

UBC Social Ecological Economic Development Studies (SEEDS) Sustainability Program

Student Research Report

**Recreation Gaps Targeting Female First-Year Commuter Students Who are Less Involved  
on Campus and are in the Collegia Program**

**Alvaro Fang, Megan Leong, Anthony Lu, Jennifer Wong**

**University of British Columbia**

**KIN 464**

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## Recreation Gaps Targeting Female First-Year Commuter Students Who are Less Involved on Campus and are in the Collegia Program

### **Purpose**

Our target was to identify barriers to recreational programming for female first-year commuter students who are less involved on campus and are in the Collegia Program.

### **Method**

We conducted a survey which was posted in the three Collegia Facebook groups (Arbutus Collegium, Tallwood Collegium, and Oak Collegium). The survey started off with a Health Promotion and Physical Activity Research Consent form that the student agreed to if they decided to participate in the study; this will ensure that the student understands how their responses will be used during the research process. Our survey consisted of 14 questions pertaining to the student's physical activity and on-campus involvement. Questions 1-7 provided us with a sense of the population's schedule and priorities. Questions 8-11 gave insight in their involvement and what encourages them to get involved. Lastly, questions 12-14 allowed us to understand the current physical activity level of this population and what motivates them to exercise. After analyzing the results, we found that 21 of the 33 responses fit our criteria of a first-year female commuter students that has attended less than 4 events throughout the year, is not involved in more than 1 club, and commutes more than 45 minutes each way, and rate themselves as low or moderately active.

### **Results**

We found that the student's motivation for on-campus recreational activities were the time of the event, having a shorter commute, and a better fit for their schedule. We found that their motivation to exercise was their mental health, physical fitness, and good weather. We discovered that there were many barriers that prevented first-year female commuter students to become more active on campus through recreational activity. Student's felt that the constraint of their daily commute restricted their ability to partake in these events as well as felt that the timing of the events were a large factor. Their lack of motivation to attend the events fell into timing as these events and activities usually took place later in the evening. From the common pattern in responses, we recommend (1) change of time of recreation activities to earlier in the evening, (2) modifying the location of the activities to reduce the commute across campus and (3) having better marketing for recreation options offered on campus.

## **Introduction and Literature Review**

Current research shows that during leisure time, males are more physically active than females by 4% (Provincial Health Service Authority, 2016). Furthermore, females have higher rate of mood and anxiety disorder than males by 7%. Statistics Canada (2016) have reported that in 2013, only 30% of women aged 18-39 years succeeded in the minimum weekly physical activity guideline of 150 minutes of moderate to vigorous aerobic activity a week. Buckworth and Nigg (2004) studied the population of college students and found that men have reported to have higher participation in physical activity than women.

In conjunction with females, university students, especially during the first year transition period, are less likely to be physically active than the remainder of the general population. A study found that during the first two years of university, 70% of students surveyed gained weight compared with upper year level students (Racette *et al.*, 2005). Being in a new environment, first-year students often have more difficulty keeping up with the same level of exercise than they are accustomed to in high school, especially if they were part of many team sports (Sharp & Caperchione, 2016).

Among first year students, a difference in physical activity and involvement has also been found between residential and commuter students; 10% more residential students participate in school activities and sports teams and 20% more of residential students feel part of the community compared to commuter students (Alfano & Eduljee, 2013). Additionally, with many first-year commuter students usually wanting fewer breaks in their schedule, they may not have enough time to go to the gym or attend a fitness class as they do not want to attend their next lecture smelling like sweat (Arzu, Tunzun, & Eker, 2006). Therefore, the population of female first year commuter students who are less involved are underserved and generally not as physically active as the older, residential, and male students on campus.

In this report, we conducted surveys to identify the obstacles that prevent this population to participate in UBC recreation programs and activities. Simultaneously, responses would guide the creation of solutions to support these communities to be more active and utilize the UBC recreation programs and facilities.

## **Methods**

Based off our research question, we surveyed 33 first year students from the three Collegia Facebook pages (Arbutus, Oak, and Tallwood). From the questionnaire, we obtained 33 responses, and after analyzing the data it was narrowed down to 21 responses that fit our target population of first year female students that have attended less than 4 events, are not involved in more than 1 club, commute more than 45 minutes each way, and rated themselves as either low or

moderately active. We defined commuter students as students who do not live on campus and require an alternate form of transportation (Commuter Student Services, 2017) for longer than 45 minutes.

