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# NEW TO UBC OKANAGAN GRADUATE SURVEY 2020

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## EXECUTIVE SUMMARY

New to UBC (NUBC) Survey is an annual survey of new, incoming graduate students at UBC Okanagan. In 2020, all new UBCO graduate students (178) were invited via email to participate in the online survey on August 6th to September 6th, 2020. Most students (124 total; 53 domestic, 71 international) fully or partially completed the survey. The overall response rate was  $124 / 178 = 70\%$  (response rate: 59% domestic, 81% international).

### Online Learning Concerns

New UBCO graduate students had quite a few concerns for online learning. Most (50% or more) of new UBCO domestic graduate students were concerned about:

#### (1) The quality of the education in an online learning environment

- Not being able to communicate with instructors in person (86%)
- Personal preference for face-to-face learning (76%)
- Course lessons or activities that do not translate well to online learning (62%)
- Instructor availability/responsiveness (54%)

#### (2) Not being able to have social connections in an online learning environment

- Not being able to see classmates in person / difficult to develop social connections (86%)
- Missing out on extracurricular / on-campus activities (66%)

Most were also concerned about their access to library resources (60%) and having difficulty focusing or paying attention to remote instruction or activities (57%).

New UBCO international graduate students had similar concerns as their domestic counterpart, plus other concerns. Most (50% or more) were concerned about:

#### (1) Not being able to have social connections in an online learning environment

- Missing out on extracurricular / on-campus activities (83%)
- Not being able to see classmates in person / difficult to develop social connections (80%)

#### (2) Studying remotely while living in a different time zone

- Being a UBC student and taking UBC classes in a different time zone (85%)
- Being able to participate in synchronous classes (50%)

#### (3) The quality of the education in an online learning environment

- Not being able to communicate with instructors in person (76%)
- Personal preference for face-to-face learning (72%)
- Course lessons or activities that do not translate well to online learning (57%)
- Instructor availability/responsiveness (54%)
- Unclear expectations around course/assignment requirements (54%)

#### (4) Access to technology in an online learning environment

- Access to library resources (67%)
- Access to reliable internet service (63%)
- Access to specialize software (e.g. Adobe products, statistical packages) (57%)

Most new UBCO international graduate students were also concerned about immigration laws or regulations being a major (59%) or minor (28%) obstacle in their academic progress. In addition, about one-third of new UBCO international graduate students were “very concerned” about:

- Criteria for determining that they are ready to graduate (36%)
- Commitments regarding the funding of their graduate studies (35%)
- Customary practices for avoiding conflict of interest (industry funding, consulting, etc.) (33%)
- Customary practices for grading student work (32%)
- Commitment regarding the funding of their thesis/dissertation research project (31%)

### Online Learning Benefits

Most (over 50%) of the new UBCO graduate students, nonetheless, looked forward to the benefits of online learning. They look forward to being able to:

- Attend classes anywhere with a computer and internet access (75% domestic, 78% international)
- Access online course materials at a convenient time (72% domestic, 74% international)
- Control study time (e.g. pause pre-recorded lectures) (67% domestic, 65% international)
- Save money by not having to commute to campus (58% domestic, 52% international)

### Financial Concerns

Most of the new UBCO graduate students reported that their financial situation was affected by the COVID-19 pandemic. They reported that:

- They needed to use more of their savings or their family savings as a result of the pandemic (53% domestic, 49% international),
- The pandemic had reduced their personal income or their family’s income (50% domestic, 42% international),
- They or their family were now less able to pay for their education or living expenses (24% domestic, 31% international), or
- They needed to take on more student loan (18% domestic, 2% international).

In addition, a significant portion of new UBCO graduate students say the pandemic had a “very significant” or “significant” impact on their ability to finance their upcoming academic year (Sep 2020 to Apr 2021) - 17% domestic and 28% international.

## Learning Opportunities

Many learning opportunities are important to new UBCO graduate students as part of their graduate program. For new domestic graduate students, most (50% or more) say the following are “very important”:

- A workshop on career opportunities outside of academia (76%)
- Ongoing coaching to accomplish your academic goals (61%)
- Internships (e.g., in industry) (61%)
- Advice/workshops on preparing for candidacy examinations (59%)
- An opportunity to make a presentation at a regional or national meeting (50%)

For new international graduate students, most (50% or more) say the following learning opportunities are “very important”:

- Internships (e.g., in industry) (81%)
- A workshop on career opportunities outside of academia (77%)
- Progressively more responsible roles in research (70%)
- A workshop/seminar on teaching in their discipline (68%)
- An opportunity to make a presentation at a regional or national meeting (62%)
- Advice/workshops on preparing for candidacy examinations (61%)
- Ongoing coaching to accomplish your academic goals (57%)
- A workshop/seminar on research ethnics (57%)
- Progressively more responsible roles in teaching (53%)

## Career Interests

New UBCO domestic and international graduate students expressed similar career interests. New domestic graduate students were most interested in:

- Conducting research in a non-profit organization or government agency (57% definitely interested)
- Conducting research in a college or university (non-faculty position) (50% definitely interested)
- Becoming a professor in a college or university (49% definitely interested)
- Conducting research in a business, industry, or the private sector (47% definitely interested)
- To work independently (e.g., consultant, writer) (42% definitely interested)

New UBCO international graduate students were most interested in:

- Conducting research in a business, industry, or the private sector (74% definitely interested)
- Becoming a professor in a college or university (58% definitely interested)
- Becoming an administrator/manager in business, industry, or the private sector (54% definitely interested)
- Conducting research in a college or university (non-faculty position) (51% definitely interested)
- Conduct research in a non-profit organization or government agency (46% definitely interested)

## METHODOLOGY

The new to UBC (NUBC) Survey was administered in summer 2020 to all incoming graduate students at UBC's Okanagan campus. The NUBC Survey was deployed online via email invitations, and was available to students from August 6th to September 6th, 2020. A total of 178 graduate students were invited to complete the survey. Of 178 invitees, there were 124 full or partial completes - an overall response rate of 70% (59% for domestic and 81% for international students).

## 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. Additionally, when applicable, students who responded to a question by selected "Don't know", "Not applicable", or "Prefer not to answer" were not included in the analysis of that specific question, unless otherwise noted. In total there were 53 domestic and 71 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 53 domestic and 71 international respondents.

## SURVEY RESPONSES

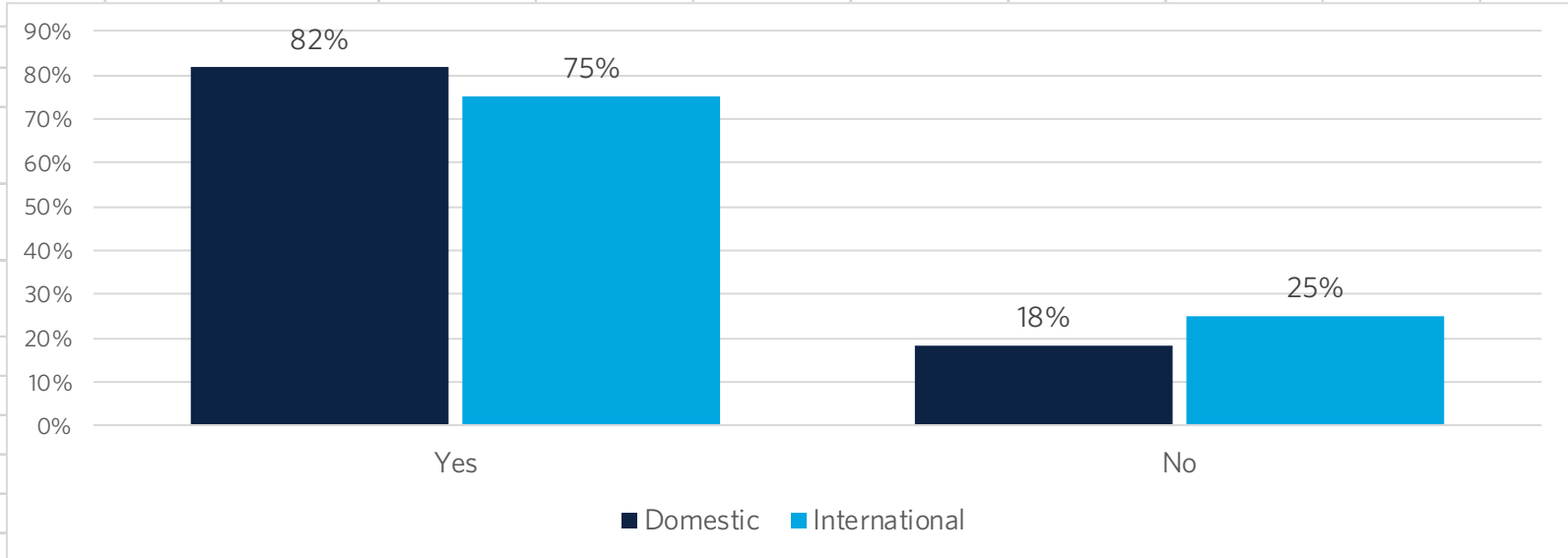
### Cohort vs. Survey Respondents

Demographic breakdown of invited cohort and survey respondents						
	Invited Cohort		Survey Respondents		Representativeness	
	Count (N)	%	Count (n)	%		%
<b>Gender</b>						
Male	85	48%	61	49%	→	1%
Female	93	52%	63	51%	→	-1%
<b>Domestic/International</b>						
Domesitc	90	51%	53	43%	↓	-8%
International	88	49%	71	57%	↑	8%
<b>Program</b>						
MA-O	14	8%	11	9%	→	1%
MASC-O	18	10%	13	11%	→	0%
MDS-O	18	10%	14	11%	→	1%
MED-O	4	2%	2	2%	→	-1%
MENG-O	28	16%	21	17%	→	1%
MFA-O	5	3%	1	1%	→	-2%
MSC-O	20	11%	15	12%	→	1%
MSW-O	42	24%	24	19%	→	-4%
PHD-O	29	16%	23	19%	→	2%
<i>Note: The data above are from SISC.</i>						

Demographic breakdown of invited cohort and survey respondents by domestic/international student status											
	<i>Domestic</i>					<i>International</i>					
	Invited Cohort		Survey Respondents		Representat	Invited Cohort		Survey Respondents		Representativeness	
	Count (N)	%	Count (n)	%	%	Count (N)	%	Count (n)	%	%	
<b>Gender</b>											
Male	34	38%	21	40%	➔ 2%	51	58%	40	56%	➔ -2%	
Female	56	62%	32	60%	➔ -2%	37	42%	31	44%	➔ 2%	
<b>Program</b>											
MA-O	10	11%	7	13%	➔ 2%	4	5%	4	6%	➔ 1%	
MASC-O	2	2%	1	2%	➔ 0%	16	18%	12	17%	➔ -1%	
MDS-O	9	10%	6	11%	➔ 1%	9	10%	8	11%	➔ 1%	
MED-O	3	3%	1	2%	➔ -1%	1	1%	1	1%	➔ 0%	
MENG-O	1	1%	0	0%	➔ -1%	27	31%	21	30%	➔ -1%	
MFA-O	4	4%	1	2%	➔ -3%	1	1%	0	0%	➔ -1%	
MSC-O	12	13%	8	15%	➔ 2%	8	9%	7	10%	➔ 1%	
MSW-O	41	46%	23	43%	➔ -2%	1	1%	1	1%	➔ 0%	
PHD-O	8	9%	6	11%	➔ 2%	21	24%	17	24%	➔ 0%	
<i>Note: The data above are from SISC.</i>											

**Choosing UBC and Supervisor**

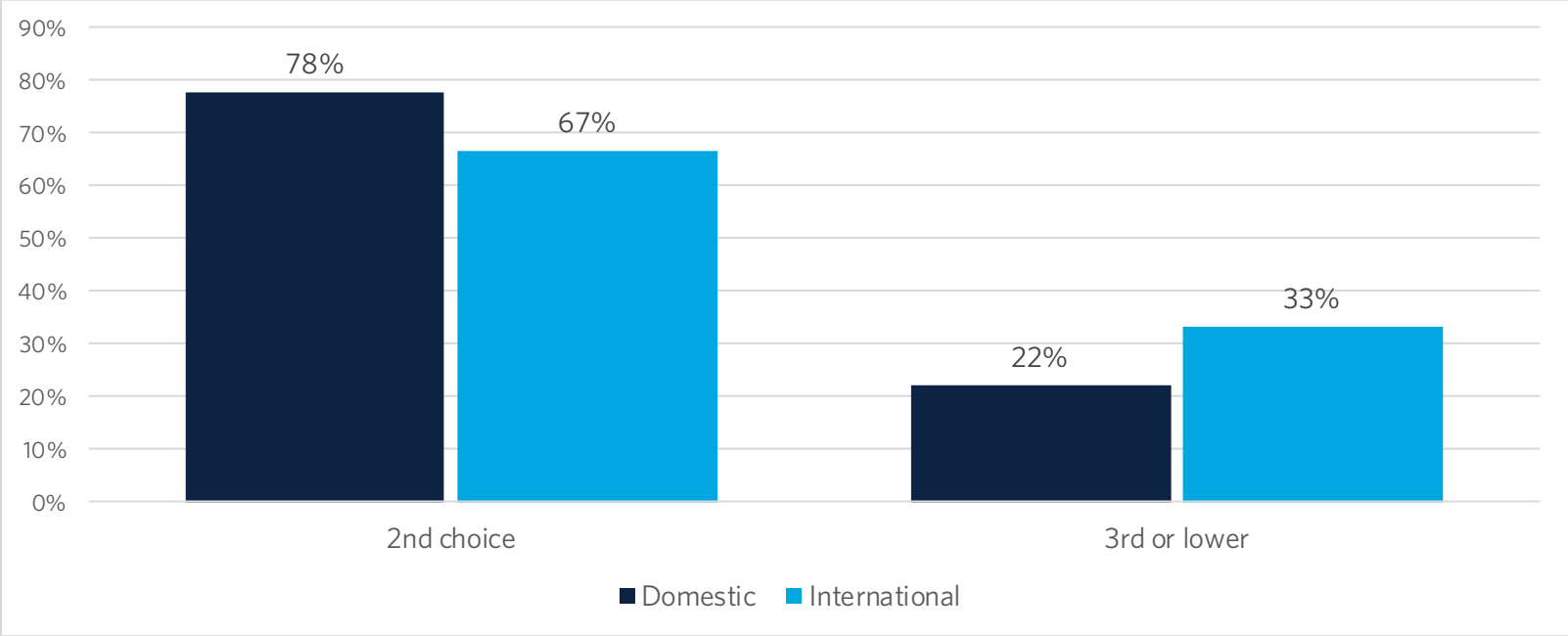
Was UBC's Okanagan campus your first choice for graduate studies?



Column1	Domestic	Domestic %	International	International %
Yes	40	82%	45	75%
No	9	18%	15	25%
Total N	49		60	

**Where did it rank for you?**

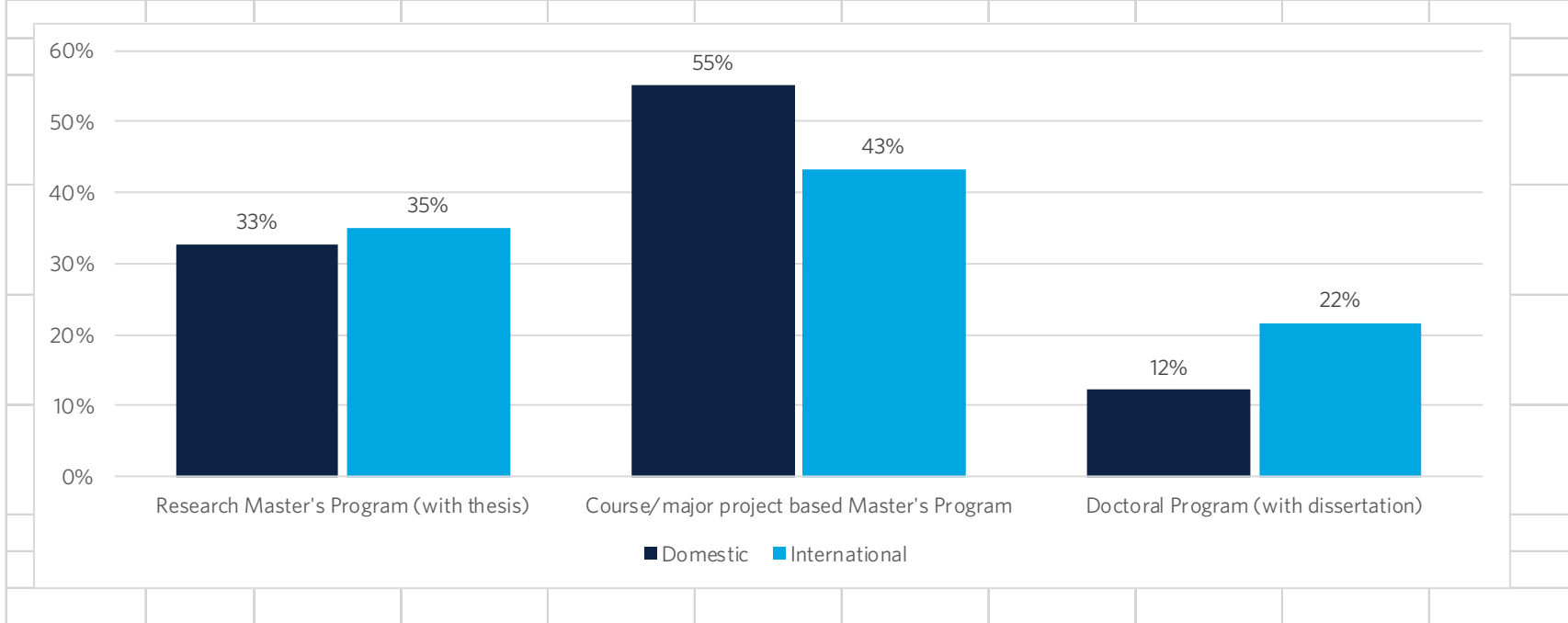
(Asked if "no" answered for previous question)



Column1	Domestic	Domestic %	International	International %
2nd choice	7	78%	10	67%
3rd or lower	2	22%	5	33%
<b>Total N</b>	<b>9</b>		<b>15</b>	

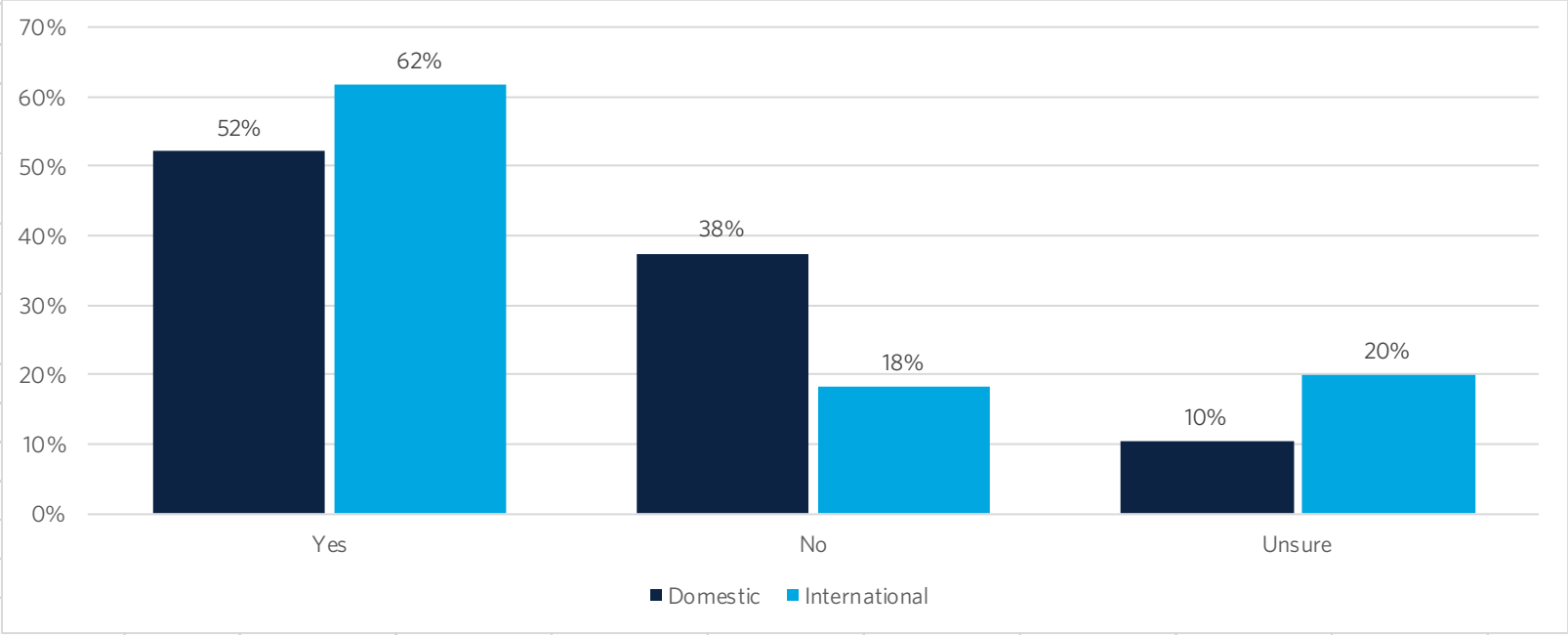


In which type of graduate program are you currently enrolled?



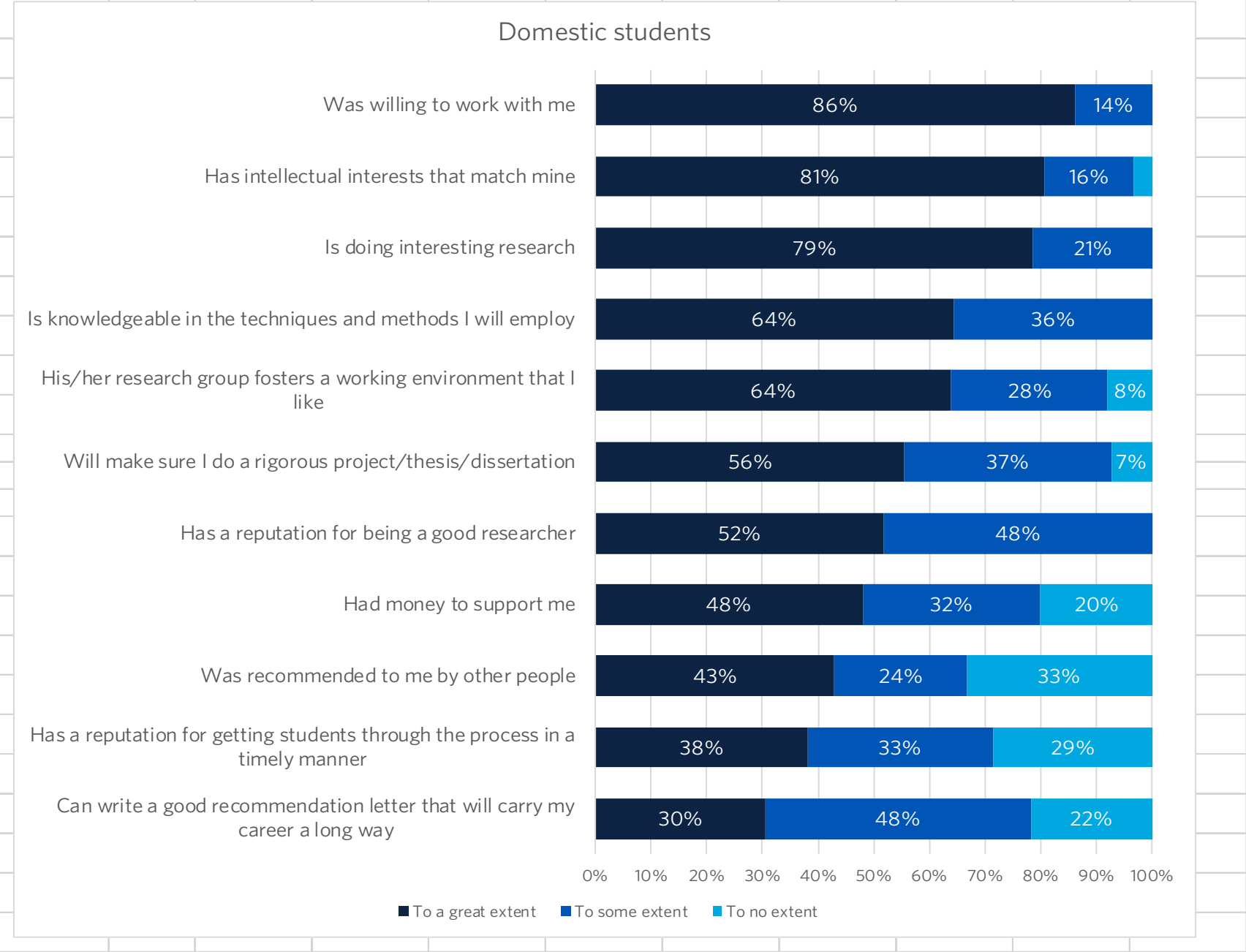
Column1	Domestic	Domestic %	International	International %
Research Master's Program (with thesis)	16	33%	21	35%
Course/major project based Master's Program	27	55%	26	43%
Doctoral Program (with dissertation)	6	12%	13	22%
<b>Total N</b>	<b>49</b>		<b>60</b>	

Do you have an identified faculty member who will be supervising your thesis/dissertation?



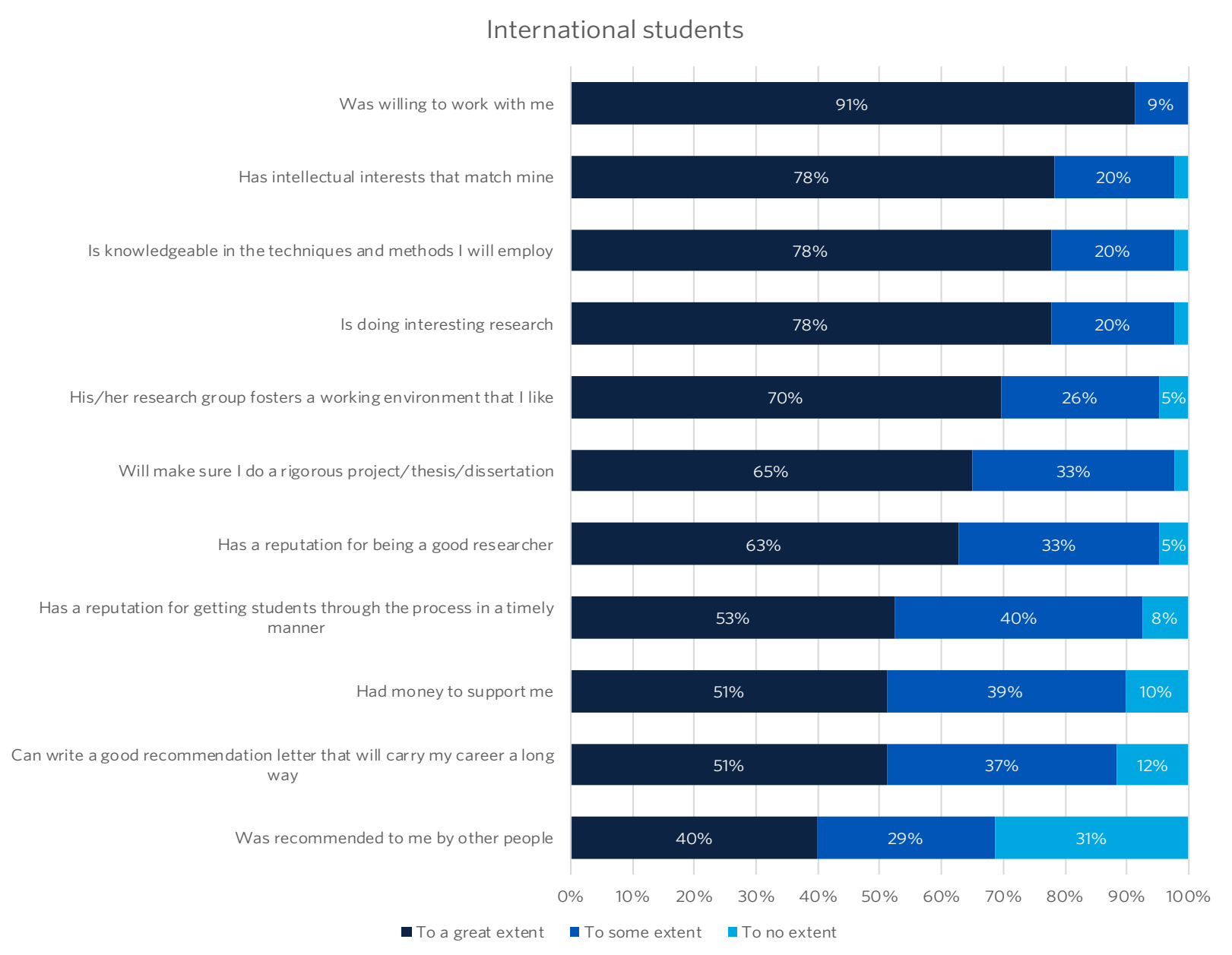
Column1	Domestic	Domestic %	International	International %
Yes	25	52%	37	62%
No	18	38%	11	18%
Unsure	5	10%	12	20%
<b>Total N</b>	<b>48</b>		<b>60</b>	

Please rate the extent to which the following influenced your decision to select your supervisor:



Domestic %				
Column1	To a great extent	To some extent	To no extent	
Can write a good recommendation letter that will carry my	30%	48%	22%	
Has a reputation for getting students through the process in	38%	33%	29%	
Was recommended to me by other people	43%	24%	33%	
Had money to support me	48%	32%	20%	
Has a reputation for being a good researcher	52%	48%	0%	
Will make sure I do a rigorous project/thesis/dissertation	56%	37%	7%	
His/her research group fosters a working environment that I	64%	28%	8%	
Is knowledgeable in the techniques and methods I will	64%	36%	0%	
Is doing interesting research	79%	21%	0%	
Has intellectual interests that match mine	81%	16%	3%	
Was willing to work with me	86%	14%	0%	
Domestic Count				
Column1	To a great extent	To some extent	To no extent	TOTAL
Can write a good recommendation letter that will carry my	7	11	5	23
Has a reputation for getting students through the process in	8	7	6	21
Was recommended to me by other people	9	5	7	21
Had money to support me	12	8	5	25
Has a reputation for being a good researcher	14	13	0	27
Will make sure I do a rigorous project/thesis/dissertation	15	10	2	27
His/her research group fosters a working environment that I	16	7	2	25
Is knowledgeable in the techniques and methods I will	18	10	0	28
Is doing interesting research	22	6	0	28
Has intellectual interests that match mine	25	5	1	31
Was willing to work with me	25	4	0	29

Please rate the extent to which the following influenced your decision to select your supervisor:

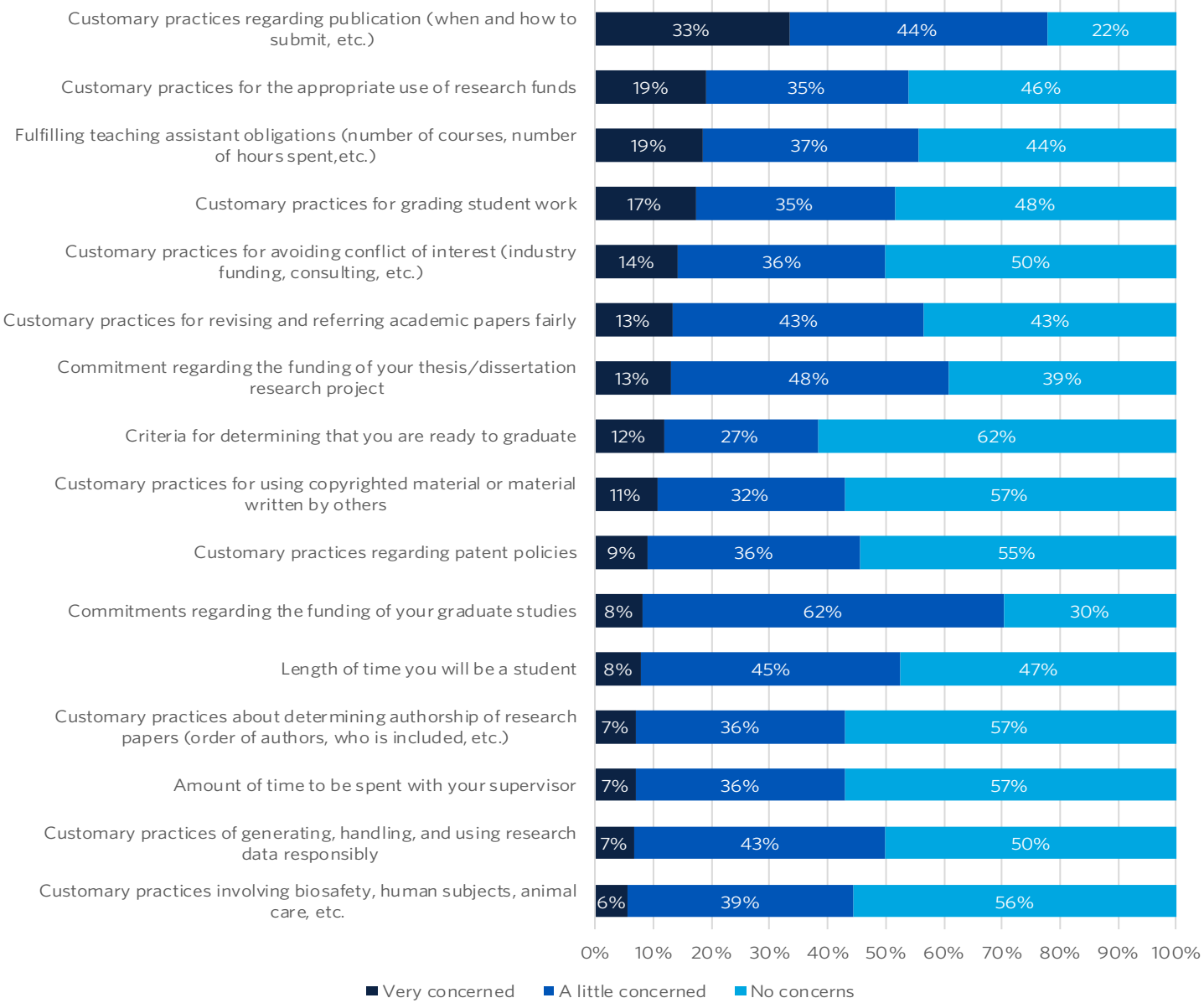


<b>International %</b>				
<b>Column1</b>	<b>To a great ext</b>	<b>To some exte</b>	<b>To no extent</b>	
Was recommended to me by other people	40%	29%	31%	
Can write a good recommendation letter that will carry my	51%	37%	12%	
Had money to support me	51%	39%	10%	
Has a reputation for getting students through the process in	53%	40%	8%	
Has a reputation for being a good researcher	63%	33%	5%	
Will make sure I do a rigorous project/thesis/dissertation	65%	33%	2%	
His/her research group fosters a working environment that I	70%	26%	5%	
Is doing interesting research	78%	20%	2%	
Is knowledgeable in the techniques and methods I will	78%	20%	2%	
Has intellectual interests that match mine	78%	20%	2%	
Was willing to work with me	91%	9%	0%	
<b>International Count</b>				
<b>Column1</b>	<b>To a great ext</b>	<b>To some exte</b>	<b>To no extent</b>	<b>TOTAL</b>
Was recommended to me by other people	14	10	11	35
Had money to support me	20	15	4	39
Has a reputation for getting students through the process in	21	16	3	40
Can write a good recommendation letter that will carry my	22	16	5	43
Has a reputation for being a good researcher	27	14	2	43
Will make sure I do a rigorous project/thesis/dissertation	28	14	1	43
His/her research group fosters a working environment that I	30	11	2	43
Is doing interesting research	35	9	1	45
Is knowledgeable in the techniques and methods I will	35	9	1	45
Has intellectual interests that match mine	36	9	1	46
Was willing to work with me	42	4	0	46

***Concerns***

What is your level of concern with the following items?

