



COVID-19 Survey Data

Preliminary Findings

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Executive Summary

Background Methodology

Purpose: to gather information on the financial, academic, and well-being concerns of students at UBC during the COVID-19 pandemic.

Survey Partners:

- GSS
 - Nicolas Romualdi, VP Academic & University Affairs
 - Yu Luo, GSS Survey Data Associate
- UBC PAIR
 - Torun Halvorsen, Research & Evaluation Associate
 - Grace Lau, Associate Director

Incentives: Respondents were offered a chance to win one of ten \$50 Gift Cards or one \$100 Gift Card, or one of three \$50 AMS Gift Cards. *This was listed as Amazon cards then changed to Visa gift cards.

Student Response

Sample Size: 5, 989 completed surveys,

Response rate: 13%

AMS/GSS COVID-19 Impact survey - RESPONSE RATES - CLOSED			
Recorded	2-Jul-20 4:25pm		
	Completed Survey	Population Size	Response Rate
Baccalaureate degree	5036	37709	13%
Masters degree	1048	6815	15%
Doctoral degree	604	3666	16%
All other students	722	8441	9%
Total	7410	56631	13%

Analysis

Financial Impacts

**Employment &
Income**

**Access to
Financial Support
(Government, UBC,
or Personal)**

**Concern for rent
payment in a
2020-2021 lease
agreement**

**Paying for
required textbooks**

**Access to
technology for
Summer and Fall
courses**

**Perceptions of
UBC and
Government
response to
student housing
affordability
during the
pandemic**

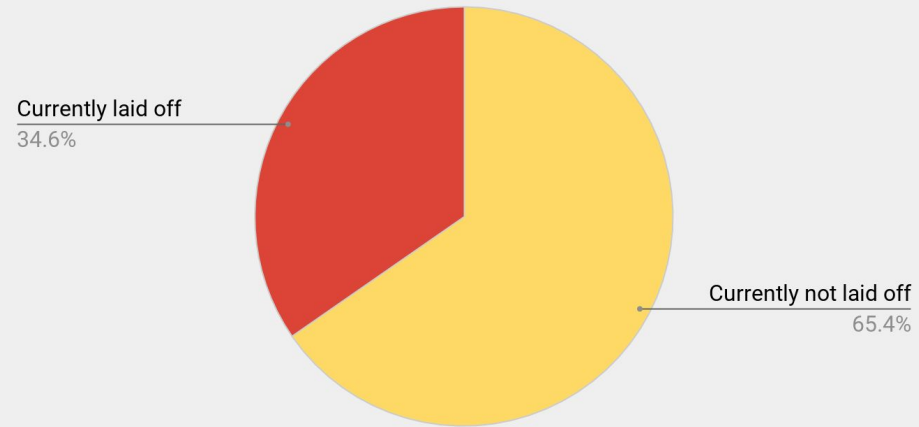
**Expense on
physical textbooks
for Summer and
Fall 2020 courses**

Income

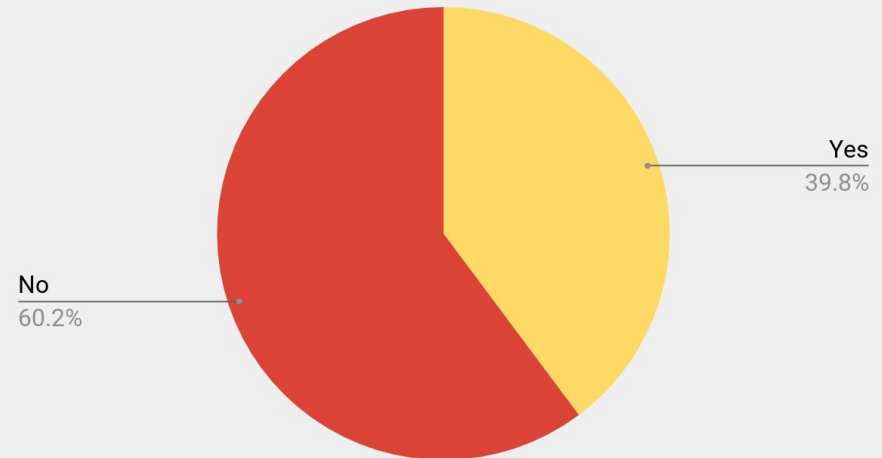
Percentage of Students Laid off Due to the Pandemic

