New to UBC Okanagan Graduate Student Survey 2016

a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Okanagan Planning and Institutional Research
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Executive Summary
The New to UBC (NUBC) Survey was administered in summer 2016 to all new incoming graduate students at UBC’s Okanagan campus. In total, 147 students out of 268 responded to the survey—a response rate of 55%. The sample of respondents was generally a good representation of the 2016/17 new graduate student population at UBC’s Okanagan campus, when considering domestic/international student status and gender.

Demographics
Most respondents were between the ages of 21 to 25. About two-thirds of domestic respondents were female, while about two-thirds of international respondents were male.

Fifty two percent (n = 45) of domestic and 81% (n = 30) of international respondents were not married. Most respondents noted they did not have any children (domestic: 77%, n = 67; international: 95%, n = 35).

Ninety percent (n = 78) of domestic respondents identified as Canadian, while international respondents most often identified as South Asian (Indian) (24%, n = 9), Chinese (22%, n = 8), or Middle Eastern or West Central Asian (19%, n = 7). Three percent (n = 3) of domestic respondents self-reported as Canadian Aboriginal, which is representative of the cohort of students where 3% were identified as Aboriginal. All international and 13% (n = 11) of domestic respondents said they were born outside of Canada. Mostly, domestic respondents learned to speak English before age six, while the vast majority of domestic students noting English was their native language. International respondents learned English during varying age categories.

The majority of domestic and international respondents identified that their mother and/or father attained a college-level certificate/diploma, a university degree, or a graduate/professional degree. Overall, 13% (n = 9) of domestic and 17% (n = 4) of international respondents were first generation university students.

Most often, domestic respondents indicated that they would be living with a spouse/significant other without children (24%, n = 21), living alone (23%, n = 20), or living with a spouse/significant other with children (21%, n = 18). Fifty-seven percent (n = 20) of international respondents said they would be living with people that they had not met prior to attending UBC. The majority of those commuting to campus said they planned to use public transit or to drive alone.

Choosing a Graduate Program
Most respondents stated that UBC Okanagan was their first choice of school for post-secondary education. For both domestic and international respondents, the most influential factors in choosing a supervisor were that their supervisor was willing to work with them (domestic: 89%, n = 40; international: 84%, n = 27), is doing interesting research (domestic: 74%, n = 34; international: 72, n = 23), and has intellectual interests that match their own (domestic: 69%, n = 31; international: 63%, n = 20).

Concerns and Barriers
Most frequently, domestic and international respondents were very concerned or concerned with commitments regarding the funding of their graduate studies (domestic: 52%, n = 49; international: 74%, n = 35), and commitment regarding the funding of their thesis/dissertation research project (domestic: 31%, n = 29; international: 68%, n = 32). Domestic respondents were also quite concerned about the length of time they would be a student (34%, n = 32), while international respondents were worried about customary practices of generating, handling, and using research data responsibly (66%, n = 31). Work/financial commitments (domestic: 33%, n = 31, international: 44%, n = 20) and availability of funding (domestic: 27%,
n = 25, international: 58%, n = 26) were often identified as a major obstacle to academic progress by both international and domestic respondents.

Forty-three percent (n = 38) of domestic respondents and 32% (n = 14) of international respondents planned to work for pay outside of appointments that are part of their funding package. Most international respondents planned to work on campus, while most domestic respondents planned to work off campus.

Opportunities for Graduate Students
Among domestic respondents, 93% (n = 86) would be very likely or likely to participate in an orientation for new graduate students in the program, and 86% (n = 79) would be very likely or likely to utilize a graduate student handbook for the program. International respondents were keen to participate in/utilize almost all of the proposed activities and resources. Specifically, 100% (n = 44) and 98% (n = 43) of international respondents would be very likely or likely to use a graduate student handbook for the program and a graduate student centre, respectively. The majority of respondents stated they saw themselves partaking in the graduate student orientation (domestic: 80%, n = 74; international: 75%, n = 33). Another 66% (n = 29) of international respondents saw themselves participating in the Jumpstart orientation. Ongoing coaching to accomplish their academic goals (91%, n = 84) and a workshop on career opportunities outside of academia (85%, n = 78) were identified as very important or moderately important by many domestic respondents. International respondents were most interested in progressively more responsible roles in research and an opportunity to make a presentation at a regional or national meeting, which were both rated as very important or moderately important by 95% (n = 42).

Finances
Over half (54%, n = 48) of domestic respondents selected loans, savings, or family assistance as a form of support they will receive while enrolled in their graduate studies. Fifty percent (n = 21) of international graduate student respondents said they would be taking on graduate research assistantships to support their graduate studies enrollment. The largest proportions of domestic and international respondents indicated they would not have to repay any undergraduate or graduate educational debt. Sixteen percent (n = 14) of domestic and 26% (n = 11) of international respondents indicated that their debt due to their graduate education will be $20,000 or more.

Career Pathways
Becoming a professor in a college or university was the career choice which the most domestic (27%, n = 24) and international (45%, n = 19) respondents would definitely be interested in. Working independently (e.g., consultant, writer) was rated as the second most popular career option among domestic respondents (23%, n = 20). International respondents were also often interested in conducting research in a business, industry, or the private sector, with 44% (n = 18) selecting they would definitely be interested.

Health and Wellbeing
General health and mental health were rated favorably – as “good” or better – by the majority of respondents.

When in need of health care services, the largest proportions of domestic students planned to use walk-in clinics (45%, n = 40), visit their current family doctor (50%, n = 44), and/or access on-campus services (41%, n = 36). Most international respondents said they would access on-campus health services (82%, n = 32).

The largest proportion of international respondents did not engage in any vigorous physical activity over the past week, while most domestic respondents did so for 3 days or 4 days, or not at all. Domestic and
international respondents reported various levels of moderate physical activity. The bulk of domestic respondents selected 2 through 4 days per week, while most international respondents chose 2 to 3 days per week and “I did not do any moderate physical activity last week.” Further, about half of student respondents stated that they walked each day over the last week, for at least 10 minutes at a time. In terms of sedentary behaviour, most respondents indicated they spent 4 to 8 hours sitting each day.

The vast majority of respondents were non-smokers.