Domestic students

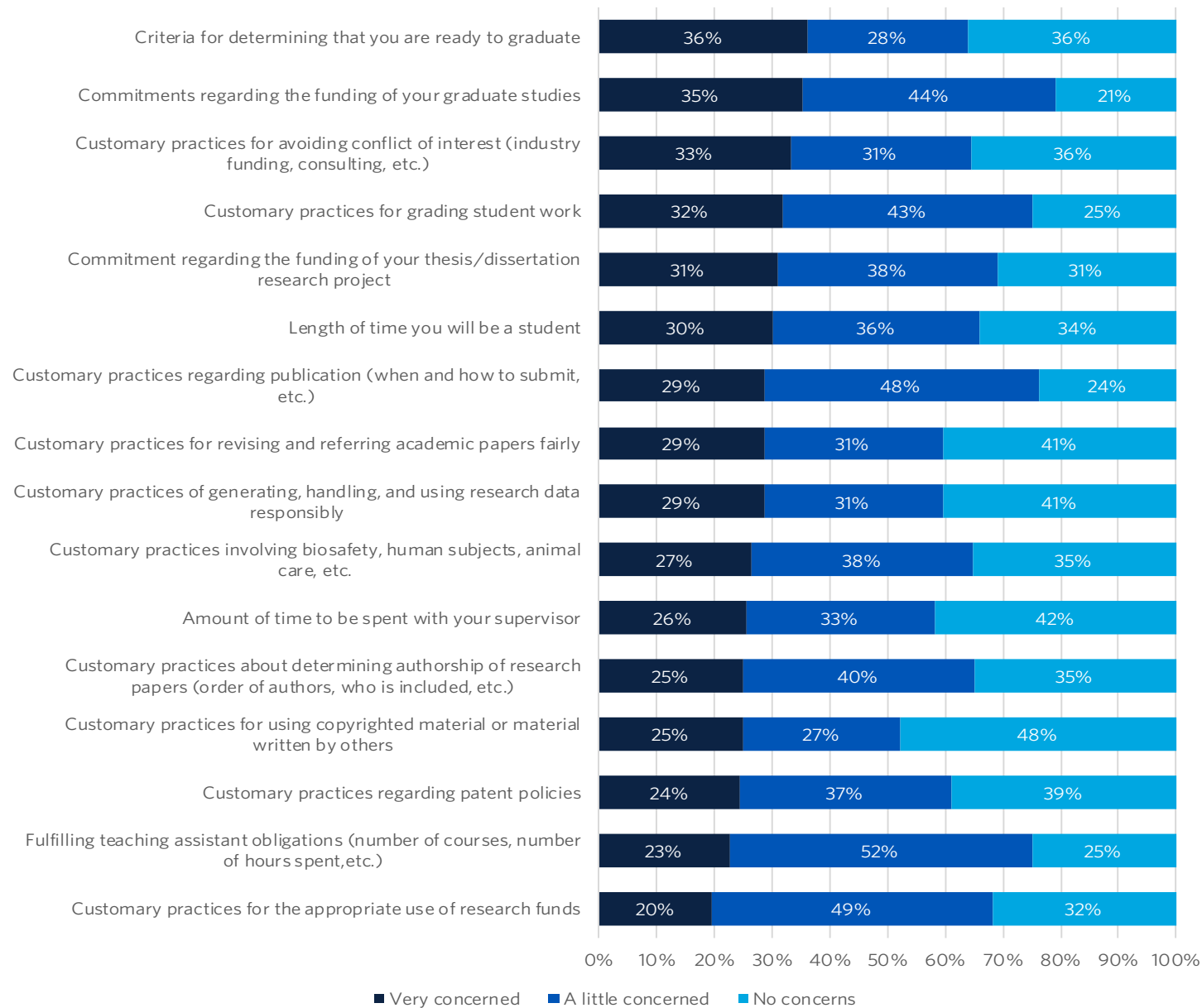




Domestic %					
Column1	Very co	A little	No cond	Original	
Customary practices involving biosafety, human subjects, animal care, etc.	6%	39%	56%	11	
Customary practices of generating, handling, and using research data responsibly	7%	43%	50%	8	
Amount of time to be spent with your supervisor	7%	36%	57%	4	
Customary practices about determining authorship of research papers (order of au	7%	36%	57%	7	
Length of time you will be a student	8%	45%	47%	2	
Commitments regarding the funding of your graduate studies	8%	62%	30%	1	
Customary practices regarding patent policies	9%	36%	55%	16	
Customary practices for using copyrighted material or material written by others	11%	32%	57%	13	
Criteria for determining that you are ready to graduate	12%	27%	62%	3	
Commitment regarding the funding of your thesis/dissertation research project	13%	48%	39%	12	
Customary practices for revising and referring academic papers fairly	13%	43%	43%	9	
Customary practices for avoiding conflict of interest (industry funding, consulting	14%	36%	50%	15	
Customary practices for grading student work	17%	35%	48%	14	
Fulfilling teaching assistant obligations (number of courses, number of hours sper	19%	37%	44%	5	
Customary practices for the appropriate use of research funds	19%	35%	46%	10	
Customary practices regarding publication (when and how to submit, etc.)	33%	44%	22%	6	
Domestic Count					
Column1	Very co	A little	No cond	TOTAL	Original
Customary practices involving biosafety, human subjects, animal care, etc.	1	7	10	18	11
Customary practices regarding patent policies	2	8	12	22	16
Amount of time to be spent with your supervisor	2	10	16	28	4
Customary practices about determining authorship of research papers (order of au	2	10	16	28	7
Customary practices of generating, handling, and using research data responsibly	2	13	15	30	8
Customary practices for using copyrighted material or material written by others	3	9	16	28	13
Commitment regarding the funding of your thesis/dissertation research project	3	11	9	23	12
Length of time you will be a student	3	17	18	38	2
Commitments regarding the funding of your graduate studies	3	23	11	37	1
Criteria for determining that you are ready to graduate	4	9	21	34	3
Customary practices for avoiding conflict of interest (industry funding, consulting	4	10	14	28	15
Customary practices for revising and referring academic papers fairly	4	13	13	30	9
Customary practices for the appropriate use of research funds	5	9	12	26	10
Fulfilling teaching assistant obligations (number of courses, number of hours sper	5	10	12	27	5
Customary practices for grading student work	5	10	14	29	14
Customary practices regarding publication (when and how to submit, etc.)	9	12	6	27	6

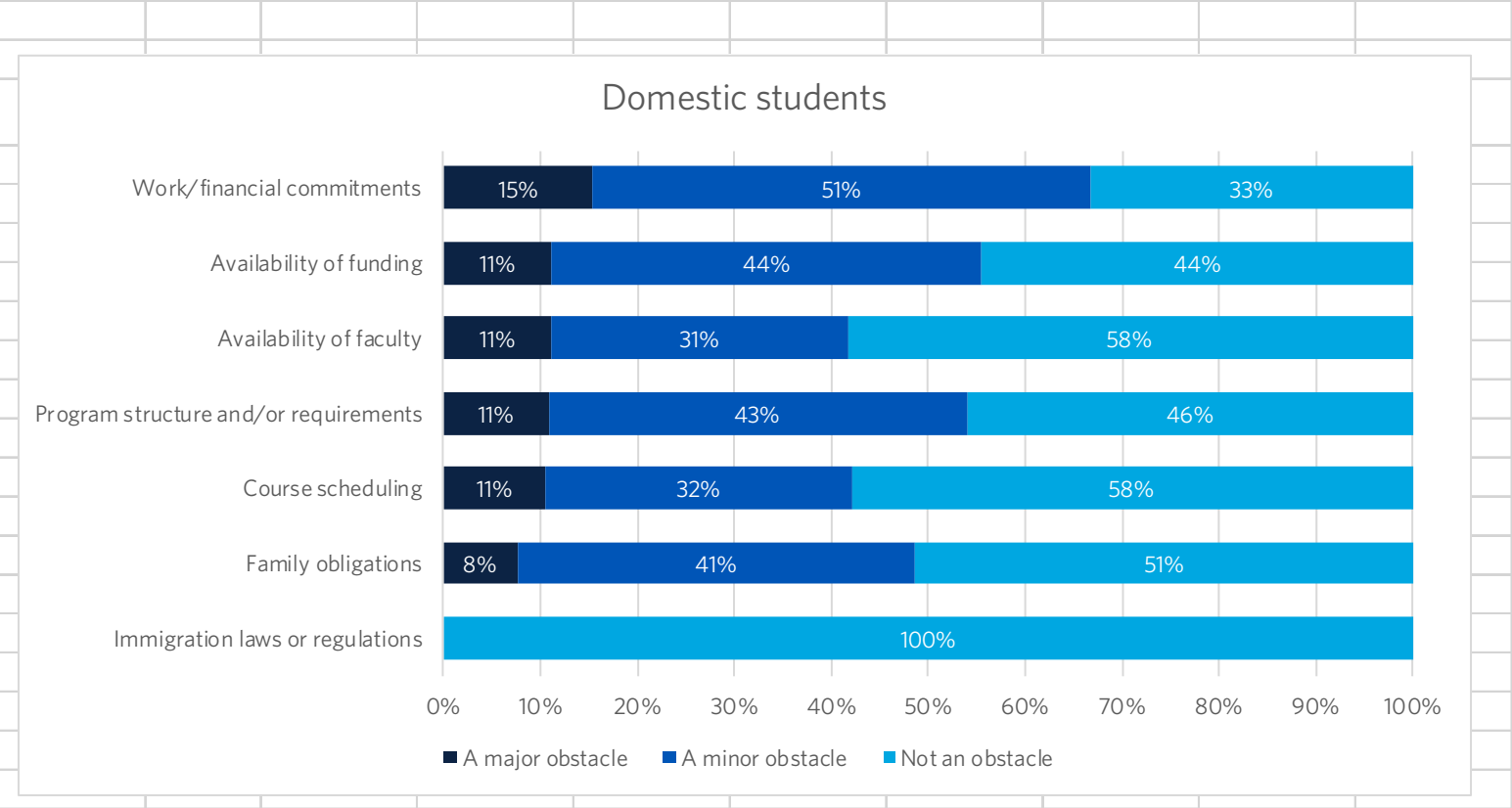
What is your level of concern with the following items?

International students



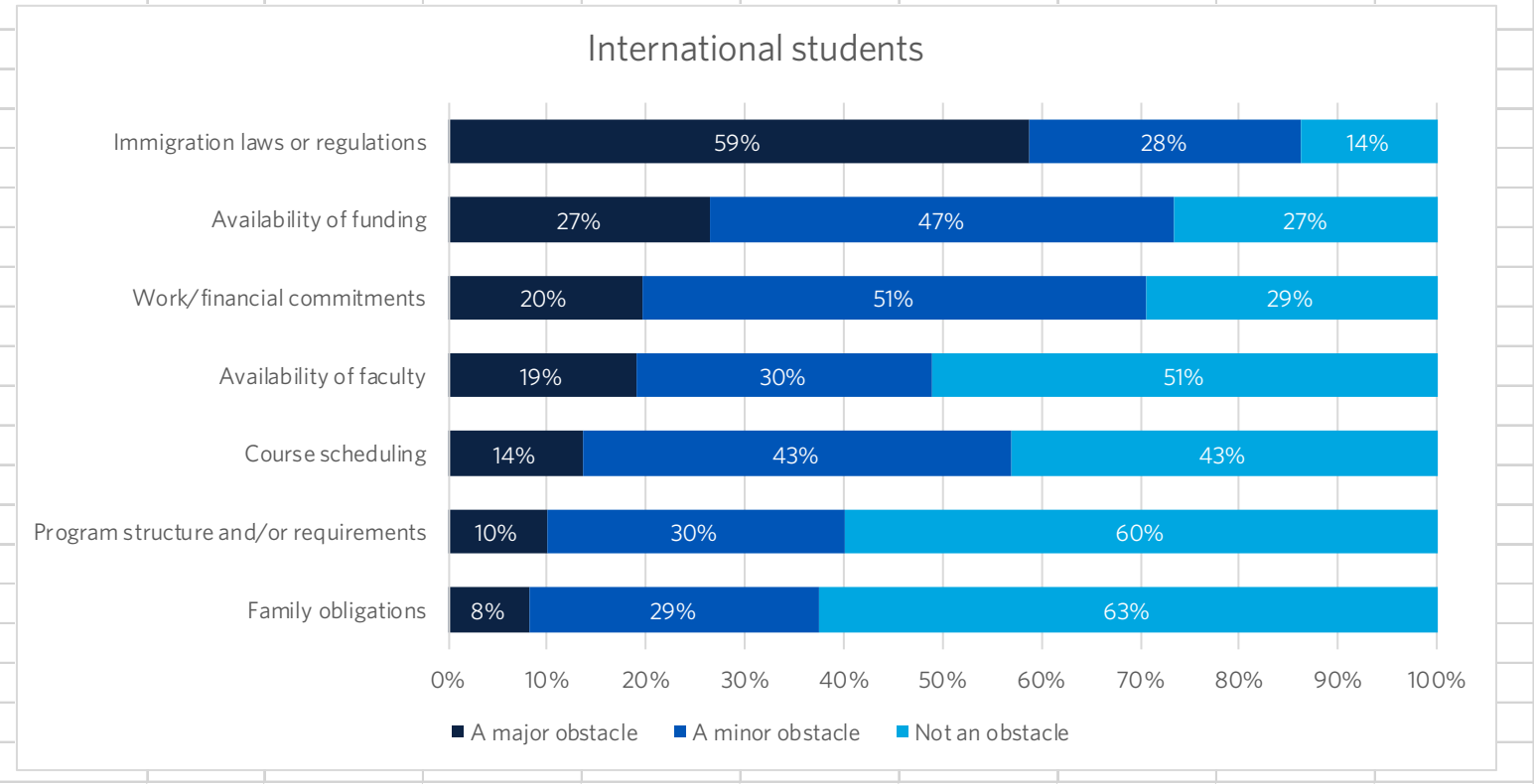
International %					
Column1	Very co	A little	No conc	Original d	
Customary practices for the appropriate use of research funds	20%	49%	32%	10	
Fulfilling teaching assistant obligations (number of courses, number of hours spent)	23%	52%	25%	5	
Customary practices regarding patent policies	24%	37%	39%	16	
Customary practices for using copyrighted material or material written by others	25%	27%	48%	13	
Customary practices about determining authorship of research papers (order of authors)	25%	40%	35%	7	
Amount of time to be spent with your supervisor	26%	33%	42%	4	
Customary practices involving biosafety, human subjects, animal care, etc.	27%	38%	35%	11	
Customary practices of generating, handling, and using research data responsibly	29%	31%	41%	8	
Customary practices for revising and referring academic papers fairly	29%	31%	41%	9	
Customary practices regarding publication (when and how to submit, etc.)	29%	48%	24%	6	
Length of time you will be a student	30%	36%	34%	2	
Commitment regarding the funding of your thesis/dissertation research project	31%	38%	31%	12	
Customary practices for grading student work	32%	43%	25%	14	
Customary practices for avoiding conflict of interest (industry funding, consulting)	33%	31%	36%	15	
Commitments regarding the funding of your graduate studies	35%	44%	21%	1	
Criteria for determining that you are ready to graduate	36%	28%	36%	3	
International Count					
Column1	Very co	A little	No conc	TOTAL	Original d
Customary practices for the appropriate use of research funds	8	20	13	41	10
Customary practices involving biosafety, human subjects, animal care, etc.	9	13	12	34	11
Customary practices regarding patent policies	10	15	16	41	16
Customary practices about determining authorship of research papers (order of authors)	10	16	14	40	7
Fulfilling teaching assistant obligations (number of courses, number of hours spent)	10	23	11	44	5
Customary practices for using copyrighted material or material written by others	11	12	21	44	13
Amount of time to be spent with your supervisor	11	14	18	43	4
Customary practices of generating, handling, and using research data responsibly	12	13	17	42	8
Customary practices for revising and referring academic papers fairly	12	13	17	42	9
Customary practices regarding publication (when and how to submit, etc.)	12	20	10	42	6
Commitment regarding the funding of your thesis/dissertation research project	13	16	13	42	12
Customary practices for grading student work	14	19	11	44	14
Customary practices for avoiding conflict of interest (industry funding, consulting)	15	14	16	45	15
Length of time you will be a student	15	18	17	50	2
Criteria for determining that you are ready to graduate	17	13	17	47	3
Commitments regarding the funding of your graduate studies	17	21	10	48	1

Please rate the extent to which the following factors may be an obstacle to your academic progress:



Domestic %					
Column1	A major obstacle	A minor obstacle	Not an obstacle	Original order	
Immigration laws or regulations	0%	0%	100%	6	
Family obligations	8%	41%	51%	2	
Course scheduling	11%	32%	58%	5	
Program structure and/or requirements	11%	43%	46%	4	
Availability of faculty	11%	31%	58%	3	
Availability of funding	11%	44%	44%	7	
Work/financial commitments	15%	51%	33%	1	
Domestic Count					
Column1	A major	A minor	Not an	TOTAL	Original order
Immigration laws or regulations	0	0	26	26	6
Family obligations	3	16	20	39	2
Availability of faculty	4	11	21	36	3
Course scheduling	4	12	22	38	5
Availability of funding	4	16	16	36	7
Program structure and/or requirements	4	16	17	37	4
Work/financial commitments	6	20	13	39	1

Please rate the extent to which the following factors may be an obstacle to your academic progress:



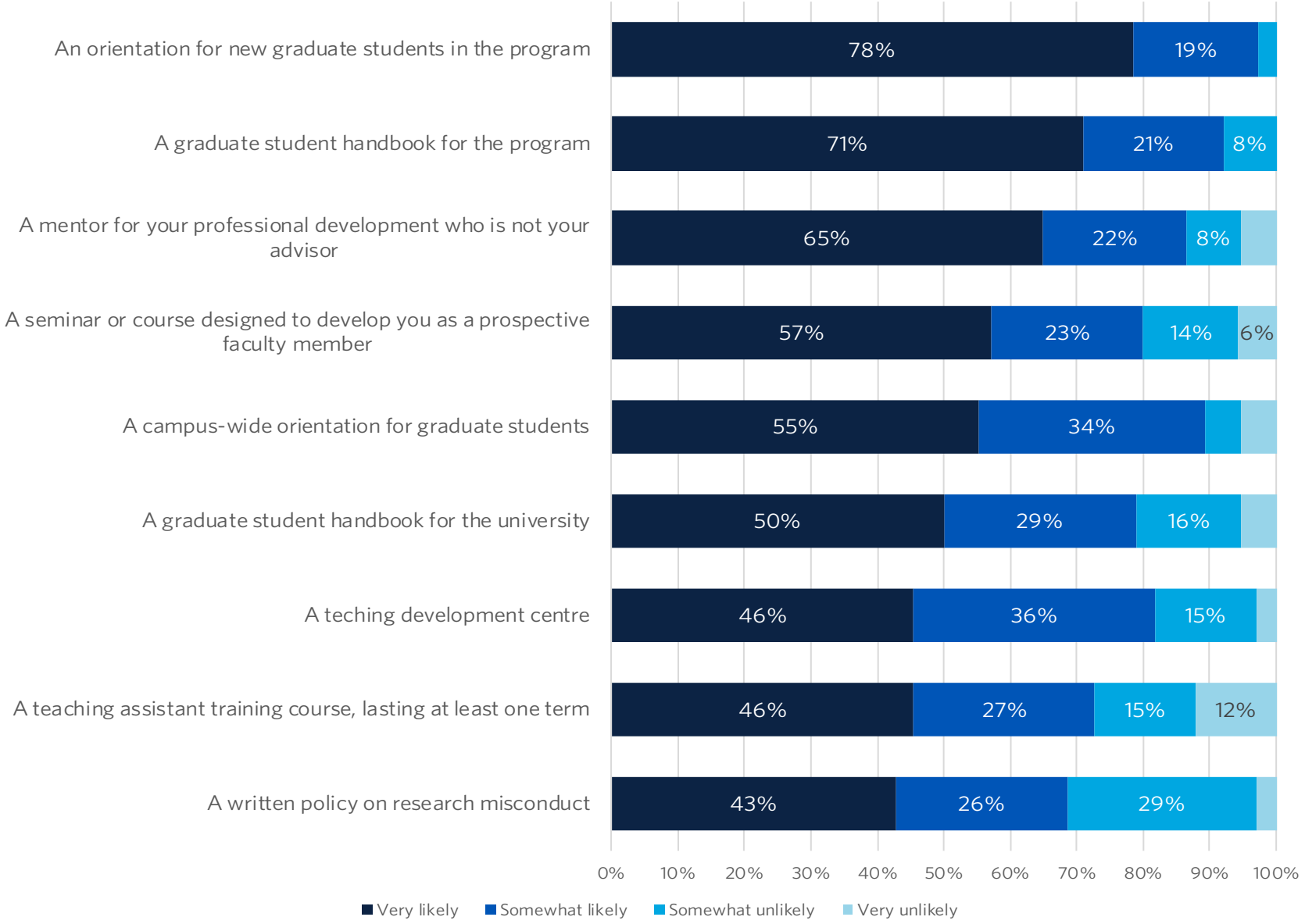
<b>International %</b>					
<b>Column1</b>	<b>A major</b>	<b>A minor</b>	<b>Not an d</b>	<b>Original d</b>	<b>Original d</b>
Family obligations	8%	29%	63%		2
Program structure and/or requirements	10%	30%	60%		4
Course scheduling	14%	43%	43%		5
Availability of faculty	19%	30%	51%		3
Work/financial commitments	20%	51%	29%		1
Availability of funding	27%	47%	27%		7
Immigration laws or regulations	59%	28%	14%		6
<b>International Count</b>					
<b>Column1</b>	<b>A major</b>	<b>A minor</b>	<b>Not an d</b>	<b>TOTAL</b>	<b>Original d</b>
Family obligations	4	14	30	48	2
Program structure and/or requirements	5	15	30	50	4
Course scheduling	7	22	22	51	5
Availability of faculty	9	14	24	47	3
Work/financial commitments	10	26	15	51	1
Availability of funding	13	23	13	49	7
Immigration laws or regulations	30	14	7	51	6

***Opportunities for Graduates***



Please tell us how likely you would be to participate in/utilize each of these:

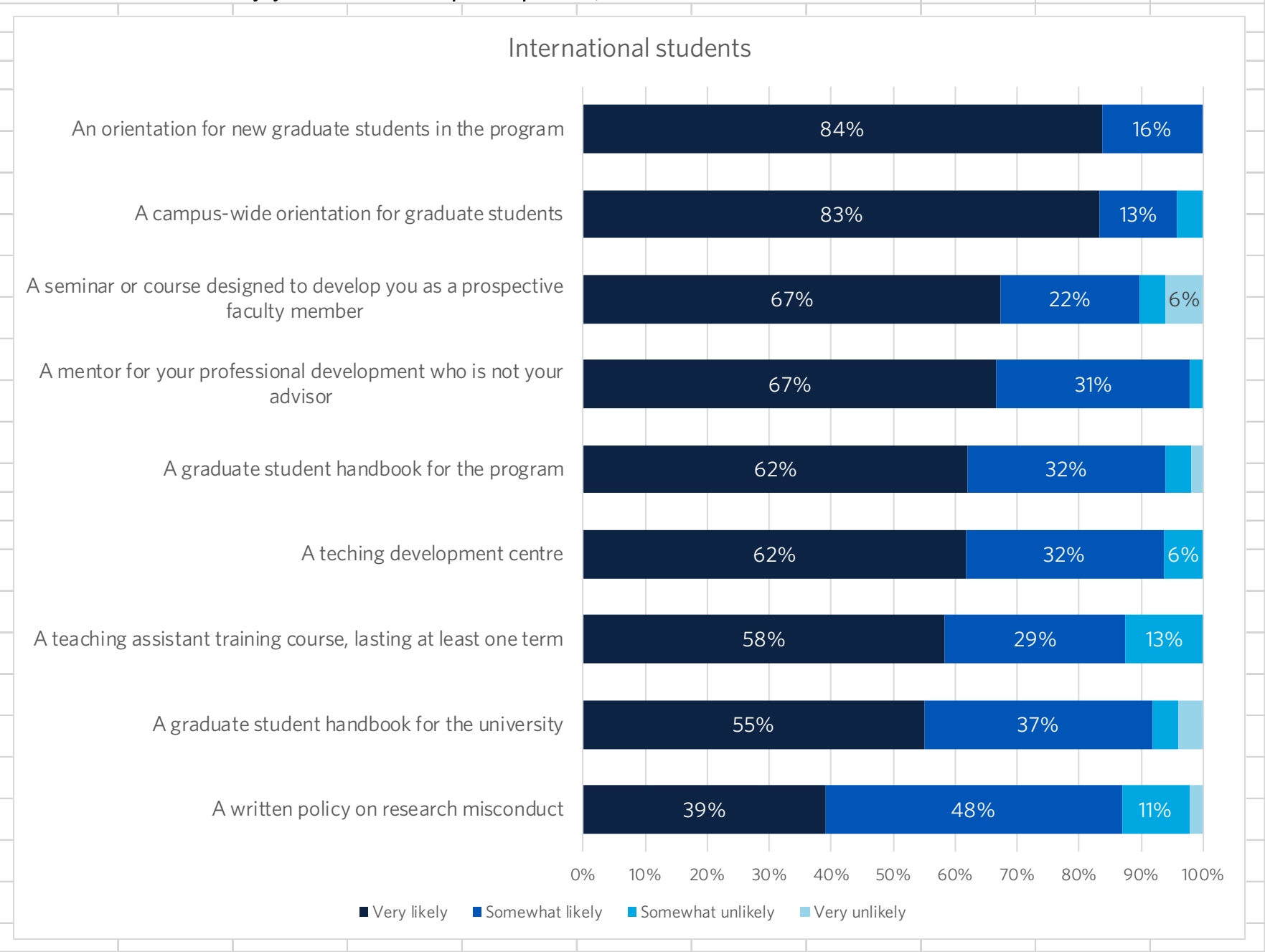
Domestic students



Domestic %					
Column1	Very likely	Somewhat likely	Somewhat unlikely	Very unlikely	Original Order
A written policy on research misconduct	43%	26%	29%	3%	5
A teaching assistant training course, lasting at least one term	46%	27%	15%	12%	7
A teaching development centre	46%	36%	15%	3%	6
A graduate student handbook for the university	50%	29%	16%	5%	4
A campus-wide orientation for graduate students	55%	34%	5%	5%	2
A seminar or course designed to develop you as a prospective faculty memb	57%	23%	14%	6%	9
A mentor for your professional development who is not your advisor	65%	22%	8%	5%	8
A graduate student handbook for the program	71%	21%	8%	0%	3
An orientation for new graduate students in the program	78%	19%	3%	0%	1

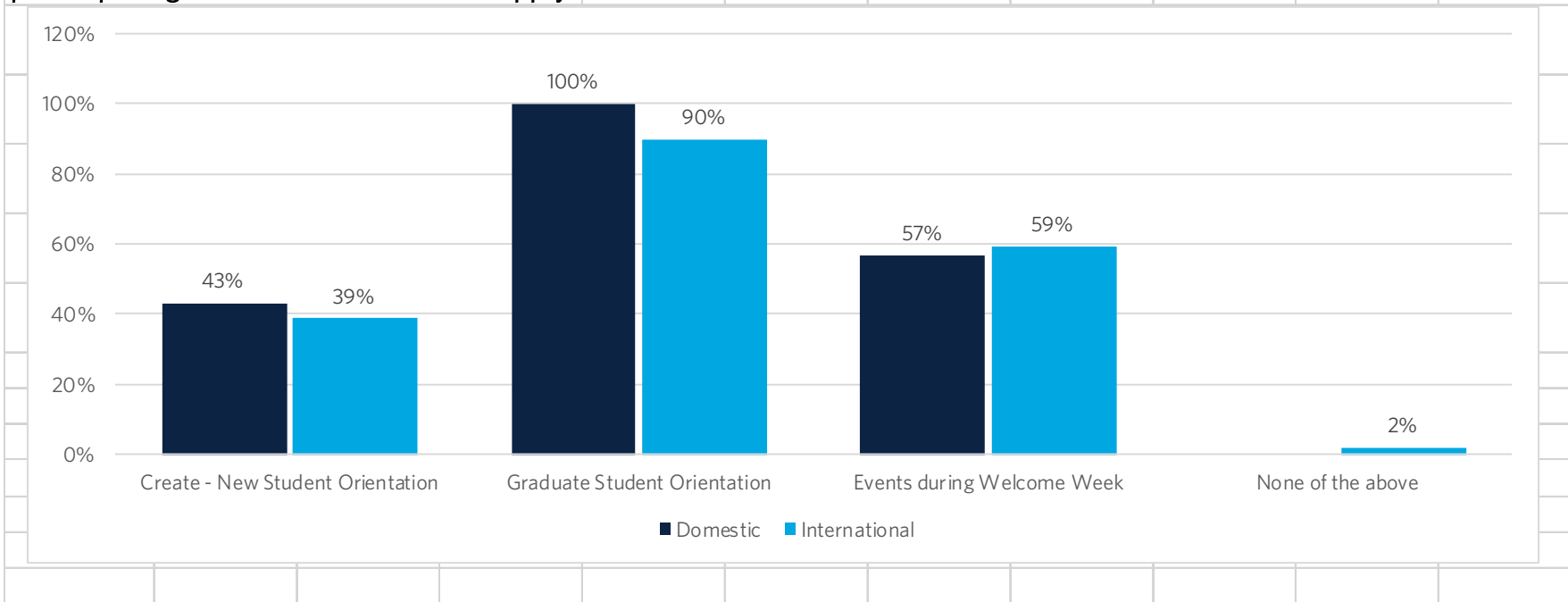
Domestic Count						
Column1	Very likely	Somewhat likely	Somewhat unlikely	Very unlikely	TOTAL	Original Order
An orientation for new graduate students in the program	29	7	1	0	37	1
A campus-wide orientation for graduate students	21	13	2	2	38	2
A graduate student handbook for the program	27	8	3	0	38	3
A graduate student handbook for the university	19	11	6	2	38	4
A written policy on research misconduct	15	9	10	1	35	5
A teaching development centre	15	12	5	1	33	6
A teaching assistant training course, lasting at least one term	15	9	5	4	33	7
A mentor for your professional development who is not your advisor	24	8	3	2	37	8
A seminar or course designed to develop you as a prospective faculty memb	20	8	5	2	35	9