We conducted the study via an online survey using Google Forms. The survey was posted on the three Collegia Facebook pages (Arbutus, Oak, and Tallwood) to reach a wider range of students. In order to specifically target our population, we chose the Collegia buildings to distribute our survey; these buildings are used as a gathering place for first year students who are not living on campus. Collegia is a “home away from home” which is by definition from their website (UBC Collegia Advisors, n.d.). It is for students who do not live on campus and an alternative way to make new friends as well as a smoother transition from high school to university. This space is an alternative to living on campus as you have somewhere to go in between classes, have a small kitchen to heat up your own lunch, meet fellow first-year students who are wanting to meet other people and having Collegia advisors to help guide you through your first year. Collegia is open from 8am until 8pm.

Posting the survey on Facebook allowed the students to answer the questions on their own time and at their own pace which takes away any pressure that they may have felt from us being right in front of them as they answer the questions. Also, by having the survey posted online, it was able to be filled out any time of the day; this took away the time conflict that our group had in order to meet up and obtain the responses in person. The online survey allowed us to get a larger representation of first-year female commuter students, as all Collegia members who have a Facebook account, have access to the Collegia Facebook page. If we were to go in and individually survey the students, we would be sampling from a smaller population since there are many other Collegia users who enter the Collegium at varying times of the day. In addition, by having the survey online, we were able to help prevent desirability biases as the students would not feel pressured to answer a certain way. Having the survey online for students to answer on their own time allowed them to answer honestly and anonymously.

The questionnaire starts with a Health Promotion and Physical Activity Research Consent form that the student agreed to if they decided to participate in the study; this will ensure that the student understands how their responses will be used during the research process. Then it was followed by 14 questions pertaining to the student’s physical activity and on-campus involvement (Appendix B). Questions 1 to 7 provided us with a sense of the population’s schedule and their priorities. Subsequently, questions 8 to 11 gave insight in to their involvement with events on campus, as well as, suggestions on what would encourage them to get more involved. Lastly, questions 12 to 14 allowed us to understand the current physical activity level of this population, while also gathering information on what motivates them to exercise.

After one week, we began data collection using thematic analysis. First, we filtered the data to fit our desired target population. Next, we found common words and phrases within the responses, then grouped the responses into appropriate categories or themes. Lastly, we calculated the number of responses for each theme and created bar graphs and figures to clearly communicate the data obtained.

## Results

From the 21 responses analyzed, we have established 3-5 themes for the 4 questions from the survey that are most related to improving recreation for the target population. These themes were created after grouping responses with similar elements. For example, the mental health category includes participants who claimed they exercise to “feel better,” “give my brain a break,” or “feelings” (Appendix D).

### Time spent on Recreation

We found that this population of students generally spend most of their free time in school, on the screen or with their friends (Figure 1). Students are most motivated to attend activities if they are earlier in the evening (Figure 2). Students also stated that they would participate more if the events fit their schedule better or acknowledged that some students would have a long commute home. Additionally, we found that these students, on average, leave campus at 5pm (Appendix D). The following responses show students reasoning for why they would like events to be earlier on weekdays.

**Student Responses:**

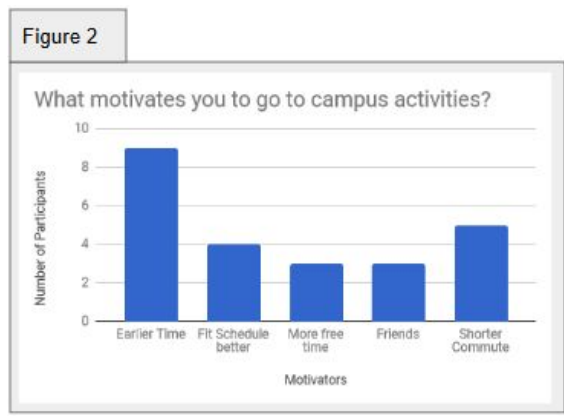
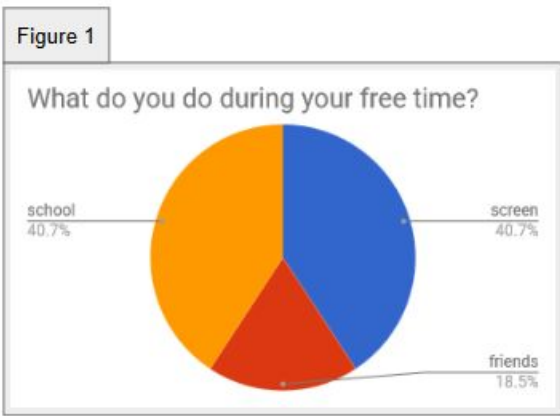
**Student 1:** *“If the events didn’t take place late at night (makes it hard for me to attend because I have to transit home and bussing home late at night isn’t exactly the safest or most enjoyable thing to do)”*