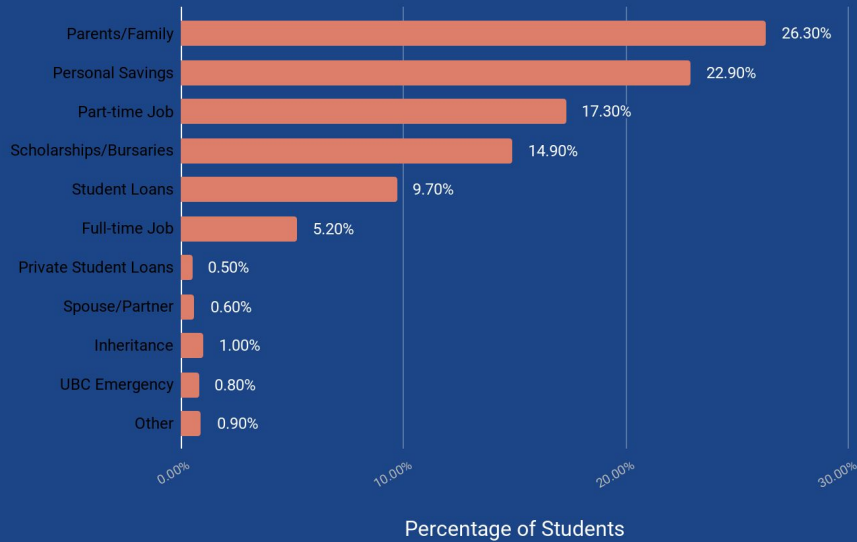
- 3,319 respondents
- 1,150 students have been laid off their part-time/full-time job
- 2,169 students remain employed or were not working at the beginning of the pandemic
- Of these respondents, 60.2% are not currently receiving income from their scheduled shifts.
- **Key Insight:** 34.6% of students were unexpectedly laid off from their job and lost significant income and work experience.

Current Employment Status As a Result of the Pandemic



Income from Scheduled Shifts





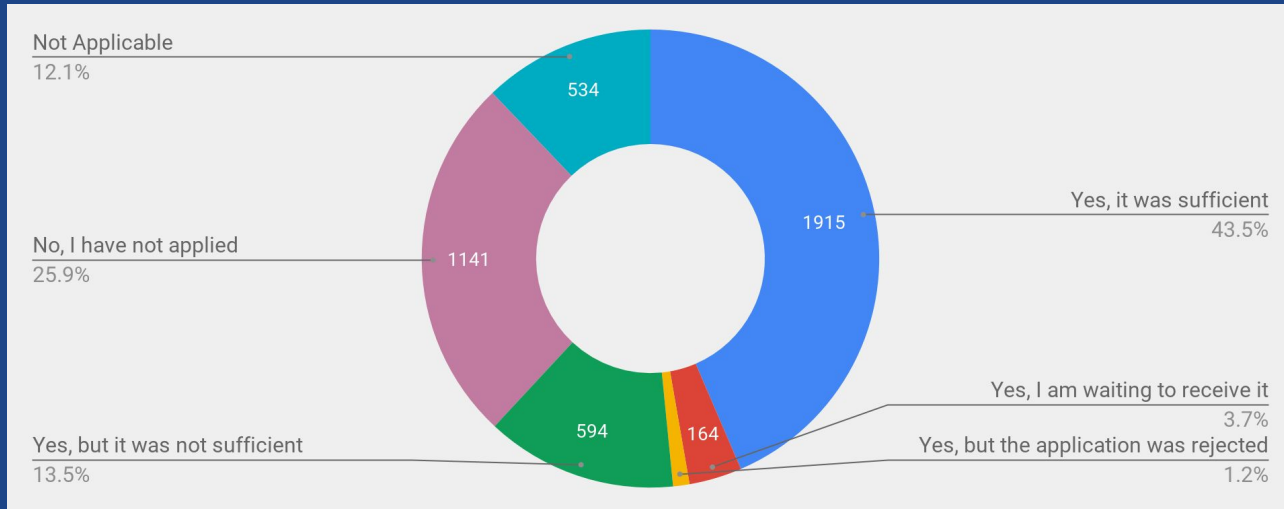
- A majority of students rely on immediate family, personal savings, part-time jobs, scholarships/bursaries, and student loans in order to fund their studies.
- **Key Insight:** In an unstable economy where family income, personal savings, and opportunities for employment are lower than usual, students will rely on scholarships, bursaries, and student loans to continue to fund their education.