When asked about daily fruit and vegetable consumption, most said they consume only 1 to 6 servings daily (domestic: 83%, n = 69; international: 97%, n = 35). Sugar-sweetened beverages were infrequently consumed, with 67% (n = 56) of domestic and 58% (n = 21) of international respondents citing they drink 0 to 2 per week. Two-thirds of international respondents (69%, n = 25) prepare 10 or less home-made meals on a typical week, while three-quarters (75%, n = 62) of domestic respondents prepare over 10 meals.

The majority of domestic (67%, n = 59) and international (78%, n = 34) respondents indicated that they do not have a disability or ongoing medical condition.

Anxiety and stress were the most frequently identified issues that had negatively affected academic performance for domestic respondents. Stress, financial difficulties, and concern for a troubled friend or family member were the issues most commonly cited by international respondents.
Introduction
This report displays the findings of the 2016 New to UBC Graduate Student Survey for UBC’s Okanagan campus. Graduate students participating in this survey were asked about why they chose to pursue their graduate studies at UBC Okanagan, their academic concerns, opportunities they may pursue, their time commitments, how they will finance their studies, and their career plans.

Methodology
All new, incoming graduate students to UBC Okanagan were invited to participate in the New to UBC Graduate Student Survey.

The NUBC Survey was deployed online via e-mail invitations. The survey was available to students from August 10th to September 12th, 2016. Students could opt in to two modules, where they could win a $100 or a $250 VISA gift card.

Sample
A total of 268 graduate students were invited to complete the survey, excluding email bounce backs. Of 268 invitees, there were 147 full or partial completes – an overall response rate of 55% (55% for domestic and 54% for international students). Of the 147 responses, 118 (80%) were complete, yielding a complete response rate of 44%.

The sample of respondents was generally a good representation of the cohort of students (refer to Table 1). The sample of respondents reflects the composition of the cohort very well in terms of gender and domestic/international student status. In terms of program type, MENG-O students were underrepresented (cohort: 14%, sample: 10%).

Table 1: Demographic breakdown of cohort and sample

<table>
<thead>
<tr>
<th></th>
<th>Cohort Count (N)</th>
<th>Sample Count (n)</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>119</td>
<td>67</td>
<td>44%</td>
<td>46%</td>
</tr>
<tr>
<td>Female</td>
<td>149</td>
<td>80</td>
<td>56%</td>
<td>54%</td>
</tr>
<tr>
<td><strong>Domestic/International</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic</td>
<td>175</td>
<td>97</td>
<td>65%</td>
<td>66%</td>
</tr>
<tr>
<td>International</td>
<td>93</td>
<td>50</td>
<td>35%</td>
<td>34%</td>
</tr>
<tr>
<td><strong>Program</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA-O</td>
<td>23</td>
<td>11</td>
<td>9%</td>
<td>7%</td>
</tr>
<tr>
<td>MASC-O</td>
<td>38</td>
<td>24</td>
<td>14%</td>
<td>16%</td>
</tr>
<tr>
<td>MED-O</td>
<td>13</td>
<td>9</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>MENG-O</td>
<td>38</td>
<td>15</td>
<td>14%</td>
<td>10%</td>
</tr>
<tr>
<td>MFA-O</td>
<td>9</td>
<td>5</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>MSC-O</td>
<td>36</td>
<td>22</td>
<td>13%</td>
<td>15%</td>
</tr>
<tr>
<td>MSN-O</td>
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<td>-</td>
<td>0%</td>
<td>-</td>
</tr>
<tr>
<td>MSW-O</td>
<td>68</td>
<td>37</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>PHD-O</td>
<td>42</td>
<td>24</td>
<td>16%</td>
<td>16%</td>
</tr>
</tbody>
</table>

Note: The data above are from SISC.
When breaking down the cohort and sample proportions by domestic/international student status, in general, the samples of respondents reflected the cohorts well, with a few exceptions (refer to Table 2). Among domestic students, MA-O students were slightly underrepresented (cohort: 10%, sample: 7%), while MSC-O students were slightly overrepresented (cohort: 17%, sample: 20%). Of international students, MASC-O students were overrepresented (cohort: 27%, sample: 36%), whereas MENG-O students were underrepresented (cohort: 39%, sample: 28%).

Table 2: Demographic breakdown of cohort and sample by domestic/international student status

<table>
<thead>
<tr>
<th></th>
<th>Domestic</th>
<th></th>
<th></th>
<th>International</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort</td>
<td>Sample</td>
<td>Cohort</td>
<td>Sample</td>
<td>Cohort</td>
<td>Sample</td>
</tr>
<tr>
<td></td>
<td>Count (N)</td>
<td>%</td>
<td>Count (n)</td>
<td>%</td>
<td>Count (N)</td>
<td>%</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>56</td>
<td>32%</td>
<td>32</td>
<td>33%</td>
<td>63</td>
<td>68%</td>
</tr>
<tr>
<td>Female</td>
<td>119</td>
<td>68%</td>
<td>65</td>
<td>67%</td>
<td>30</td>
<td>32%</td>
</tr>
<tr>
<td>VISA Type</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CNDN</td>
<td>168</td>
<td>96%</td>
<td>93</td>
<td>96%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>PERM</td>
<td>7</td>
<td>4%</td>
<td>4</td>
<td>4%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>STUV</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>93</td>
<td>100%</td>
</tr>
<tr>
<td>Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA-O</td>
<td>17</td>
<td>10%</td>
<td>7</td>
<td>7%</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>MASC-O</td>
<td>13</td>
<td>7%</td>
<td>6</td>
<td>6%</td>
<td>25</td>
<td>27%</td>
</tr>
<tr>
<td>MED-O</td>
<td>12</td>
<td>7%</td>
<td>8</td>
<td>8%</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>MENG-O</td>
<td>2</td>
<td>1%</td>
<td>1</td>
<td>1%</td>
<td>36</td>
<td>39%</td>
</tr>
<tr>
<td>MFA-O</td>
<td>9</td>
<td>5%</td>
<td>5</td>
<td>5%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>MSC-O</td>
<td>30</td>
<td>17%</td>
<td>19</td>
<td>20%</td>
<td>6</td>
<td>6%</td>
</tr>
<tr>
<td>MSN-O</td>
<td>1</td>
<td>1%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>MSW-O</td>
<td>67</td>
<td>38%</td>
<td>36</td>
<td>37%</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>PHD-O</td>
<td>23</td>
<td>13%</td>
<td>15</td>
<td>15%</td>
<td>19</td>
<td>20%</td>
</tr>
</tbody>
</table>

Note: The data above are from SISC.