Please tell us how likely you would be to participate in/utilize each of these:



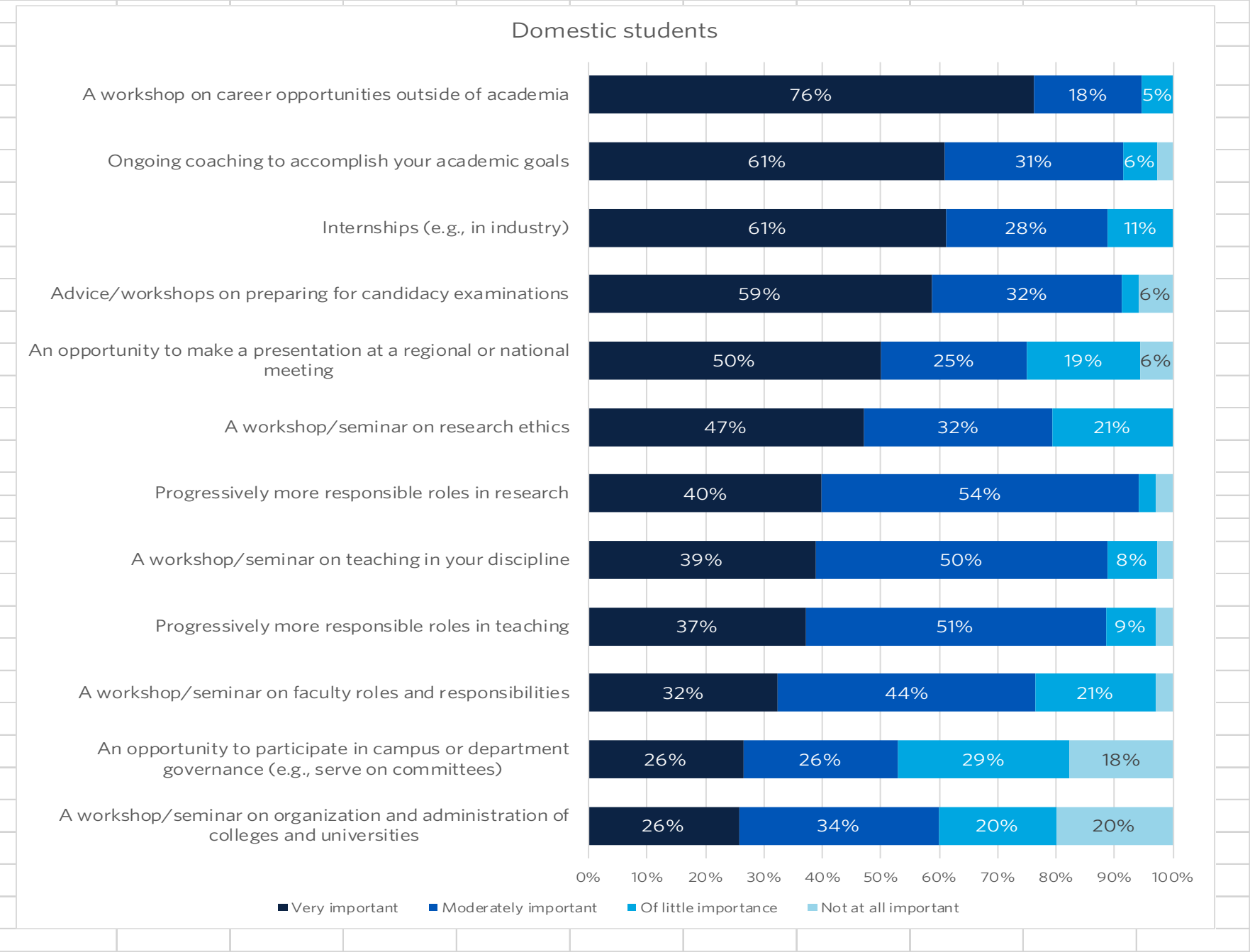
International %										
Column1	Very like	Somewha	Somewha	Very unli	Original Ord					
A written policy on research misconduct	39%	48%	11%	2%	5					
A graduate student handbook for the university	55%	37%	4%	4%	4					
A teaching assistant training course, lasting at least one term	58%	29%	13%	0%	7					
A teching development centre	62%	32%	6%	0%	6					
A graduate student handbook for the program	62%	32%	4%	2%	3					
A mentor for your professional development who is not your advisor	67%	31%	2%	0%	8					
A seminar or course designed to develop you as a prospective faculty memb	67%	22%	4%	6%	9					
A campus-wide orientation for graduate students	83%	13%	4%	0%	2					
An orientation for new graduate students in the program	84%	16%	0%	0%	1					
International Count										
Column1	Very like	Somewha	Somewha	Very unli	TOTAL	Order				
An orientation for new graduate students in the program	41	8	0	0	49	1				
A campus-wide orientation for graduate students	40	6	2	0	48	2				
A graduate student handbook for the program	31	16	2	1	50	3				
A graduate student handbook for the university	27	18	2	2	49	4				
A written policy on research misconduct	18	22	5	1	46	5				
A teching development centre	29	15	3	0	47	6				
A teaching assistant training course, lasting at least one term	28	14	6	0	48	7				
A mentor for your professional development who is not your advisor	32	15	1	0	48	8				
A seminar or course designed to develop you as a prospective faculty memb	33	11	2	3	49	9				

For this upcoming school year, in which orientation events at UBC's Okanagan campus do you see yourself participating? Please select all that apply.

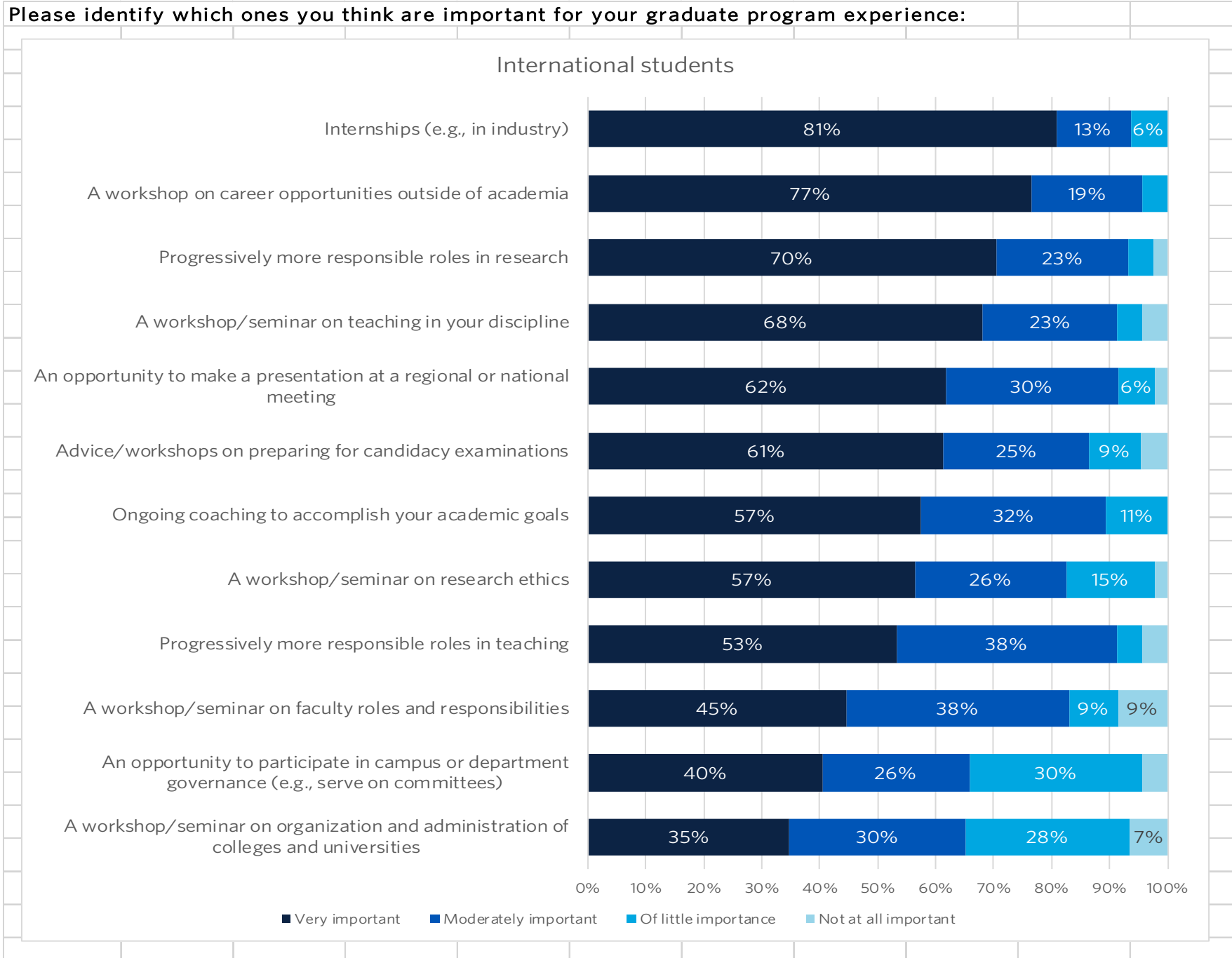


Column1	Domestic	Domestic	Internatic	Internatic
Create - New Student Orientation	16	43%	19	39%
Graduate Student Orientation	37	100%	44	90%
Events during Welcome Week	21	57%	29	59%
None of the above	0	0%	1	2%
<b>Total</b>	<b>37</b>		<b>49</b>	

Please identify which ones you think are important for your graduate program experience:



Domestic %						
Column1	Very important	Moderately	Of little importance	Not at all important	Original Order	
A workshop/seminar on organization and administration of colleges and universities	26%	34%	20%	20%	11	
An opportunity to participate in campus or department governance (e.g., serving on committees)	26%	26%	29%	18%	5	
A workshop/seminar on faculty roles and responsibilities	32%	44%	21%	3%	9	
Progressively more responsible roles in teaching	37%	51%	9%	3%	3	
A workshop/seminar on teaching in your discipline	39%	50%	8%	3%	1	
Progressively more responsible roles in research	40%	54%	3%	3%	4	
A workshop/seminar on research ethics	47%	32%	21%	0%	10	
An opportunity to make a presentation at a regional or national meeting	50%	25%	19%	6%	7	
Advice/workshops on preparing for candidacy examinations	59%	32%	3%	6%	8	
Internships (e.g., in industry)	61%	28%	11%	0%	6	
Ongoing coaching to accomplish your academic goals	61%	31%	6%	3%	12	
A workshop on career opportunities outside of academia	76%	18%	5%	0%	2	
Domestic Count						
Column1	Very important	Moderately	Of little importance	Not at all important	TOTAL	Order
A workshop/seminar on teaching in your discipline	14	18	3	1	36	1
A workshop on career opportunities outside of academia	29	7	2	0	38	2
Progressively more responsible roles in teaching	13	18	3	1	35	3
Progressively more responsible roles in research	14	19	1	1	35	4
An opportunity to participate in campus or department governance (e.g., serving on committees)	9	9	10	6	34	5
Internships (e.g., in industry)	22	10	4	0	36	6
An opportunity to make a presentation at a regional or national meeting	18	9	7	2	36	7
Advice/workshops on preparing for candidacy examinations	20	11	1	2	34	8
A workshop/seminar on faculty roles and responsibilities	11	15	7	1	34	9
A workshop/seminar on research ethics	16	11	7	0	34	10
A workshop/seminar on organization and administration of colleges and universities	9	12	7	7	35	11
Ongoing coaching to accomplish your academic goals	22	11	2	1	36	12



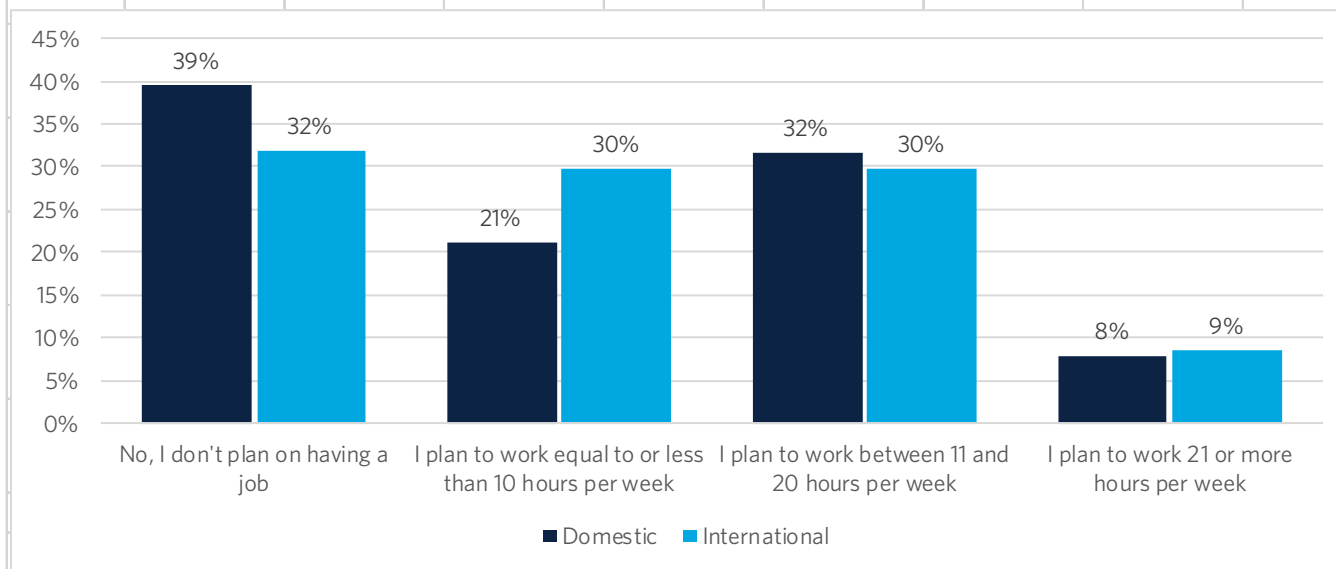


International %					
Column1	Very imp	Moderate	Of little i	Not at all	Original Ord
A workshop/seminar on organization and administration of colleges and ur	35%	30%	28%	7%	11
An opportunity to participate in campus or department governance (e.g., ser	40%	26%	30%	4%	5
A workshop/seminar on faculty roles and responsibilities	45%	38%	9%	9%	9
Progressively more responsible roles in teaching	53%	38%	4%	4%	3
A workshop/seminar on research ethics	57%	26%	15%	2%	10
Ongoing coaching to accomplish your academic goals	57%	32%	11%	0%	12
Advice/workshops on preparing for candidacy examinations	61%	25%	9%	5%	8
An opportunity to make a presentation at a regional or national meeting	62%	30%	6%	2%	7
A workshop/seminar on teaching in your discipline	68%	23%	4%	4%	1
Progressively more responsible roles in research	70%	23%	5%	2%	4
A workshop on career opportunities outside of academia	77%	19%	4%	0%	2
Internships (e.g., in industry)	81%	13%	6%	0%	6

International Count						
Column1	Very imp	Moderate	Of little i	Not at all	TOTAL	Order
A workshop/seminar on teaching in your discipline	32	11	2	2	47	1
A workshop on career opportunities outside of academia	36	9	2	0	47	2
Progressively more responsible roles in teaching	24	17	2	2	45	3
Progressively more responsible roles in research	31	10	2	1	44	4
An opportunity to participate in campus or department governance (e.g., ser	19	12	14	2	47	5
Internships (e.g., in industry)	38	6	3	0	47	6
An opportunity to make a presentation at a regional or national meeting	29	14	3	1	47	7
Advice/workshops on preparing for candidacy examinations	27	11	4	2	44	8
A workshop/seminar on faculty roles and responsibilities	21	18	4	4	47	9
A workshop/seminar on research ethics	26	12	7	1	46	10
A workshop/seminar on organization and administration of colleges and ur	16	14	13	3	46	11
Ongoing coaching to accomplish your academic goals	27	15	5	0	47	12

### Time Commitments

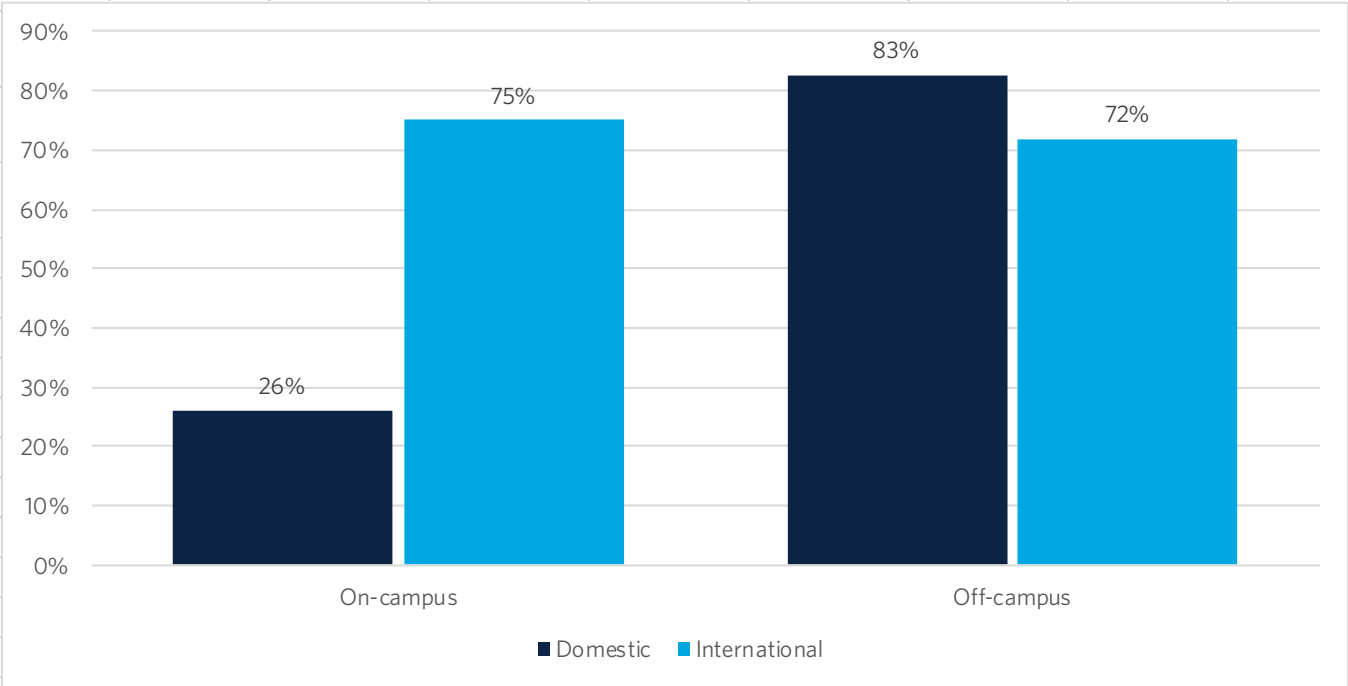
During this coming academic year, do you plan to work for pay outside of any appointments (e.g. Research Assistant, Teaching Assistant, etc.) that are part of your funding package?



Column1	Domestic	Domestic %	International	International %
No, I don't plan on having a job	15	39%	15	32%
I plan to work equal to or less than 10 hours per week	8	21%	14	30%
I plan to work between 11 and 20 hours per week	12	32%	14	30%
I plan to work 21 or more hours per week	3	8%	4	9%
<b>Total</b>	<b>38</b>		<b>47</b>	

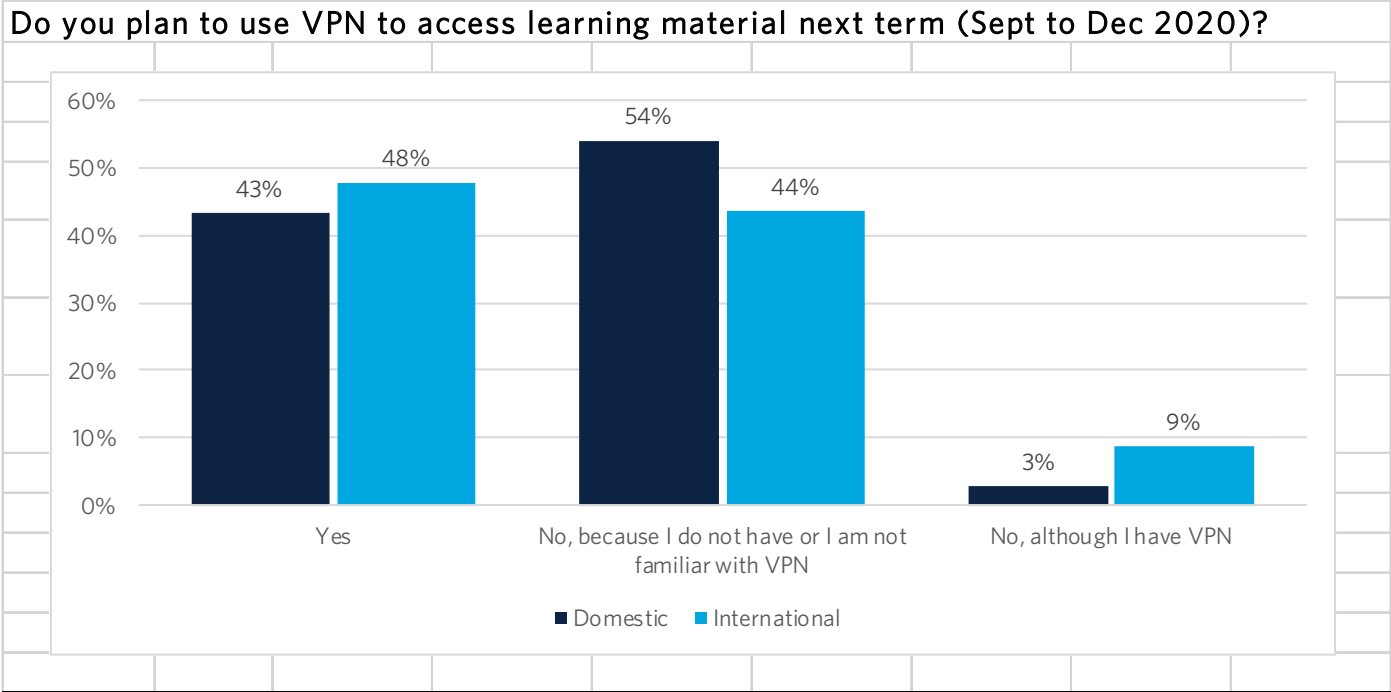
Where will you be working? Please select all that apply.

[Asked to students who indicated they will be working in question above]



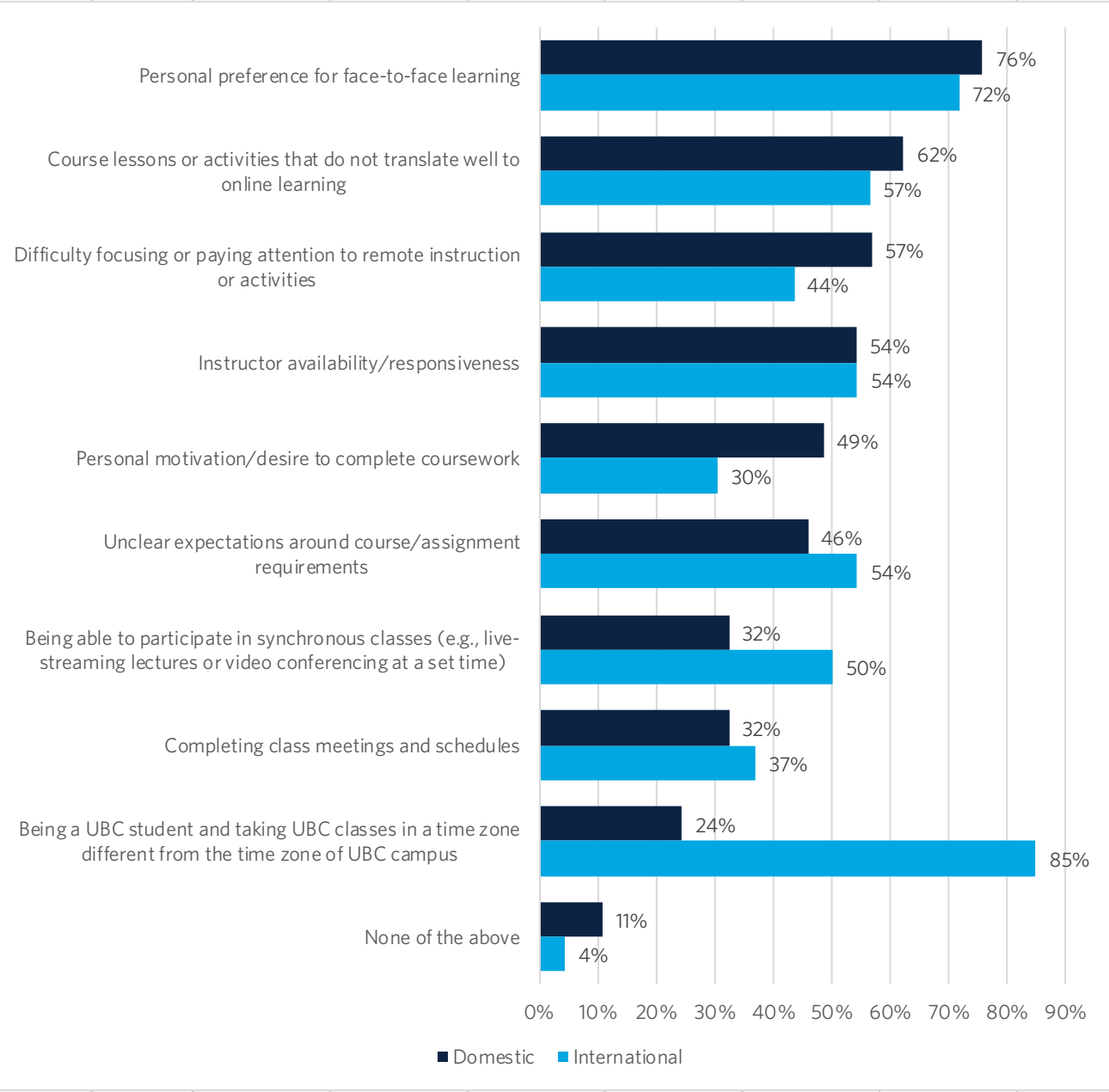
Column1	Domestic	Domestic %	International	International %
On-campus	6	26%	24	75%
Off-campus	19	83%	23	72%
<b>Total</b>	<b>23</b>		<b>32</b>	

**Online Learning**



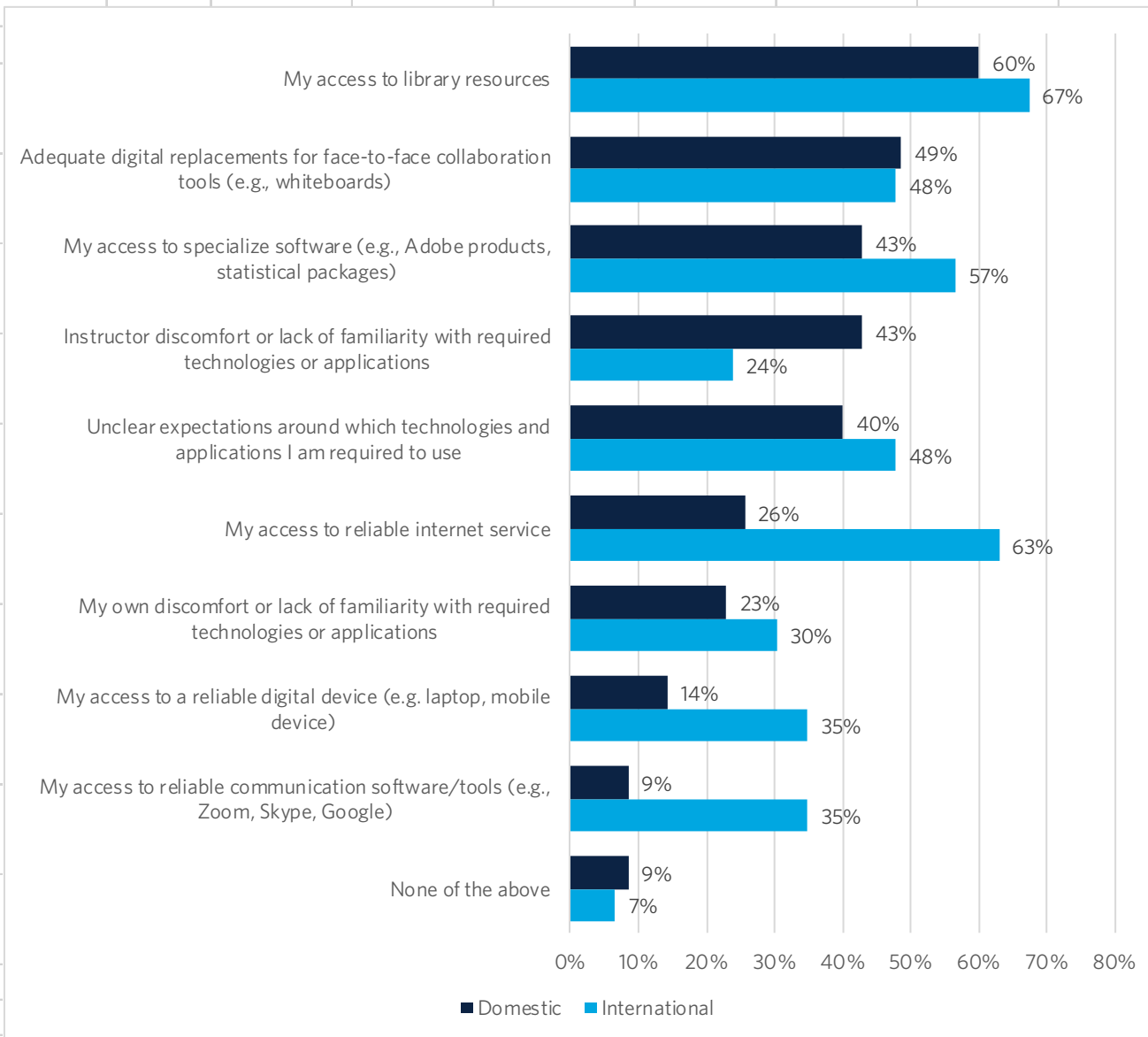
Column1	▼ Dome	▼ Dome	▼ Intern	▼ Intern
Yes	16	43%	22	48%
No, because I do not have or I am not familiar with VPN	20	54%	20	44%
No, although I have VPN	1	3%	4	9%
<b>Total</b>	<b>37</b>		<b>46</b>	

Which of the following learning/educational issues are you concerned about for online learning next term (Sept to Dec 2020)? Check all that apply.



Column1	Dome	Dome	Intern	Intern
Personal preference for face-to-face learning	28	76%	33	72%
Course lessons or activities that do not translate well to online learning	23	62%	26	57%
Difficulty focusing or paying attention to remote instruction or activities	21	57%	20	44%
Instructor availability/responsiveness	20	54%	25	54%
Personal motivation/desire to complete coursework	18	49%	14	30%
Unclear expectations around course/assignment requirements	17	46%	25	54%
Being able to participate in synchronous classes (e.g., live-streaming lectures or video conferencing at a set time)	12	32%	23	50%
Completing class meetings and schedules	12	32%	17	37%
Being a UBC student and taking UBC classes in a time zone different from the time zone of UBC campus	9	24%	39	85%
None of the above	4	11%	2	4%
<b>Total</b>	<b>37</b>		<b>46</b>	

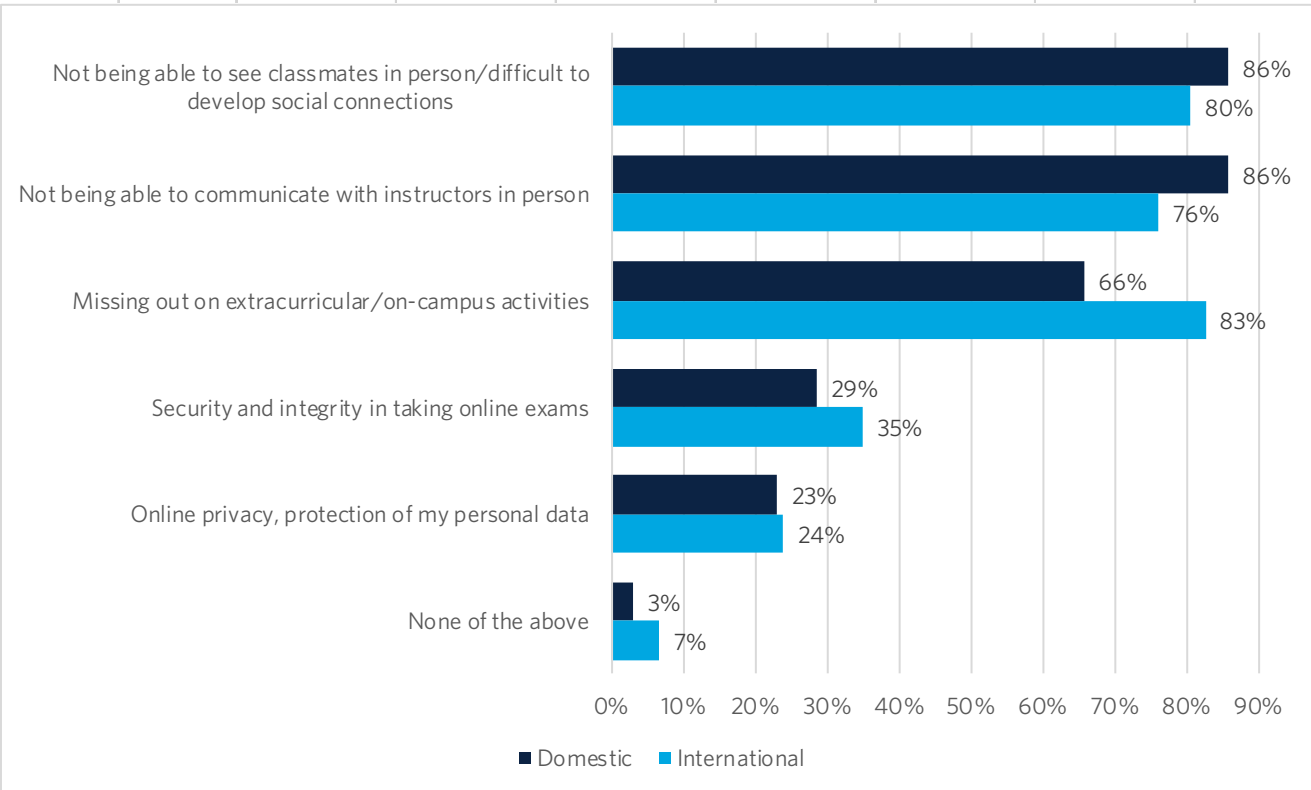
Which of the following technological issues are you concerned about for online learning next term (Sept to Dec 2020)? Check all that apply.