Income

Sources of Financial Support for School Costs

Income

Sufficiency of CESB/CERB Funding



- 43.5% of students reported that CESB/CERB were sufficient in covering their expenses over the past few months.
- 15.8% students are either still waiting to receive the funding or do not need the assistance funds.
- **Key Insight:** 40.6% of students are in need of more funding in order to cover living and tuition expenses.

Expenses

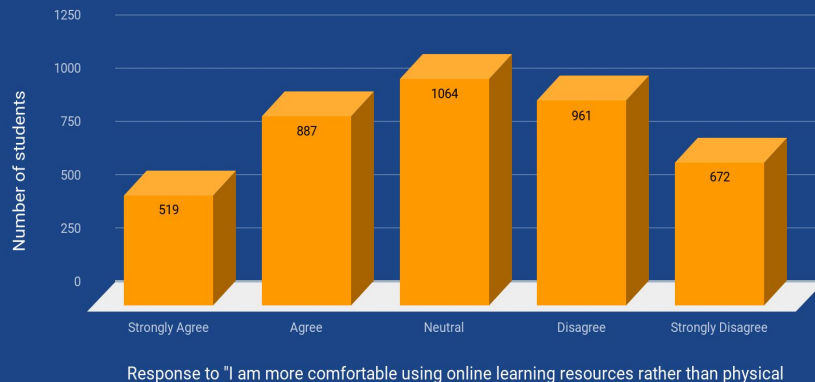
Learning Resources for Summer & Fall Courses

1,059 out of 4,081

Students reported they must incur necessary expenses on textbooks within the next year

- **34.2%** of these students agree or strongly agree that they prefer the use of online textbooks.
- **25.9%** reported neutral.
- **39.8%** disagree or strongly disagree that they prefer the use of online textbooks.
- **Key Insight:** There seems to be a considerably even split between students who are comfortable learning with online resources vs. those comfortable learning with physical textbooks.

Comfortability with Online Learning Resources vs. Physical Textbooks



Expenses

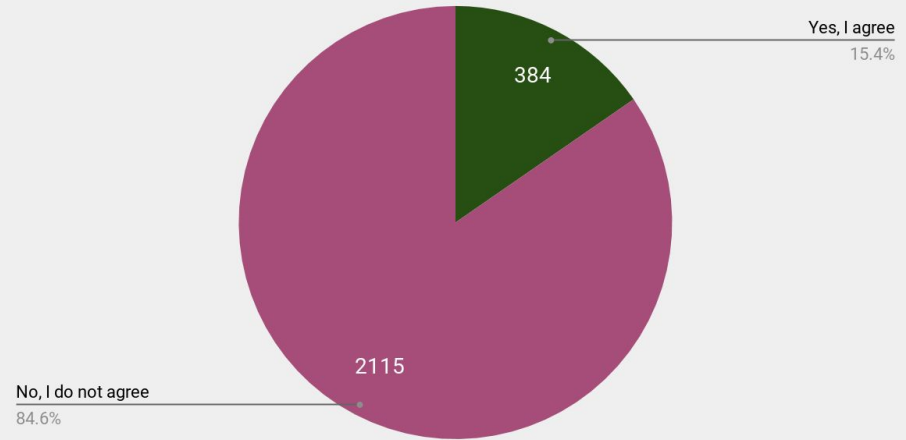
Meeting Rent Payments in 2020-2021

- Of the 809 students who signed a Year Round Housing Contract for the 2020-2021 school year:

