

# Planning New Programs at UBC's Okanagan Campus: Survey Results



**a place of mind**

THE UNIVERSITY OF BRITISH COLUMBIA

**Okanagan Planning and Institutional Research**

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## Executive Summary

The Planning New Programs at UBC's Okanagan Campus Survey was administered in 2016 to all current undergraduate students. In total, 1,739 students out of 7,810 responded to the survey – a response rate of 22%. The sample of respondents was generally a good representation of the 2016/17 undergraduate student population at UBC's Okanagan campus, when considering study category, year level, and program.

### Background Information

Most survey respondents (70%, n = 1,187) had already declared their major. Among those who had not declared their major yet, the largest proportions intended to study arts, humanities, and social sciences (36%, n = 189); natural sciences (22%, n = 114); and applied sciences (18%, n = 95). Nearly all students who had declared a major intended to graduate between the years 2017 and 2020.

### New Program Structures

Participants were asked which types of potential new program structures they would be interested in. The top three selections, with the largest proportions of students selecting they were interested “to a great extent” or “somewhat,” included: a Professional/Applied Master's Program (79%, n = 1,089), a Graduate Diploma Program (68%, n = 942), and an Undergraduate Diploma Program (64%, n = 890). Among those interested in an Undergraduate Credit Certificate Program, 38% (n = 255) would be more likely to complete an undergraduate credit certificate, and 32% (n = 214) would be more likely to complete a minor in their undergraduate program.

### A New Program Focused on Sustainability

Overall, 45% (n = 600) of respondents had completed, are currently enrolled in, are planning to enroll in, or did not know about but are interested in Sustainability 100. Among participants interested in sustainability, 32% (n = 228) would consider an undergraduate degree focused in sustainability, if they were starting their undergraduate degree over again. Environmental Conservation and Management (60%, n = 274) and Society, Environment, and Policy (50%, n = 225) were the most popular sustainability specialization areas respondents were interested in. In terms of potential types of sustainability programs, just over half (52%, n = 232) of respondents cited they would be interested in a Minor in Sustainability within an existing degree program, and 46% (n = 202) did so for a Bachelor of Science degree with a major in sustainability. Most respondents agreed to some extent – chose “strongly agree” or “agree” – that a major in sustainability within a pre-existing bachelor program would be perceived more favourably than a stand-alone Bachelor of Sustainability both by potential employers (72%, n = 318) and in graduate school applications (64%, n = 286). Sustainability jobs were perceived as very highly or highly in demand by 68% (n = 297) of respondents.

### Professional/Applied Master's Programs

In total, 33% (n = 428) of respondents planned to pursue an applied or professional master's degree. As well, 41% (n = 530) of participants noted they would consider staying at UBC Okanagan to complete their post-graduate degree, and another 36% (n = 468) would “maybe” consider staying. Of those who would potentially stay at UBC Okanagan for graduate studies, 64% (n = 697) would consider/have considered enrolling in a dual degree program. All dual degree program options presented in the survey would influence the majority of respondents' decisions to enroll in the dual degree program, with large proportions selecting “to great extent” or “somewhat” for each item. These options included: a guaranteed placement in the professional/applied master's program, specialised career advice/counselling upon acceptance, guaranteed tuition rates, and the ability to skip the first six weeks of the professional/applied master's program.



## Professional/Applied Master's Degree in Data Science

In total, 8% (n = 94) of respondents were currently considering applying to a professional/applied master's degree in data science or deciding which data science program to apply to. An additional 27% (n = 338) noted they would maybe be interested in such a program, but would need additional information. Among those interested participants, many cited they were interested in the professional/applied master's degree in data science because "there is clear demand for skilled professionals who can mine and interpret data" (53%, n = 231). The most common sectors in which these respondents indicated they would like to pursue employment included: health care/medical (45%, n = 196), software (including web and mobile) (44%, n = 189), and government (37%, n = 160). Data science jobs were perceived as very highly or highly in demand by 68% (n = 296) of respondents.



## Introduction

This report presents the results of the 2016 Planning New Programs at UBC’s Okanagan Campus Survey. Participating students were asked about their perceptions on potential new degree and other programs that provide professional knowledge and skills training. Specifically, this survey asked questions that are relevant to two new proposed academic programs, one undergraduate and one graduate. It also asked participants to share their thoughts on the ways that these and other programs might be structured and delivered.

## Methodology

All students registered as of Winter 2016 in a bachelor’s degree, certificate, or diploma program, as well as unclassified and access studies students, were invited to participate in the Planning New Programs at UBC’s Okanagan Campus Survey.

The survey was deployed online via e-mail invitations. The survey was available to students from October 13<sup>th</sup> to November 2<sup>nd</sup>, 2016. As an incentive for participating in the survey, students were entered into a draw for one of twenty \$50 Visa gift cards.

## Sample

A total of 7,810 students were invited to complete the survey, excluding email bounce backs. Of 7,810 invitees, there were 1,739 full or partial completes –an overall response rate of 22%.

The sample of respondents was generally a good representation of the cohort of students, with some exceptions (refer to Table 1). Males were underrepresented (cohort: 46%, sample: 39%) and females were overrepresented (cohort: 54%, sample: 61%). The sample of respondents reflects the composition of the cohort well in terms of study category, year level, and program. Domestic (cohort: 88%, sample: 91%) students were slightly overrepresented, while international students were slightly underrepresented (cohort: 12%, sample: 9%).