Column1	Dome	Dome	Intern	Intern
My access to library resources	21	60%	31	67%
Adequate digital replacements for face-to-face collaboration tools (e.g., whiteboards)	17	49%	22	48%
My access to specialize software (e.g., Adobe products, statistical packages)	15	43%	26	57%
Instructor discomfort or lack of familiarity with required technologies or applications	15	43%	11	24%
Unclear expectations around which technologies and applications I am required to use	14	40%	22	48%
My access to reliable internet service	9	26%	29	63%
My own discomfort or lack of familiarity with required technologies or applications	8	23%	14	30%
My access to a reliable digital device (e.g. laptop, mobile device)	5	14%	16	35%
My access to reliable communication software/tools (e.g., Zoom, Skype, Google)	3	9%	16	35%
None of the above	3	9%	3	7%
<b>Total</b>	<b>35</b>		<b>46</b>	

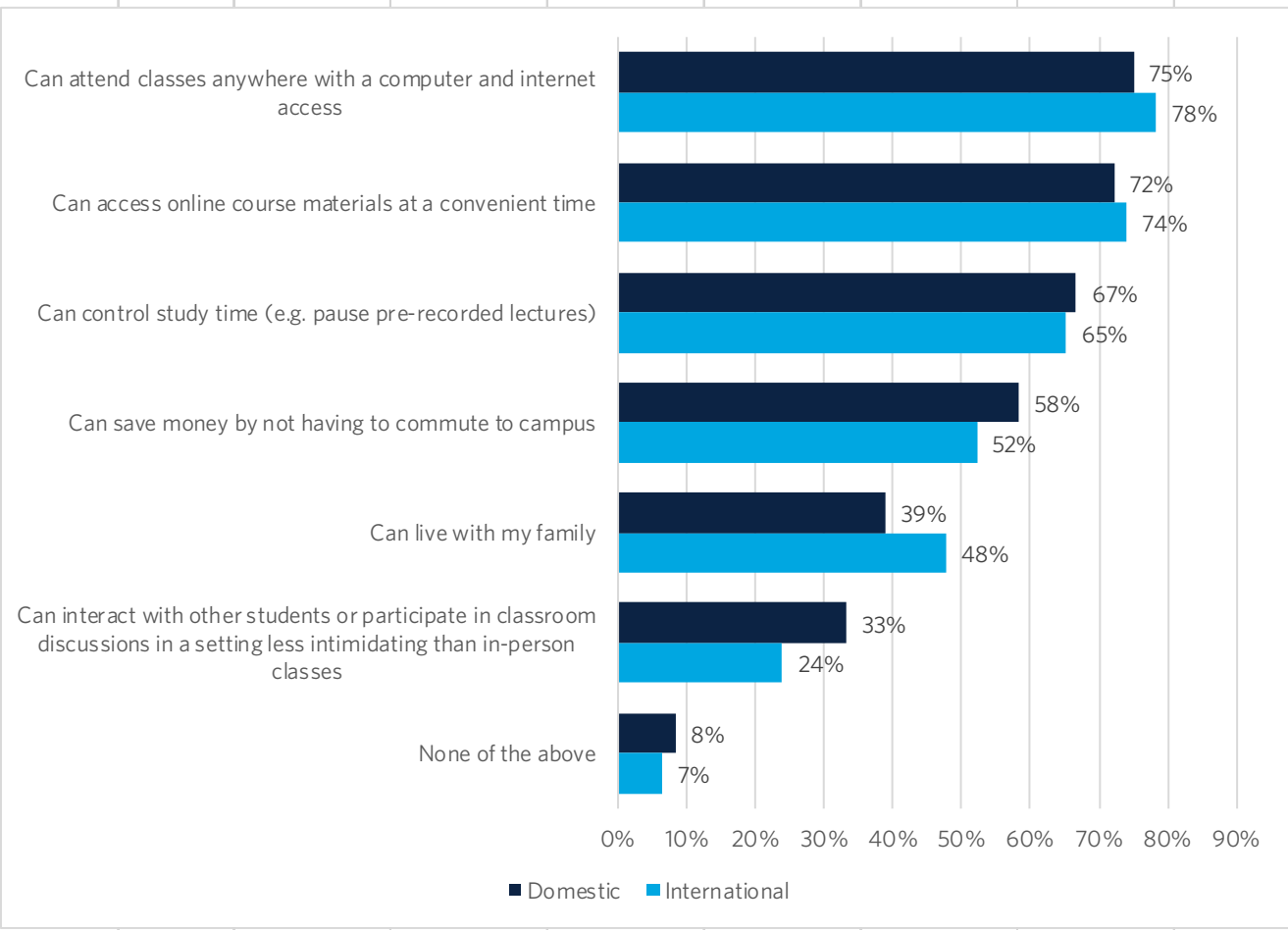


What other online learning concerns do you have for next term (Sept to Dec 2020)? Check all that apply.



Column1	Dome	Dome	Intern	Intern
Not being able to see classmates in person/difficult to develop social connections	30	86%	37	80%
Not being able to communicate with instructors in person	30	86%	35	76%
Missing out on extracurricular/on-campus activities	23	66%	38	83%
Security and integrity in taking online exams	10	29%	16	35%
Online privacy, protection of my personal data	8	23%	11	24%
None of the above	1	3%	3	7%
<b>Total</b>	<b>35</b>		<b>46</b>	

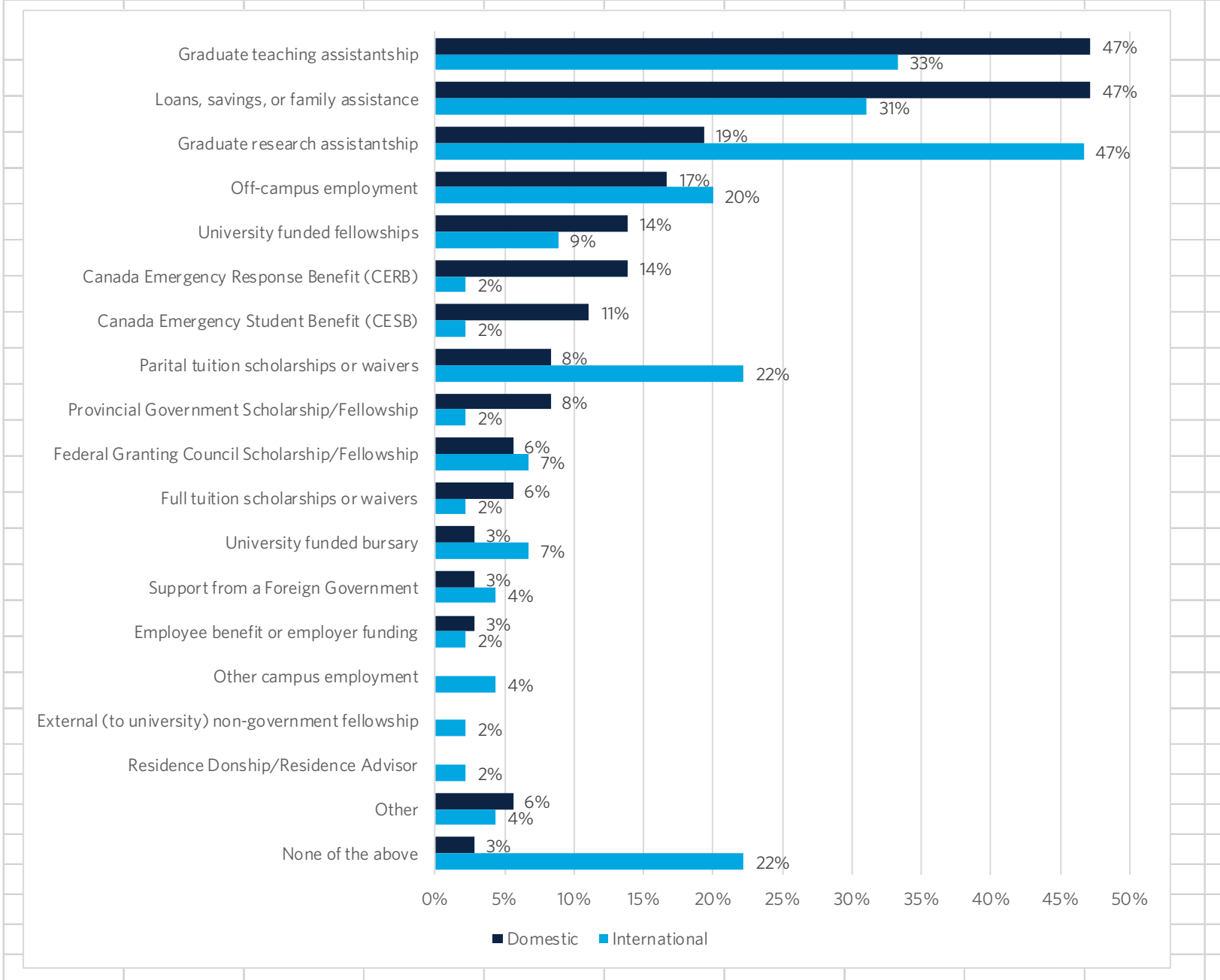
Which of the following potential benefits of online learning are you looking forward to next term (Sept to Dec 2020)? Check all that apply.



Column1	Dome	Dome	Intern	Intern
Can attend classes anywhere with a computer and internet access	27	75%	36	78%
Can access online course materials at a convenient time	26	72%	34	74%
Can control study time (e.g. pause pre-recorded lectures)	24	67%	30	65%
Can save money by not having to commute to campus	21	58%	24	52%
Can live with my family	14	39%	22	48%
Can interact with other students or participate in classroom discussions in a setting less intimidating	12	33%	11	24%
None of the above	3	8%	3	7%
<b>Total</b>	<b>36</b>		<b>46</b>	

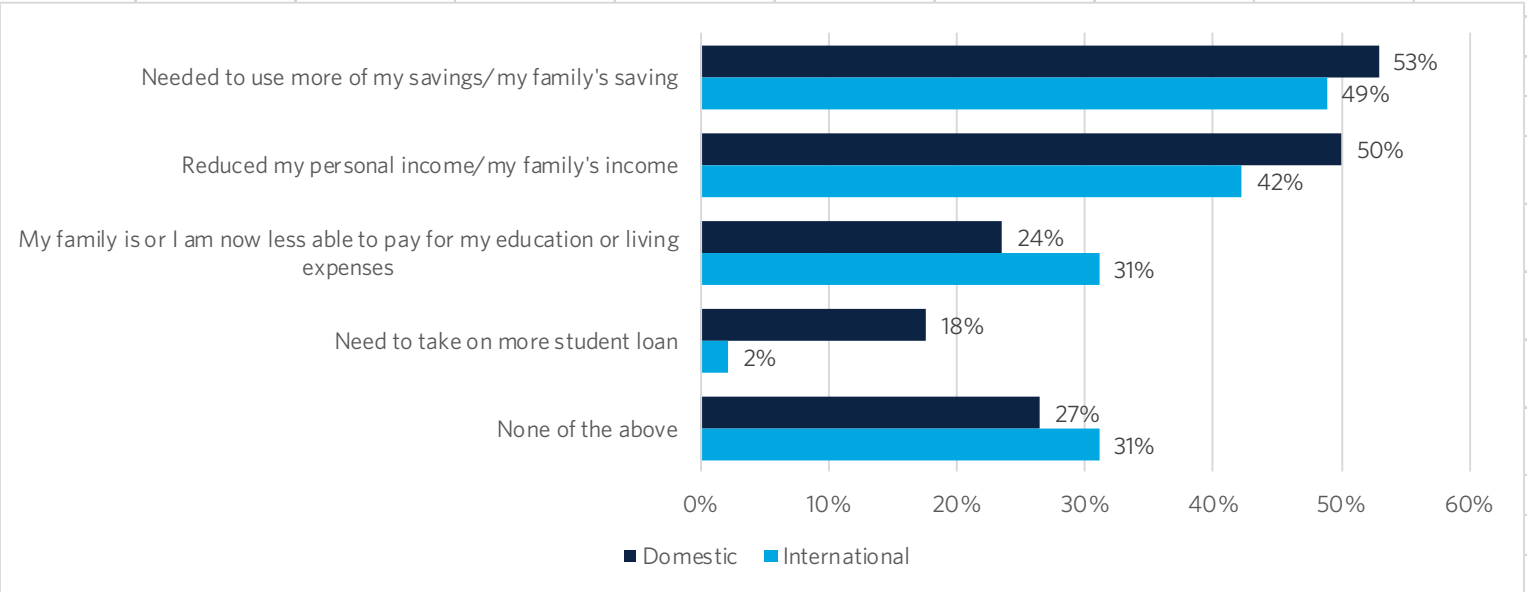
***Finances***

Which of the following forms of support will you receive (or have already received) while you are enrolled in your program? Please select all that apply.



Column1	Domestic	%	International	International %	Original Order
Graduate teaching assistantship	17	47%	15	33%	8
Loans, savings, or family assistance	17	47%	14	31%	15
Graduate research assistantship	7	19%	21	47%	7
Off-campus employment	6	17%	9	20%	13
University funded fellowships	5	14%	4	9%	5
Canada Emergency Response Benefit (CERB)	5	14%	1	2%	17
Canada Emergency Student Benefit (CESB)	4	11%	1	2%	16
Parital tuition scholarships or waivers	3	8%	10	22%	11
Provincial Government Scholarship/Fellowship	3	8%	1	2%	2
Federal Granting Council Scholarship/Fellowship	2	6%	3	7%	1
Full tuition scholarships or waivers	2	6%	1	2%	10
University funded bursary	1	3%	3	7%	6
Support from a Foreign Government	1	3%	2	4%	3
Employee benefit or employer funding	1	3%	1	2%	14
Other campus employment	0	0%	2	4%	12
External (to university) non-government fellowship	0	0%	1	2%	4
Residence Donship/Residence Advisor	0	0%	1	2%	9
Other	2	6%	2	4%	18
None of the above	1	3%	10	22%	19
<b>Total</b>	<b>36</b>		<b>45</b>		

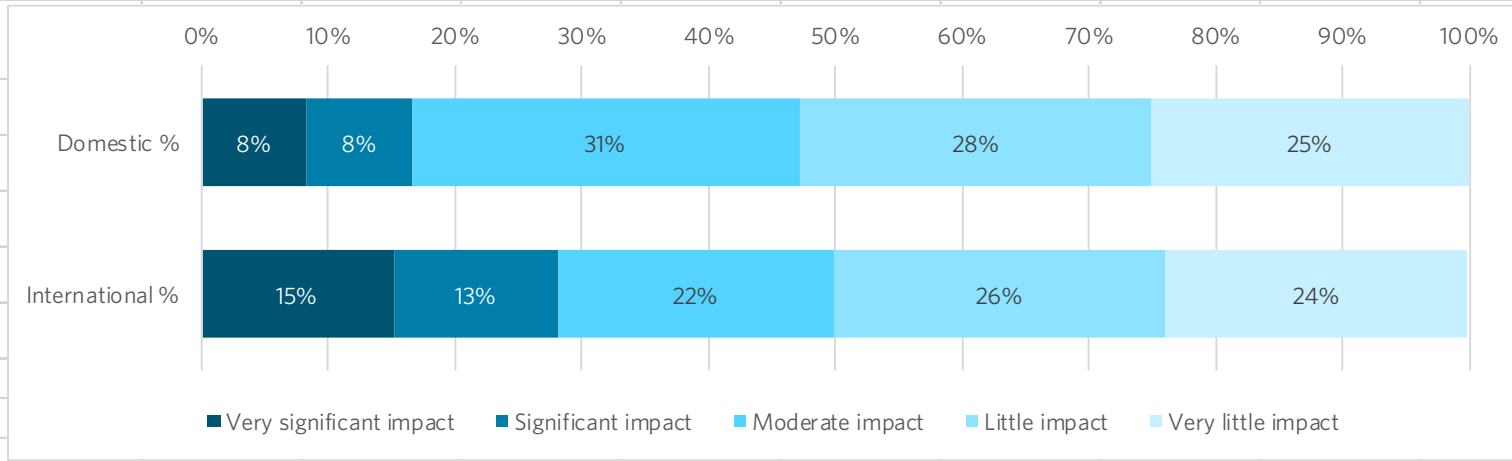
As a results of the COVID-19 pandemic, has your financial situation changed in any of the following ways? Select all that apply.



Column1	Domestic	Domestic	Internati	Internati
Needed to use more of my savings/my family's saving	18	53%	22	49%
Reduced my personal income/my family's income	17	50%	19	42%
My family is or I am now less able to pay for my education or living expenses	8	24%	14	31%
Need to take on more student loan	6	18%	1	2%
None of the above	9	27%	14	31%
<b>Total</b>	<b>34</b>		<b>45</b>	

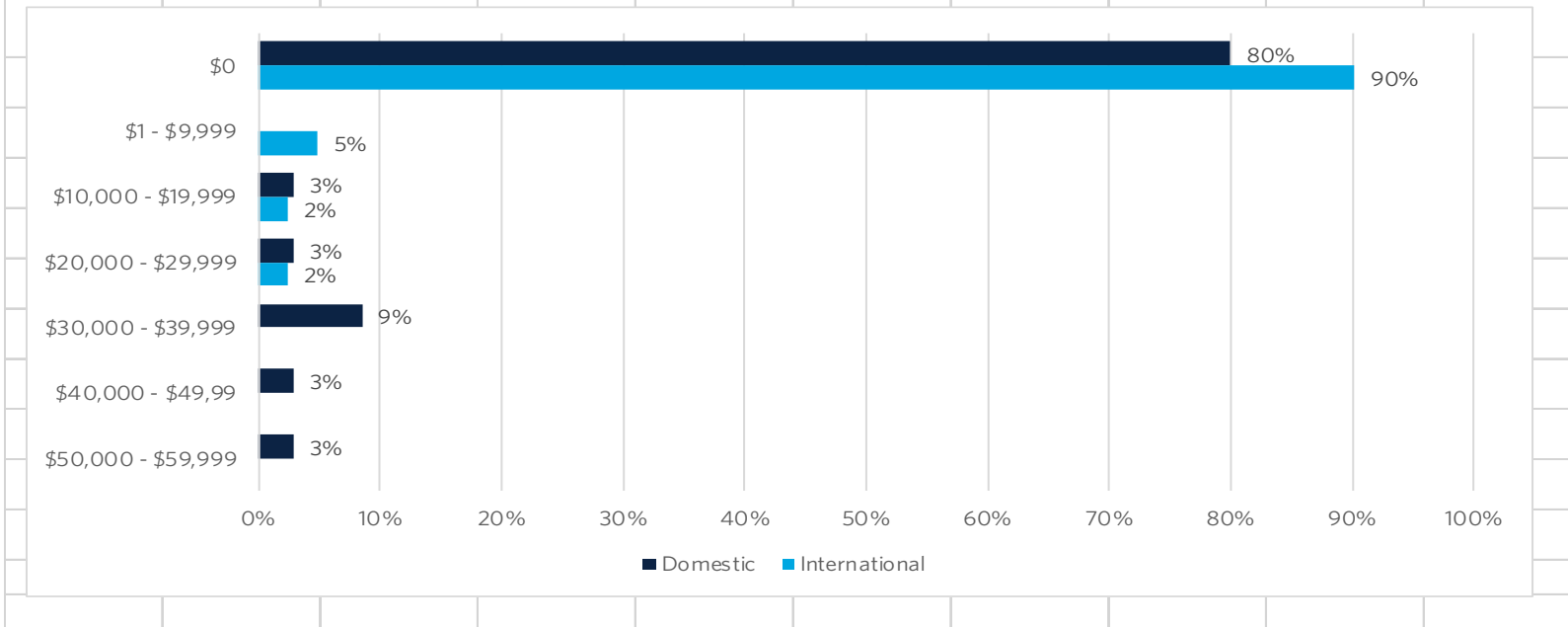


What impact, if any, has the COVID-19 pandemic had on your ability to finance your upcoming academic year (Sept 2020 to Apr 2021) at UBC?



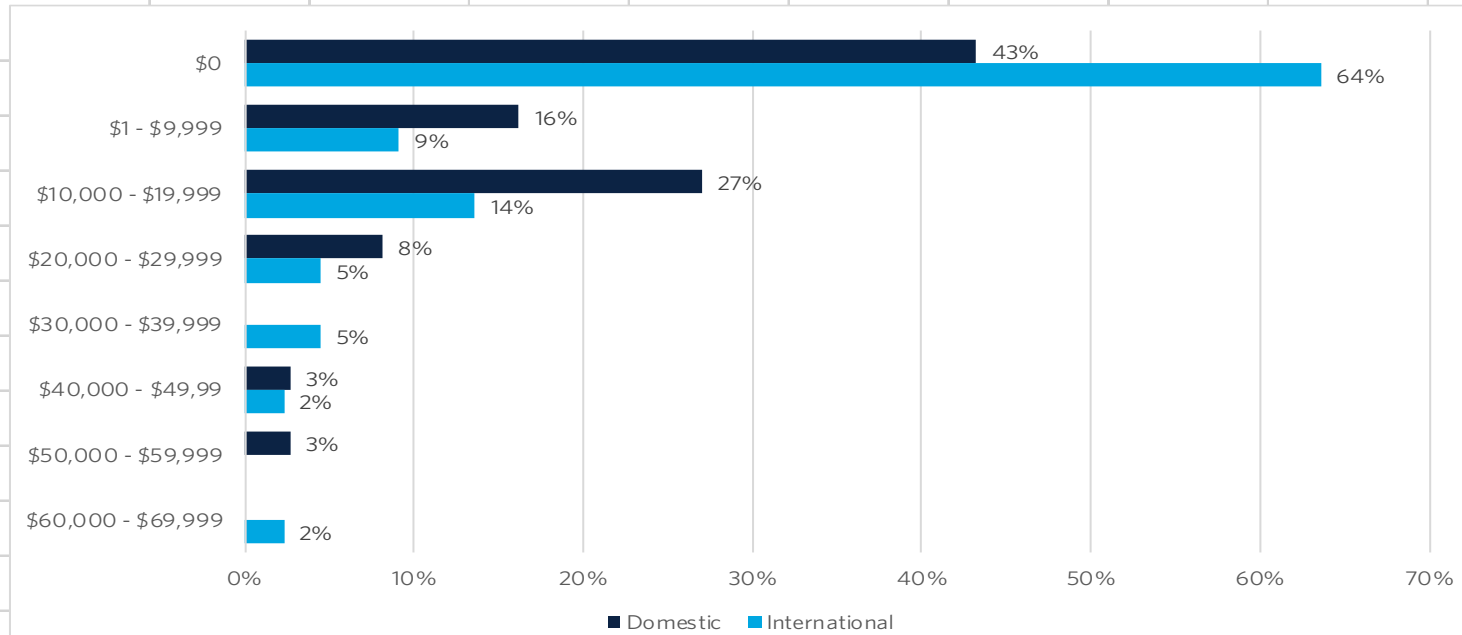
Column1	Domestic %	International %	International %	Original order	
Very significant impact	3	8%	7	15%	5
Significant impact	3	8%	6	13%	4
Moderate impact	11	31%	10	22%	3
Little impact	10	28%	12	26%	2
Very little impact	9	25%	11	24%	1
<b>Total</b>	<b>36</b>		<b>46</b>		

Please estimate the amount of **UNDERGRADUATE** educational debt, if any, you will have to repay when you have completed your graduate degree here.



Column1	Domestic %	International %
\$0	28	37
\$1 - \$9,999	0	2
\$10,000 - \$19,999	1	1
\$20,000 - \$29,999	1	1
\$30,000 - \$39,999	3	0
\$40,000 - \$49,999	1	0
\$50,000 - \$59,999	1	0
\$60,000 - \$69,999	0	0
\$70,000 - \$79,999	0	0
\$80,000 or more	0	0
<b>Total</b>	<b>35</b>	<b>41</b>

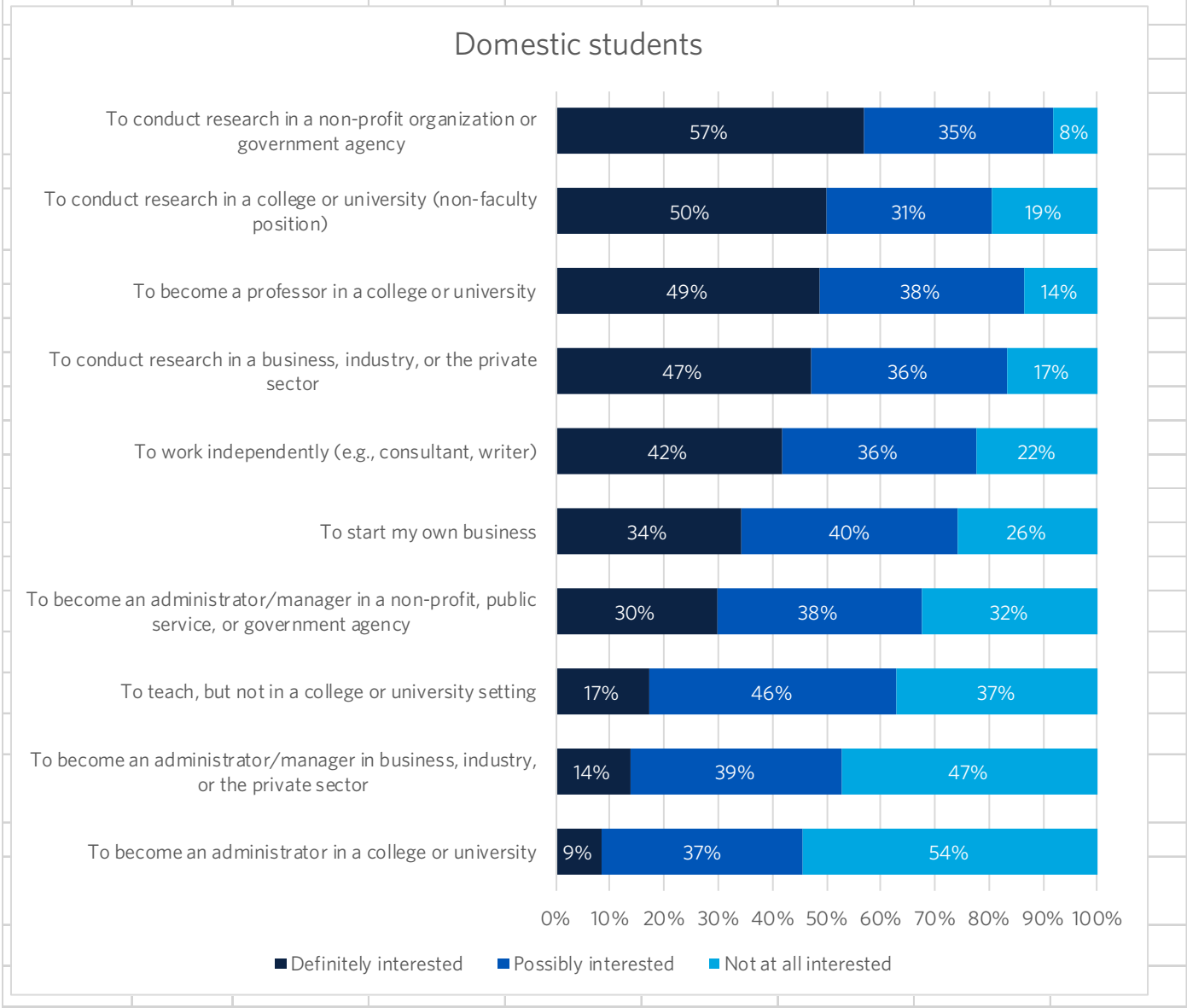
Please estimate the amount of **GRADUATE educational debt**, if any, you will have to repay when you have completed your graduate degree here.



Column1	Domestic %	International %	Domestic %	International %
\$0	16	43%	28	64%
\$1 - \$9,999	6	16%	4	9%
\$10,000 - \$19,999	10	27%	6	14%
\$20,000 - \$29,999	3	8%	2	5%
\$30,000 - \$39,999	0	0%	2	5%
\$40,000 - \$49,99	1	3%	1	2%
\$50,000 - \$59,999	1	3%	0	0%
\$60,000 - \$69,999	0	0%	1	2%
\$70,000 - \$79,999	0	0%	0	0%
\$80,000 or more	0	0%	0	0%
<b>Total</b>	<b>37</b>		<b>44</b>	

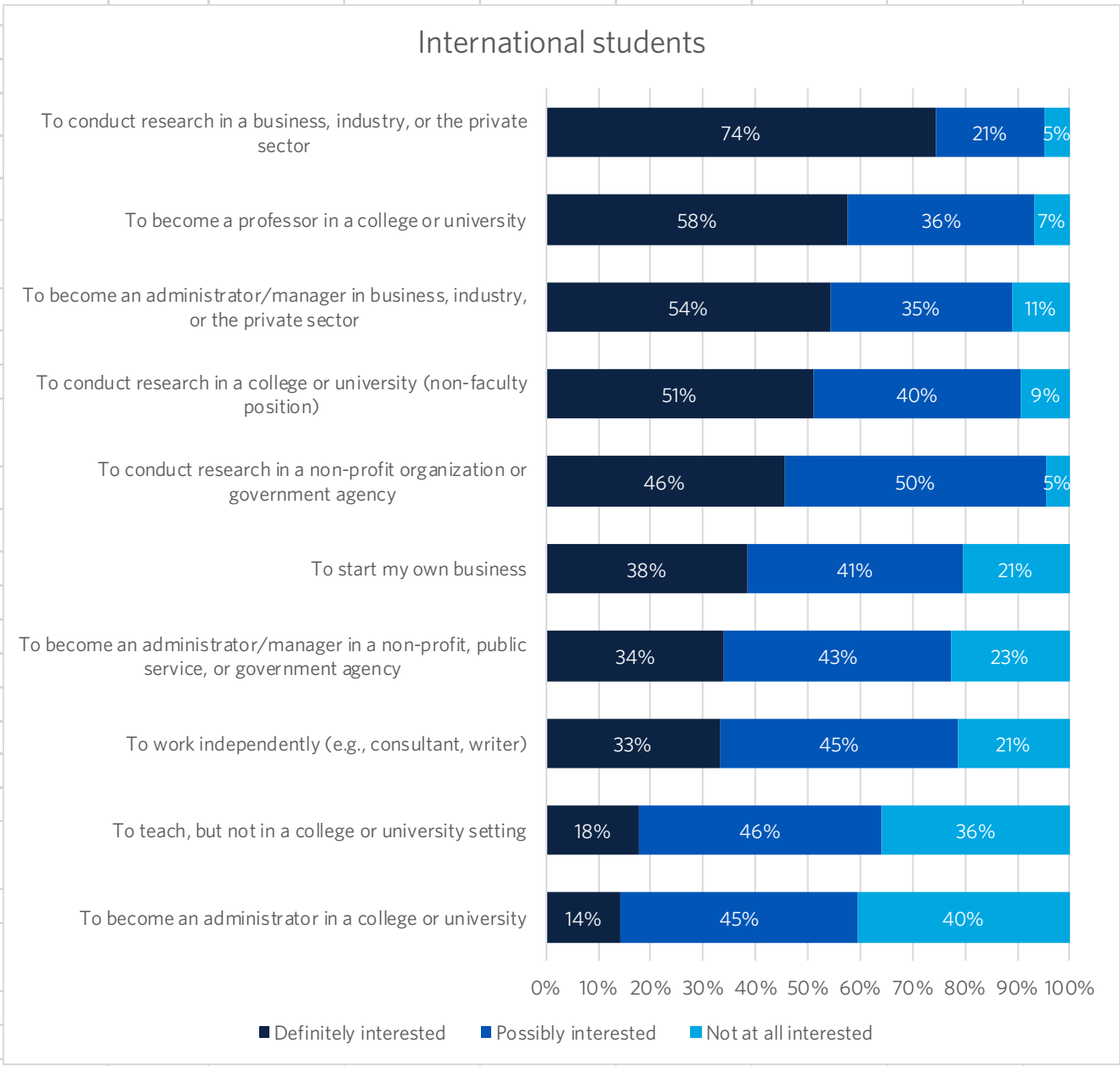
Career Plans

How interested would you be in each of the following career options? For each option, select the choice that best applies to you.