68.5% reported that they are concerned about successfully meeting their rent payments during the school year, while

31.5% reported that they are not concerned about meeting their rent payments in 2020-2021.

Number of students who agree that UBC has responded adequately in addressing student housing affordability during COVID-19



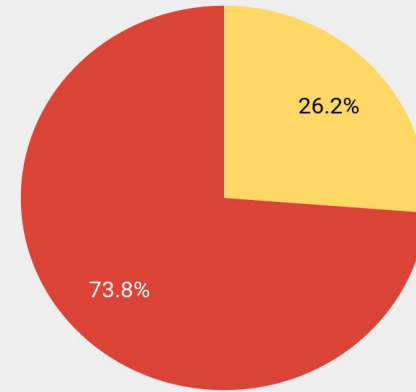
- 2,115 students feel that the UBC COVID-19 response has *not* been adequate in addressing issues in student housing affordability.
- 384 students feel that the UBC COVID-19 response has been adequate in addressing housing affordability issues.
- **Key Insight:** The UBC COVID-19 response must adequately address the housing concerns of students in the 2020-2021 school year, especially those who have committed to housing contracts without knowledge of the upcoming virtual campus model and the financial implications of the pandemic.

Expenses

Perceptions of Government COVID-19 Support in Addressing Student Housing Affordability

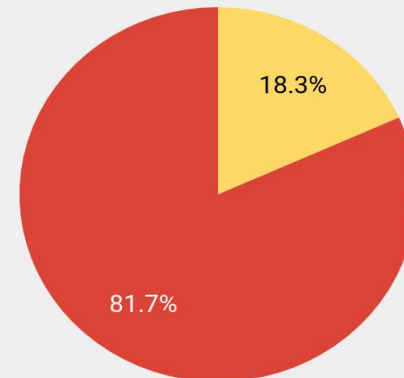
- Notably, **81.7%** of international students at UBC reported that the Federal government has *not* been adequate in addressing student housing affordability.
- This is comparable to **73.8%** domestic students who reported the same response.
- **Key Insight:** International students seem to have a greater demand for affordable student housing during the COVID-19 crisis. Global macroeconomic factors, such as a weakened exchange rate due to currency devaluation, might play a role in this demand for financial aid.

Domestic Student Response to Adequacy of Federal COVID-19 Response in Addressing Student Housing Affordability



● Yes, the response has been adequate ● No, the response has not been adequate

International Student Response to Adequacy of Federal COVID-19 Response in Addressing Student Housing Affordability