Table 1: Demographic breakdown of cohort and sample

	Cohort		Sample	
	Count (N)	%	Count (n)	%
<b>Gender</b>				
Male	3,615	46%	670	39%
Female	4,195	54%	1,069	61%
<b>Study Category</b>				
Access Studies	73	1%	16	1%
Degree Seeking	7646	98%	1,698	98%
Unclassified	91	1%	25	1%
<b>Year Level</b>				
Year 1	2,300	29%	516	30%
Year 2	1,606	21%	404	23%
Year 3	1,669	21%	354	20%
Year 4	1,943	25%	400	23%
Year 5	194	2%	44	3%
<b>Domestic/International</b>				
Domestic	6,869	88%	1,578	91%



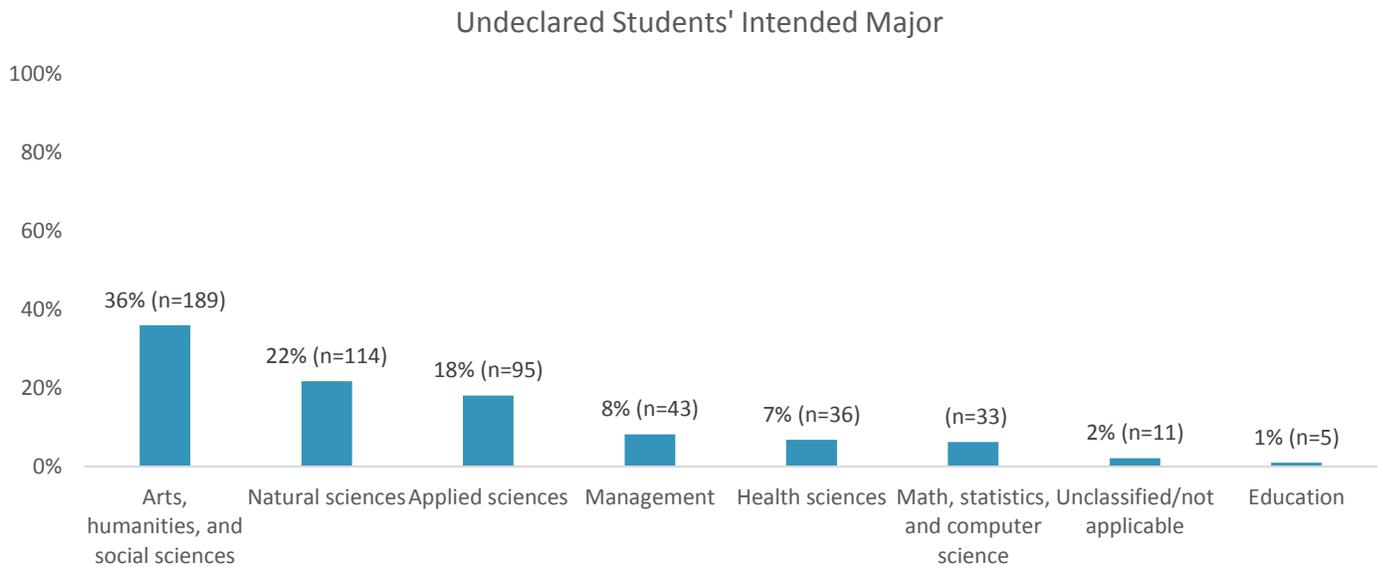
International	941	12%	161	9%
<b>Program</b>				
BA-O	1,976	25%	424	24%
BASC-O	1,146	15%	277	16%
BEDE-O	73	1%	8	0%
BEDS-O	60	1%	18	1%
BFA-O	119	2%	21	1%
BHK-O	656	8%	153	9%
BMGT-O	844	11%	150	9%
BSC-O	2,219	28%	479	28%
BSN-O	528	7%	163	9%
CIEP-O	3	0%	1	0%
CLLP-O	1	0%	1	0%
DIEP-O	21	0%	3	0%



## Background Information

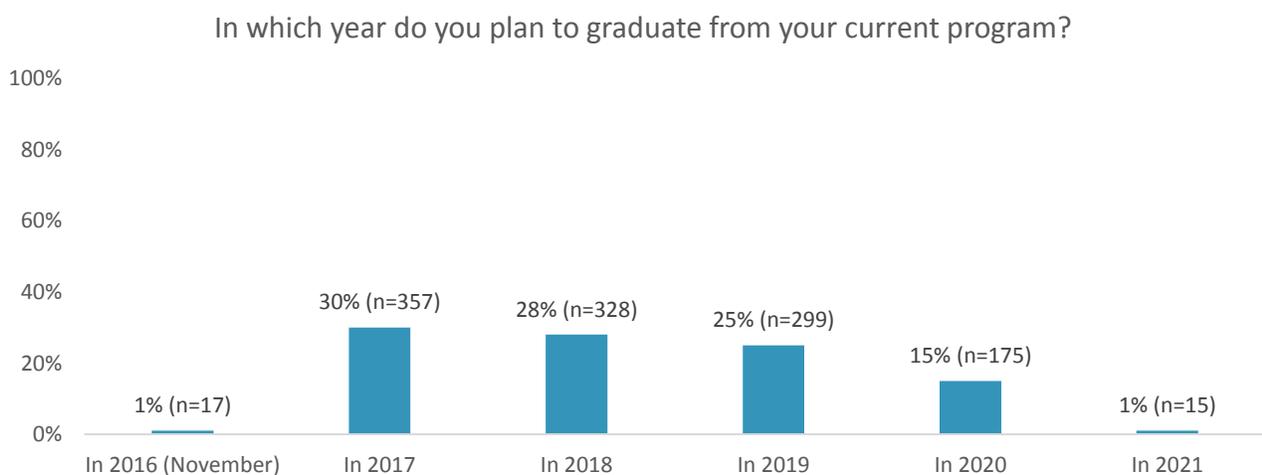
Respondents were asked to indicate whether they had already declared their major. Overall, 70% (n = 1,187) had and 30% (n = 509) had not. For the calculations in Figure 1 below, intended areas of study were reclassified into broader categories. The largest proportions of undeclared respondents intended to study arts, humanities, and social sciences (36%, n = 189); natural sciences (22%, n = 114); and applied sciences (18%, n = 95).

Figure 1: Intended major among undeclared students



Those who had declared their major were asked to specify the year in which they planned to graduate from their current program. Nearly all students said between the years 2017 and 2020.