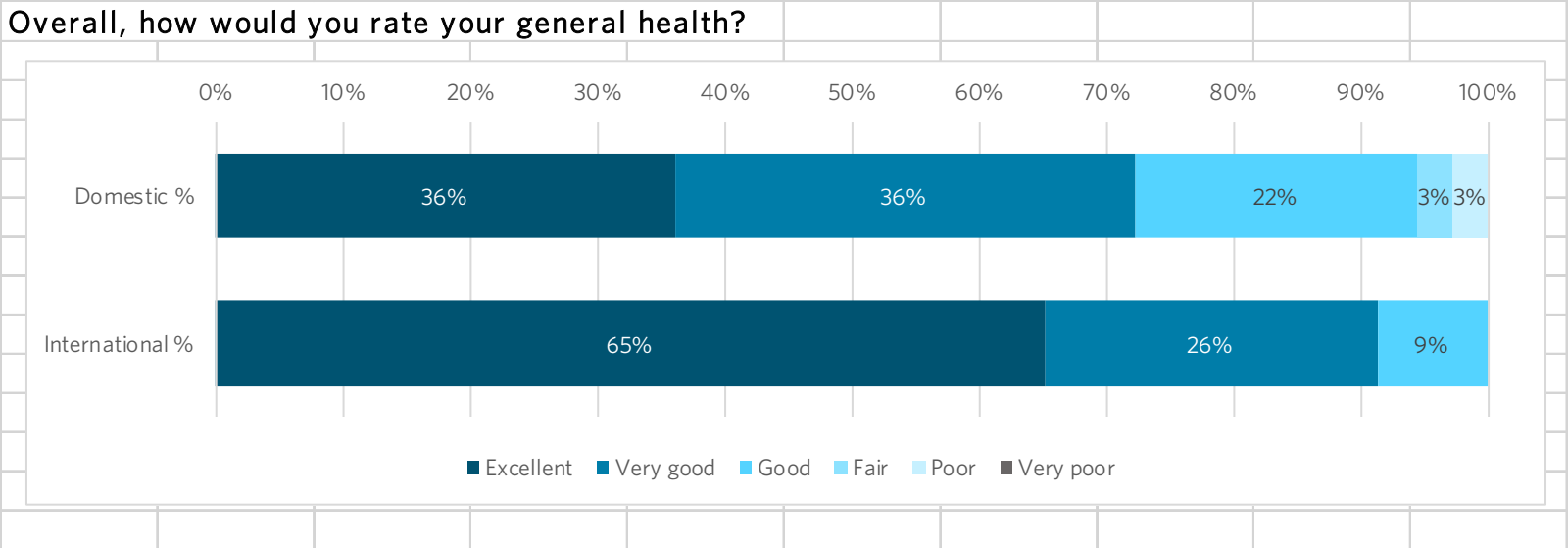
Domestic %					
Column1	Definitely in	Possibly in	Not at all in	Original Or	
To become an administrator in a college or university	9%	37%	54%	4	
To become an administrator/manager in business, industry, or the private sector	14%	39%	47%	6	
To teach, but not in a college or university setting	17%	46%	37%	2	
To become an administrator/manager in a non-profit, public service, or government agency	30%	38%	32%	8	
To start my own business	34%	40%	26%	10	
To work independently (e.g., consultant, writer)	42%	36%	22%	9	
To conduct research in a business, industry, or the private sector	47%	36%	17%	5	
To become a professor in a college or university	49%	38%	14%	1	
To conduct research in a college or university (non-faculty position)	50%	31%	19%	3	
To conduct research in a non-profit organization or government agency	57%	35%	8%	7	
Domestic Count					
Column1	Definitely in	Possibly in	Not at all in	TOTAL	Original
To become a professor in a college or university	18	14	5	37	1
To teach, but not in a college or university setting	6	16	13	35	2
To conduct research in a college or university (non-faculty position)	18	11	7	36	3
To become an administrator in a college or university	3	13	19	35	4
To conduct research in a business, industry, or the private sector	17	13	6	36	5
To become an administrator/manager in business, industry, or the private sector	5	14	17	36	6
To conduct research in a non-profit organization or government agency	21	13	3	37	7
To become an administrator/manager in a non-profit, public service, or government agency	11	14	12	37	8
To work independently (e.g., consultant, writer)	15	13	8	36	9
To start my own business	12	14	9	35	10

How interested would you be in each of the following career options? For each option, select the choice that best applies to you.



<b>International %</b>					
<b>Column1</b>	<b>Definitely in</b>	<b>Possibly in</b>	<b>Not at all in</b>	<b>Original Or</b>	
To become an administrator in a college or university	14%	45%	40%		4
To teach, but not in a college or university setting	18%	46%	36%		2
To work independently (e.g., consultant, writer)	33%	45%	21%		9
To become an administrator/manager in a non-profit, public service, or government agency	34%	43%	23%		8
To start my own business	38%	41%	21%		10
To conduct research in a non-profit organization or government agency	46%	50%	5%		7
To conduct research in a college or university (non-faculty position)	51%	40%	9%		3
To become an administrator/manager in business, industry, or the private sector	54%	35%	11%		6
To become a professor in a college or university	58%	36%	7%		1
To conduct research in a business, industry, or the private sector	74%	21%	5%		5
<b>International Count</b>					
<b>Column1</b>	<b>Definitely in</b>	<b>Possibly in</b>	<b>Not at all in</b>	<b>TOTAL</b>	<b>Original</b>
To become a professor in a college or university	26	16	3	45	1
To teach, but not in a college or university setting	7	18	14	39	2
To conduct research in a college or university (non-faculty position)	22	17	4	43	3
To become an administrator in a college or university	6	19	17	42	4
To conduct research in a business, industry, or the private sector	32	9	2	43	5
To become an administrator/manager in business, industry, or the private sector	25	16	5	46	6
To conduct research in a non-profit organization or government agency	20	22	2	44	7
To become an administrator/manager in a non-profit, public service, or government agency	15	19	10	44	8
To work independently (e.g., consultant, writer)	14	19	9	42	9
To start my own business	15	16	8	39	10

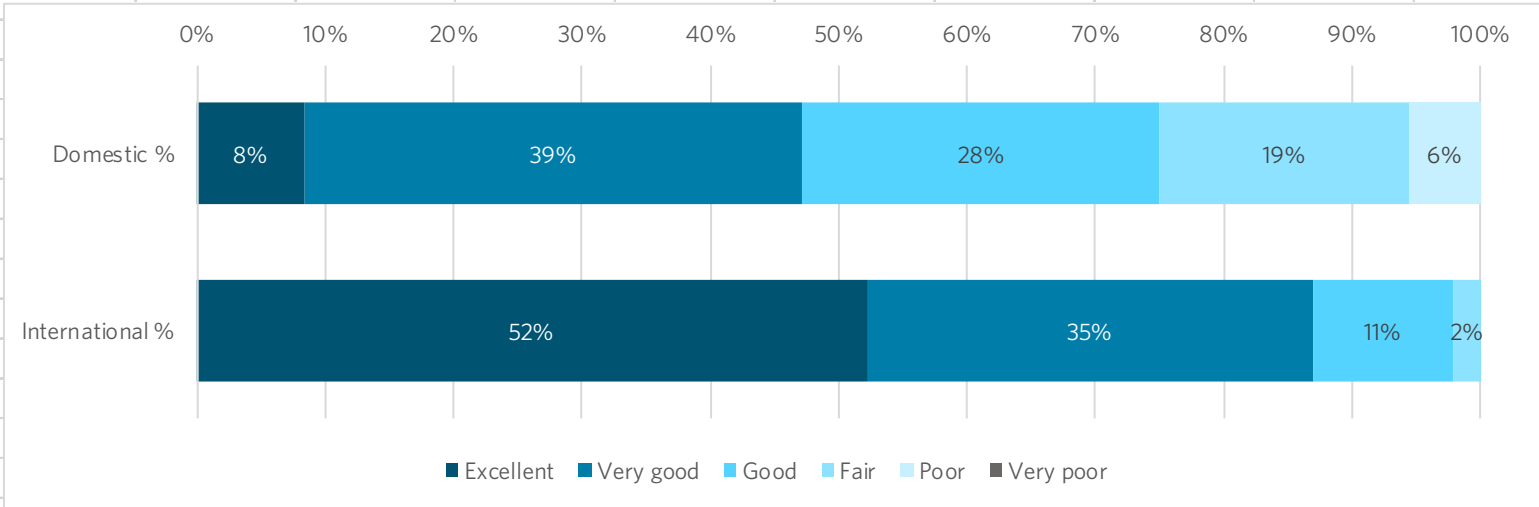
**Health**



Column1	Domestic	Domestic	Internatic	Internatic
Excellent	13	36%	30	65%
Very good	13	36%	12	26%
Good	8	22%	4	9%
Fair	1	3%	0	0%
Poor	1	3%	0	0%
Very poor	0	0%	0	0%
<b>Total</b>	<b>36</b>		<b>46</b>	



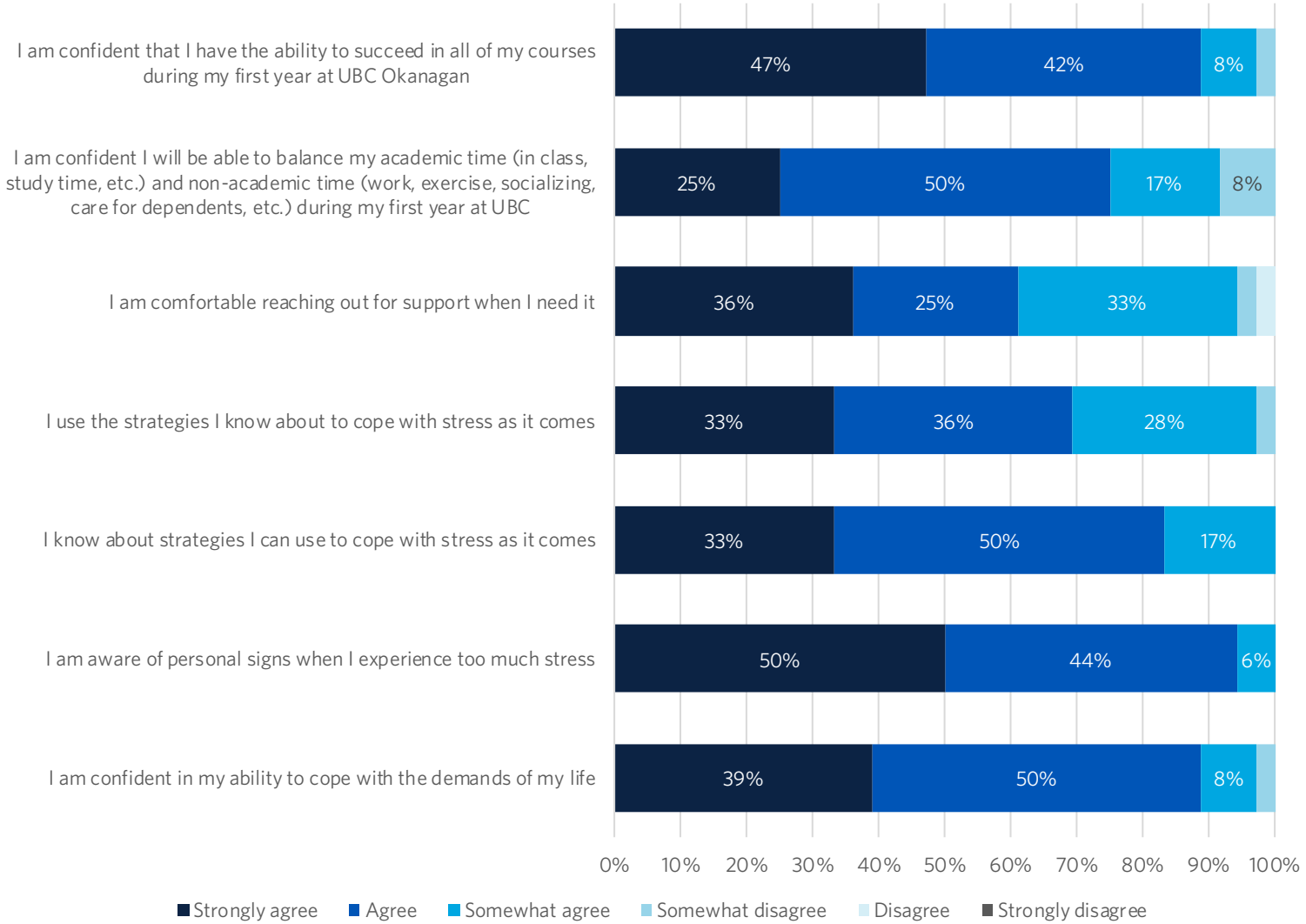
Overall, how would you rate your mental health?



Column1	Domestic	Domestic	Internatic	Internatic
Excellent	3	8%	24	52%
Very good	14	39%	16	35%
Good	10	28%	5	11%
Fair	7	19%	1	2%
Poor	2	6%	0	0%
Very poor	0	0%	0	0%
<b>Total</b>	<b>36</b>		<b>46</b>	

Please rate your level of agreement with the following statements:

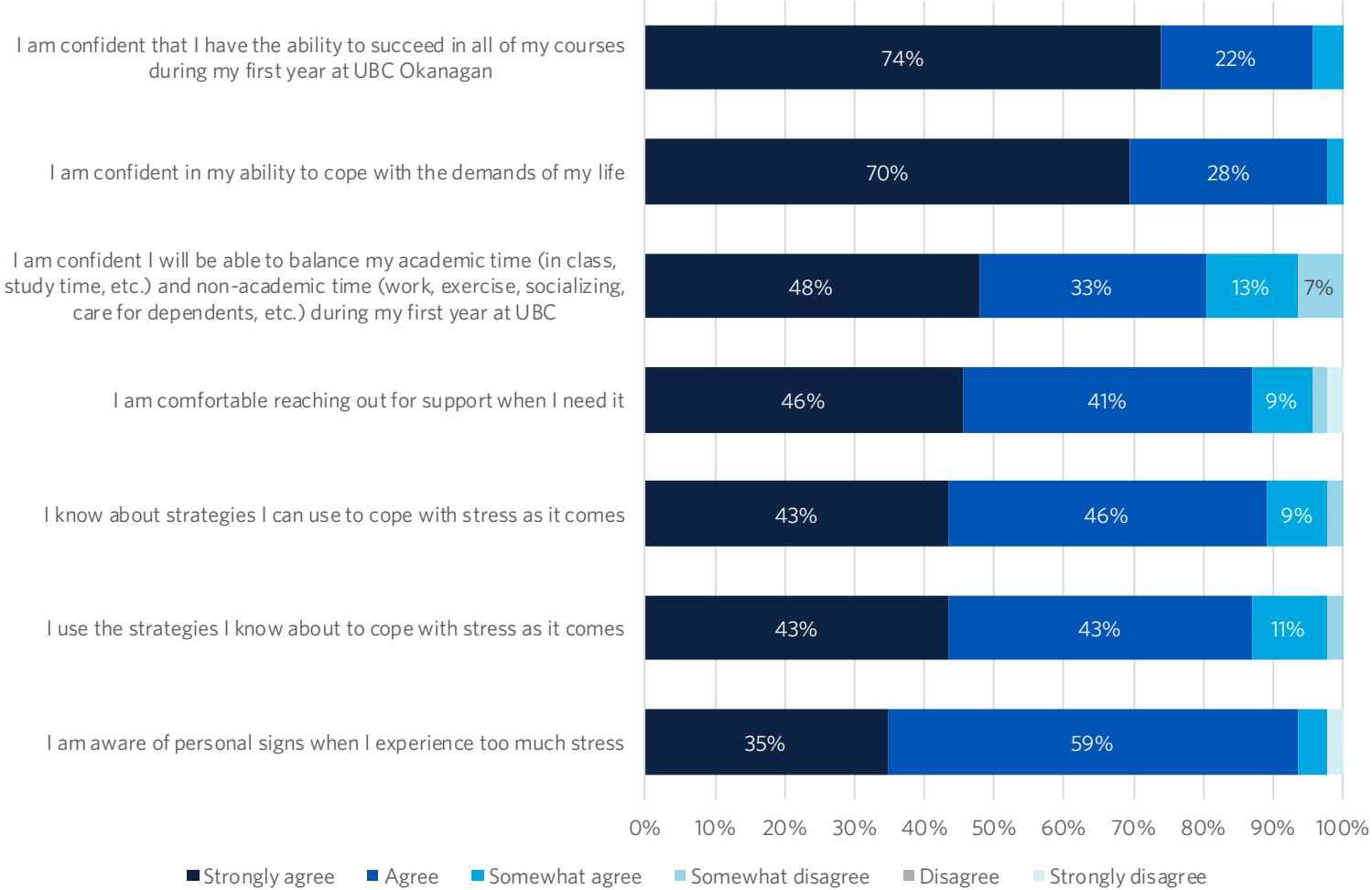
Domestic students



Domestic %								
Column1	Strongly	Agree	Somewha	Somewha	Disagree	Strongly	Original	Order
I am confident in my ability to cope with the demands of	39%	50%	8%	3%	0%	0%		1
I am aware of personal signs when I experience too much	50%	44%	6%	0%	0%	0%		2
I know about strategies I can use to cope with stress as	33%	50%	17%	0%	0%	0%		3
I use the strategies I know about to cope with stress as	33%	36%	28%	3%	0%	0%		4
I am comfortable reaching out for support when I need	36%	25%	33%	3%	3%	0%		5
I am confident I will be able to balance my academic tim	25%	50%	17%	8%	0%	0%		6
I am confident that I have the ability to succeed in all o	47%	42%	8%	3%	0%	0%		7
Domestic Count								
Column1	Strongly	Agree	Somewha	Somewha	Disagree	Strongly	TOTAL	Original
I am confident in my ability to cope with the demands of	14	18	3	1	0	0	36	1
I am aware of personal signs when I experience too much	18	16	2	0	0	0	36	2
I know about strategies I can use to cope with stress as	12	18	6	0	0	0	36	3
I use the strategies I know about to cope with stress as	12	13	10	1	0	0	36	4
I am comfortable reaching out for support when I need	13	9	12	1	1	0	36	5
I am confident I will be able to balance my academic tim	9	18	6	3	0	0	36	6
I am confident that I have the ability to succeed in all o	17	15	3	1	0	0	36	7

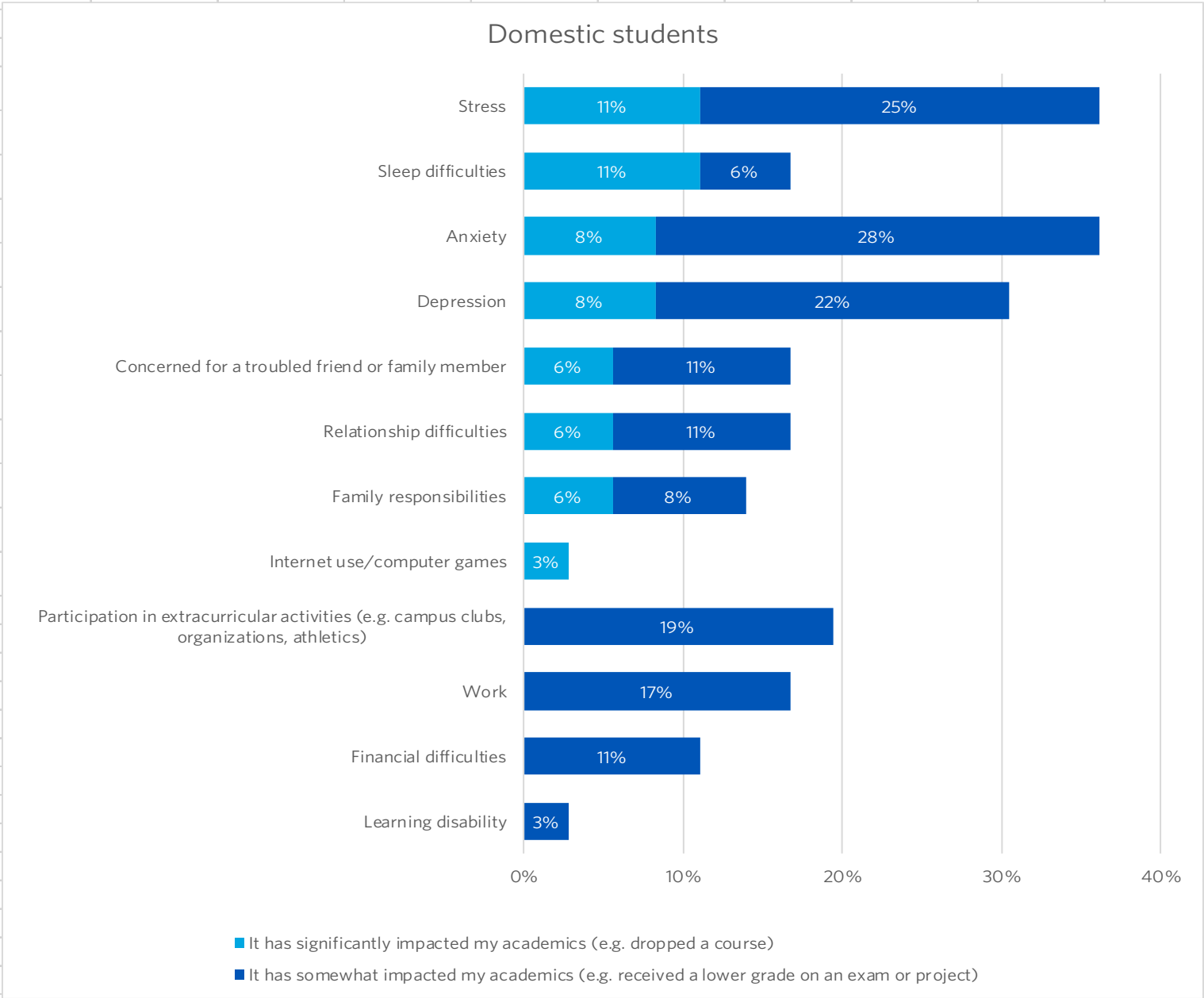
Please rate your level of agreement with the following statements:

International students



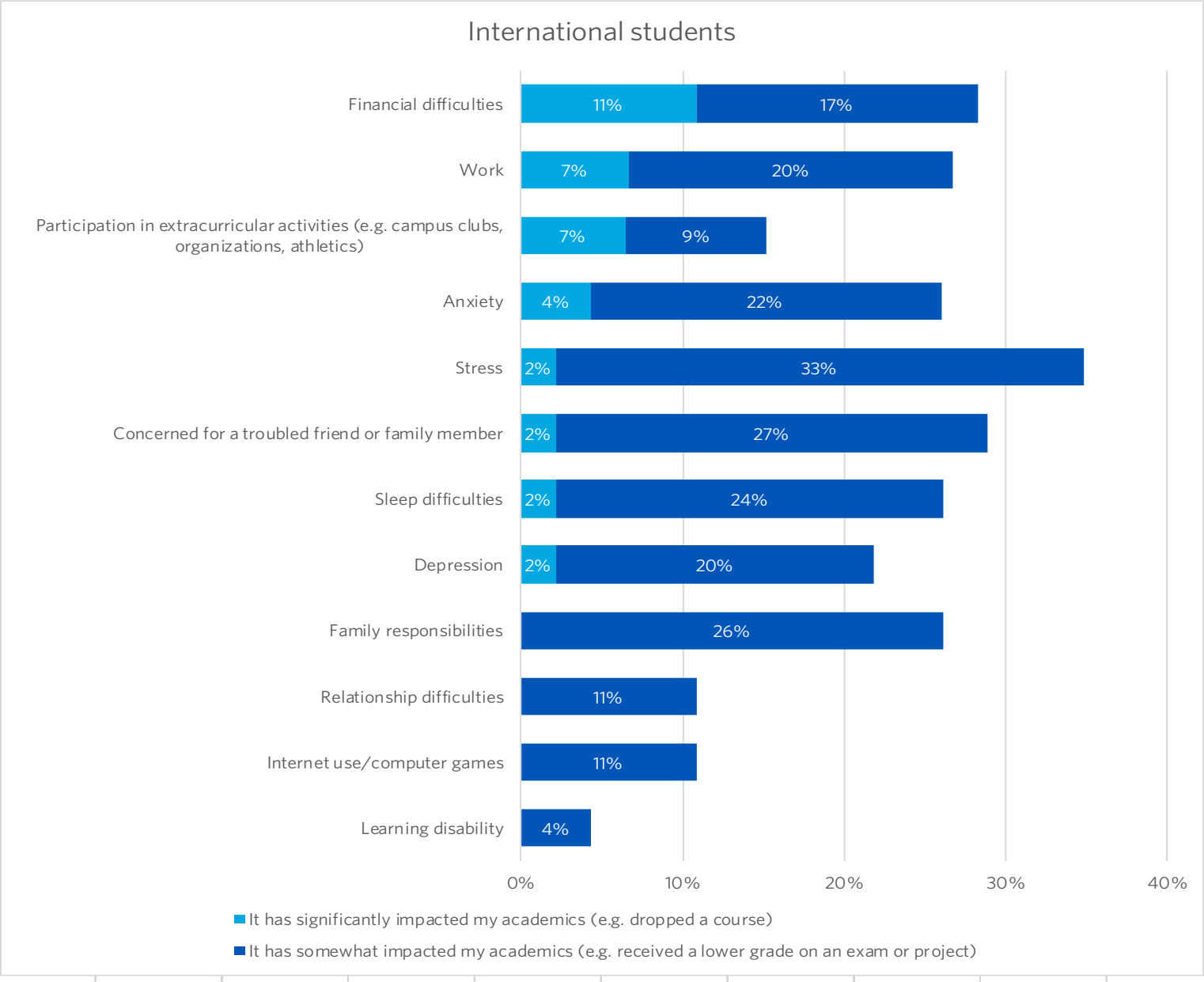
International %								
Column1	Strongly	Agree	Somewha	Somewha	Disagree	Strongly	Original	Order
I am aware of personal signs when I experience too mu	35%	59%	4%	0%	0%	2%		2
I use the strategies I know about to cope with stress as	43%	43%	11%	2%	0%	0%		4
I know about strategies I can use to cope with stress a:	43%	46%	9%	2%	0%	0%		3
I am comfortable reaching out for support when I need	46%	41%	9%	2%	0%	2%		5
I am confident I will be able to balance my academic tir	48%	33%	13%	7%	0%	0%		6
I am confident in my ability to cope with the demands o	70%	28%	2%	0%	0%	0%		1
I am confident that I have the ability to succeed in all o	74%	22%	4%	0%	0%	0%		7
International Count								
Column1	Strongly	Agree	Somewha	Somewha	Disagree	Strongly	TOTAL	Original
I am confident in my ability to cope with the demands o	32	13	1	0	0	0	46	1
I am aware of personal signs when I experience too mu	16	27	2	0	0	1	46	2
I know about strategies I can use to cope with stress a:	20	21	4	1	0	0	46	3
I use the strategies I know about to cope with stress as	20	20	5	1	0	0	46	4
I am comfortable reaching out for support when I need	21	19	4	1	0	1	46	5
I am confident I will be able to balance my academic tir	22	15	6	3	0	0	46	6
I am confident that I have the ability to succeed in all o	34	10	2	0	0	0	46	7

In the past year, have you experienced any of the following to the extent that it affected your academic performance?



Domestic %					
Column1	This did	It has sor	It has sig	Original	Order
Learning disability	97%	3%	0%		5
Financial difficulties	89%	11%	0%		8
Work	83%	17%	0%		9
Participation in extracurricular activities (e.g. campus	81%	19%	0%		10
Internet use/computer games	97%	0%	3%		4
Family responsibilities	86%	8%	6%		11
Relationship difficulties	83%	11%	6%		6
Concerned for a troubled friend or family member	83%	11%	6%		12
Depression	69%	22%	8%		2
Anxiety	64%	28%	8%		1
Sleep difficulties	83%	6%	11%		7
Stress	64%	25%	11%		3
Domestic Count					
Column1	This did	It has sor	It has sig	TOTAL	Original
Anxiety	23	10	3	36	1
Depression	25	8	3	36	2
Stress	23	9	4	36	3
Internet use/computer games	35	0	1	36	4
Learning disability	35	1	0	36	5
Relationship difficulties	30	4	2	36	6
Sleep difficulties	30	2	4	36	7
Financial difficulties	32	4	0	36	8
Work	30	6	0	36	9
Participation in extracurricular activities (e.g. campus	29	7	0	36	10
Family responsibilities	31	3	2	36	11
Concerned for a troubled friend or family member	30	4	2	36	12

In the past year, have you experienced any of the following to the extent that it affected your academic performance?

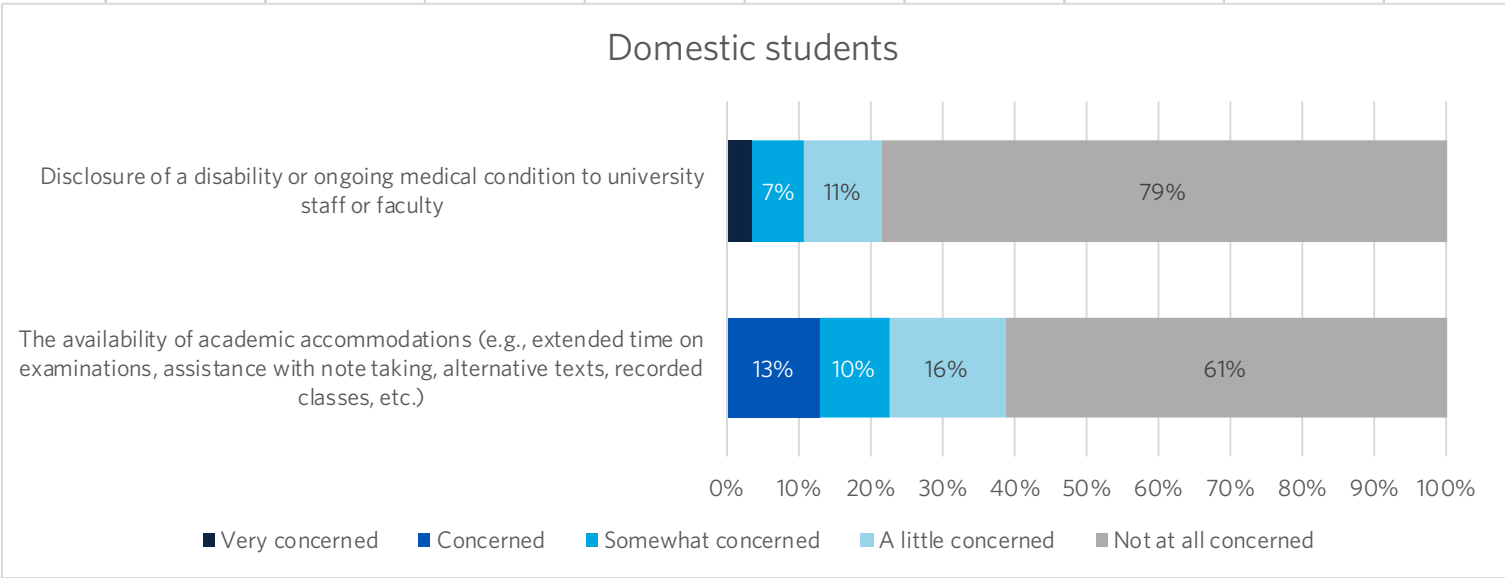




International %					
Column1	This did	It has sor	It has sig	Original	Order
Learning disability	96%	4%	0%		5
Internet use/computer games	89%	11%	0%		4
Relationship difficulties	89%	11%	0%		6
Family responsibilities	74%	26%	0%		11
Depression	78%	20%	2%		2
Sleep difficulties	74%	24%	2%		7
Concerned for a troubled friend or family member	71%	27%	2%		12
Stress	65%	33%	2%		3
Anxiety	74%	22%	4%		1
Participation in extracurricular activities (e.g. campus	85%	9%	7%		10
Work	73%	20%	7%		9
Financial difficulties	72%	17%	11%		8

International Count					
Column1	This did	It has sor	It has sig	TOTAL	Original
Anxiety	34	10	2	46	1
Depression	36	9	1	46	2
Stress	30	15	1	46	3
Internet use/computer games	41	5	0	46	4
Learning disability	44	2	0	46	5
Relationship difficulties	41	5	0	46	6
Sleep difficulties	34	11	1	46	7
Financial difficulties	33	8	5	46	8
Work	33	9	3	45	9
Participation in extracurricular activities (e.g. campus	39	4	3	46	10
Family responsibilities	34	12	0	46	11
Concerned for a troubled friend or family member	32	12	1	45	12

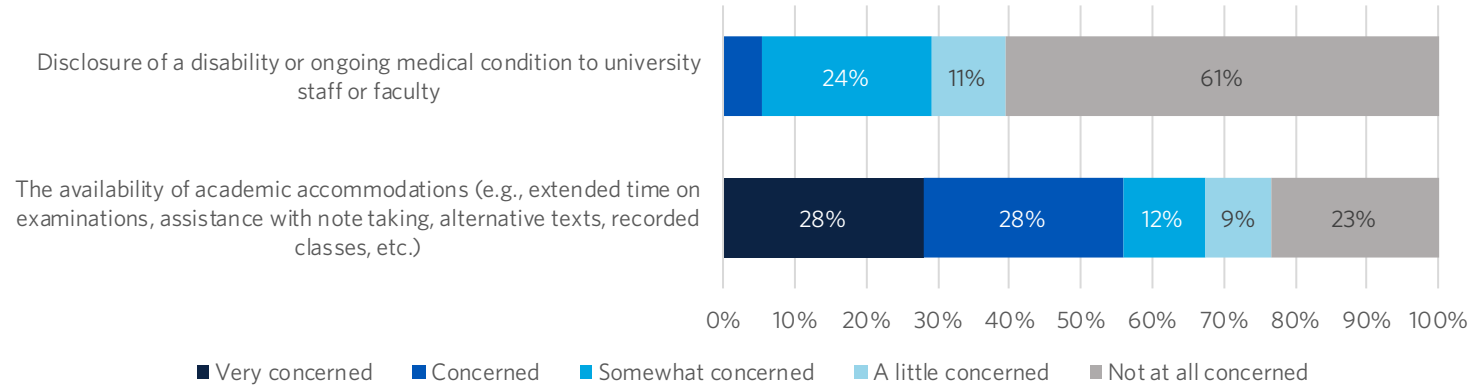
What is your level of concern with the following in your first year at UBC?