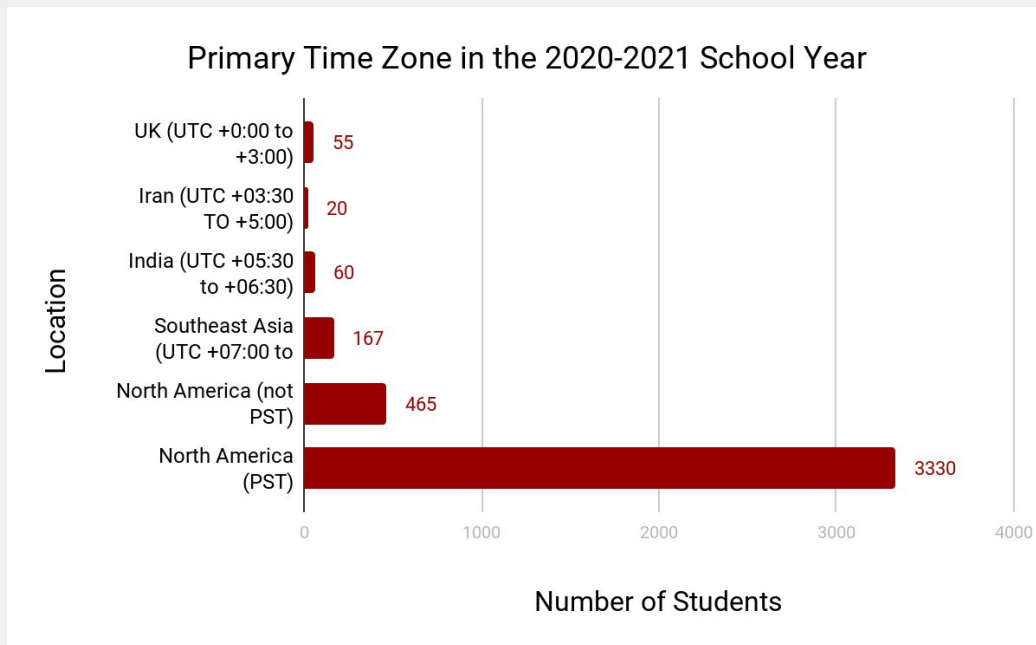


● Yes, the response has been adequate ● No, the response has not been adequate

Academic Impacts

Academic Performance

Primary Time Zone in Fall 2020



- **18.4%** students (767 students) will be in a non-PST time zone in Fall 2020.
- **Of these 767 students:**
 - **11.1%** (465 students) will be within a 1-5 hour time difference from PST.
 - **7.2%** (302 students) will be within a 8-14 hour time difference from PST.
- **Key Insight:** A considerable amount of students will be in a different time zone in the Fall term, which might affect their ability to attend online lectures, tutorials, office hours, group review sessions, virtual campus events, and networking opportunities in a timely and optimal manner.

Academic Performance

Access to Necessary Technology for Online Courses

69.9%

Of Students have access to the necessary technology to complete Summer and Fall 2020 courses.

23.0%

Are unsure if they do/will have access to this technology.

7.1%

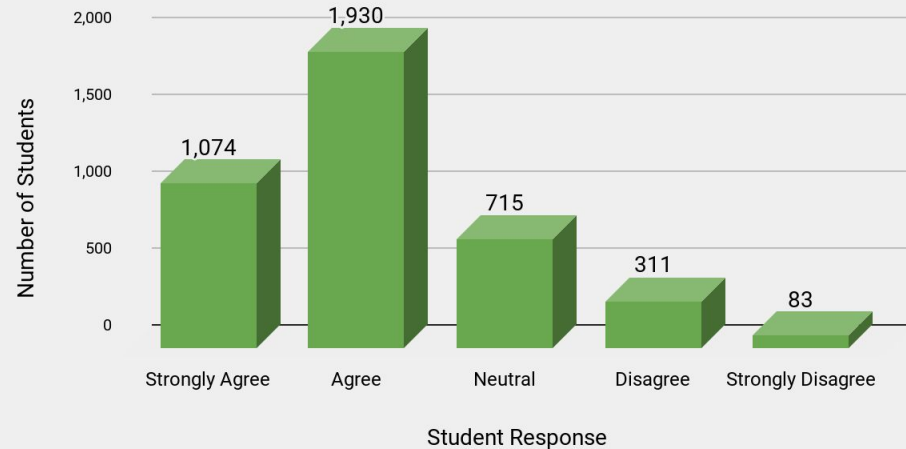
Report that they do NOT have access to the technology necessary to complete these courses.

Academic Performance

Student Comfortability Using the Technology Required for Online Courses

- 73% of students reported strong to average agreement regarding good comfortability using technology for online courses.
- 17.4% reported neutrally.
- 9.6% students reported that they are not comfortable using the required technology for online courses.

Response to "I feel comfortable using the technology required in my online classes."