Figure 2: Planned year of graduation



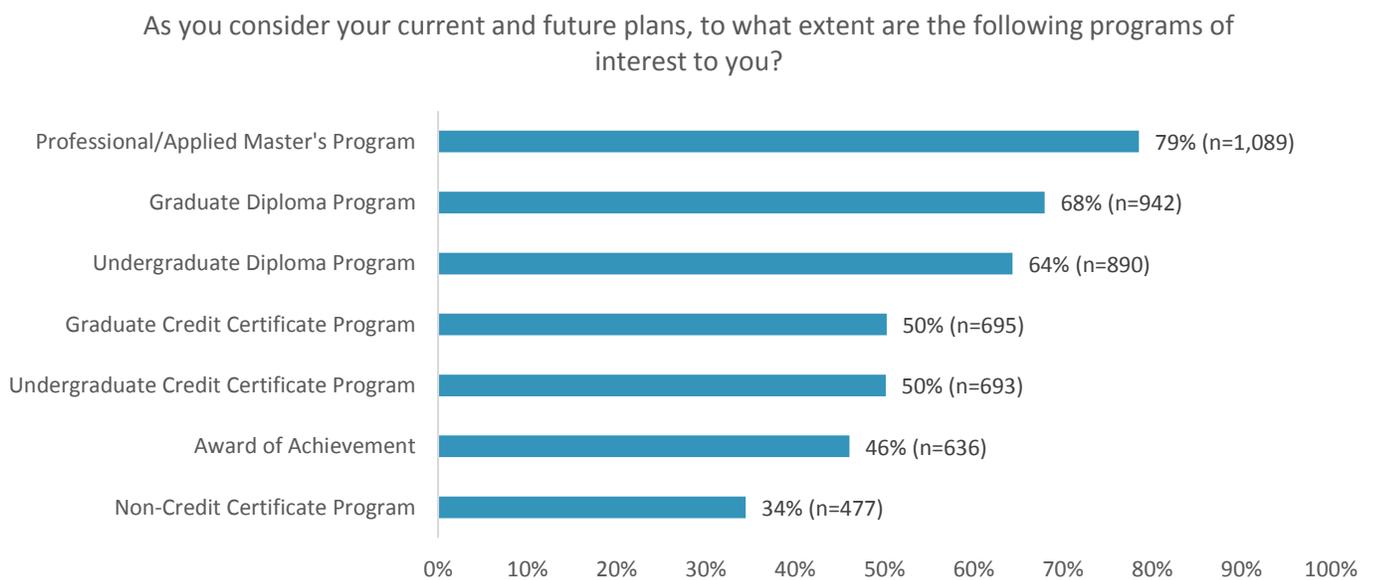
## New Program Structures

To understand how students perceive different types of program offerings, respondents rated the extent to which certain program types interested them, considering their current and future plans. In particular, survey participants indicated their interest in the following:

- **Professional/Applied Master’s Program:** 30 credit, non-thesis graduate program, 6 months to 1 year in duration, focused on acquiring knowledge and skills in a professional field.
- **Graduate Diploma Program:** 15-30 credits of post-graduate study, representing specialized knowledge and skills acquisition at the graduate level.
- **Undergraduate Diploma Program:** 30-60 credits of undergraduate study, representing specialized knowledge and skills acquisition at the undergraduate level.
- **Graduate Credit Certificate Program:** 9-15 credits of graduate study, some credit may be applied towards a graduate degree program.
- **Undergraduate Credit Certificate Program:** 15-30 credits of undergraduate study, directed toward enhancing disciplinary or interdisciplinary knowledge and skills. Credit may be applied towards a degree program.
- **Award of Achievement:** 40-90 hours of study, directed toward enhancing professional knowledge or career-oriented skills and competencies. No credit may be applied towards a degree program.
- **Non-Credit Certificate Program:** 90-150 hours of study, directed toward enhancing professional knowledge or career-oriented skills and competencies. No credit may be applied towards a degree program.

In terms of new program structures, survey participants were most interested in Professional/Applied Master’s Programs. Specifically, participants selected the top 2 response options – “to a great extent” or “somewhat” – to reflect their interest in a Professional/Applied Master’s Program (79%, n = 1,089). As well, 68% (n = 942) were “to a great extent” or “somewhat” interested in a Graduate Diploma Program and 64% (n = 890) were for an Undergraduate Diploma Program.

Figure 3: Interest in various program types –proportion of respondents selecting top 2 response options (“to a great extent” or “somewhat”)



Respondents noting that they were “to a great extent” or “somewhat” interested in an Undergraduate Credit Certificate Program specified whether they would be more likely to complete an undergraduate credit certificate or a minor in their undergraduate program. There was an even spread of responses with 38% (n = 255) selecting “undergraduate credit certificate,” 32% (n = 214) “minor in your undergraduate program,” and 31% (n = 209) “unsure.”

Further, survey participants specified why they were and were not interested in the above new program types. Most frequently, respondents said they were interested in these programs for the following reasons:

- They would have enhanced career possibilities, be able to progress towards their desired career, gain work/field experience, have the opportunity for professional development, etc. (n = 203)
- They would further their knowledge and skill development (n = 112)
- They liked the efficiency (e.g., shorter program duration, more cost effective, etc.) (n = 73)
- They saw the value in and want to learn specialized/career-relevant/practical skills (n = 68)
- They liked the idea of flexible program options/more options for program choices/the ability to explore other program areas (n = 51)
- They would be able to further progress towards their goals for the future (e.g., generally, more education, etc.) (n = 43)
- They would gain relevant credits (n = 43)
- Program completion would look good on a resume and applications/allow them to gain a competitive edge (n = 41)
- They would have an option to complete a program that is not thesis- or research-based (n = 30)

Figure 4: Emerging themes from the written response question regarding why participants are interested in various program types