Domestic %						
Column1	Very concerned	Concerned	Somewhat concerned	A little concerned	Not at all concerned	
The availability of academic accommodations (e.g., extended time on examinations, assistance with note taking, alternative texts, recorded classes, etc.)	0%	13%	10%	16%	61%	
Disclosure of a disability or ongoing medical condition to university staff or faculty	4%	0%	7%	11%	79%	
Domestic Count						
Column1	Very concerned	Concerned	Somewhat concerned	A little concerned	Not at all concerned	TOTAL
The availability of academic accommodations (e.g., extended time on examinations, assistance with note taking, alternative texts, recorded classes, etc.)	0	4	3	5	19	31
Disclosure of a disability or ongoing medical condition to university staff or faculty	1	0	2	3	22	28

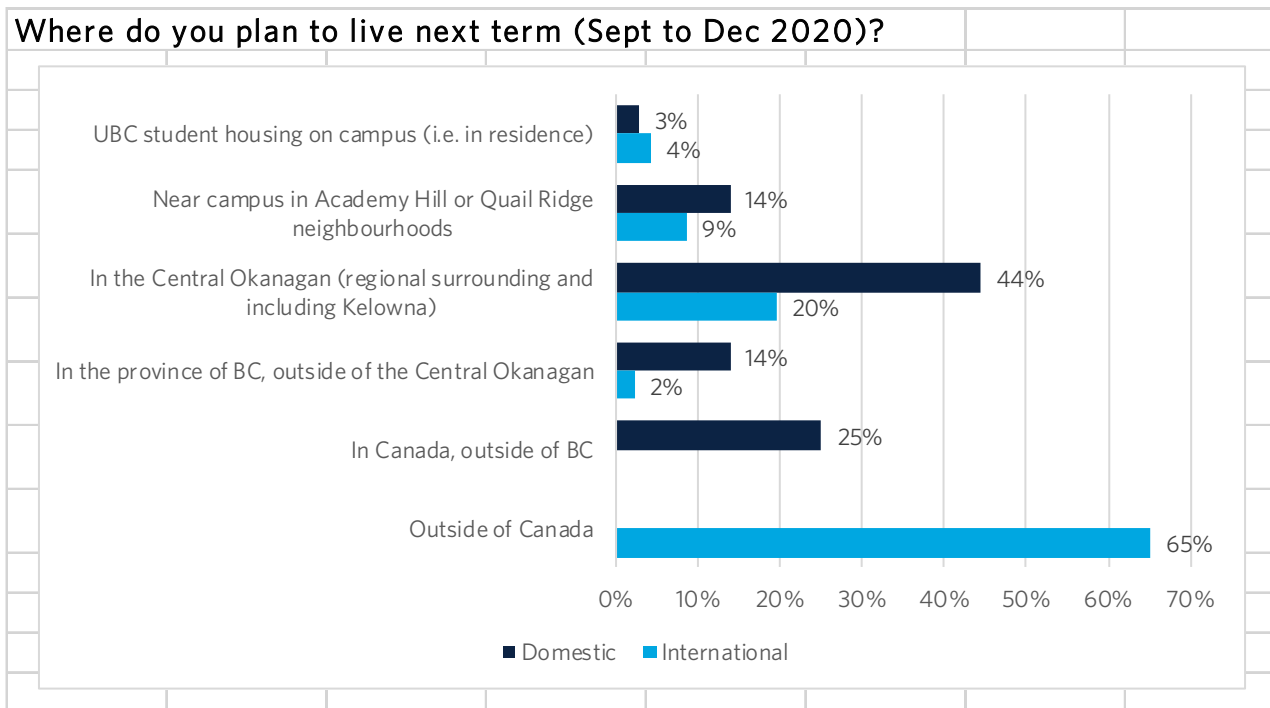
What is your level of concern with the following in your first year at UBC?

International students



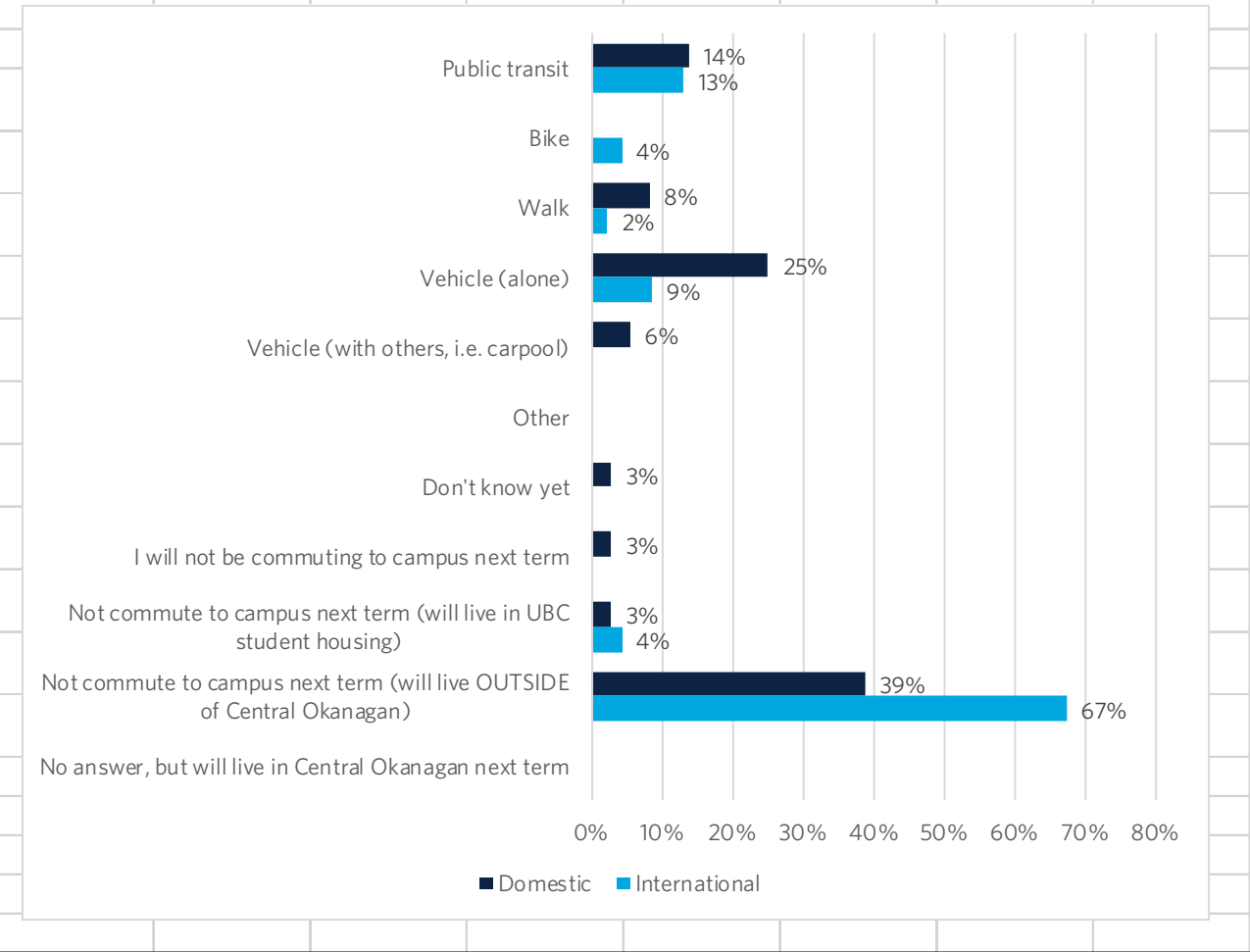
International %						
Column1	Very concerned	Concerned	Somewhat concerned	A little concerned	Not at all concerned	
The availability of academic accommodations (e.g., extended time on examinations, assistance with note taking, alternative texts, recorded classes, etc.)	28%	28%	12%	9%	23%	
Disclosure of a disability or ongoing medical condition to university staff or faculty	0%	5%	24%	11%	61%	
International Count						
Column1	Very concerned	Concerned	Somewhat concerned	A little concerned	Not at all concerned	TOTAL
The availability of academic accommodations (e.g., extended time on examinations, assistance with note taking, alternative texts, recorded classes, etc.)	12	12	5	4	10	43
Disclosure of a disability or ongoing medical condition to university staff or faculty	0	2	9	4	23	38

### Housing and Commute



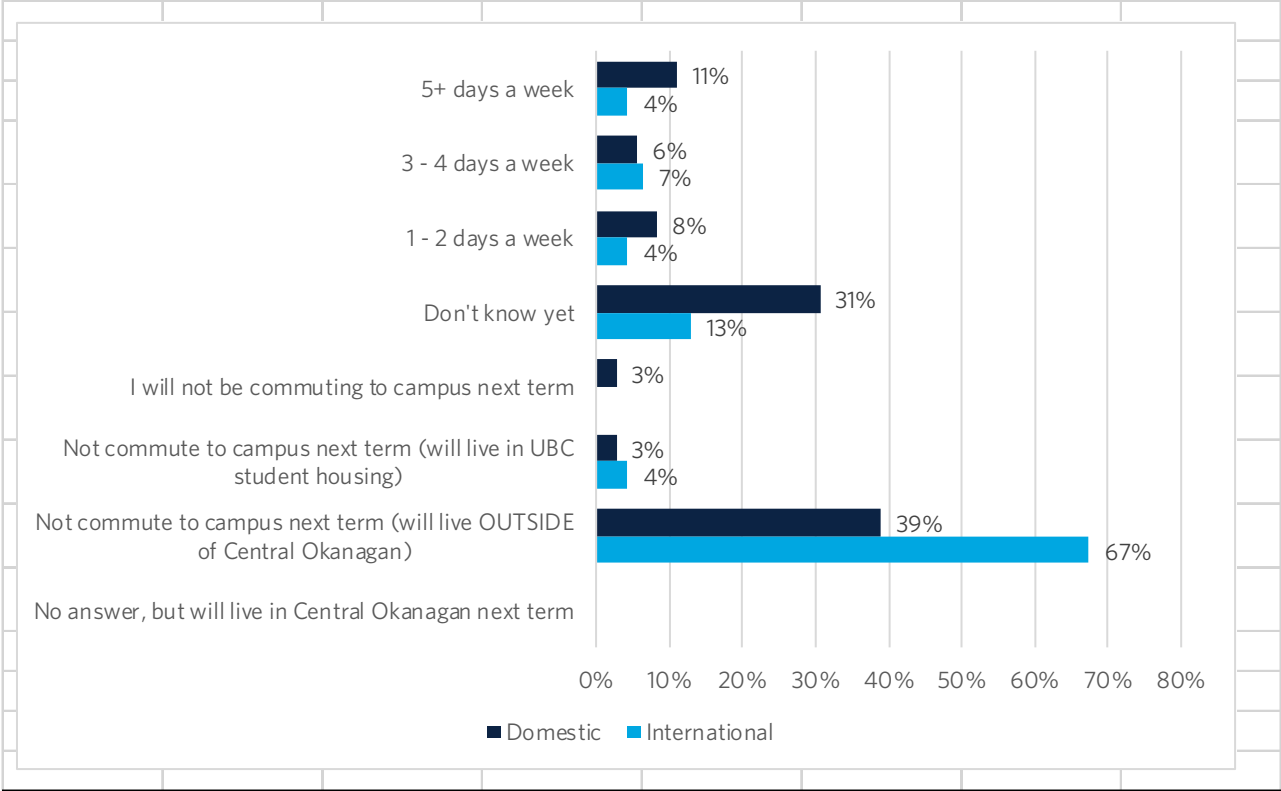
Column1	Domestic	Domestic	International	International
UBC student housing on campus (i.e. in residence)	1	3%	2	4%
Near campus in Academy Hill or Quail Ridge neighbourhoods	5	14%	4	9%
In the Central Okanagan (regional surrounding and including Kelowna)	16	44%	9	20%
In the province of BC, outside of the Central Okanagan	5	14%	1	2%
In Canada, outside of BC	9	25%	0	0%
Outside of Canada	0	0%	30	65%
<b>Total</b>	<b>36</b>		<b>46</b>	

### What will be your primary mode of transportation to and from campus next term (Sept to Dec 2020)?



Column1	Domestic	Domestic	Internation	Internation
Public transit	5	14%	6	13%
Bike	0	0%	2	4%
Walk	3	8%	1	2%
Vehicle (alone)	9	25%	4	9%
Vehicle (with others, i.e. carpool)	2	6%	0	0%
Other	0	0%	0	0%
Don't know yet	1	3%	0	0%
I will not be commuting to campus next term	1	3%	0	0%
Not commute to campus next term (will live in UBC student housing)	1	3%	2	4%
Not commute to campus next term (will live OUTSIDE of Central Okanagan)	14	39%	31	67%
No answer, but will live in Central Okanagan next term	0	0%	0	0%
<b>Total</b>	<b>36</b>		<b>46</b>	

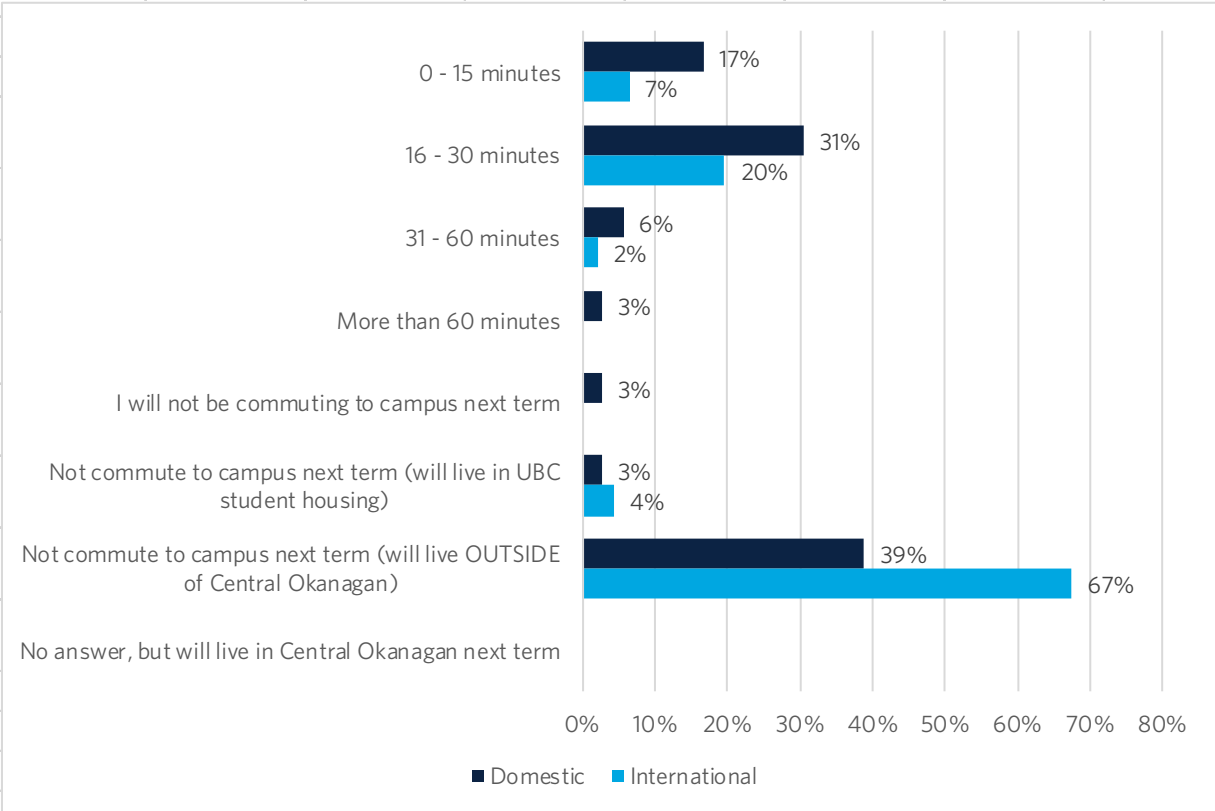
How often do you plan on commuting to campus next term (Sept to Dec 2020)?



Column1	Domestic	Domestic	Internation	Internation
5+ days a week	4	11%	2	4%
3 - 4 days a week	2	6%	3	7%
1 - 2 days a week	3	8%	2	4%
Don't know yet	11	31%	6	13%
I will not be commuting to campus next term	1	3%	0	0%
Not commute to campus next term (will live in UBC student housing)	1	3%	2	4%
Not commute to campus next term (will live OUTSIDE of Central Okanagan)	14	39%	31	67%
No answer, but will live in Central Okanagan next term	0	0%	0	0%
<b>Total</b>	<b>36</b>		<b>46</b>	

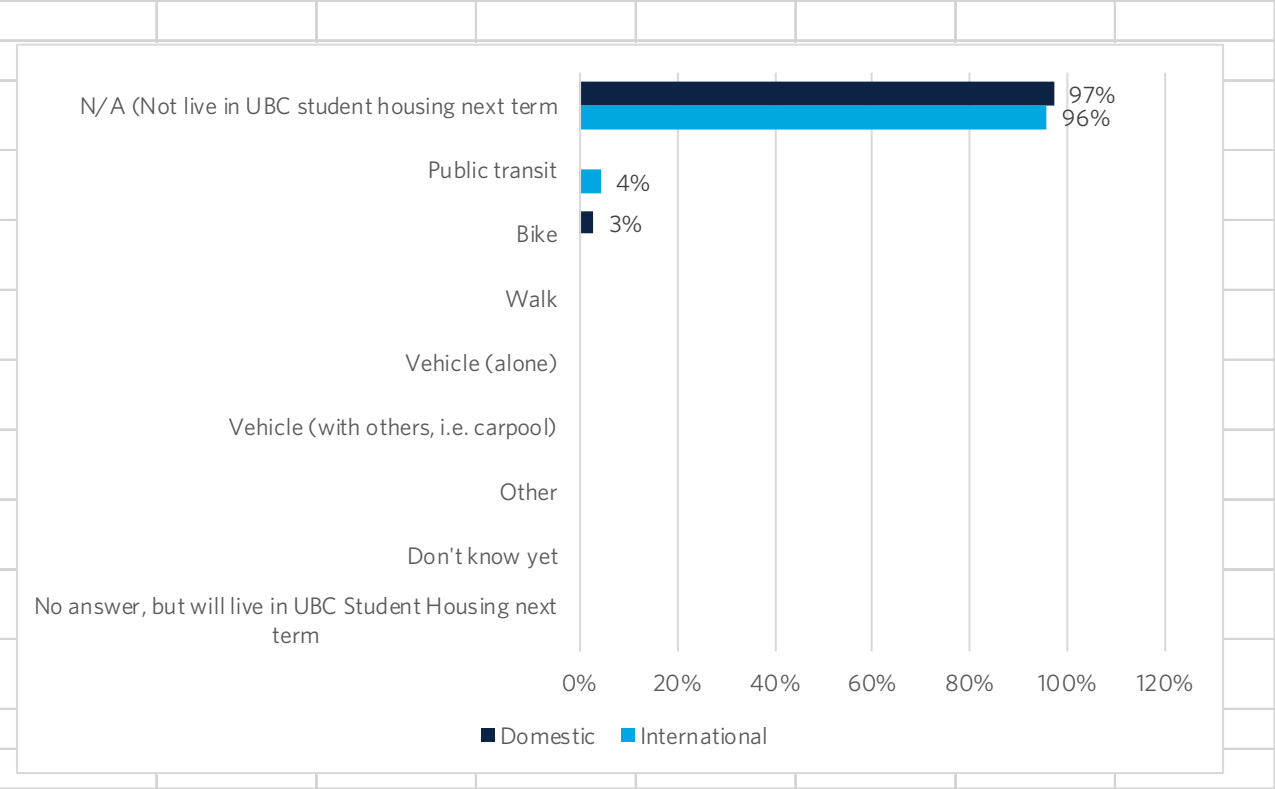


Please estimate the number of minutes you expect your commute to campus (one-way) will take by your primary mode.



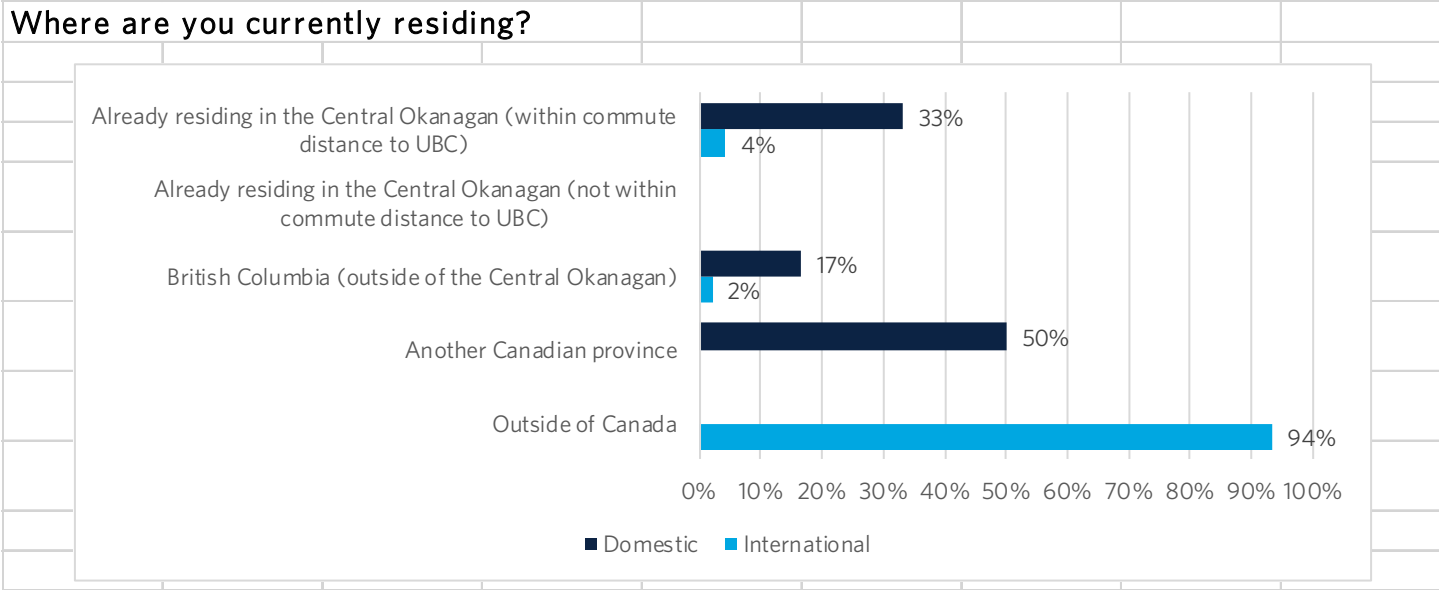
Column1	Domestic	Domestic	Internation	Internation
0 - 15 minutes	6	17%	3	7%
16 - 30 minutes	11	31%	9	20%
31 - 60 minutes	2	6%	1	2%
More than 60 minutes	1	3%	0	0%
I will not be commuting to campus next term	1	3%	0	0%
Not commute to campus next term (will live in UBC student housing)	1	3%	2	4%
Not commute to campus next term (will live OUTSIDE of Central Okanagan)	14	39%	31	67%
No answer, but will live in Central Okanagan next term	0	0%	0	0%
<b>Total</b>	<b>36</b>		<b>46</b>	

What will be your primary mode of transportation next term (Sept to Dec 2020) to travel off campus (to buy groceries, run errands, go shopping, go to work, etc.)?



Column1	Domestic	Domestic	Internation	Internation
N/A (Not live in UBC student housing next term)	35	97%	44	96%
Public transit	0	0%	1	4%
Bike	1	3%	0	0%
Walk	0	0%	0	0%
Vehicle (alone)	0	0%	0	0%
Vehicle (with others, i.e. carpool)	0	0%	0	0%
Other	0	0%	0	0%
Don't know yet	0	0%	0	0%
No answer, but will live in UBC Student Housing next term	0	0%	0	0%
<b>Total</b>	<b>36</b>		<b>46</b>	

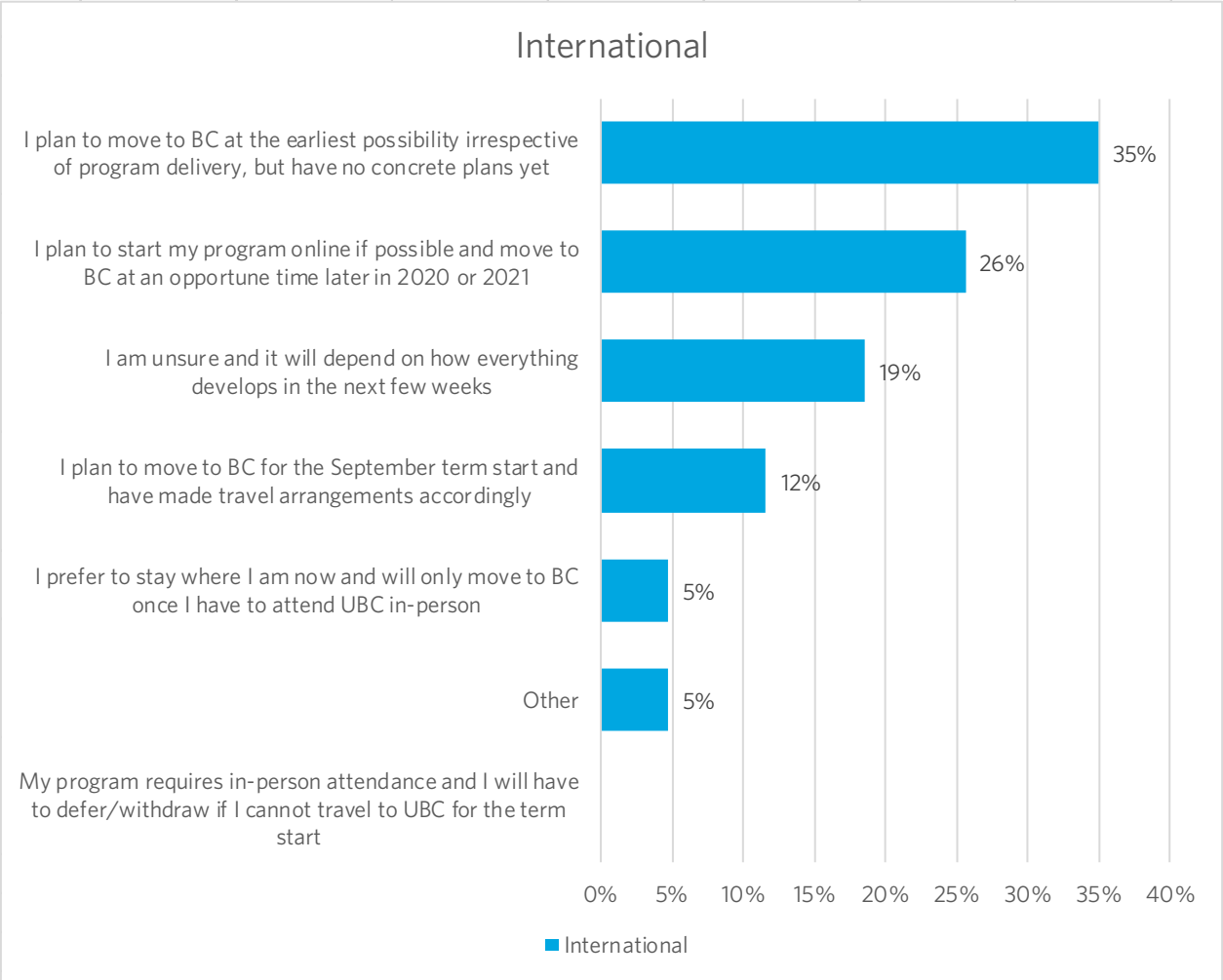
**Residency Plans**



Column1	Domestic	Domestic	International	International
Outside of Canada	0	0%	43	94%
Another Canadian province	18	50%	0	0%
British Columbia (outside of the Central Okanagan)	6	17%	1	2%
Already residing in the Central Okanagan (not within commute distance to UBC)	0	0%	0	0%
Already residing in the Central Okanagan (within commute distance to UBC)	12	33%	2	4%
<b>Total</b>	<b>36</b>		<b>46</b>	

If travel is possible before September (depending on home government restrictions, flight availability, Canadian travel restrictions, study permit approval), would you plan to come to British Columbia (BC) even if your program can be started remotely?