**Student 2:** *“earlier hours as I would like to go home early”*

**Student 3:** *“Mostly I don’t participate because my commute is an hour and a half and I don’t have any way of getting home late”*

**Student 4:** *Maybe if they weren’t so late in the evening, some events go from 7-9pm, and I just can’t stay that long.*

**Student 5:** *More events during the weekday, less during the weekend; shorter commute time*



### Motivation for Health and Exercise

Although most participants stated that they were not active, self ratings of health were quite high. The participants who rated themselves lower also did not have any motivation to exercise and felt they were not healthy (Figure 3).

**Students with low ratings motivation to exercise:**  
 Student 1: "I don't"  
 Student 2: "Nothing, I don't exercise normally"

**Students with high health ratings and high motivation to exercise:**  
 Student 1: "Good weather"  
 Student 2: "I like to keep my body healthy, and it's fun to play sports and exercise."  
 Student 3: "To feel better"  
 Student 4: "Looking at how much I eat"

Figure 3



Overall, the top reasons why this population is motivated to exercise is for mental health, physical fitness or due to optimistic weather (Figure 4). The following responses show students incentives to exercise:

**Mental Health**  
 Student 1: "the feeling after working out is therapeutic"  
 Student 2: "having good mental health"  
 Student 3: "to give my brain a break from the studying"

**Physical Fitness**  
 Student 1: "Getting fit"  
 Student 2: "Not getting fat"  
 Student 3: "I like to keep my body healthy"

**Weather**  
 Student 1: "Good weather and having spare time"  
 Student 2: "The weather!"  
 Student 3: "a nice day (not raining, sunny, warm, etc)"

Figure 4



## Discussion

The goal of this project was to identify what possible factors prevent the minority population of female first year commuter students from accessing programming at UBC. Based on our findings, our target population would participate in more UBC programming if the events were earlier in the evening or fit their schedule better. They would also be more willing to participate in physical activity if the weather is good, if they believe that it would improve their physical fitness, and if the activity will improve their mental health. Many of the participants spent their free time on campus in front of a screen, working on school work or socializing.

In our findings, the timeframe of recreation activities was the key issue that the participants presented as a barrier to their motivation to participate. This was evident as the participants preferred to leave campus immediately following their classes, which restricts their ability to attend activities that occurred later in the evening.

Another barrier that we identified through our findings was that school work limited this population's ability to participate in recreation as they would rather use their free time on campus studying and doing their school work. Advertisement of existing recreation events and activities is also a possible barrier. Informing students of the benefits of participating in recreation through better advertisements can help promote the participation rates as there were students who were motivated to exercise based on mental health and physical fitness reasons.

Lastly, the participants who had low self-perceived health did not have any motivation to exercise in comparison to the students with higher self perceived health. This affects the recreation gap as the students who view their health at a lower rating would be the most difficult to motivate to attend campus recreation activities.

## Limitations

There were many limitations throughout the project. Our biggest limitation was the vague and short responses provided by the participants for the survey. Since we conducted our project in a survey format, we could not ask further questions that built upon their responses to our survey questions. This issue limited our ability to fully correlate the responses provided to our overall study objective as we were not able to get a more comprehensive understanding of what specifically discourages the students from attending recreation activities and programs on campus. Instead the responses from the survey just allowed us to identify the main barriers for this recreation gap but did not fully provide us with a concrete solution to the recreation gap issue.