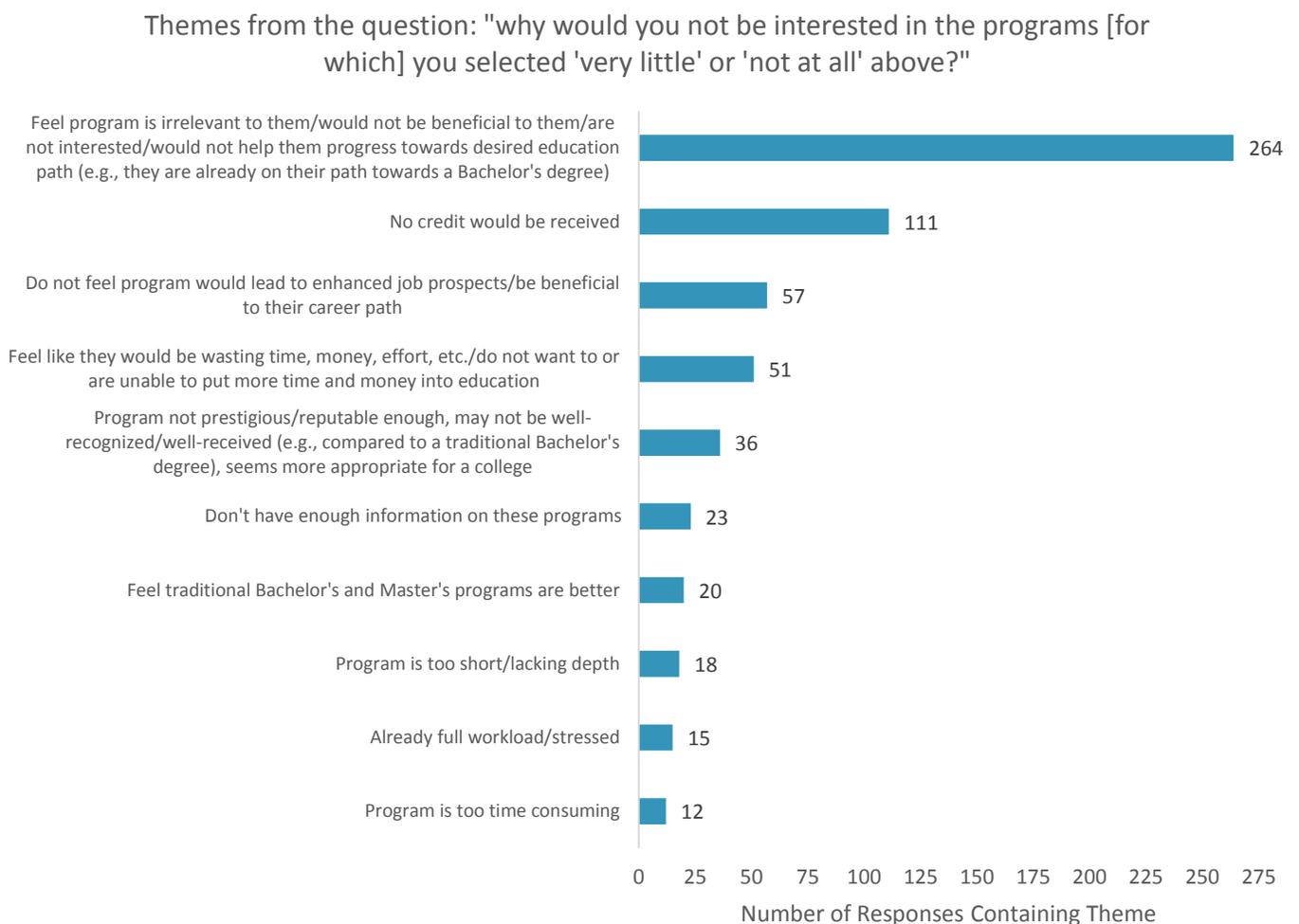
**Themes from the question: "why would you be interested in the programs [for which] you selected 'to a great extent' or 'somewhat' above?"**



Respondents often noted they were not interested in such program types because:

- They felt the program was irrelevant to them, not beneficial, would not help them progress towards their desired education path (e.g., they are already on their path to a Bachelor's degree), etc. (n = 264)
- No credit would be received (n = 111)
- They did not feel the program would lead to enhanced job prospects/be beneficial to their career path (n = 57)
- They felt like they would be wasting time, money and/or effort/were unable to or did not want to put more time and money into education (n = 51)
- They felt the program was not prestigious/reputable enough, may not be well-recognized/well-received (e.g., compared to a traditional Bachelor's degree), seemed more appropriate for a college, etc. (n = 36)
- They didn't have enough information on the program type (n = 23)
- They feel traditional Bachelor's and Master's programs are better (n = 20)
- They felt the program is too short/lacking depth (n = 18)
- They already have a full workload/are stressed (n = 15)
- They felt the program is too time consuming (n = 12)

Figure 5: Emerging themes from the written response question regarding why participants are not interested in various program types