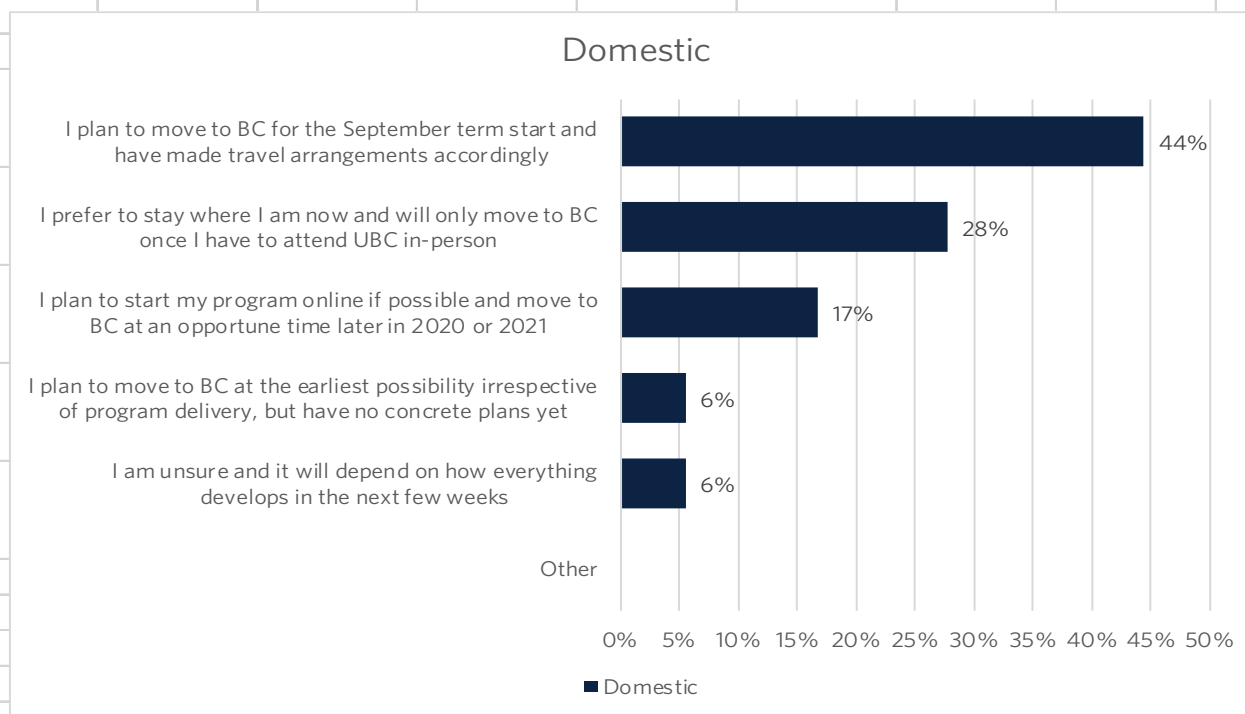
[Asked to students currently residing Outside of Canada]



Column1	Domestic	Domestic	Internatic	Internatic
I plan to move to BC at the earliest possibility irrespective of program delivery, but have no concrete plans yet	0	0%	15	35%
I plan to start my program online if possible and move to BC at an opportune time later in 2020 or 2021	0	0%	11	26%
I am unsure and it will depend on how everything develops in the next few weeks	0	0%	8	19%
I plan to move to BC for the September term start and have made travel arrangements accordingly	0	0%	5	12%
I prefer to stay where I am now and will only move to BC once I have to attend UBC in-person	0	0%	2	5%
Other	0	0%	2	5%
My program requires in-person attendance and I will have to defer/withdraw if I cannot travel to UBC for the term start	0	0%	0	0%
<b>Total</b>	<b>0</b>		<b>43</b>	

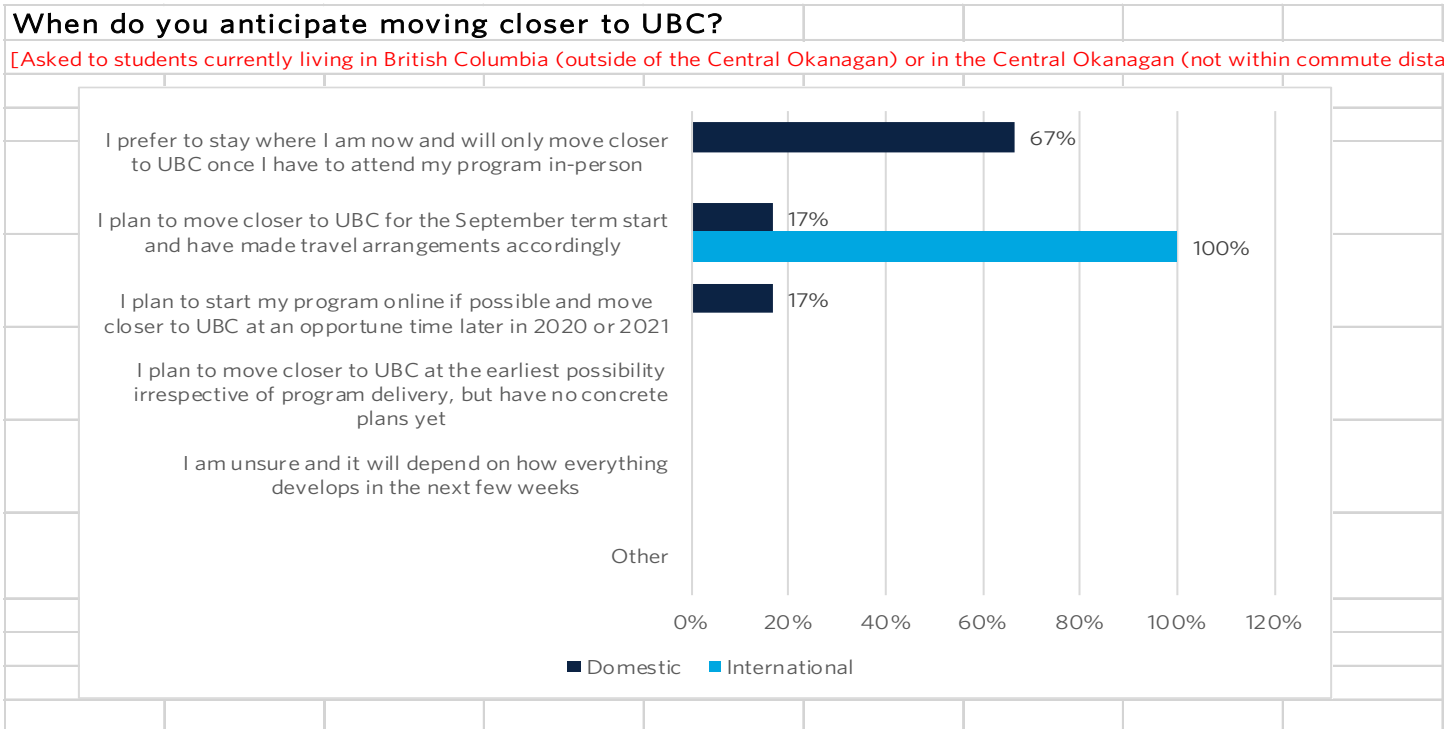
### When do you anticipate moving to BC?

[Asked to students currently residing in another Canadian province]



Column1	Domestic	Domestic	Internatic	Internatic
I plan to move to BC for the September term start and have made travel arrangements accordingly	8	44%	0	0%
I prefer to stay where I am now and will only move to BC once I have to attend UBC in-person	5	28%	0	0%
I plan to start my program online if possible and move to BC at an opportune time later in 2020 or 2021	3	17%	0	0%
I plan to move to BC at the earliest possibility irrespective of program delivery, but have no concrete plans yet	1	6%	0	0%
I am unsure and it will depend on how everything develops in the next few weeks	1	6%	0	0%
Other	0	0%	0	0%
<b>Total</b>	<b>18</b>		<b>0</b>	

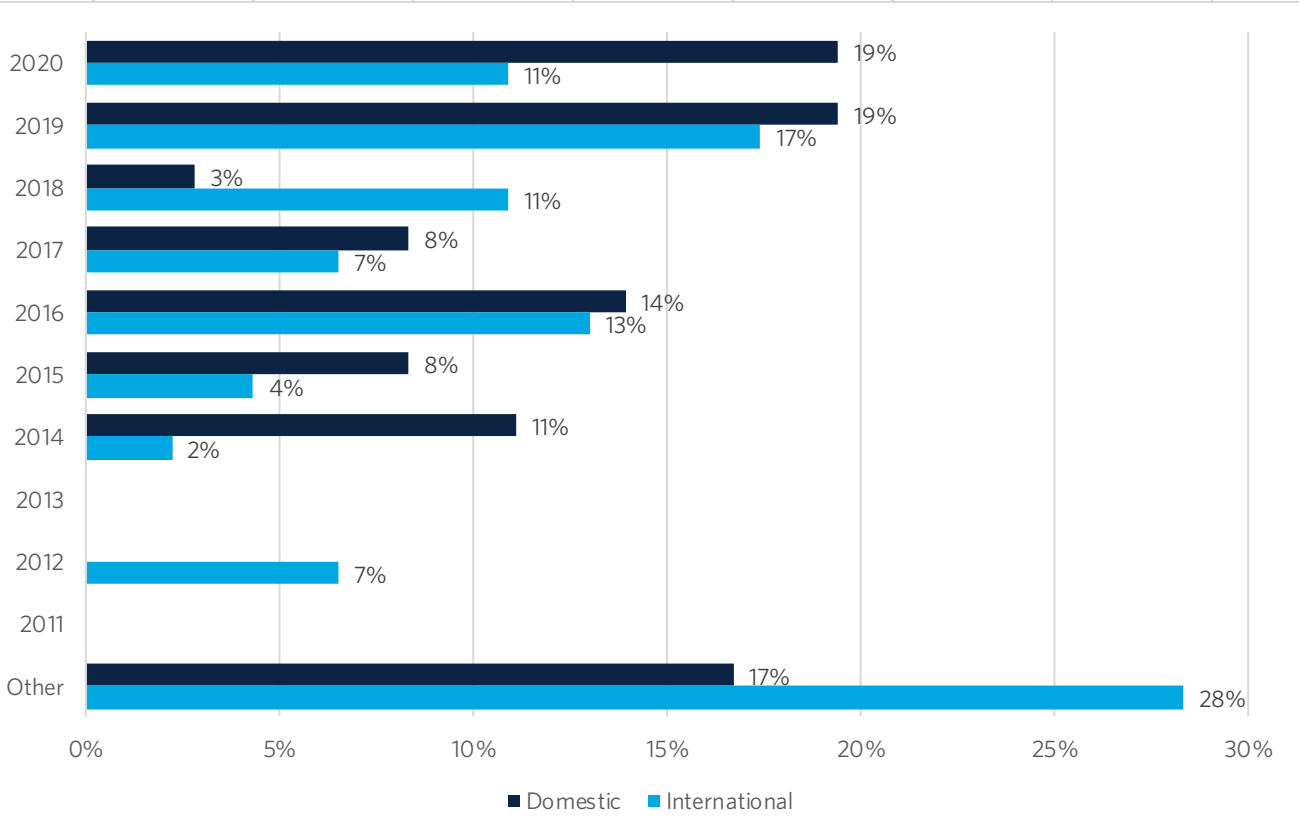




Column1	Domestic	Domestic	International	International
I prefer to stay where I am now and will only move closer to UBC once I have to attend my program in-person	4	67%	0	0%
I plan to move closer to UBC for the September term start and have made travel arrangements accordingly	1	17%	1	100%
I plan to start my program online if possible and move closer to UBC at an opportune time later in 2020 or 2021	1	17%	0	0%
I plan to move closer to UBC at the earliest possibility irrespective of program delivery, but have no concrete plans yet	0	0%	0	0%
I am unsure and it will depend on how everything develops in the next few weeks	0	0%	0	0%
Other	0	0%	0	0%
<b>Total</b>	<b>6</b>		<b>1</b>	

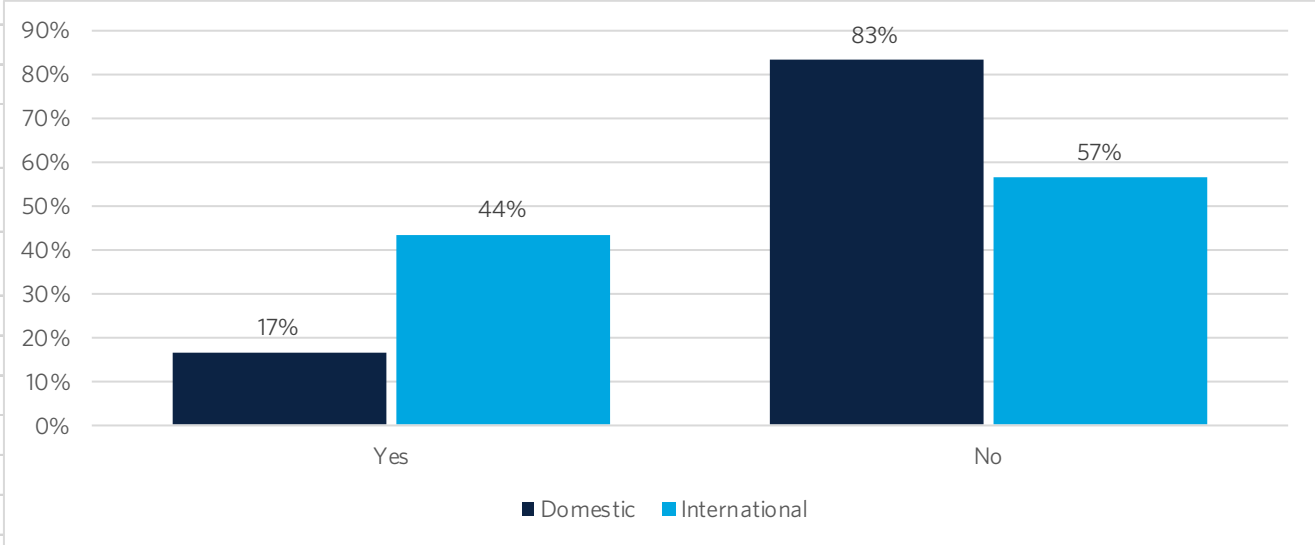
**Demographics**

Please indicate the year you received your bachelor's degree (the year you graduated with your bachelor's degree)



Column1	Domest	Domest	Internat	Internat
2020	7	19%	5	11%
2019	7	19%	8	17%
2018	1	3%	5	11%
2017	3	8%	3	7%
2016	5	14%	6	13%
2015	3	8%	2	4%
2014	4	11%	1	2%
2013	0	0%	0	0%
2012	0	0%	3	7%
2011	0	0%	0	0%
Other	6	17%	13	28%
<b>Total</b>	<b>36</b>		<b>46</b>	

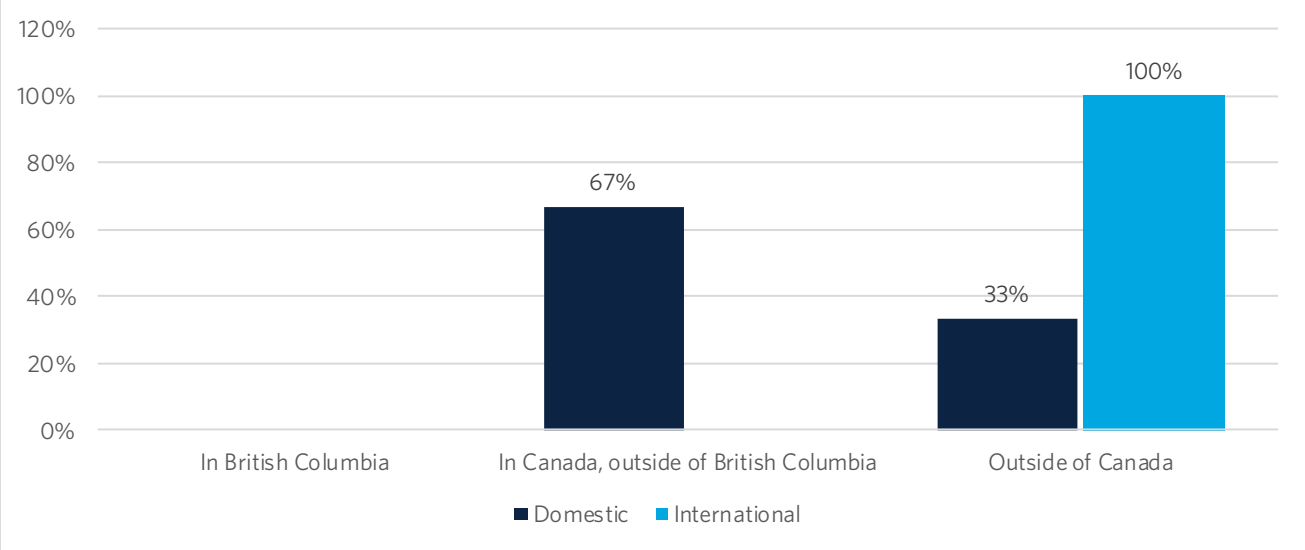
Have you previously completed a graduate program?



Column1	Domest	Domest	Internat	Internat
Yes	6	17%	20	44%
No	30	83%	26	57%
<b>Total</b>	<b>36</b>		<b>46</b>	

**Where did you complete your previous graduate degree?**

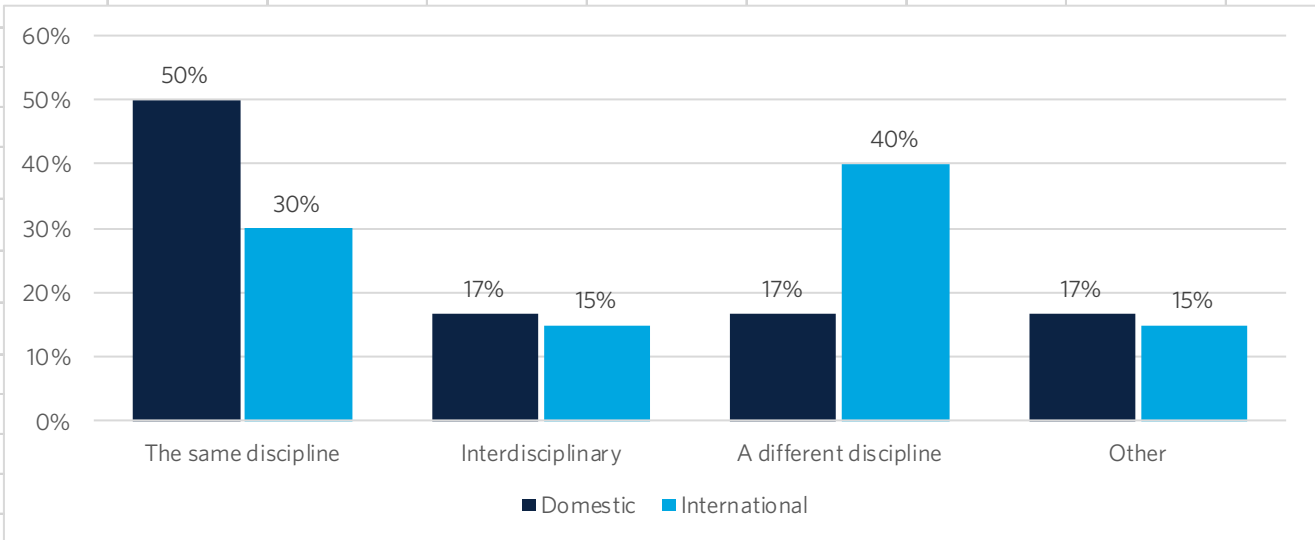
[Asked to students who had completed a previous graduate program]



Column1	Domest	Domest	Internat	Internat
In British Columbia	0	0%	0	0%
In Canada, outside of British Columbia	4	67%	0	0%
Outside of Canada	2	33%	20	100%
<b>Total</b>	<b>6</b>		<b>20</b>	

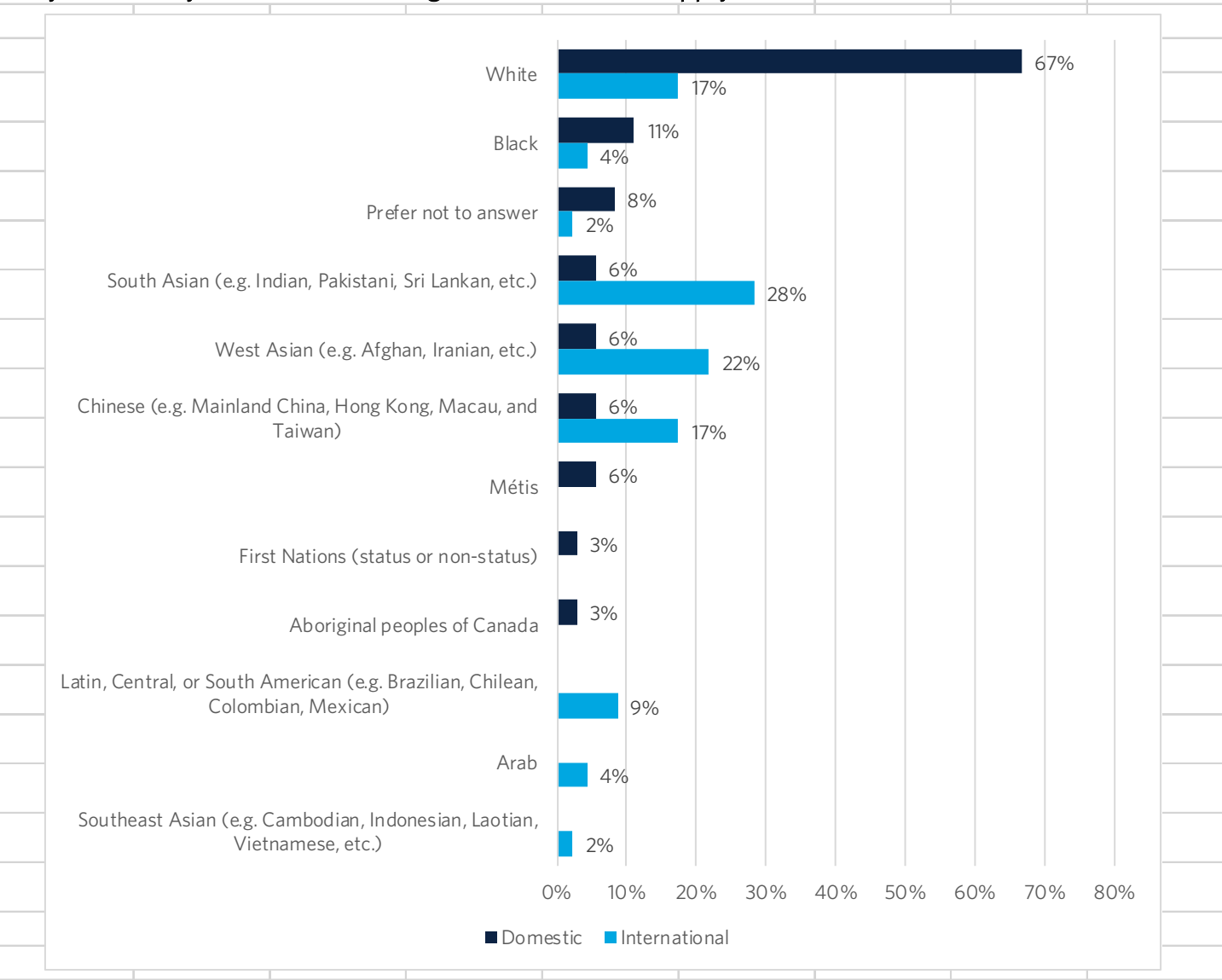
**Was your previous graduate program:**

[Asked to students who had completed a previous graduate program]



Column1	Domest	Domest	Internat	Internat
The same discipline	3	50%	6	30%
Interdisciplinary	1	17%	3	15%
A different discipline	1	17%	8	40%
Other	1	17%	3	15%
<b>Total</b>	<b>6</b>		<b>20</b>	

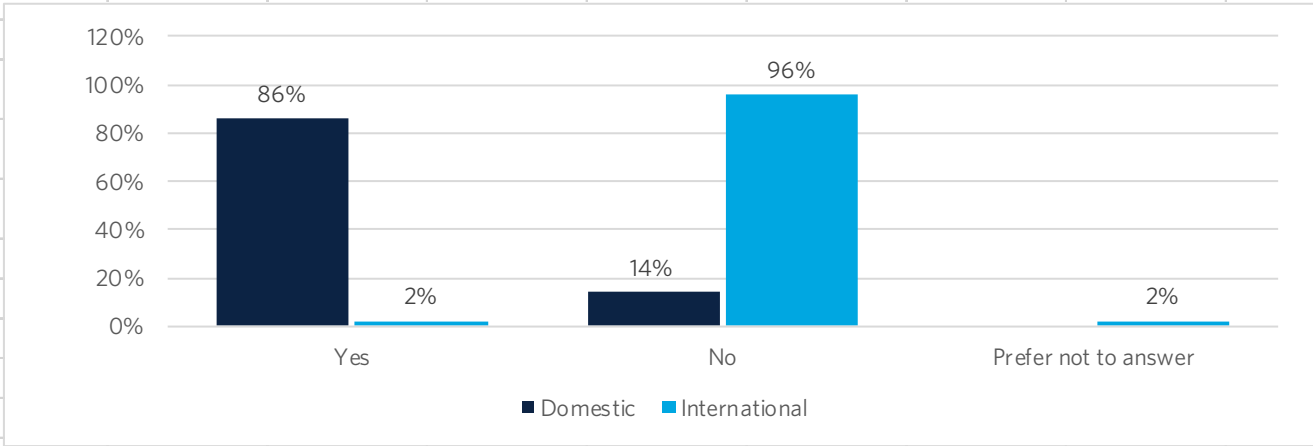
Do you identify with the following? (select all that apply)



Column1	Domest	Domest	Internat	Internat
White	24	67%	8	17%
Black	4	11%	2	4%
Prefer not to answer	3	8%	1	2%
South Asian (e.g. Indian, Pakistani, Sri Lankan, etc.)	2	6%	13	28%
West Asian (e.g. Afghan, Iranian, etc.)	2	6%	10	22%
Chinese (e.g. Mainland China, Hong Kong, Macau, and	2	6%	8	17%
Métis	2	6%	0	0%
First Nations (status or non-status)	1	3%	0	0%
Aboriginal peoples of Canada	1	3%	0	0%
Latin, Central, or South American (e.g. Brazilian, Chilean	0	0%	4	9%
Arab	0	0%	2	4%
Southeast Asian (e.g. Cambodian, Indonesian, Laotian	0	0%	1	2%
Inuit	0	0%	0	0%
Filipino	0	0%	0	0%
Japanese	0	0%	0	0%
Korean	0	0%	0	0%
None of the above	0	0%	0	0%
<b>Total</b>	<b>36</b>		<b>46</b>	



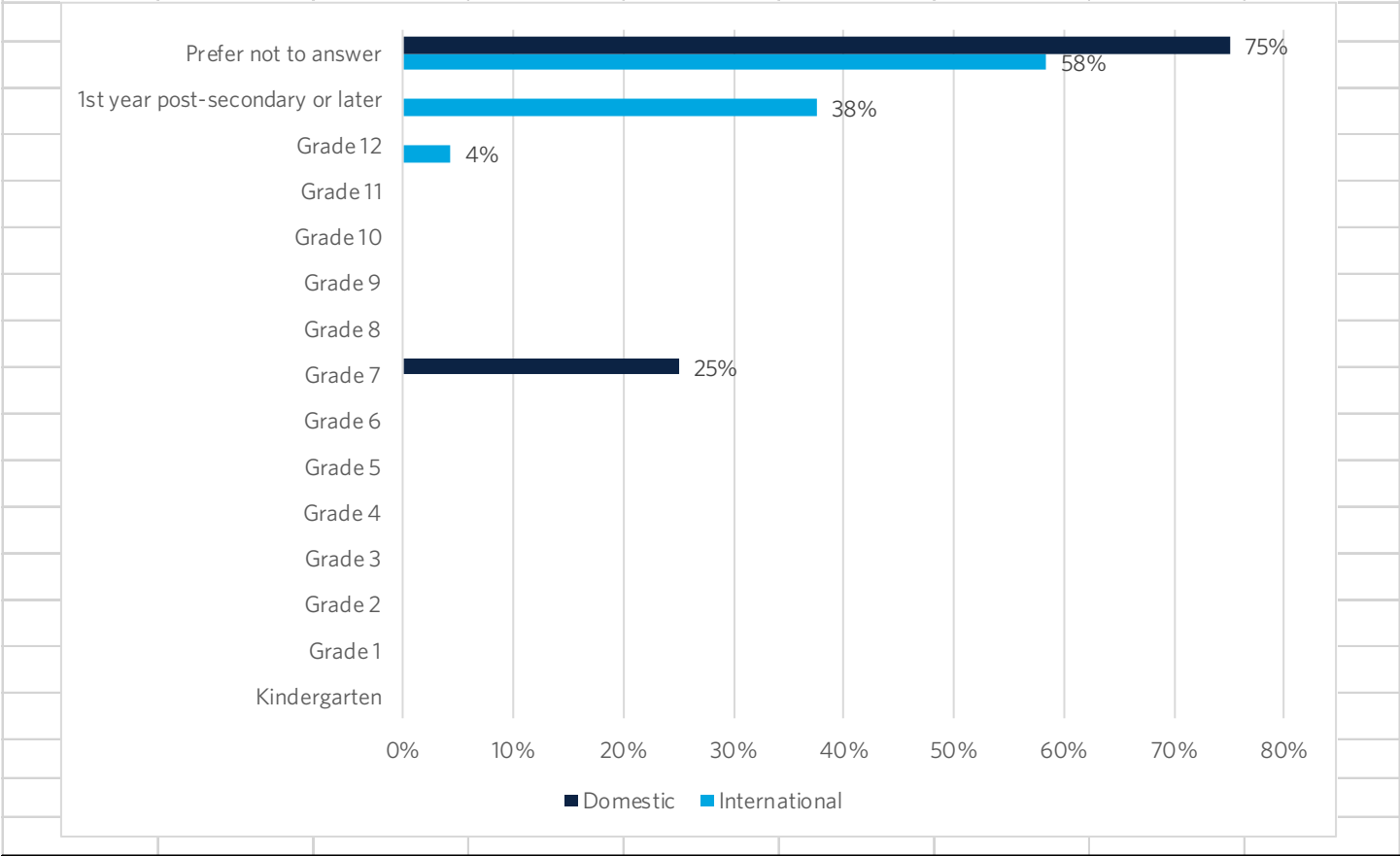
Were you born in Canada?



Column1	Domest	Domest	Internat	Internat
Yes	31	86%	1	2%
No	5	14%	44	96%
Prefer not to answer	0	0%	1	2%
<b>Total</b>	<b>36</b>		<b>46</b>	

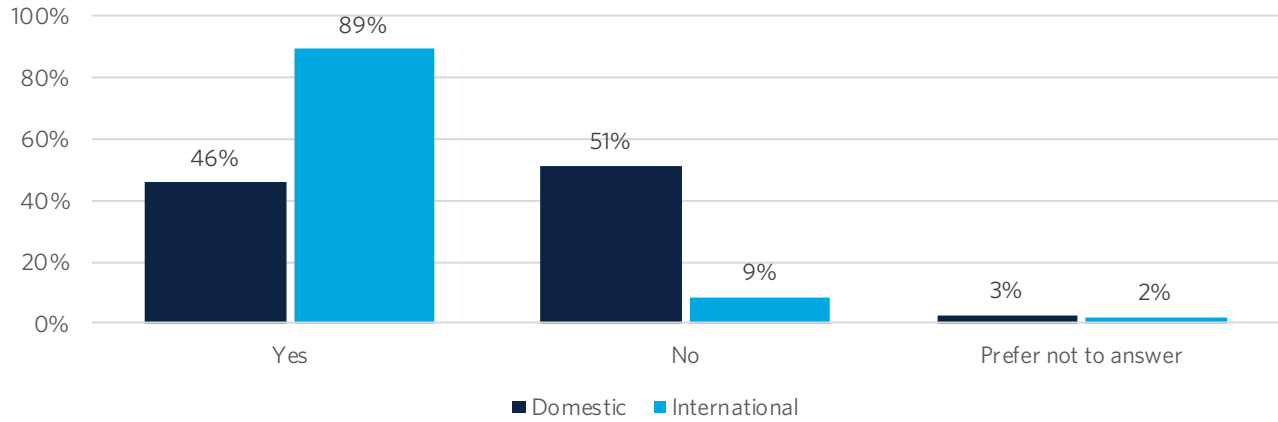
### What was the earliest year you attended school in Canada?

[Asked to students who were not born in Canada]



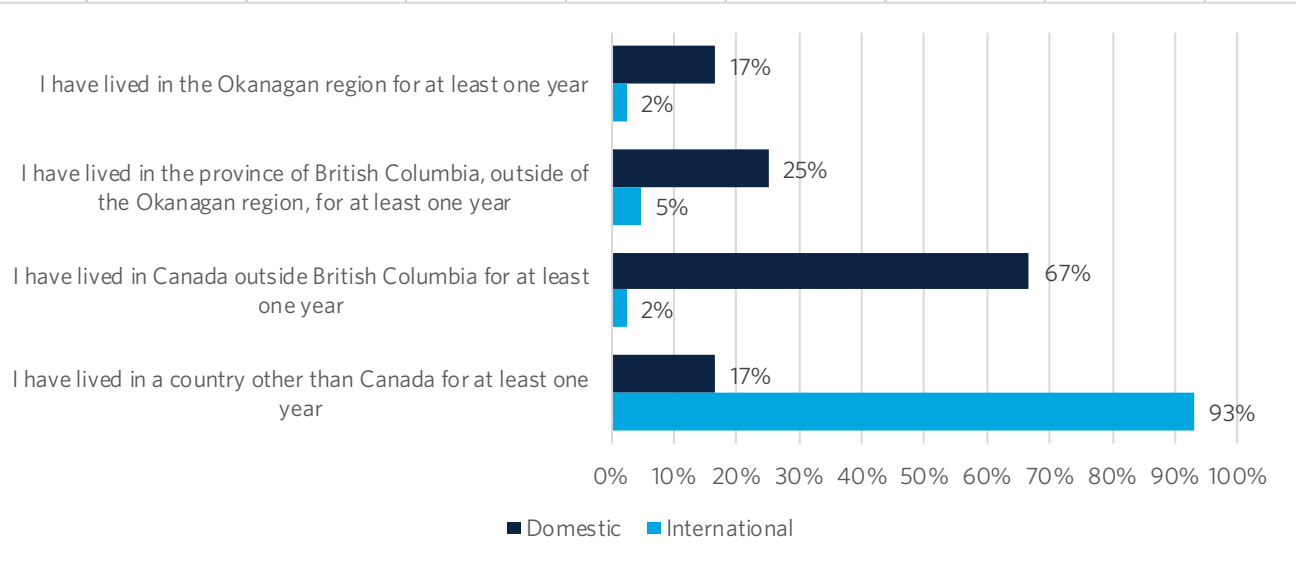
Column1	Domest	Domest	Internat	Internat
Kindergarten	0	0%	0	0%
Grade 1	0	0%	0	0%
Grade 2	0	0%	0	0%
Grade 3	0	0%	0	0%
Grade 4	0	0%	0	0%
Grade 5	0	0%	0	0%
Grade 6	0	0%	0	0%
Grade 7	1	25%	0	0%
Grade 8	0	0%	0	0%
Grade 9	0	0%	0	0%
Grade 10	0	0%	0	0%
Grade 11	0	0%	0	0%
Grade 12	0	0%	1	4%
1st year post-secondary or later	0	0%	9	38%
Prefer not to answer	3	75%	14	58%
<b>Total</b>	<b>4</b>		<b>24</b>	

Were either of your parents/guardians born outside of Canada?