Notes
Readers should be aware that the percentages given in this report reflect the number of respondents who selected an option in terms of the total number of students who responded to a given survey item. In other words, “50%” denotes 50% of students who responded to a certain item rather than 50% of all domestic or all international students who participated in this survey.

In total, there were 97 domestic and 50 international students who participated in the NUBC survey for graduate students. Thus, it should be noted that figures should be interpreted with a degree of caution as they can only represent a maximum of 97 domestic and 50 international respondents.
Demographics

Gender
Just over two-thirds of domestic student respondents (70%, n = 49) and 32% (n = 8) of international student respondents identified as female on the survey.

Age
Two-thirds of domestic student respondents (67%, n = 47) and 92% (n = 23) of international student respondents stated that they were between the ages of 21 and 30.

Figure 1: Age distribution

Marital Status and Children
Half of domestic respondents (52%, n = 45) and over three-quarters (81%, n = 30) of international respondents reported their marital status as not married. In total, 17% (n = 15) of domestic respondents reported being with a domestic partner and 29% (n = 25) said they were married, while 16% (n = 6) of international respondents indicated they were married.

Figure 2: Marital status

Twenty-three percent (n = 20) of domestic respondents noted they have children, while only 5% (n = 2) of international respondents did so.

Residence
Eighty-seven percent (n = 76) of domestic student respondents were born in Canada, and all (n = 37) international respondents were born outside of Canada. Most international respondents moved to Canada between the years 2013 to 2016 (92%, n = 141).
Fifty percent (n = 44) of domestic undergraduate student respondents have lived in the Okanagan region for at least one year. 45% (n = 39) have lived elsewhere in BC for at least one year, 58% (n = 50) have lived in another province/territory in Canada for at least one year, and 18% (n = 16) have lived in another country besides Canada for at least one year. Most international respondents (95%, n = 35) have lived outside of Canada for at least one year.

Respondents were asked to specify their living situation for this academic year. Fifty-seven percent (n = 20) of international respondents said they would be living with people that they had not met prior to attending UBC. An additional 14% (n = 5) said that they would be living with friends and 11% (n = 4) said that they would be living alone. Among domestic respondents, 24% (n = 21) noted they would be living with a spouse/significant other without children, 23% (n = 20) said they would be living alone, and 21% (n = 18) selected they would be living with a spouse/significant other with children.

Figure 3: Living arrangements

Commuting

Respondents indicating they would not be living in residence were asked to specify how they planned to commute to campus. Most international respondents and half of domestic respondents cited they would use public transit (domestic: 50%, n = 43; international: 97%, n = 34). An additional 64% (n = 55) of domestic respondents selected they would drive alone.

Figure 4: Commute method
Languages
Respondents were asked which language they first learned in childhood and still understood. The majority (90%, n = 78) of domestic respondents selected English. English (32%, n =12) and Mandarin (19%, n = 7) were the most common responses among international respondents.

Those who did not choose English as their native language were asked when they learned English. Most domestic respondents did so between the ages of 11 and 15 (40%, n = 4) or before they were 6 years old (30%, n = 3). International respondents most commonly learned English between the ages of 6 and 10 (52%, n = 13). Another 20% (n = 5) of international respondents selected each of before turning 6 years old and between the ages of 11 and 15.

Ethno-Racial Distribution and Citizenship
Nearly all domestic respondents (90%, n =78) selected that they identify their ethnicity as Canadian, while 3% (n = 3) selected Canadian Aboriginal and 7% (n = 6) chose European. The proportion of students identifying as Aboriginal was representative of the cohort (cohort: 3%, sample: 3%). International respondents most often identified as South Asian (Indian) (24%, n = 9), Chinese (22%, n = 8), or Middle Eastern or West Central Asian (19%, n = 7).

Figure 5a: Self-reported ethnicity
Data on respondents’ citizenship was also taken from SISC. The majority of respondents were Canadian citizens (n = 93). The most common countries of citizenship for international respondents were India (n = 12) and China (n = 10), followed by Bangladesh (n = 7) and Iran (n = 7). Overall, students represented 18 countries.

**Figure 5b: Citizenship**

![Citizenship Map](image)

*Note: This figure reflects data from SISC.*

**Education and Employment of Parents/Guardians**
One-fifth (20%, n = 5) of international student respondents’ fathers/guardians have completed either a graduate or other professional degree, a college level certificate/diploma, some college or university, or high school or less. Among domestic respondents, 24% (n = 17) indicated their father/guardian had achieved a college-level certificate/diploma, 23% (n = 16) selected high school or less, and 21% (n = 15) chose a graduate or other professional degree.
Figure 6a: Highest level of formal education obtained by father/guardian

Most often, international respondents stated that their mother/guardian had completed a graduate or other professional degree (28%, n = 7), or had completed some college or university (28%, n = 7). The most common levels of education obtained by the mothers/guardians of domestic respondents were a university degree (26%, n = 18), and high school or less (30%, n = 21).

Figure 6b: Highest level of formal education obtained by mother/guardian

Overall, 13% (n = 9) of domestic and 17% (n = 4) of international respondents were first generation university students, meaning that neither their mother/guardian nor father/guardian had taken any post-secondary classes. Respondents selecting “don’t know,” “prefer not to answer,” and “not applicable” were excluded in these calculations.
Choosing a Graduate Program

Choosing UBC’s Okanagan Campus

Eighty-one (n = 79) percent of domestic respondents indicated that UBC’s Okanagan campus was their first choice for graduate studies. Of international respondents, 76% (n = 38) chose UBC’s Okanagan campus as their first choice. Among those respondents who did not rank UBC’s Okanagan campus as their first choice for graduate studies, 68% (n = 13) of domestic and 86% (n = 12) of international respondents indicated UBC Okanagan was their second choice institution.

Among domestic respondents who did not rank UBC’s Okanagan campus as their first choice institution, they most often selected McGill University (16%, n = 3) and the University of Calgary (16%, n = 3) as their number one choice. For international respondents, UBC’s Vancouver campus (46%, n = 6) was the most common first choice institution.