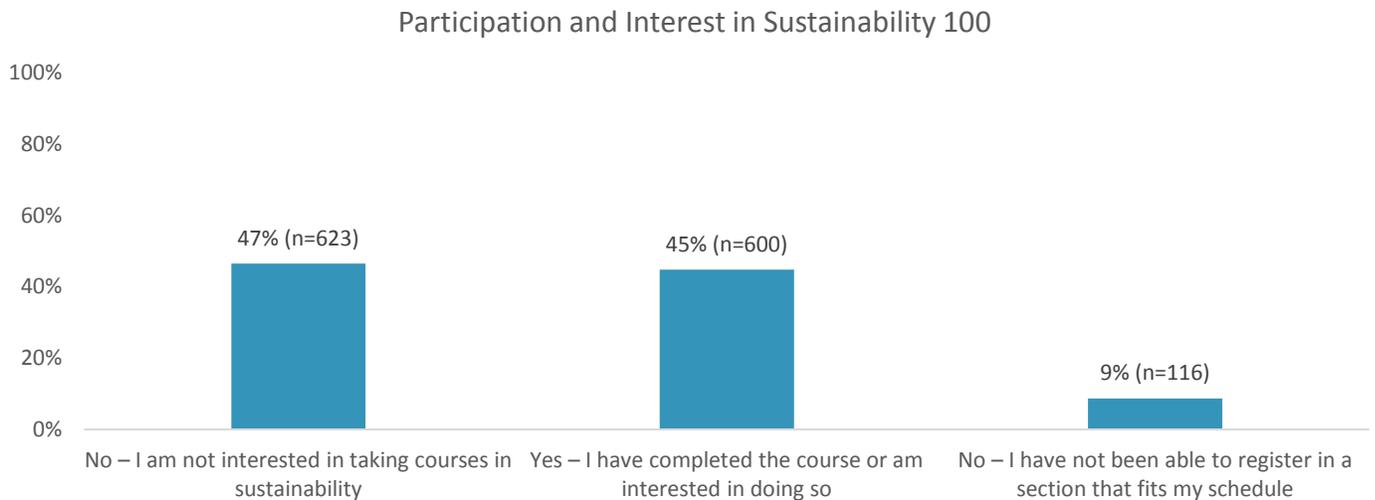


## A New Program Focused on Sustainability

### Sustainability 100

Respondents were asked “Have you completed, or are you currently enrolled in, Sustainability 100?” In total 45% (n = 600) of respondents had completed, are currently enrolled in, are planning to enroll in, or did not know about but are interested in Sustainability 100. An additional 9% (n = 116) were unable to register in a section of Sustainability 100 that fit their schedule. Thus, these survey participants were also interested in enrolling in Sustainability 100, but were unable to due to logistics.

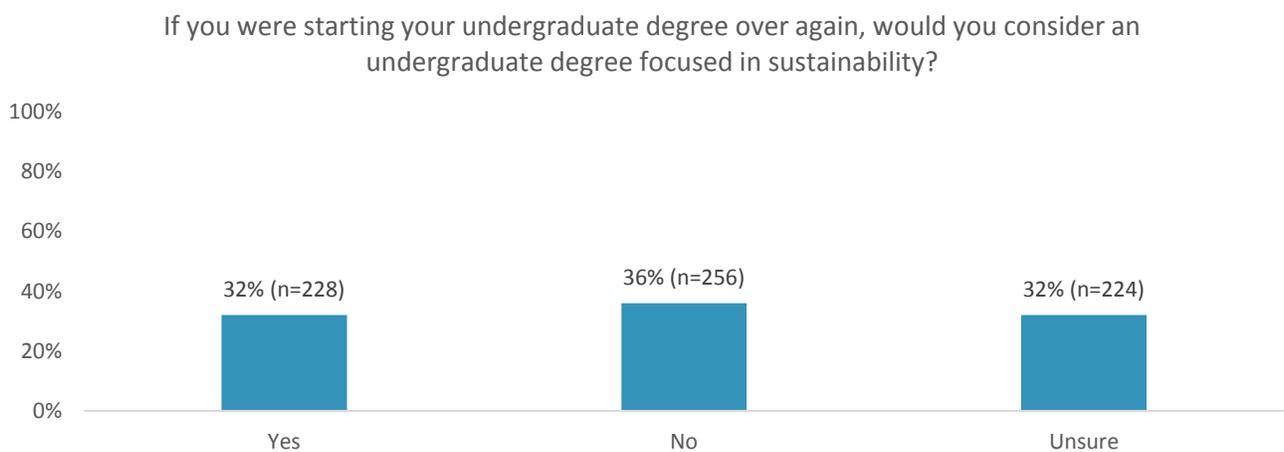
Figure 6: Sustainability 100



### Programs in Sustainability

Respondents who were interested in or had completed Sustainability 100 were asked: “If you were starting your undergraduate degree over again, would you consider an undergraduate degree focused in sustainability?” About one third of respondents (32%, n = 228) were interested in a degree focused in sustainability. Another 32% (n=224) could potentially be interested (selected “unsure”).

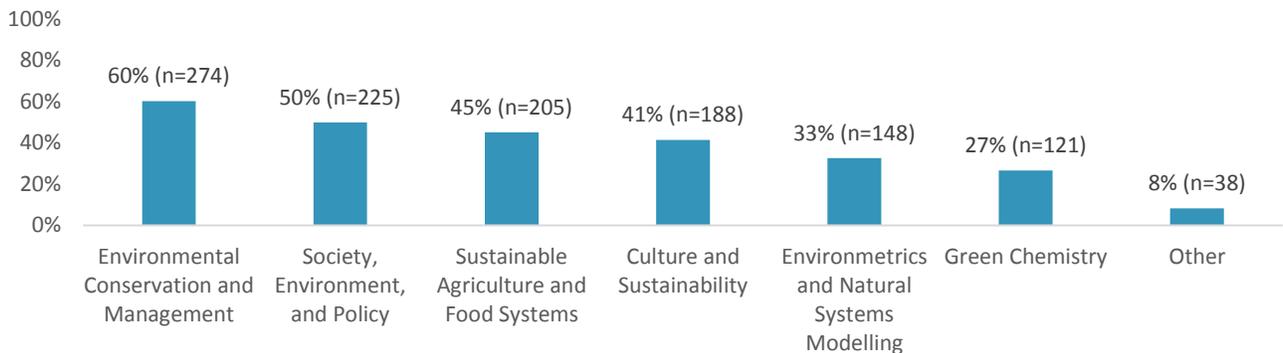
Figure 7: Interest in a sustainability-focused degree



Those who would consider a sustainability major indicated which specializations they would be interested in. Environmental Conservation and Management (60%, n = 274) and Society, Environment, and Policy (50%, n = 225) were the most popular specialization areas chosen by participants.