Column1	Domestic	Domestic %	International	International %
Yes	16	46%	41	89%
No	18	51%	4	9%
Prefer not to answer	1	3%	1	2%
<b>Total</b>	<b>35</b>		<b>46</b>	

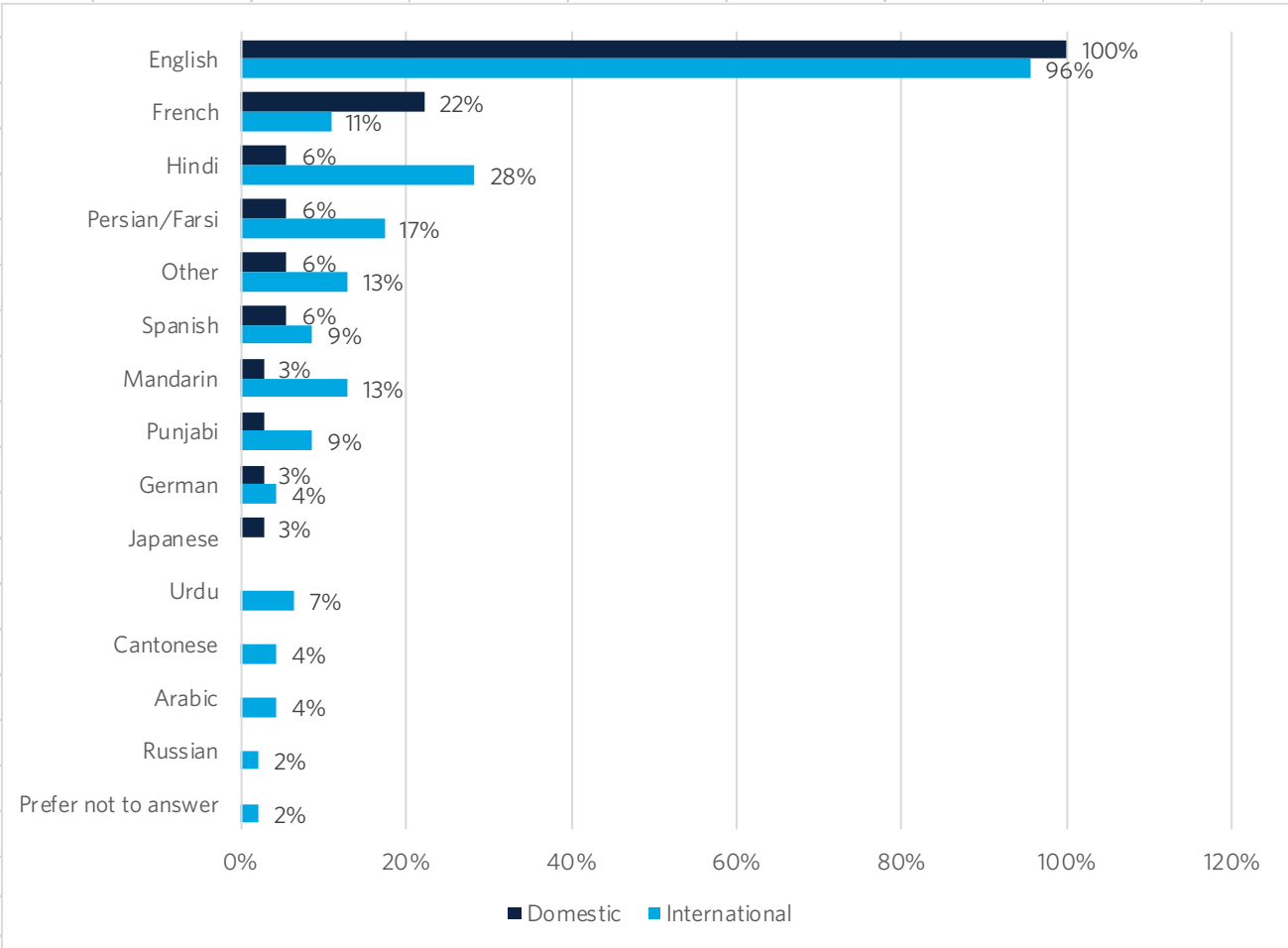
Please select all that apply:



Column1	Domestic %	International %
I have lived in the Okanagan region for at least one year	6 (17%)	1 (2%)
I have lived in the province of British Columbia, outside of the Okanagan region, for at least one year	9 (25%)	2 (5%)
I have lived in Canada outside British Columbia for at least one year	24 (67%)	1 (2%)
I have lived in a country other than Canada for at least one year	6 (17%)	39 (93%)
<b>Total</b>	<b>36</b>	<b>45</b>

What languages do you speak well enough to conduct a conversation about *everyday topics*?

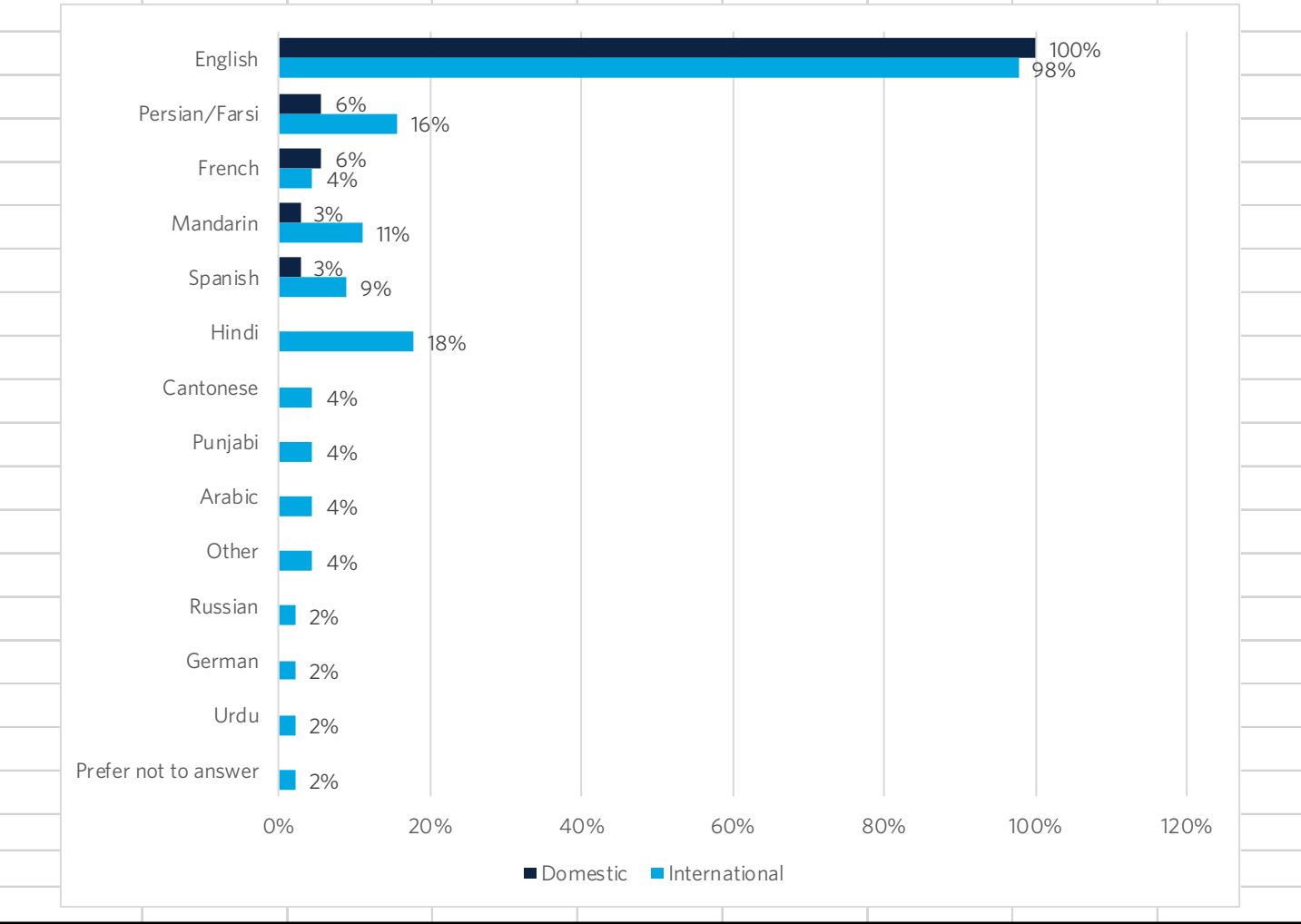
Select all that apply.



Column1	Domest	Domest	Internat	Internat	Original
English	36	100%	44	96%	1
French	8	22%	5	11%	2
Hindi	2	6%	13	28%	9
Persian/Farsi	2	6%	8	17%	10
Other	2	6%	6	13%	17
Spanish	2	6%	4	9%	8
Mandarin	1	3%	6	13%	3
Punjabi	1	3%	4	9%	5
German	1	3%	2	4%	15
Japanese	1	3%	0	0%	7
Urdu	0	0%	3	7%	16
Cantonese	0	0%	2	4%	4
Arabic	0	0%	2	4%	12
Russian	0	0%	1	2%	11
Prefer not to answer	0	0%	1	2%	18
Korean	0	0%	0	0%	6
Vietnamese	0	0%	0	0%	13
Filipino/Tagalog	0	0%	0	0%	14
<b>Total</b>	<b>36</b>		<b>46</b>		

Which languages do you speak well enough to conduct an *academic/technical* conversation?

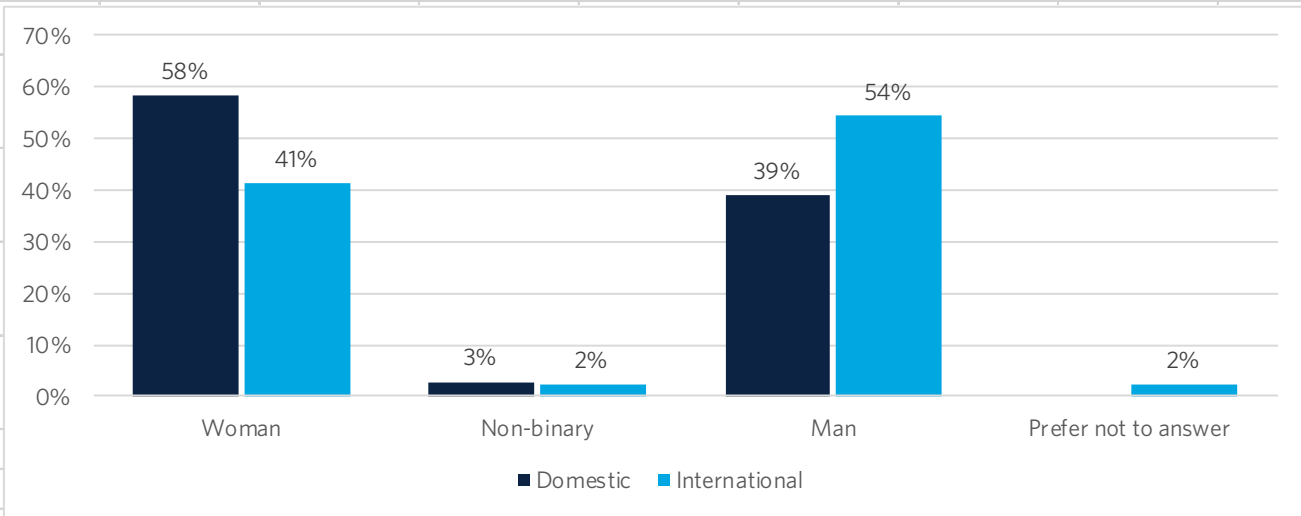
Select all that apply.





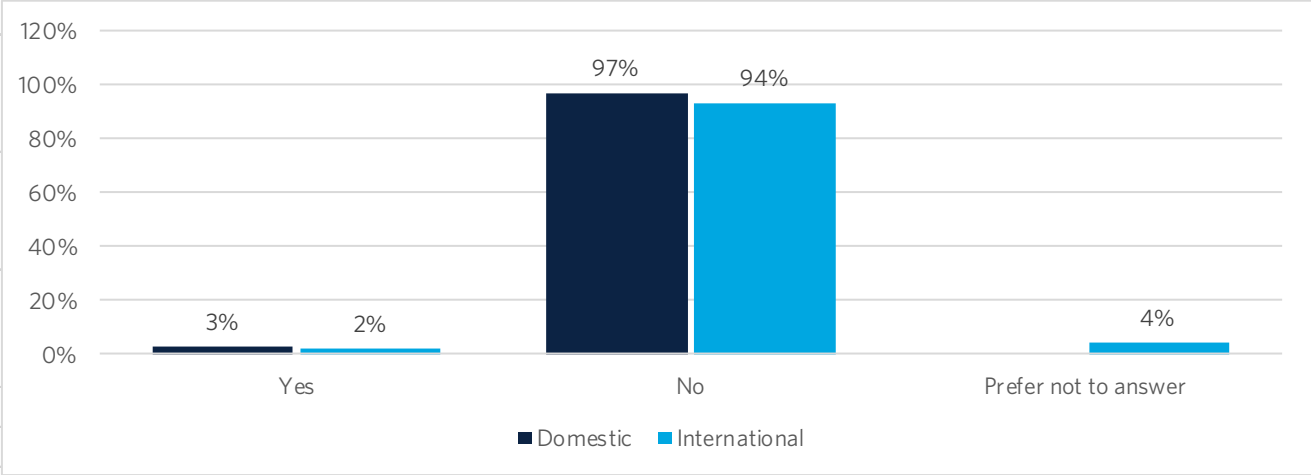
Column1	Domest	Domest	Internat	Internat	Original
English	36	100%	44	98%	1
Persian/Farsi	2	6%	7	16%	10
French	2	6%	2	4%	2
Mandarin	1	3%	5	11%	3
Spanish	1	3%	4	9%	8
Hindi	0	0%	8	18%	9
Cantonese	0	0%	2	4%	4
Punjabi	0	0%	2	4%	5
Arabic	0	0%	2	4%	12
Other	0	0%	2	4%	17
Russian	0	0%	1	2%	11
German	0	0%	1	2%	15
Urdu	0	0%	1	2%	16
Prefer not to answer	0	0%	1	2%	18
Korean	0	0%	0	0%	6
Japanese	0	0%	0	0%	7
Vietnamese	0	0%	0	0%	13
Filipino/Tagalog	0	0%	0	0%	14
<b>Total</b>	<b>36</b>		<b>45</b>		

What is your gender identity?

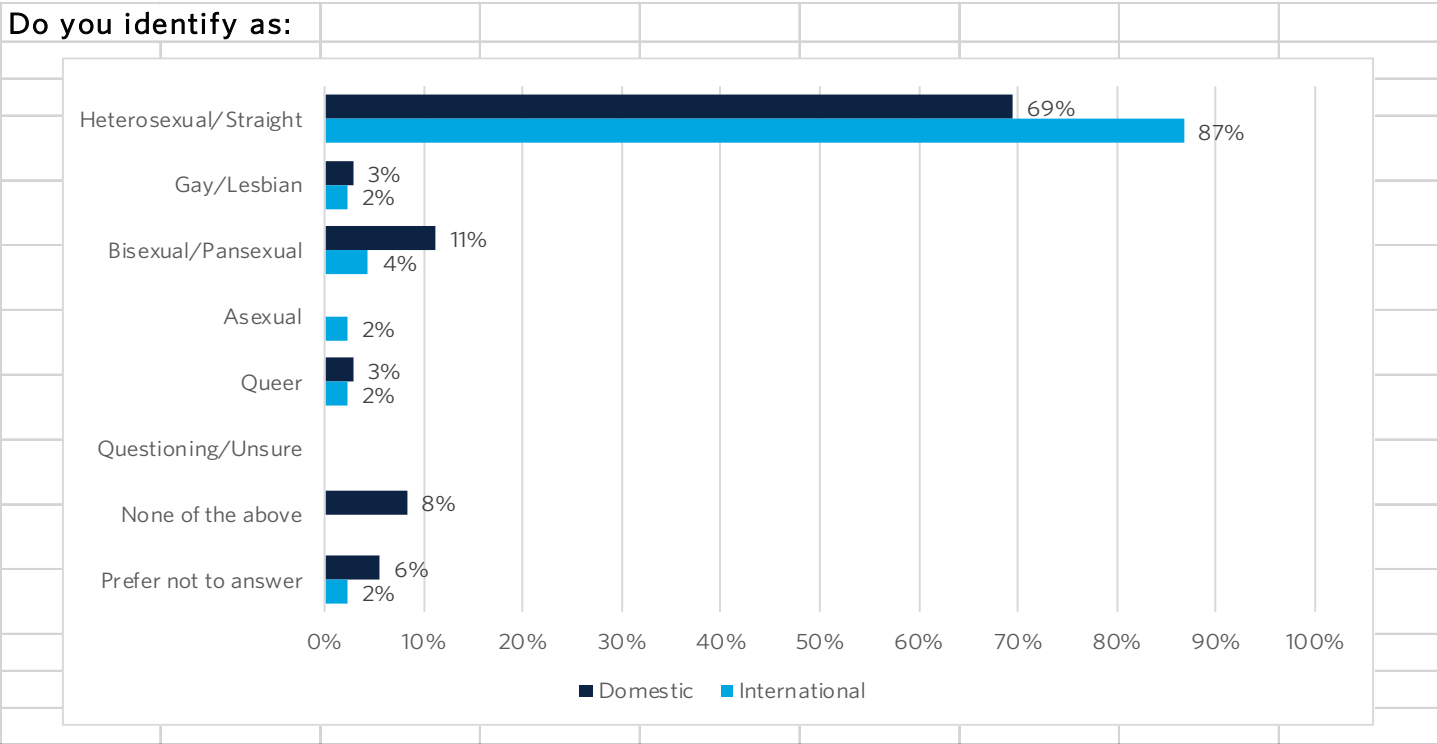


Column1	Domest	Domest	Internat	Internat
Woman	21	58%	19	41%
Non-binary	1	3%	1	2%
Man	14	39%	25	54%
Prefer not to answer	0	0%	1	2%
<b>Total</b>	<b>36</b>		<b>46</b>	

Are you someone with trans experience (meaning that your gender identity does not align with your sex assigned at birth)?

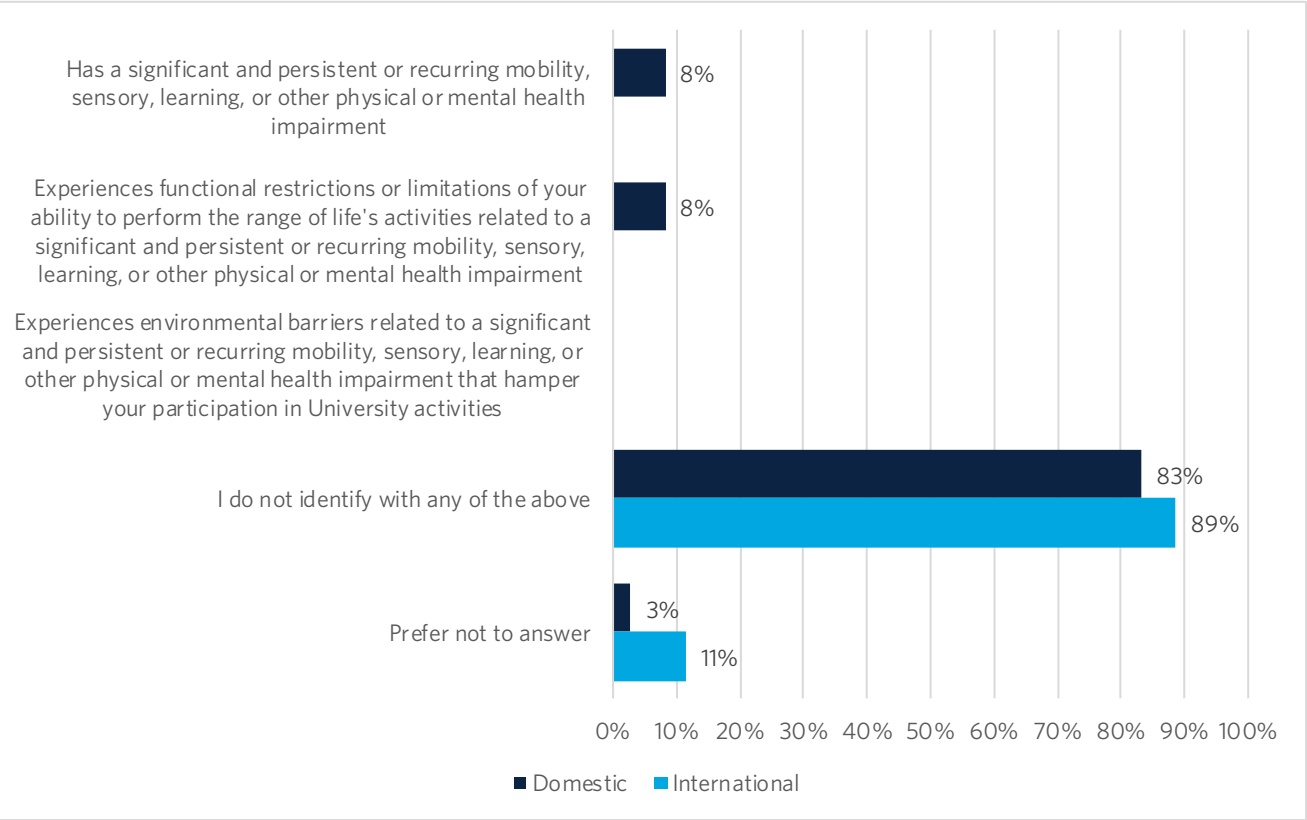


Column1	Domestic	Domestic	Internat	Internat
Yes	1	3%	1	2%
No	35	97%	43	94%
Prefer not to answer	0	0%	2	4%
<b>Total</b>	<b>36</b>		<b>46</b>	



Column1	Domest	Domest	Internat	Internat
Heterosexual/Straight	25	69%	39	87%
Gay/Lesbian	1	3%	1	2%
Bisexual/Pansexual	4	11%	2	4%
Asexual	0	0%	1	2%
Queer	1	3%	1	2%
Questioning/Unsure	0	0%	0	0%
None of the above	3	8%	0	0%
Prefer not to answer	2	6%	1	2%
<b>Total</b>	<b>36</b>		<b>45</b>	

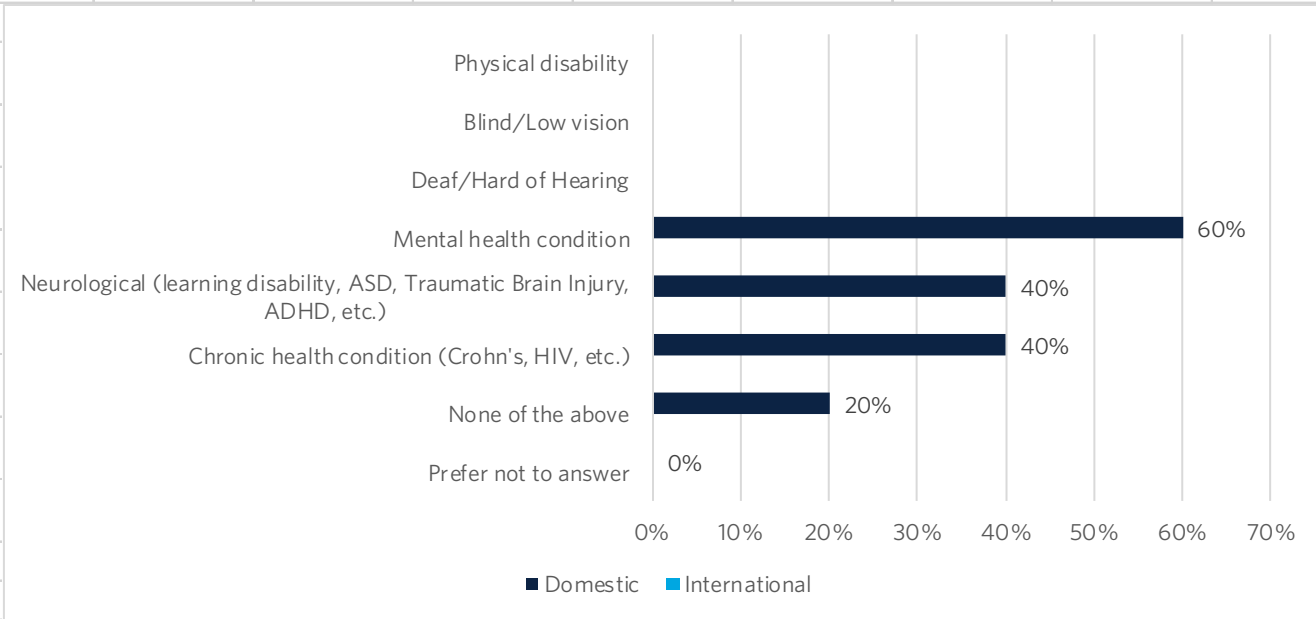
Do you identify as someone who (Select all that apply):



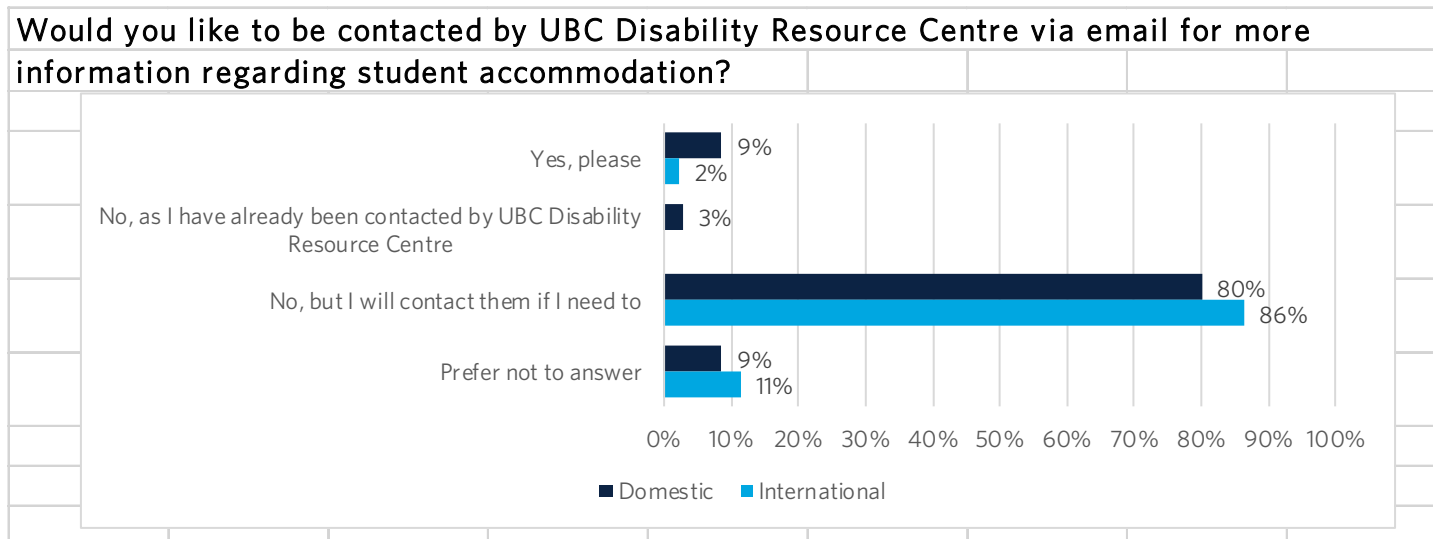
Column1	Domest	Domest	Internat	Internat
Has a significant and persistent or recurring mobility, sensory, learning, or other physical or mental health impairment	3	8%	0	0%
Experiences functional restrictions or limitations of your ability to perform the range of life's activities related to a significant and persistent or recurring mobility, sensory, learning, or other physical or mental health impairment	3	8%	0	0%
Experiences environmental barriers related to a significant and persistent or recurring mobility, sensory, learning, or other physical or mental health impairment that hamper your participation in University activities	0	0%	0	0%
I do not identify with any of the above	30	83%	39	89%
Prefer not to answer	1	3%	5	11%
<b>Total</b>	<b>36</b>		<b>44</b>	

Please indicate which of the following categories best describe any impairment, functional restriction, limitation, and/or barrier you are facing. Please check all that apply.

[Asked to students who select any of the first 3 options in the previous question]



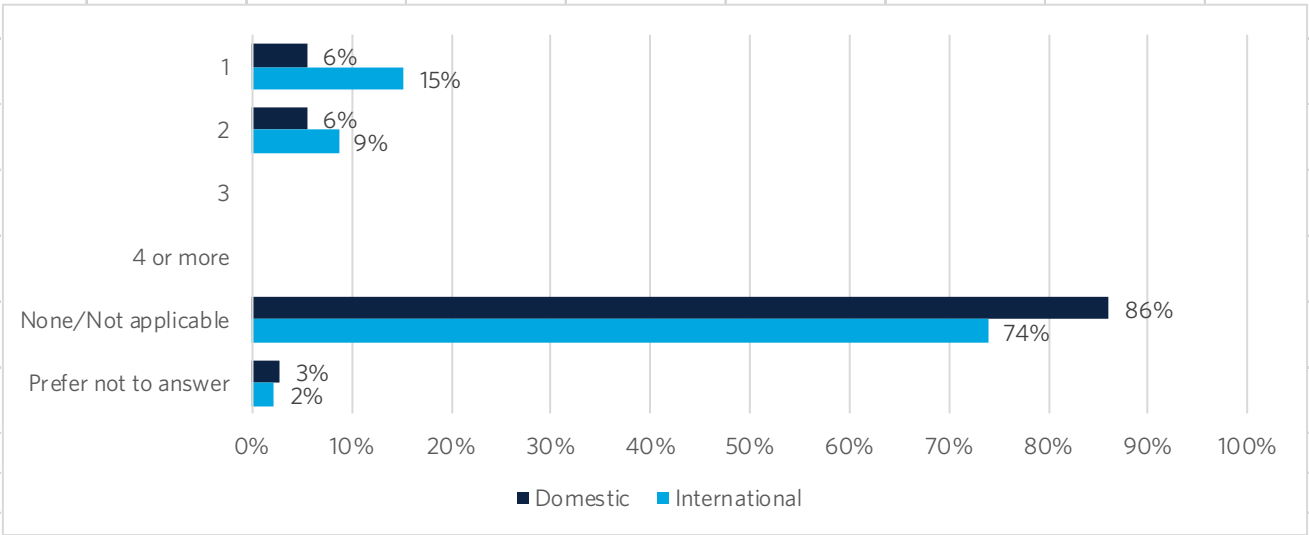
Column1	Domest	Domest	Internat	Internat
Physical disability	0	0%	0	0%
Blind/Low vision	0	0%	0	0%
Deaf/Hard of Hearing	0	0%	0	0%
Mental health condition	3	60%	0	0%
Neurological (learning disability, ASD, Traumatic Brai	2	40%	0	0%
Chronic health condition (Crohn's, HIV, etc.)	2	40%	0	0%
None of the above	1	20%	0	0%
Prefer not to answer	0	0%	0	0%
<b>Total</b>	<b>5</b>		<b>0</b>	



Column1	Domest	Domest	Internat	Internat
Yes, please	3	9%	1	2%
No, as I have already been contacted by UBC Disability Resource Centre	1	3%	0	0%
No, but I will contact them if I need to	28	80%	38	86%
Prefer not to answer	3	9%	5	11%
<b>Total</b>	<b>35</b>		<b>44</b>	



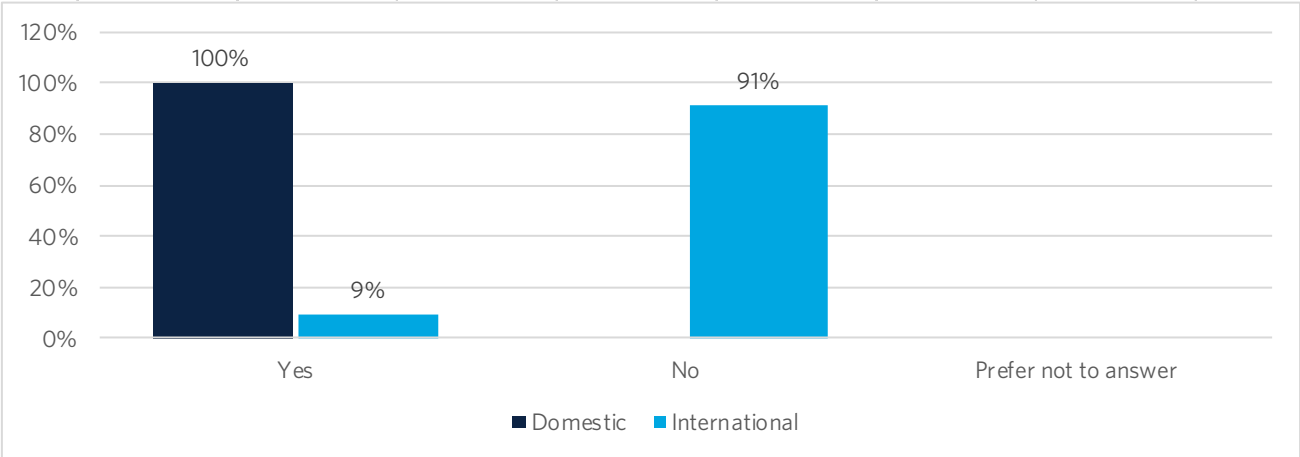
How many children, if any, do you have?



Column1	Domest	Domest	Internat	Internat
1	2	6%	7	15%
2	2	6%	4	9%
3	0	0%	0	0%
4 or more	0	0%	0	0%
None/Not applicable	31	86%	34	74%
Prefer not to answer	1	3%	1	2%
<b>Total</b>	<b>36</b>		<b>46</b>	

**Do your children/does your child live in Canada?**

[Asked to students who indicated they had at least 1 child]



Column1	Domest	Domest	Internat	Internat
Yes	4	100%	1	9%
No	0	0%	10	91%
Prefer not to answer	0	0%	0	0%
<b>Total</b>	<b>4</b>		<b>11</b>	