Fifty-one percent (n = 49) of domestic respondents stated that they were in a thesis- or dissertation-based graduate program, compared to 64% (n = 32) of international respondents.

Choosing a Supervisor

All (n = 32) of the international respondents specified that they have identified a faculty member to be their thesis/dissertation supervisor, while 94% (n = 47) of domestic respondents did so.

Students choose to work with a particular faculty member as their supervisor for a variety of reasons. Respondents identifying they were in thesis- or dissertation-based programs were asked to rate the extent to which several aspects influenced their choice of supervisor.

For both domestic and international respondents, the top three factors which influenced their decision to a great extent included that their supervisor was willing to work with them (domestic: 89%, n = 40; international: 84%, n = 27), is doing interesting research (domestic: 74%, n = 34; international: 72, n = 23), and has intellectual interests that match their own (domestic: 69%, n = 31; international: 63%, n = 20).

The least influential factor among domestic respondents was whether the supervisor had money to support them, with 16% (n = 7) selecting “to no extent.” International respondents cited whether their supervisor was recommended to them by other people as the least influential factor, with 28% (n = 9) choosing “to no extent.”
Figure 7a: Factors contributing to choosing a supervisor (domestic)

<table>
<thead>
<tr>
<th>Factor</th>
<th>To a great extent</th>
<th>To some extent</th>
<th>To no extent</th>
<th>Not applicable/No opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was willing to work with me</td>
<td>89%</td>
<td></td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Is doing interesting research</td>
<td>74%</td>
<td></td>
<td>24%</td>
<td></td>
</tr>
<tr>
<td>Has intellectual interests that match mine</td>
<td>69%</td>
<td></td>
<td>29%</td>
<td></td>
</tr>
<tr>
<td>Has a reputation for being a good researcher</td>
<td>64%</td>
<td></td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>Will make sure I do a rigorous project/thesis/dissertation</td>
<td>62%</td>
<td></td>
<td>31%</td>
<td></td>
</tr>
<tr>
<td>Is knowledgeable in the techniques and methods I will employ</td>
<td>58%</td>
<td></td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>His/her research group fosters a working environment that I like</td>
<td>53%</td>
<td></td>
<td>33%</td>
<td>9%</td>
</tr>
<tr>
<td>Was recommended to me by other people</td>
<td>42%</td>
<td>33%</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>Can write a good recommendation letter that will carry my career a long way</td>
<td>38%</td>
<td>38%</td>
<td>13%</td>
<td>11%</td>
</tr>
<tr>
<td>Has a reputation for getting students through the process in a timely manner</td>
<td>38%</td>
<td>31%</td>
<td>11%</td>
<td>20%</td>
</tr>
<tr>
<td>Had money to support me</td>
<td>36%</td>
<td>36%</td>
<td>16%</td>
<td>13%</td>
</tr>
</tbody>
</table>

Figure 7b: Factors contributing to choosing a supervisor (international)

<table>
<thead>
<tr>
<th>Factor</th>
<th>To a great extent</th>
<th>To some extent</th>
<th>To no extent</th>
<th>Not applicable/No opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was willing to work with me</td>
<td>84%</td>
<td></td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>Is doing interesting research</td>
<td>72%</td>
<td></td>
<td>28%</td>
<td></td>
</tr>
<tr>
<td>Has intellectual interests that match mine</td>
<td>63%</td>
<td></td>
<td>31%</td>
<td></td>
</tr>
<tr>
<td>His/her research group fosters a working environment that I like</td>
<td>56%</td>
<td>22%</td>
<td>19%</td>
<td></td>
</tr>
<tr>
<td>Will make sure I do a rigorous project/thesis/dissertation</td>
<td>53%</td>
<td>22%</td>
<td>9%</td>
<td>16%</td>
</tr>
<tr>
<td>Is knowledgeable in the techniques and methods I will employ</td>
<td>53%</td>
<td>41%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Had money to support me</td>
<td>53%</td>
<td>19%</td>
<td>19%</td>
<td>9%</td>
</tr>
<tr>
<td>Has a reputation for being a good researcher</td>
<td>47%</td>
<td>25%</td>
<td>6%</td>
<td>22%</td>
</tr>
<tr>
<td>Can write a good recommendation letter that will carry my career a long way</td>
<td>34%</td>
<td>25%</td>
<td>16%</td>
<td>25%</td>
</tr>
<tr>
<td>Has a reputation for getting students through the process in a timely manner</td>
<td>34%</td>
<td>25%</td>
<td>13%</td>
<td>28%</td>
</tr>
<tr>
<td>Was recommended to me by other people</td>
<td>22%</td>
<td>19%</td>
<td>28%</td>
<td>31%</td>
</tr>
</tbody>
</table>
Concerns and Barriers

Academic Concerns
In general, international respondents expressed higher levels of concern with commitments and customary practices related to graduate studies than domestic respondents. For both domestic and international respondents, the top three concerns, with the largest proportions of respondents stating that they were very concerned or concerned, included: commitments regarding the funding of their graduate studies (domestic: 52%, n = 49; international: 74%, n = 35), and commitment regarding the funding of their thesis/dissertation research project (domestic: 31%, n = 29; international: 68%, n = 32). The length of time they would be a student (34%, n = 32) was also one of the top three concerns for domestic respondents, while customary practices of generating, handling, and using research data responsibly (66%, n = 31) were for international respondents.