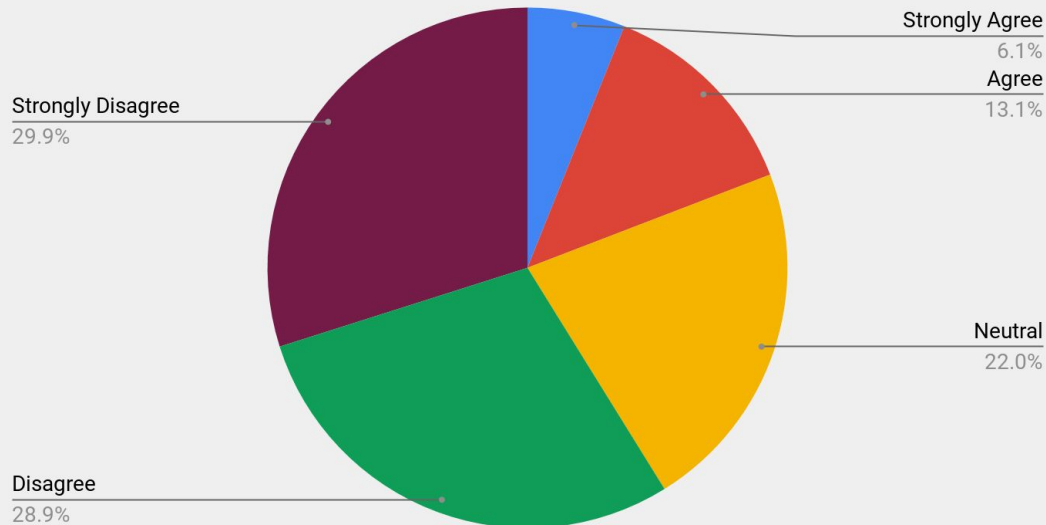


- **Key Insight:** A majority of students seem to be comfortable with using the technology required for online courses. However, a small percentage of students will need support in adjusting to the use of technology in their classes.

Academic Performance

Independent Study and Online Lectures

Response to "I am engaging with my course material better through independent study and online lectures"



- 58.8% of students disagree with this statement, while 19.2% agree and 22.0% remain neutral.
- **Key Insight:** A majority of students are not able to optimize their academic performance through independent study and online lectures. These students will need additional and flexible academic support in order to accommodate their respective learning styles and overall ability to become educated.

Academic Performance

Use of Open Education Resources

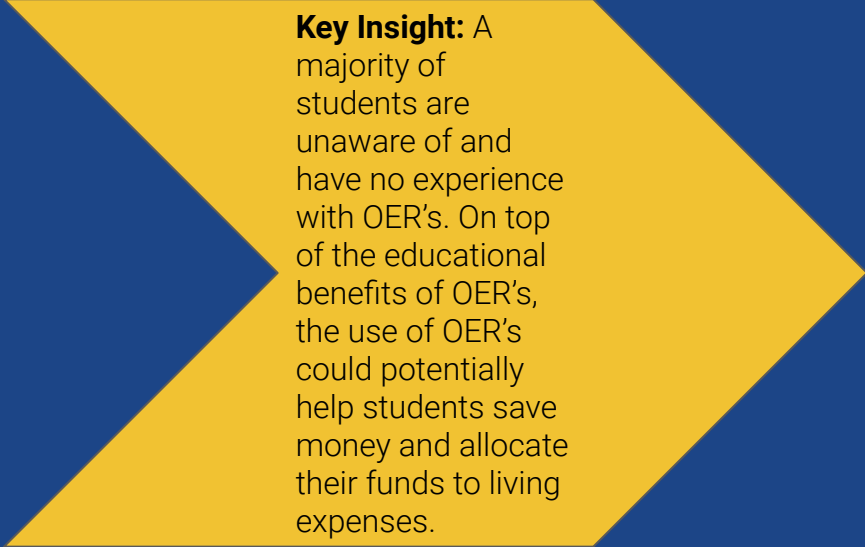
Open Education Resources (OER) are free and accessible learning materials that can supplement or fulfill the learning objectives of UBC Courses.