Another limitation was that we had surveyed many students who did not fully meet our criteria for this study. As we wanted commuter students who commuted over 45 minutes to school, we had 8 of our 33 respondents who did not meet this criterion. We had many respondents that did not fit our criteria due to students who were involved with multiple clubs and attended campus events regularly.

Our third biggest source of error was the lack of definition for health and involvement on campus. We did not define health or involvement within the survey portion of our project, therefore many participants may have misinterpreted the definition for these terms. We meant to define 'health' as physical health rather than health overall, which encompasses physical, mental, social well-being (World Health Organization, 1946). Also our definition of 'being involved on campus' may not have been interpreted the same between respondents. We believe that this was a problem as there were some students who were involved in many campus clubs and programs, and in comparison, there were some students who were only involved in a single campus activity. Furthermore, we did not address the student's actual involvement in their activities as the level of involvement in club or activities differ between students. Some students may only attend once a month whereas other students organize and run the entire club.

In future studies, these limitations can be resolved by adjusting the method of recruitment and data collection. To resolve the limitation of the variability of responses in terms of length and specificity in the survey, future studies could choose to use interviews rather than surveys or ask at the end of the survey if the participants would want to leave their contact information for a further focus group discussion regarding the topic. To better address the problem with participants meeting the criteria for the study, future studies could specifically state in their recruitment message what the exact criteria for inclusion in the study are. Another method would be to survey a larger population to get more responses, which will allow for a higher chance of getting the population that is wanted. Lastly, future studies should have the definition of key terms explained within the survey or interviews to reduce any confusion for the participants and the researchers who interpret the data.

Furthermore, the population of first year female commuter students can be expanded by investigating the recreation gap at different locations or sources of information such as at the bus loop for the whole commuter population. As all of our participants were students who were part of the UBC Collegia program, many of them would have more experience with campus functions and recreation options as they have easier means to meeting other students. Since there are many commuter students who are not a part of the UBC Collegia program or do not regularly use the Collegia facilities, the likelihood of those students engaging in campus recreation is lower. Future studies on the topic of commuter recreation can recruit participants at the bus loop throughout the day since commuting by bus was the most common mode of transportation (Appendix D). This may also provide a better representation



of the commuter demographic within UBC as it allows for a larger sample population that can be better extrapolated to the entire commuter population at UBC.

### **Recommendations**

Our study focused on identifying the barrier for accessing UBC programming in regards to female commuter students who were not regularly involved in campus events and in the UBC Collegia program. Through our survey, we discovered that the participants were generally not engaging in campus recreation as they felt that the constraint of their daily commute restricted their ability to partake. The participants also felt the timing of the campus activities were a large reason for their lack of motivation to attend the events as the activities usually took place later in the evening. We also noted that the participants spent the majority of their free time on campus studying, socializing or eating. Thus, recommendations we propose to engage this specific group of students in recreation are to (1) modify the schedule of recreation activities, (2) modify the location events, and (3) improve information advertisement to students regarding activities and events.

Modifying the current schedule of recreation to accommodate commuter students to an earlier time frame during the school day may increase participation. As many participants stated that they would want more campus activities that better accommodated their schedule, we believe that holding recreation options between the time frame of 5pm to 7pm is ideal as the majority of our participants typically only stay on campus until 5-7pm, and emphasized how they did not want to begin their commute home late in the evening.

Modifying the locations of recreation activities also can better engage commuter students, specifically with those who are part of the UBC Collegia. Since our study focused on UBC Collegia students, we noticed that most of them spend their free time at the Collegia facilities. A recommendation would be to have more recreation events located at the three Collegia facilities or close to the facilities. This would better accommodate the time of the students as they will have to spend less time commuting within the campus to access the activities.

Lastly, we recommend that there be more informative advertisements of the recreation options and events. From our responses we noted that the students' mental health and physical fitness were key factors to their motivation to exercise and informing them of the benefits of participating in recreation may increase attendance.