Figure 8a: Level of concern with aspects related to graduate program (domestic)
Figure 8b: Level of concern with aspects related to graduate program (international)

- Commitments regarding the funding of your graduate studies: 49% Very concerned, 26% Concerned, 13% A little concerned, 9% No concerns, 0% Not applicable/No opinion
- Commitment regarding the funding of your thesis/dissertation research project: 45% Very concerned, 23% Concerned, 11% A little concerned, 11% No concerns, 11% Not applicable/No opinion
- Customary practices of generating, handling, and using research data responsibly: 26% Very concerned, 40% Concerned, 13% A little concerned, 11% No concerns, 11% Not applicable/No opinion
- Customary practices for revising and referring academic papers fairly: 26% Very concerned, 34% Concerned, 17% A little concerned, 13% No concerns, 11% Not applicable/No opinion
- Length of time you would be a student: 32% Very concerned, 26% Concerned, 15% A little concerned, 23% No concerns, 0% Not applicable/No opinion
- Customary practices for grading student work: 28% Very concerned, 30% Concerned, 21% A little concerned, 11% No concerns, 11% Not applicable/No opinion
- Customary practices about determining authorship of research papers (order of authors, who is included, etc.): 15% Very concerned, 43% Concerned, 26% A little concerned, 11% No concerns, 6% Not applicable/No opinion
- Customary practices for the appropriate use of research funds: 32% Very concerned, 23% Concerned, 19% A little concerned, 13% No concerns, 13% Not applicable/No opinion
- Criteria for determining that you were ready to graduate: 30% Very concerned, 26% Concerned, 13% A little concerned, 21% No concerns, 11% Not applicable/No opinion
- Amount of tome to be spent with your supervisor: 19% Very concerned, 35% Concerned, 13% A little concerned, 32% No concerns, 0% Not applicable/No opinion
- Customary practices regarding publication (when and how to submit, etc.): 21% Very concerned, 32% Concerned, 32% A little concerned, 11% No concerns, 0% Not applicable/No opinion
- Fulfilling teaching assistant obligations (number of courses, number of hours spent, etc.): 26% Very concerned, 28% Concerned, 21% A little concerned, 11% No concerns, 15% Not applicable/No opinion
- Customary practices for using copyrighted material or material written by others: 26% Very concerned, 28% Concerned, 17% A little concerned, 19% No concerns, 11% Not applicable/No opinion
- Customary practices for avoiding conflict of interest (industry funding consulting, etc.): 23% Very concerned, 28% Concerned, 23% A little concerned, 15% No concerns, 11% Not applicable/No opinion
- Customary practices regarding patent policies: 26% Very concerned, 19% Concerned, 26% A little concerned, 21% No concerns, 9% Not applicable/No opinion
- Customary practices involving biosafety, human subjects, animal care, etc.: 23% Very concerned, 19% Concerned, 23% A little concerned, 15% No concerns, 19% Not applicable/No opinion
Barriers to Academic Success

Work/financial commitments (domestic: 33%, n = 31, international: 44%, n = 20) and availability of funding (domestic: 27%, n = 25, international: 58%, n = 26) were identified as the top obstacles to academic progress by both international and domestic respondents, with the greatest proportions of respondents rating these as a major obstacle.

**Figure 9a: Obstacles to academic progress (domestic)**

**Figure 9b: Obstacles to academic progress (international)**
Time Commitments
Respondents were asked if they planned to work for pay outside of appointments that are a part of their funding package (e.g., research and teaching assistantships). Forty-three percent (n = 38) of domestic respondents and 32% (n = 14) of international respondents stated that they do not plan on working outside of their funding package commitments. Another 43% (n = 38) of domestic respondents and 56% (n = 25) of international respondents plan to work 20 or less hours a week.

Of those respondents planning to work, most international respondents planned to work on campus (90%, n =27), while most domestic respondents planned to do so off campus (83%, n = 43).

Figure 10: Planned employment
Opportunities for Graduate Students

Likelihood of Participation in Activities

Overall, international respondents showed more interest in participating in the opportunities for graduate students than domestic respondents. When asked how likely they would be to participate in a variety of activities, larger proportions of international respondents said that they would be very likely to participate across all items listed.

Domestic respondents indicated that they would be most likely to participate in an orientation for new graduate students in the program and to utilize a graduate student handbook for the program, with 93% (n = 86) and 86% (n = 79) selecting “very likely” or “somewhat likely,” respectively. A graduate student handbook for the program (100%, n = 44) and a graduate student centre (98%, n = 43) were the most popular resources among international respondents, with the majority of students saying they would be very likely or somewhat likely to use them.

Figure 11a: Likelihood of participation in/utilization of various opportunities and resources (domestic)
Figure 11b: Likelihood of participation in/utilization of various opportunities and resources (international)

- A graduate student handbook for the program: 64% Very likely, 36% Somewhat likely
- A graduate student centre (i.e., centre with resources, hang out space): 73% Very likely, 25% Somewhat likely
- A graduate student handbook for the university: 59% Very likely, 36% Somewhat likely, 5% Somewhat unlikely
- An orientation for new graduate students in the program: 84% Very likely, 9% Somewhat likely, 7% Somewhat unlikely
- A campus-wide orientation for graduate students: 70% Very likely, 23% Somewhat likely, 5% Somewhat unlikely
- A teaching assistant training course, lasting at least one term: 61% Very likely, 30% Somewhat likely, 7% Somewhat unlikely
- A written policy on research misconduct: 57% Very likely, 32% Somewhat likely, 7% Somewhat unlikely, 5% Somewhat unlikely
- A mentor for your professional development who is not your advisor: 55% Very likely, 34% Somewhat likely, 9% Somewhat unlikely
- A seminar or course designed to develop you as a prospective faculty member: 59% Very likely, 27% Somewhat likely, 9% Somewhat unlikely, 5% Somewhat unlikely
- A teaching development centre: 50% Very likely, 32% Somewhat likely, 16% Somewhat unlikely

Orientation Events
Students were asked which orientation events they see themselves participating in. The majority of respondents (domestic: 80%, n = 74; international: 75%, n = 33) stated they saw themselves partaking in the graduate student orientation. Another 66% (n = 29) of international respondents selected the Jumpstart orientation program.

Figure 12: Participation in orientation events
Perceived Importance of Offering Opportunities
Survey participants also rated how important a variety of opportunities were to their graduate program experience. Ongoing coaching to accomplish their academic goals (91%, n = 84) and a workshop on career opportunities outside academia (85%, n = 78) were most frequently rated as very important or moderately important by domestic respondents. International respondents most often felt that progressively more responsible roles in research (95%, n = 42) and an opportunity to make a presentation at a regional or national meeting (95%, n = 42) were very important or moderately important.