However, only:

17.8% have previous experience with OER's.

15.1% are unsure.

67.0% have NOT previously used OER's.

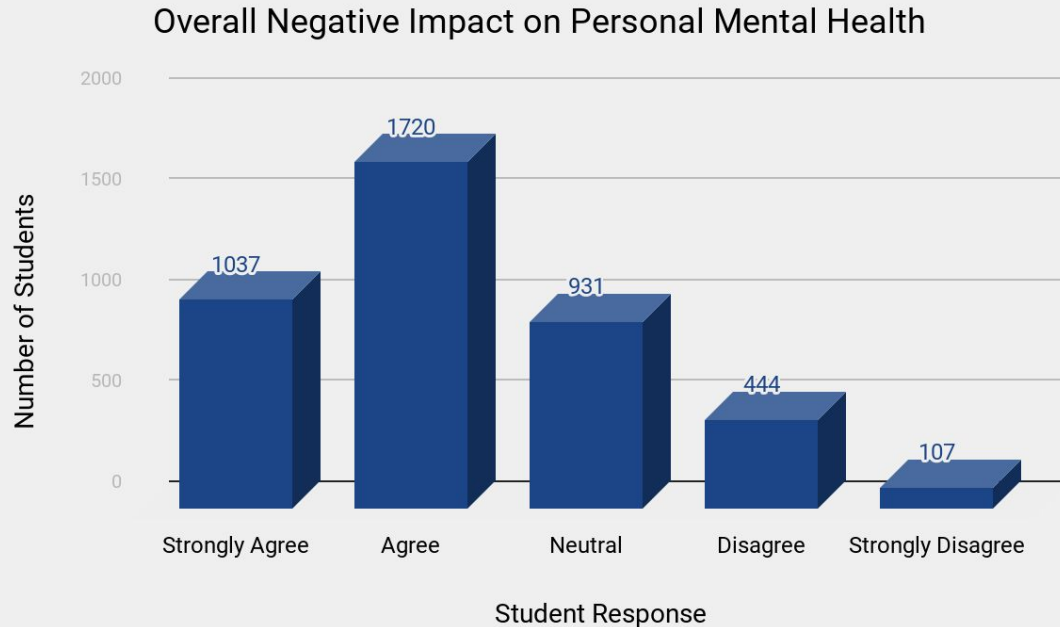


Key Insight: A majority of students are unaware of and have no experience with OER's. On top of the educational benefits of OER's, the use of OER's could potentially help students save money and allocate their funds to living expenses.

Impacts on Physical & Mental Health

Student Perceptions of Mental Health Status

Has the COVID-19 pandemic affected students' mental health negatively?