## References

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## **Appendix B**

### **Survey Questions**

1. What do you identify as?
2. What is your primary mode of transportation?
3. How long is your commute?
4. What do you do in between classes?
5. What time are you usually the least busy (weekdays)?
6. How late do you typically stay on campus for?
7. Do you work or volunteer?
8. What do you do in your free time?
9. Are you involved on campus?
10. What are your involvements on campus? or why are you not involved?
11. Approximately how many events have you attended?
12. Are your friends involved on campus?
13. What would make you show up to the events or recreational activities?
14. How active are you? (Low, Moderate, High)
15. How would you rate your health on a scale of 1-10 (10 being varsity sport level)?
16. What motivates you to exercise?

## **Appendix C Consent Form**

### **KIN 464: Health Promotion and Physical Activity**

### **Participant Consent Form for Class-based Projects**

**Principal Investigator:**

Dr. Andrea Bundon (Assistant Professor, School of Kinesiology, Faculty of Education)

**Student Group:** Group 23

Megan Leong

Alvaro Fang

Jennifer Wong

Anthony Lu

**The purpose of the class project:**

To gather knowledge and expertise from community members on topics related to physical activity, recreation, health promotion and/or active transportation.

**Study Procedures:**

With your permission, we are asking you to participate in a survey. Students will record the surveys of your responses. With the information gathered, students will critically examine how different individuals understand or engage in health promoting activities or initiatives.

**Project outcomes:**

The information gathered will be part of a written report for the class project. The written report will be shared with the community partners involved with the project. Summaries of findings may also be posted on the following website.

UBC SEEDS Program Library:

<https://sustain.ubc.ca/courses-degrees/alternative-credit-options/seeds-sustainability-program/seeds-sustainability-library>

*No personal information/information that could identify participants will be included in these reports.*

**Potential benefits of class project:**

There are no explicit benefits to you by taking part in this class project. However, participating will provide you with the opportunity to voice your opinion on your experiences with health promoting activities or initiatives in a broad sense and will provide the students with an opportunity to learn from your experiences.

**Confidentiality:**

Maintaining the confidentiality of the participants involved is paramount, and no names will be used in the reports.

At the completion of the course, all data (i.e. notes, interview transcripts) and signed consent forms will be kept in a locked filing cabinet in Dr. Andrea Bundon's research lab (1924 West Mall) at the University of British Columbia. All data and consent forms will be destroyed 1 year after completion of the course.

**Risks:**

The risks associated with participating in this research are minimal. There are no known physical, economic, or social risks associated with participation in this study. Although there is a schedule of questions, participants are free to share what they would like, including refusing to answer specific questions. You should know that your participation is completely voluntary and you are free to *withdraw from the interview* and there will not be negative impacts related to your withdrawal. If you withdraw from the study, all of the information you have shared up until that point will be destroyed.

**Contact for information about the study:**

If you have any questions about this class project, you can contact Andrea Bundon by phone at 604-822-9168 or by email at [andrea.bundon@ubc.ca](mailto:andrea.bundon@ubc.ca)

**Research ethics complaints:**

If you have any concerns or complaints about your rights as a research participant and/or your experiences while participating in this study, contact the Research Participant Complaint Line in the UBC Office of Research Ethics at 604-822-8598 or e-mail [RSIL@ors.ubc.ca](mailto:RSIL@ors.ubc.ca). or call toll free 1-877-822-8598.

**Consent:**

Your participation in this study is entirely voluntary and you may refuse to participate or withdraw from the study at any time.

By clicking on 'agree' you are providing consent to participate in this study.