Figure 8: Sustainability specializations of interest

There are a number of specializations (majors) that could fit under the umbrella programming of Sustainability. Please indicate which of the following you find interesting:

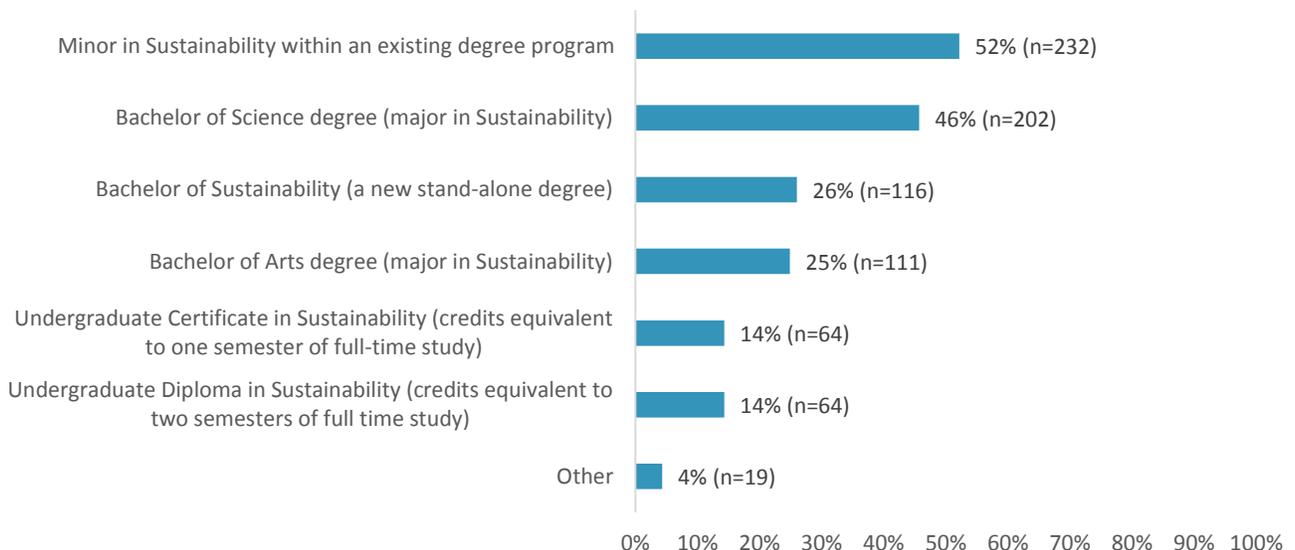


As well, participants who completed or were interested in Sustainability 100 selected which type of sustainability programs would be of interest, and rated their agreement with a variety of statements about sustainability program types.

Survey respondents expressed the most interest in a Minor in Sustainability within an existing degree program and a Bachelor of Science degree with a major in sustainability. Specifically, 52% (n = 232) of respondents cited they would be interested in a Minor in Sustainability, and 46% (n = 202) did so for a Bachelor of Science. Further, about one-quarter of survey participants noted they would be interested in a Bachelor of Sustainability (26%, n = 116) and a Bachelor of Arts degree with a major in sustainability (25%, n = 111).

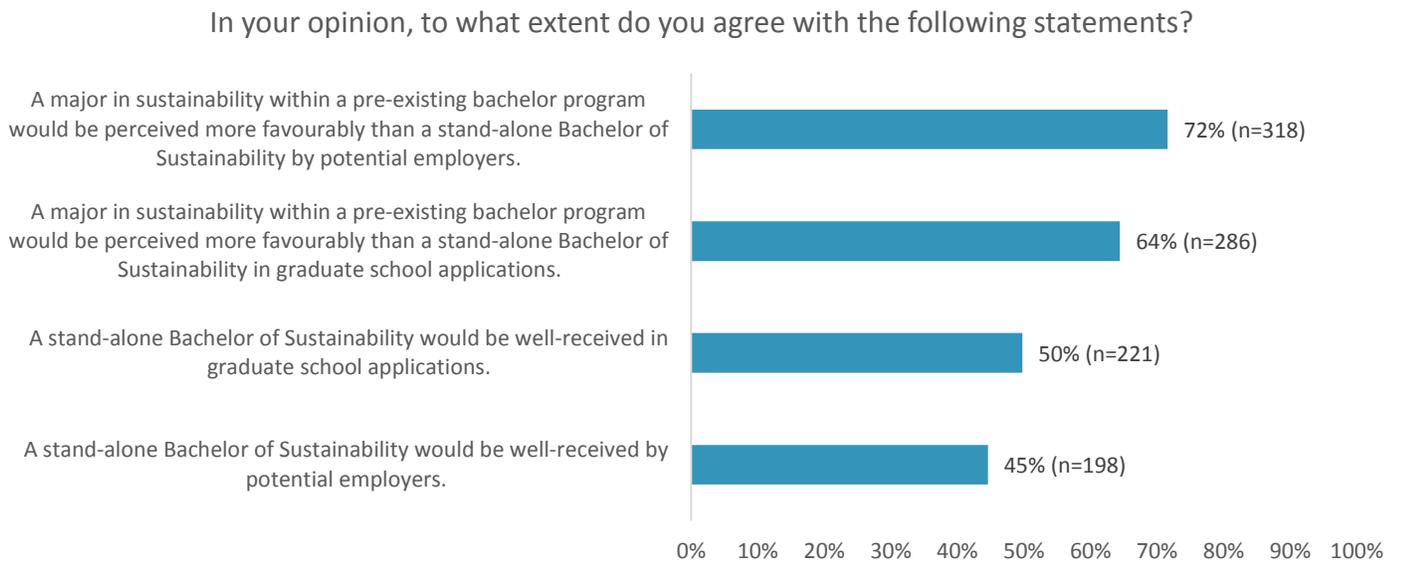
Figure 9: Interest in sustainability program types

What type of program would you be the most interested in?