Figure 13a: Importance of opportunities for graduate program experience (domestic)

<table>
<thead>
<tr>
<th>Opportunity</th>
<th>Very important</th>
<th>Moderately important</th>
<th>Of little importance</th>
<th>Not at all important</th>
<th>Not applicable/No opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing coaching to accomplish your academic goals</td>
<td>52%</td>
<td>39%</td>
<td>7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A workshop on career opportunities outside of academia</td>
<td>59%</td>
<td>26%</td>
<td>7%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Internships (e.g. in industry)</td>
<td>53%</td>
<td>29%</td>
<td>7%</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Progressively more responsible roles in research</td>
<td>34%</td>
<td>45%</td>
<td>9%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>An opportunity to make a presentation at a regional or national meeting</td>
<td>26%</td>
<td>47%</td>
<td>17%</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Advice/workshops on preparing for candidacy examinations</td>
<td>28%</td>
<td>45%</td>
<td>16%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>A workshop/seminar on teaching in your discipline</td>
<td>33%</td>
<td>35%</td>
<td>18%</td>
<td>8%</td>
<td>7%</td>
</tr>
<tr>
<td>A workshop/seminar on research ethics</td>
<td>23%</td>
<td>45%</td>
<td>29%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progressively more responsible roles in teaching</td>
<td>22%</td>
<td>45%</td>
<td>23%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>An opportunity to participate in campus or department governance (e.g., serve on committees)</td>
<td>16%</td>
<td>39%</td>
<td>30%</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>A workshop/seminar on faculty roles and responsibilities</td>
<td>12%</td>
<td>43%</td>
<td>36%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>A workshop/seminar on organization and administration of colleges and universities</td>
<td>8%</td>
<td>33%</td>
<td>40%</td>
<td>13%</td>
<td>7%</td>
</tr>
</tbody>
</table>
### Figure 13b: Importance of opportunities for graduate program experience (international)

<table>
<thead>
<tr>
<th>Opportunity</th>
<th>Very important</th>
<th>Moderately important</th>
<th>Of little importance</th>
<th>Not at all important</th>
<th>Not applicable/No opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progressively more responsible roles in research</td>
<td>59%</td>
<td>36%</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An opportunity to make a presentation at a regional or national meeting</td>
<td>64%</td>
<td>32%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advice/workshops on preparing for candidacy examinations</td>
<td>59%</td>
<td>32%</td>
<td>7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A workshop on career opportunities outside of academia</td>
<td>64%</td>
<td>27%</td>
<td>9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internships (e.g. in industry)</td>
<td>77%</td>
<td>14%</td>
<td>9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A workshop/seminar on research ethics</td>
<td>57%</td>
<td>32%</td>
<td>11%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A workshop/seminar on teaching in your discipline</td>
<td>57%</td>
<td>27%</td>
<td>9%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Ongoing coaching to accomplish your academic goals</td>
<td>50%</td>
<td>34%</td>
<td>14%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An opportunity to participate in campus or department governance (e.g., serve on committees)</td>
<td>41%</td>
<td>41%</td>
<td>14%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A workshop/seminar on faculty roles and responsibilities</td>
<td>48%</td>
<td>30%</td>
<td>16%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>A workshop/seminar on organization and administration of colleges and universitites</td>
<td>32%</td>
<td>43%</td>
<td>16%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Progressively more responsible roles in teaching</td>
<td>41%</td>
<td>32%</td>
<td>23%</td>
<td>5%</td>
<td></td>
</tr>
</tbody>
</table>
Finances

Financing Graduate Studies
The primary sources of monetary income for domestic respondents were loans, savings, or family assistance (54%, n = 48) and graduate teaching assistantship (37%, n = 33). For international respondents, the primary sources of income for the duration of their studies were graduate research assistantships (50%, n = 21) and graduate teaching assistantships (36%, n = 15).

Figure 14: Sources of funding for tuition and other expenses
Debt
The majority of both international (71%, n = 30) and domestic (66%, n = 59) respondents stated that they will have no debt resulting from their undergraduate education to be paid at the end of their graduate degree. Twenty-four percent (n = 10) of international respondents and 22% (n = 20) of domestic respondents indicated that they will have $20,000 or more in educational debt resulting from their undergraduate degree.

Figure 15: Estimated amount of undergraduate education debt to be paid at the end of studies

Sixty percent (n = 25) of international respondents and 37% (n = 33) of domestic respondents stated that they will have no debt to repay at the end of their studies due to their graduate education. Another 16% (n = 14) of domestic and 26% (n = 11) of international respondents indicated that their debt due to their graduate education will be $20,000 or more.

Figure 16: Estimated amount of graduate education debt to be paid at the end of studies
Career Pathways
Becoming a professor in a college or university was the most desired future career option for domestic and international respondents with 27% (n = 24) and 45% (n = 19) indicating that they would definitely be interested in this career path, respectively. For domestic respondents, the next most commonly desired option was to work independently (e.g., consultant, writer), with 23% (n = 20) selecting “definitely.” The second most desired option for international respondents was with to conduct research in a business, industry, or the private sector (44% (n = 18) said “definitely”).

Figure 17a: Desire for various career options (domestic)
Figure 17b: Desire for various career options (international)

<table>
<thead>
<tr>
<th>Career Option</th>
<th>Definitely</th>
<th>Possibly</th>
<th>Not all</th>
<th>Not applicable/No opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>To become a professor in a college or university</td>
<td>45%</td>
<td>48%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>To conduct research in a business, industry, or the private sector</td>
<td>44%</td>
<td>46%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>To become an administrator/manager in business, industry, or the private sector</td>
<td>37%</td>
<td>34%</td>
<td>17%</td>
<td>12%</td>
</tr>
<tr>
<td>To conduct research in a college or university (non-faculty position)</td>
<td>29%</td>
<td>56%</td>
<td>5%</td>
<td>10%</td>
</tr>
<tr>
<td>To start my own business</td>
<td>27%</td>
<td>46%</td>
<td>15%</td>
<td>12%</td>
</tr>
<tr>
<td>To conduct research in a nonprofit organization or government agency</td>
<td>24%</td>
<td>56%</td>
<td>7%</td>
<td>12%</td>
</tr>
<tr>
<td>To become an administrator/manager in a nonprofit, public service, or government agency</td>
<td>20%</td>
<td>44%</td>
<td>22%</td>
<td>15%</td>
</tr>
<tr>
<td>To work independently (e.g., consultant, writer)</td>
<td>15%</td>
<td>56%</td>
<td>22%</td>
<td>7%</td>
</tr>
<tr>
<td>To become an administrator in a college or university</td>
<td>10%</td>
<td>54%</td>
<td>27%</td>
<td>10%</td>
</tr>
<tr>
<td>To teach, but not in a college or university setting</td>
<td>7%</td>
<td>34%</td>
<td>46%</td>
<td>12%</td>
</tr>
</tbody>
</table>

0%  10%  20%  30%  40%  50%  60%  70%  80%  90%  100%
Health and Wellbeing

General Health
The majority of domestic (95%, n = 83) and international (95%, n = 37) student respondents rated their general health as good or higher.