**Appendix D**  
**Survey Results**

1	Timestamp	By clicking on 'agree' you are providing consent to participate in this study	What do you identify as?	What is your primary mode of transportation?	How long is your commute?
2	3-8-2018 12:32:59	Agree	Female	Bus	30-45 minutes
3	3-13-2018 11:05:19	Agree	Female	Bus	45 + minutes
4	3-13-2018 11:11:56	Agree	Female	Bus	45 + minutes
5	3-13-2018 11:46:30	Agree	Female	Bus	0-15 minutes
6	3-13-2018 12:00:42	Agree	Female	Bus	45 + minutes
7	3-13-2018 12:16:59	Agree	Female	Bus	45 + minutes
8	3-13-2018 13:43:09	Agree	Female	Bus	45 + minutes
9	3-13-2018 14:41:32	Agree	Female	Car	15-30 minutes
10	3-13-2018 16:52:03	Agree	Female	Bus	45 + minutes
11	3-13-2018 20:18:24	Agree	Female	Car	45 + minutes
12	3-14-2018 9:36:08	Agree	Female	Bus	45 + minutes
13	3-14-2018 9:48:45	Agree	Female	Bus	30-45 minutes
14	3-14-2018 10:06:26	Agree	Female	Bus	45 + minutes
15	3-14-2018 10:06:45	Agree	Female	Bus	45 + minutes
16	3-14-2018 10:08:14	Agree	Female	Bus	45 + minutes
17	3-14-2018 10:09:32	Agree	Female	Bus	30-45 minutes
18	3-14-2018 10:23:10	Agree	Female	Bus	45 + minutes
19	3-14-2018 10:26:16	Agree	Female	Bus	45 + minutes
20	3-14-2018 10:30:16	Agree	Female	Bus	45 + minutes
21	3-14-2018 11:04:19	Agree	Female	Bus	45 + minutes
22	3-14-2018 11:29:53	Agree	Female	Bus	0-15 minutes
23	3-14-2018 11:30:38	Agree	Female	Bus	45 + minutes
24	3-14-2018 12:25:25	Agree	Female	Bus	45 + minutes
25	3-14-2018 12:25:27	Agree	Female	Bus	45 + minutes
26	3-14-2018 12:44:47	Agree	Female	Bus	45 + minutes
27	3-14-2018 14:07:36	Agree	Female	Bus	45 + minutes
28	3-14-2018 15:29:22	Agree	Female	Bus	0-15 minutes
29	3-14-2018 16:26:51	Agree	Female	Bus	45 + minutes
30	3-14-2018 19:46:54	Agree	Female	Bus	15-30 minutes
31	3-14-2018 22:27:42	Agree	Female	Bus	45 + minutes
32	3-15-2018 9:22:35	Agree	Female	Bus	45 + minutes
33	3-15-2018 12:00:20	Agree	Female	Bus	45 + minutes
34	3-16-2018 15:31:34	Agree	Female	Bus	30-45 minutes

1	What do you do in between classes?	What time are you usually the least busy on weekdays?
2	IKB to study usually	between my classes
3	Homework	Saturday morning
4	Either go to Collegia or grab a bite to eat!!	7-10pm
5	Work on homework, grab a coffee, hang out with a friend.	Usually from rom 12-2
6	Homework	8am-10am
7	Study or sleep	2pm
8	eat, study, sleep	after 6pm
9	Sit in the library and study	Before 10am and after 4pm
10	eat or do homework	Saturday
11	study and eat	monday
12	Study, hang out with friends	12-2pm
13	study, complete assignments, stream video	12pm to 2pm
14	study and eat	9:30pm
15	study and eat	9:30pm
16	Study or work for SUS	11am-1pm
17	Collegia - study	Tues-Thursday 10-1
18	study/homework	11am - 4pm
19	Study in a library	past 8pm
20	Sit in collegia	12
21	study	lunch hours
22	Hang out with friends	12-2
23	Go to the building of my next class and study/eat lunch.	Late in the evening, maybe 6-7pm
24	Study/hang out with friends in public places	After 4, unless i have work
25	Study	Mornings
26	study, eat lunch, socializing with friends, and staying at collegia.	saturday
27	Go for Lunch, study, nap or meet up with friends	mornings from (10AM-12PM)
28	Study, eat, meet up with friends (ie. waste time lol)	4-7pm
29	Do homework	3-4 pm
30	Study	6pm
31	sit in collegia or sleep in library	after 6pm
32	Study, hang out with friends and go to collegia	12-2
33	Study or go on YouTube	I'm most available in the afternoons after 4pm
34	Work on campus, spend time at collegia, find spaces in libraries and buildings to nap/do homework	5-7