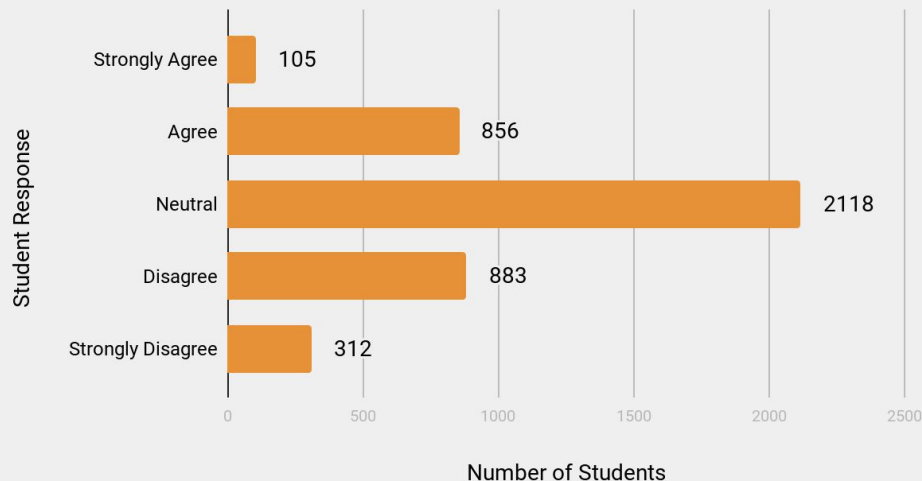


- **65.1%** of students strongly agree or agree that the pandemic has had an overall negative impact on the status of their mental health and well being.
- **22.0%** reported neutral and **13%** strongly disagree or disagree that the pandemic has impacted their mental health negatively.
- **Key Insight:** A significant amount of students will be entering the school year with an already fragile mental health system. Considering that midterm and final exam season are high-stress periods, students' mental health conditions might be exacerbated during these periods.

Perceptions of UBC COVID-19 Support

AMS COVID-19 Support

Student Perception on AMS and UBC Support During the Pandemic



- **22.5%** of students agree that the AMS and the UBC community have adequately supported them during the COVID-19 crisis.
- **49.6%** remain neutral; and **28%** disagree.

Policy Recommendations

Stream 1: Mental & Physical Health

Long periods of social isolation, unemployment, financial insecurity, grief, and the overwhelming stress of enduring the COVID-19 crisis will contribute to psychological problems such as anxiety, insomnia, depression, alcohol and drug abuse, psychosis, and post-traumatic stress disorder.

Such prolonged states of mental threat might considerably jeopardize academic and professional performance as they intersect with physical health risks and impact students' ability to participate in the University setting.

Therefore, in order to protect the overall health and well-being of students, mental and physical health support programs at UBC must focus on the following objectives:

- I. **Reducing student stress.**
- II. **Ensuring that social connections are sustained in a virtual campus model.**
- III. **Incentivizing a monitoring system for students exposed to COVID-19.**

Stream 2: Financial Support

- **Rent supplement programs for students in on-campus housing.**
 - In the Fall 2020 Term
- **Continue supporting COVID-19 Emergency Support Fund for domestic and international students who:**
 - Are from disadvantaged financial backgrounds and do not have access to/are unable to afford the costs of a computer and/or high speed internet in order to support virtual learning, and/or are unable to afford costs of home study (e.g. buying a desk, chair, etc.).
 - Have lost income and cannot pay for rent, food, or other necessities, where government support is not sufficient/does not cover these costs.
- **Use of OER and provision of affordable online course materials.**
 - Instead of required purchase of physical textbooks, as data shows most students are likely to purchase required textbooks for courses which cuts into their daily living expenses
- **U-Pass program.**
 - Due to the hybrid nature of campus (online and in-person classes/work), give students the option to opt-in or opt-out of U-pass program/provide subsidies for U-Pass
 - Provide reimbursements for students who are not using U-Pass
- **Increased job/work-learn positions for Baccalaureate students which can be done from home.**

Stream 3: Academic Support

- **Modify requirements for academic accommodation in order to make them more flexible for domestic and international students, where COVID-19 has affected their studies under compelling/compassionate grounds.**
 - Decision-making surrounding special consideration should go beyond illness/injury and examine the student's home circumstances and personal responsibilities outside of the academic setting (e.g. lack of quiet space, cohabitation with abusive family members/partners, lack of access to proper technology, etc.).
- **Softening of harsh deadlines or policies related to student work in the classroom setting.**
 - Encourage staff to be flexible, understanding, and open for communication with students instead of maintaining unrealistic dynamics.
- **Loss of quality of course content should not be tolerated.**
 - Leeway in switching to online delivery is to be expected and students should be encouraged to be patient, however, sharp drops in teaching services (e.g. extremely short lectures, ending term weeks early, poor quality assignments) that do not meet UBC standards should not be tolerated.
- **Provide thorough step-by-step tutorials for students regarding the proper use of technology/programs needed for online learning.**
 - i.e. how to navigate Collab Ultra, Microsoft Suite, or other programs that might be useful in online learning

Thank you!

These are preliminary findings.
Full report will be available in
August.