Figure 18: Ratings of general health

Health Care
Most domestic student respondents planned to use walk-in clinics (50%, n = 44), visit their current family doctor (45%, n = 40), and/or access on-campus services (41%, n = 36) when in need of health care services. International student respondents cited that they would use on-campus health services most often (82%, n = 32). Another 31% (n = 12) said they would visit walk-in clinics and 23% (n = 9) said that they would find a new family doctor.

Figure 19: Expected access to health care services

Physical Health
Physical Activity and Sedentary Behaviour
According to the Canadian Physical Activity Guidelines, adults should accumulate at least 150 minutes of moderate to vigorous physical activity per week (Canadian Society for Exercise Physiology, 2012). A relatively large proportion of domestic respondents (40%, n = 33) did vigorous physical activity for 3 or 4 days over the past 7 days, with the greatest proportion selecting 3 days (22%, n = 18). Another 16% (n = 13) of domestic students said “I did not do any vigorous physical activity last week.” Among international students, the largest proportion (39%, n = 14) responded with “I did not do any vigorous physical activity last week.” In terms of moderate physical activity, responses of domestic and international respondents were varied. The bulk of
domestic respondents selected 2 through 4 days per week, while most international respondents chose 2 to 3 days per week and “I did not do any moderate physical activity last week.”

Figure 20: Vigorous (blue) and moderate (gold) physical activity over the last week

While a relatively large proportion of respondents did not engage in any moderate or vigorous physical activity over the last week, many stated that they walked each day, for at least 10 minutes at a time (51% (n = 42) of domestic and 42% (n = 15) of international respondents).

Figure 21: Walking over the last week

Those who specified that they engaged in vigorous physical activity, moderate physical activity, and/or walking for at least one day over the past week were asked to identify how much time they typically spent doing these activities on one day. The greatest percentage of respondents chose between an hour to two hours and fifty minutes to reflect the amount of time they did vigorous physical activity (domestic: 71%, n = 48; international: 57%, n = 12), did moderate physical activity (domestic: 78%, n = 50; international: 70%, n = 16), and/or walked (domestic: 72%, n = 43; international: 61%, n = 17).

There was a spread in the distribution of responses to the question regarding how much time respondents usually spent sitting (i.e., sedentary) each day. However, the bulk of respondents cited that they spend 4 to 8 hours sitting each day (63% (n = 47) domestic and 74% (n = 26) international). According to the 2012 and
2013 Canadian Health Measures Survey, on a daily average, adults aged 18 to 39 spend 9 hours and 36 minutes sedentary (Statistics Canada, 2015).

**Smoking**

Respondents were asked whether or not they smoked. The vast majority of both domestic (94%, n = 78) and international (97%, n = 35) respondents indicated they did not. Smokers (domestic: n = 5; international: n = 1) indicated how many cigarettes they smoked and whether they intended to quit in the next 6 months. Most smoked 1 to 5 cigarettes per day and intended to quit.

**Nutrition**

Survey participants rated their agreement to some statements about nutrition. “Eating nutritious foods is important to my academic success” was the statement for which the highest levels of agreement (strongly agree or agree) were seen (domestic: 89%, n = 74; international: 83%, n = 30).

**Figure 22: Agreement to statements related to nutrition – domestic (blue) and international (gold)**

Health Canada (2011) recommends 8 to 10 servings of fruits and vegetables per day for males aged 19 to 50, and 7 to 8 for females. Most survey respondents are not meeting these guidelines, with the majority citing they consume only 1 to 6 servings daily (domestic: 83%, n = 69; international: 97%, n = 35).

**Figure 23: Daily consumption of fruits and vegetables**
Respondents also indicated how many servings (250 mL) of sugar sweetened beverages they drink in a typical week. Most respondents specified they drink 0 to 2 per week (domestic: 67%, n = 56; international: 58%, n = 21).

All domestic respondents prepared at least one home-made meal on a typical week, with the majority preparing over 10 meals (75%, n = 62). For international respondents, 8% (n = 3) do not prepare home-made meals, and the majority (69%, n = 25) prepare 10 or less home-made meals on a typical week.

**Figure 24: Homemade meals**

Disabilities

The majority of domestic (67%, n = 59) and international (78%, n = 34) respondents indicated that they do not have a disability or ongoing medical condition. Mental health disorders (13%, n = 11) were most commonly reported by domestic respondents who had a disability/ongoing medical condition, while international respondents most often selected “other” (8%, n = 3).

**Figure 25: Reported disabilities and ongoing medical conditions**

Respondents who indicated they have a disability or ongoing medical condition noted which accommodations they had requested. Domestic respondents most commonly requested academic accommodations (13%, n = 3). It should be noted that only 24 domestic and 4 international answered these follow-up questions. Thus, no figures for international respondents are shown.
Figure 26: Requested accommodations (domestic)

- **Academic accommodations**: 13% Yes, 88% No, 8% Not applicable/Prefer not to answer.
- **Parking services accommodations**: 88% Yes, 8% No, 8% Not applicable/Prefer not to answer.
- **On-campus accommodations**: 92% Yes, 8% No, 8% Not applicable/Prefer not to answer.

**Note:** only n = 24 domestic respondents are represented in this figure.

They were also asked about their level of concern with a variety of items related to their disability/ongoing medical condition and their first year at UBC Okanagan. Domestic respondents were most concerned with the availability of academic accommodations, with 18% (n = 4) of respondents selecting “very concerned” or “concerned” for this item.