	How late do you typically stay on campus for?	Do you work or volunteer?
1	How late do you typically stay on campus for?	
2	4-5pm	Work
3	I stay until 7pm regularly	Work
4	3PM (MWF) 5PM (T+TH)	Work
5	Max. 5-6pm	Work
6	3pm	Neither
7	3 to 5 hours unless theres something happening in the evening	Work
8	6pm	Work
9	4-5pm	Work
10	till 6 pm	Volunteer
11	until 7pm	Volunteer
12	4:30pm	Volunteer
13	4pm	Work
14	7pm	Volunteer
15	7pm	Volunteer
16	Until 7-8pm	Volunteer
17	4-5pm ish	Volunteer
18	5pm	Neither
19	I usually leave around 4	Volunteer
20	3	Work
21	5pm	Work
22	Until 6	Neither
23	Until the end if my classes, so latest 5pm	Neither
24	7:30 pm	Work
25	Usually leave right after last class	Work
26	until around 5	Work
27	Usually until 5-7PM	Neither
28	7-8pm	Neither
29	3	Work
30	2pm	Neither
31	i try to leave campus by 5pm	Neither
32	5 or 6	Neither
33	Depending on what is happening the next day or what I have to study for the times usually range from 4pm-12pm	Neither
34	5-6	Work

1	What do you do in your free time?
2	Gym
3	Sleep or watch Netflix
4	Go to the Gym!
5	Homework, read, Netflix, run.
6	Homework or watch netflix
7	Watch youtube, surf the internet
8	study, gaming, exploring the city
9	Netflix
10	sleep
11	study and volunteer off campus on saturday and play hockey every other weekend
12	Read, go out with friends, watch TV
13	spend time with my boyfriend, watch videos/tv shows
14	study
15	study
16	Socialize
17	Study, watch Netflix, bake
18	watch tv
19	hang out with friends, catch up on homework
20	Homework
21	sleep and watch tv
22	Watch tv
23	Eat or study
24	Watch youtube videos
25	Spend time with friends
26	study, listen to music, hang out with friends, play instruments, watch netflix, play tennis
27	Meet up with friends, study/do homework, rest
28	study, family commitments
29	Sleep
30	Study, Watch movies
31	hang out with friends or stay home and watch netflix
32	Study and hang out with friends
33	PROCASTINATE (YouTube, Instagram, Facebook, movies, eating, unnecessarily cleaning my room, watching my dog sleep, ponder life's questions, sleeping and having existential crises)
34	Nap, write, read, video game, study, exercise

1	if you answered yes, what are your involvements on campus? if you answered no, why are you not involved?
2	UBC PINK
3	AUS photographer
4	I got discouraged.
5	I have very little time...
6	Best buddies
7	My commute is too long to make it worth it. I'd rather be able to just go home at 1 when my classes end then constantly have to wait around for things to happen at 5 and after which is usually when club stuff happens
8	I don't have much free time between classes
9	Don't want to stay on campus when I don't have to
10	SUS FYC
11	i do not have time
12	Clubs
13	As a first year student, I was worried about not being able to keep up with school, so I didn't join any activities. I also wanted to work more.
14	ubc cheer, pre-med society
15	ubc cheer, pre-med society
16	The Science Undergraduate Society, CVC, HKSA
17	UBC Sailbot, VOC Club, UBC Intramurals (Ultimate/Day of the Longboat)
18	A lot of campus club activities are later in the evening. Because it takes me too long and is tiring to commute home, I don't want to be on campus late. Also, because a big chunk of my free time is spent commuting, I like to take time between classes to study/ do homework.
19	UBC Cheerleading
20	Ubc is too far way
21	quizbowl club
22	I haven't found any activities to join
23	I never seem to find time to get involved because of my course load and the amount of time it takes me to commute (~2 hrs)
24	I am tired I'm literally physically exhausted
25	Not enough time
26	too much homework to do
27	Mainly focused on school work, have not found anything particularly interesting and/or not sure how to get involved
28	trying to get academics down pat
29	Too busy with work, school, & commute is too long
30	I don't like leaving my comfort zone.
31	I'm still trying to adjust to the university school workload and find that my commute to and from campus takes up too much time to allow me to join events or clubs.
32	UBC Welcomes You peer leader
33	signed up but I never really stayed in contact with the clubs. I'm also somewhat shy so trying new things and meeting new people are sorta difficult for me. I would love to review all the clubs on the campus and maybe consider signing up and actually participating for once.
34	Krav Maga Global, food services with the AMS, collegja

