodations)
• 2012, 2013 CUCCOA Board Member – Debbie Harding (Director Marketing and Communications)
• 2012 CUCCOA Presentation – Social Media as it relates to University Conference Operations (Debbie Harding)
- 2012 OACUHO (Ontario Association of College and University Housing Officers presentation - Show and Share Community Development (Paul Evans)
- 2009, 2010 NWACUHO Board Member (Northwest Association of College and University Housing Officers) – Shari Walsh (BC Representative)
- 2011 – Host site for CUCCOA National Conference
- 2015 – Host site for CCUFSA (Canadian College and University Food Service Association) National Conference

Suzanne Nazareno, Manager, Conferences & Accommodation, Central Booking Office

Awards:
- 2010 Member’s Choice Award, CUCCOA (Canadian University and College Conference Organizers Association)
- 2012 UBC Staff Award for Leadership

UBC committees:
- Advisory Committee on Learning Spaces
- Parking Appeals Committee
- JJEC – Human Resources – Joint job evaluation committee

Conference Presentations:
- 2011 Annual CUCCOA Conference: Presented the UBC strategy for developing a centralized non-academic booking service
- 2012 Annual CUCCOA – Transitions from Student Move out to Conference Services

Special Projects:
- 2010/2011: Developed a central non-academic space booking procedure for UBCO campus
- External Reviewer for:
  - 2011 – University of New Brunswick, Saint John Campus - Quality Assurance Review for Residence & Conference Services
- External Volunteer Committee’s
- Event Coordinator & Volunteer Coordinator – Central Okanagan Hospice Association

Debbie Harding, Conference Sales & Services Coordinator
- Membership Position: is currently the Director, Marketing and Communications for CUCCOA (Canadian University and College Conference Organizers Association)
- Conference Presentations: 2012 annual CUCCOA conference: Co-presented: Social Media as it relates to University Conference Operations
- Enrolled in MED program / Adult learning and global change

Jen Neilands, Manager, Front Office Services – SHHS
- Completed Managing at UBCO program through Human Resources
Jessie Ravnsborg, Support Services II

- Committee: DVC and Principal Human Rights and Equity committee
- External Community: Event Co-Chair, Canadian Cancer Society Relay for Life

Conferences & Accommodation Memberships:

- ACUHO-I  Association of College and University Housing officers-International
- CUCCOA  Canadian University College Conference Officers Association
- ACCED-I  Association of Collegiate Conference and Events Directors-International
- TOTA  Thompson Okanagan Tourism Association
- T-KEL  Tourism Kelowna
- KWIB  Kelowna Women in Business
Appendix C: Referenced Reports - Health and Wellness

C-1) Umbrella model of Health and Wellness
    K:\ADM\HealthWellness\Shared\Administration\Admin & Office\Administration\H&W docs\Umbrella Docs

C-2) Health and Wellness self study
    K:\ADM\HealthWellness\Shared\Administration\Admin & Office\Administration\SelfStudy2009-2010FinalVersion

C-3) Campus Health Promotion and Education reports
    K:\ADM\HealthWellness\Shared\Administration\Admin & Office\Administration\SemesterStatReports\Nurse Clinician Reports_UBCO\2011

C-4) Health Clinic Reports
    K:\ADM\HealthWellness\Shared\Administration\Admin & Office\Administration\SemesterStatReports\Nurse Clinician Reports_UBCO\2011

C-5) Counselling reports
    K:\ADM\HealthWellness\Shared\Administration\Admin & Office\Administration\Semester_Stat Reports\Counsellor Reports
Appendix D: Supporting Documents

The following reports are available in print format from the AVP Students office.


Disability Resource Centre (2012). *Self Study.* University of British Columbia’s Okanagan Campus