Figure 27: Concern with items related to disabilities and ongoing medical conditions (domestic)

- **The availability of academic accommodations (e.g., extended time on examinations, assistance with note taking, alternative texts, recorded classes, etc.)**: 9% Very concerned, 9% Concerned, 13% Somewhat concerned, 57% A little concerned, 9% Not at all concerned, 9% Not applicable/Prefer not to answer.
- **Disclosure of a disability or ongoing medical condition to university staff or faculty**: 13% Very concerned, 13% Concerned, 17% Somewhat concerned, 43% A little concerned, 9% Not at all concerned, 9% Not applicable/Prefer not to answer.
- **The physical accessibility of the campus**: 13% Very concerned, 9% Concerned, 9% Somewhat concerned, 70% A little concerned, 9% Not at all concerned, 9% Not applicable/Prefer not to answer.
- **The physical accessibility of the buildings**: 9% Very concerned, 9% Concerned, 78% Somewhat concerned, 9% A little concerned, 9% Not at all concerned, 9% Not applicable/Prefer not to answer.
- **The adequacy and accessibility of the reception areas, exam rooms and offices**: 13% Very concerned, 74% Concerned, 9% Somewhat concerned, 9% A little concerned, 9% Not at all concerned, 9% Not applicable/Prefer not to answer.

**Note:** only n = 23 domestic respondents are represented in this figure.

Mental Health, Stress, and Academic Performance

**Overall Mental Health**

Survey participants rated their mental health on a scale of very poor to excellent. The majority of respondents rated their mental health as “good” or better (domestic: 88%, n = 77; international: 98%, n = 38). However, 13% (n = 11) of domestic respondents selected “fair” or “poor,” compared to only 3% (n = 1) of international respondents.
Mental Health and Resilience

Students rated their agreement with statements regarding mental health and resiliency. Domestic and international respondents most often agreed (picked “Strongly agree” or “Agree”) with the statements: “I am aware of personal signs when I experience too much stress” (domestic: 91%, n = 80; international: 100%, n = 39) and “I am confident in my ability to cope with the demands of my life” (domestic: 87%, n = 76; international: 95%, n = 37).

Figure 28: Ratings of mental health

![Figure 28](image)

Figure 29a: Ratings of mental health and resiliency statements (domestic)

- I am aware of personal signs when I experience too much stress
  - Strongly Agree: 39%
  - Agree: 52%
  - Somewhat Agree: 9%

- I am confident in my ability to cope with the demands of my life
  - Strongly Agree: 39%
  - Agree: 48%
  - Somewhat Agree: 13%

- I am comfortable reaching out for support when I need it
  - Strongly Agree: 28%
  - Agree: 36%
  - Somewhat Agree: 24%
  - Somewhat Disagree: 6%

- I am confident I will be able to balance my academic time (in class, study time, etc.) and non-academic time (work, exercise, etc.)
  - Strongly Agree: 27%
  - Agree: 39%
  - Somewhat Agree: 23%
  - Somewhat Disagree: 9%

Figure 29b: Ratings of mental health and resiliency statements (international)

- I am aware of personal signs when I experience too much stress
  - Strongly Agree: 46%
  - Agree: 54%

- I am confident in my ability to cope with the demands of my life
  - Strongly Agree: 69%
  - Agree: 26%
  - Somewhat Agree: 5%

- I am confident I will be able to balance my academic time (in class, study time, etc.) and non-academic time (work, exercise, etc.)
  - Strongly Agree: 41%
  - Agree: 36%
  - Somewhat Agree: 18%

- I am comfortable reaching out for support when I need it
  - Strongly Agree: 33%
  - Agree: 38%
  - Somewhat Agree: 23%
Impact of Mental Health and Stressors on Academic Performance

Students reported whether they had experienced a range of issues, and whether those issues had negatively affected their academics over the past 12 months. Stress was the issue indicated by the largest proportion of respondents as having negatively impacted their academics in some way (domestic: 26%, n = 23; international: 10%, n = 4). Further, 17% (n = 15) of domestic respondents stated anxiety had adversely affected their academics, while 8% (n = 3) of international respondents did so for each of financial difficulties and concern for a troubled friend or family member.

Figure 30a: Impact of various issues on academic performance (domestic)
Figure 30b: Impact of various issues on academic performance (international)

- **Stress**: 8% - 53% - 38%
- **Financial difficulties**: 38% - 55%
- **Concern for a troubled friend or family member**: 5% - 35% - 58%
- **Sleep difficulties**: 28% - 68%
- **Relationship difficulties**: 28% - 68%
- **Depression**: 5% - 38% - 58%
- **Anxiety**: 40% - 55%
- **Work**: 30% - 65%
- **Internet use/computer games**: 38% - 58%
- **Family responsibilities**: 38% - 58%
- **Participation in extracurricular activities (e.g. campus clubs, organizations, athletics)**: 43% - 53%
- **Learning disability**: 5% - 90%

- Significant disruption in my studies
- Dropped a course, or have not completed a course
- Received a lower grade in a course
- Received a lower grade on an exam or important project
- I have experienced this issue but my academics have not been affected
- This did not happen to me/Not applicable
Conclusion

Overall, 55% (n = 147) of new incoming graduate students participated in the NUBC Survey.

Most respondents were between the ages of 21 to 25, were unmarried, and came from educated families. About two-thirds of domestic respondents were female, while about two-thirds of international respondents were male. International respondents most often identified as South Asian (Indian), Chinese, or Middle Eastern or West Central Asian.

Over 8 in 10 respondents cited that UBC Okanagan was their first choice of school for post-secondary education. Frequently, respondents’ choice of supervisor was impacted by the supervisor’s willingness to work with the student and interests.

The most common concerns and potential obstacles noted by graduate student respondents were related to funding (e.g., commitments regarding the funding of their graduate studies and their thesis/dissertation research project, work/financial commitments, and availability of funding).

Generally, international respondents were more enthusiastic than domestic respondents in terms of opportunities for participation and using relevant resources.

Over half of domestic respondents selected loans, savings, or family assistance as a form of support they will receive while enrolled in their graduate studies, while half of international respondents said they would be taking on graduate research assistantships to support their graduate studies enrollment.

The greatest proportion of graduate student respondents expressed interest in becoming a professor in a college or university.

Largely, respondents were fairly healthy. General health and mental health were rated favorably—as “good” or better—by the majority of respondents.
References