	Are you involved on campus?	Approximately how many events have you attended?	Are your friends involved on campus?
1	Are you involved on campus?		
2	Yes	4-6	No
3	Yes	2-4	Yes
4	No	6+	Yes
5	No	0-2	No
6	Yes	0-2	No
7	No	6+	Yes
8	No	0-2	Yes
9	No	0-2	No
10	Yes	2-4	Yes
11	No	0-2	Yes
12	Yes	2-4	Yes
13	No	0-2	Yes
14	Yes	4-6	Yes
15	Yes	4-6	Yes
16	Yes	6+	Yes
17	Yes	6+	Yes
18	No	0-2	Yes
19	Yes	2-4	No
20	No	2-4	Yes
21	Yes	2-4	Yes
22	No	0-2	No
23	No	0-2	No
24	No	2-4	Yes
25	No	0-2	No
26	No	0-2	No
27	No	0-2	No
28	No	4-6	Yes
29	No	0-2	Yes
30	No	0-2	No
31	No	0-2	No
32	Yes	0-2	Yes
33	No	2-4	Yes
34	Yes	2-4	Yes

1	What would make you show up to more events or recreational activities?
2	Easier accessibility
3	If they didn't end so late
4	More confidence haha
5	More things during the day as I work most evenings.
6	If I had more time or less homework
7	They live on campus
8	easier access to the activities.
9	If they fit my schedule better
10	not sure cuz during the day I have class and at night I'm not staying at campus unless I have hmk to do
11	knowing other people that are going to events or activities
12	More events during the weekday, less during the weekend, shorter commute time
13	more convenient times, more interest from people i know
14	having a ride home
15	having a ride home
16	Better timing of events (earlier end times, etc) so I'm not commuting home at 11pm
17	Being 19
18	If they were not so late in the day.
19	Mostly I don't participate because my commute is an hour and a half and I don't have any way of getting home late
20	Earlier in the day
21	earlier hours as I would like to go home early
22	Earlier starting time
23	Maybe if they weren't so late in the evening, some events go from 7-9pm, and I just can't stay that long
24	If I had cool recreationally oriented friends but I do not
25	More time that can be spent on things other than school work
26	having less homework
27	If the events didn't take place late at night (makes it hard for me to attend because I have to transit home and bussing home late at night isn't exactly the safest or most enjoyable thing to do)
28	gender-segregated activities
29	If I have a lot of friends going
30	Monetary incentives, or if my friends would go as well.
31	If I didn't have to take the bus 1+ hours after class or if the events were schedule around my breaks.
32	If I knew when and where they are happening
33	If I actually had friends instead of class friends that I only talk to during class. (Low key just not motivated to do so.) I think if the advertisement for the clubs should be a little more realistic. The few events I've been to were nothing like what the poster advertised.
34	More incentives to go



1	How active are you?	How would you rate your health on a scale of 1-10 ?	What motivates you to exercise?
2	Moderate		8 Incentives
3	Moderate		8 Looking at how much I eat
4	Moderate		7 Wanting to feel comfortable in my own body and it's my primary stress reliever.
5	Moderate		8 The weather! And having good mental health.
6	Moderate		7 Getting fit
7	Low		7 Feeling bad, feeling like i havent exercised in a really long time
8	Low		3 food
9	Moderate		6 Not getting fat
10	Low		3 Nothing unless I'm going to my hockey game/practice
11	Moderate		6 the feeling after working out is therapeutic
12	Low		4 Health
13	Moderate		6 staying healthy, managing my weight
14	Moderate		6 being on the cheer team
15	Moderate		6 being on the cheer team
16	Moderate		7 Staying in habit; friends keep me accountable
17	High		8 Socializing, relieving stress, having fun
18	Moderate		7 a nice day (not raining, sunny, warm, etc)
19	Moderate		7 Body image
20	Low		2 Feelings
21	Low		3 i dont
22	Low		4 Wanting to lose weight
23	Moderate		8 I like to keep my body healthy, and it's fun to play sports and exercise.
24	Low		4 Nothing
25	Low		9 Good weather
26	Moderate		5 to give my brain a break from the studying
27	Low		5 Good weather and having spare time
28	Low		4 friends
29	Low		5 If I'm required to do it
30	Low		7 Health
31	Low		3 Nothing, I don't exercise normally
32	Low		8 To feel better
33	Low		1 Death and donuts
34	Moderate		7 Getting arms like Avatar Korra, staying fit, not being "carried" during Storm the Wall