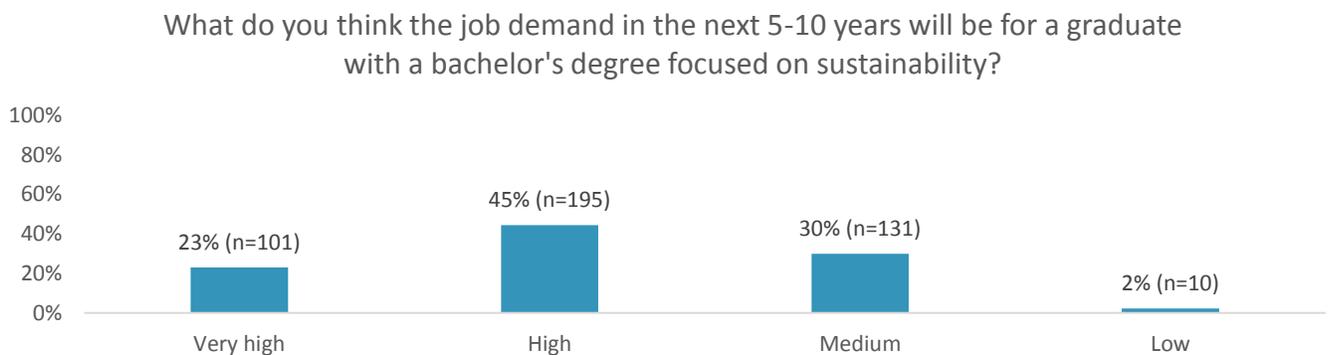
Generally, larger proportions of respondents agreed to some extent that a major in sustainability within a pre-existing bachelor program would be perceived more favourably than a stand-alone Bachelor of Sustainability. In particular, 72% (n=318) and 64% (n=286) of survey participants strongly agreed or agreed that a major in sustainability within a pre-existing bachelor program would be perceived more favourably by potential employers and in graduate school applications, respectively.

Figure 10: Agreement with a variety of statements about sustainability program types –proportion of respondents selecting top 2 response options (“strongly agree” or “agree”)



Sustainability jobs were perceived as highly in demand, with 68% (n = 295) of respondents selecting “very high” or “high.”

Figure 11: Perceived sustainability job demand



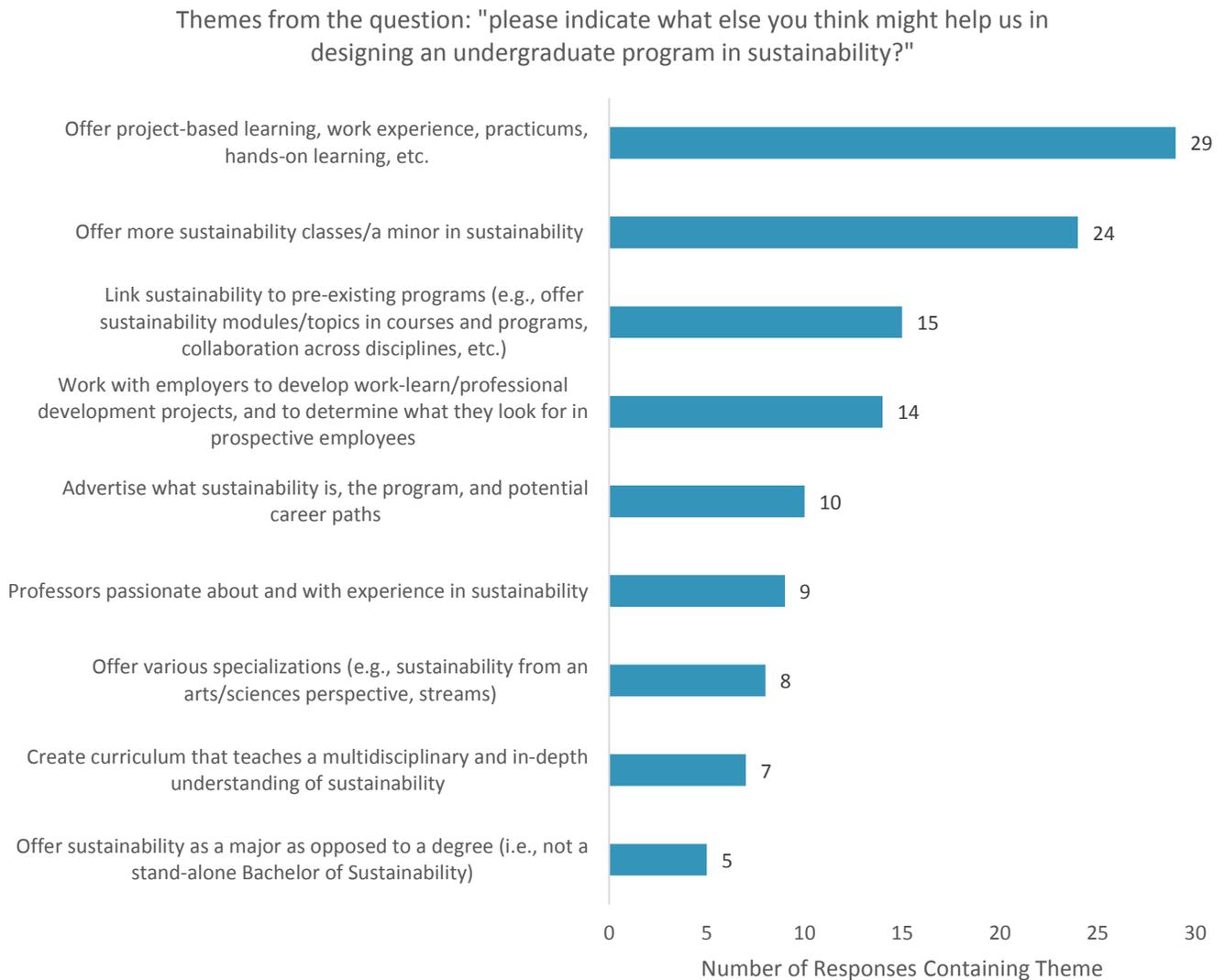
Survey participants who were interested in or participated in Sustainability 100 indicated what they felt might help UBC Okanagan to design an undergraduate program in sustainability. Most commonly, themes from respondents’ replies included:

- Offering project-based learning, work experience, practicums, hands-on learning, etc. (n = 29)
- Offering more sustainability classes/a minor in sustainability (n = 24)
- Linking sustainability offerings to pre-existing programs (e.g., sustainability modules/topics in courses and programs, collaboration across disciplines, etc.) (n = 15)



- Working with employers to create work-learn/professional development projects, and to determine what they look for in prospective employees (n = 14)
- Advertise what sustainability is, the program, and potential career paths (n = 10)
- Hire professors who are passionate about and have experience in sustainability (n = 9)
- Offer various specializations (e.g., sustainability from arts/sciences perspectives, streams, etc.) (n = 8)
- Create curriculum that teaches a multidisciplinary and in-depth understanding of sustainability (n = 7)
- Offer sustainability as a major as opposed to a degree (i.e., not a stand-alone Bachelor of Sustainability)

Figure 12: Emerging themes from the written response question regarding design of a sustainability program

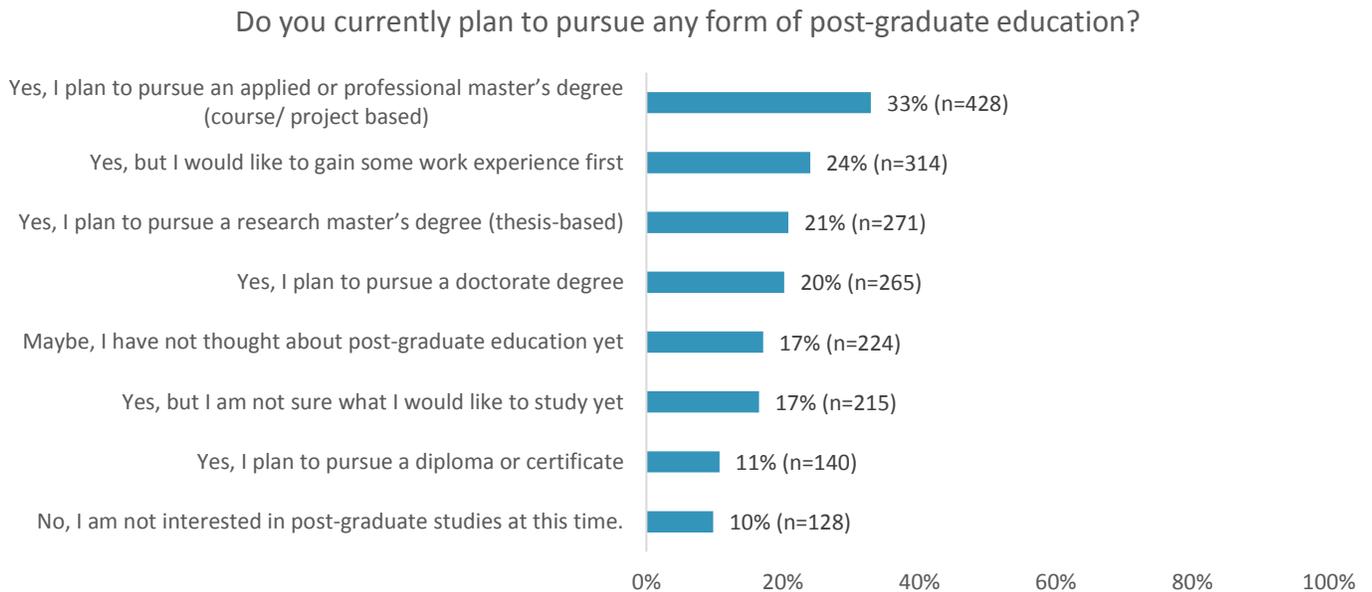


## Professional/Applied Master’s Programs

### Post-Graduation Plans

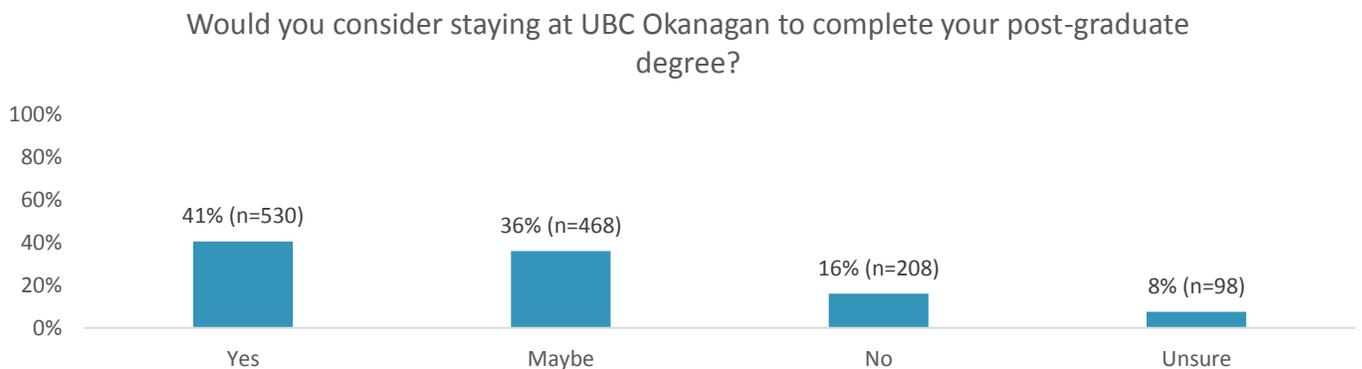
Respondents were asked about their post-graduation plans. The largest proportion specified that they planned to pursue an applied or professional master’s degree (33%, n = 428).

Figure 13: Post-graduate education plans



In total, 41% (n = 530) of participants said they would consider staying at UBC Okanagan to complete their post-graduate degree. An additional 36% (n = 468) would “maybe” consider staying.

Figure 14: Consideration of post-graduate studies at UBC Okanagan



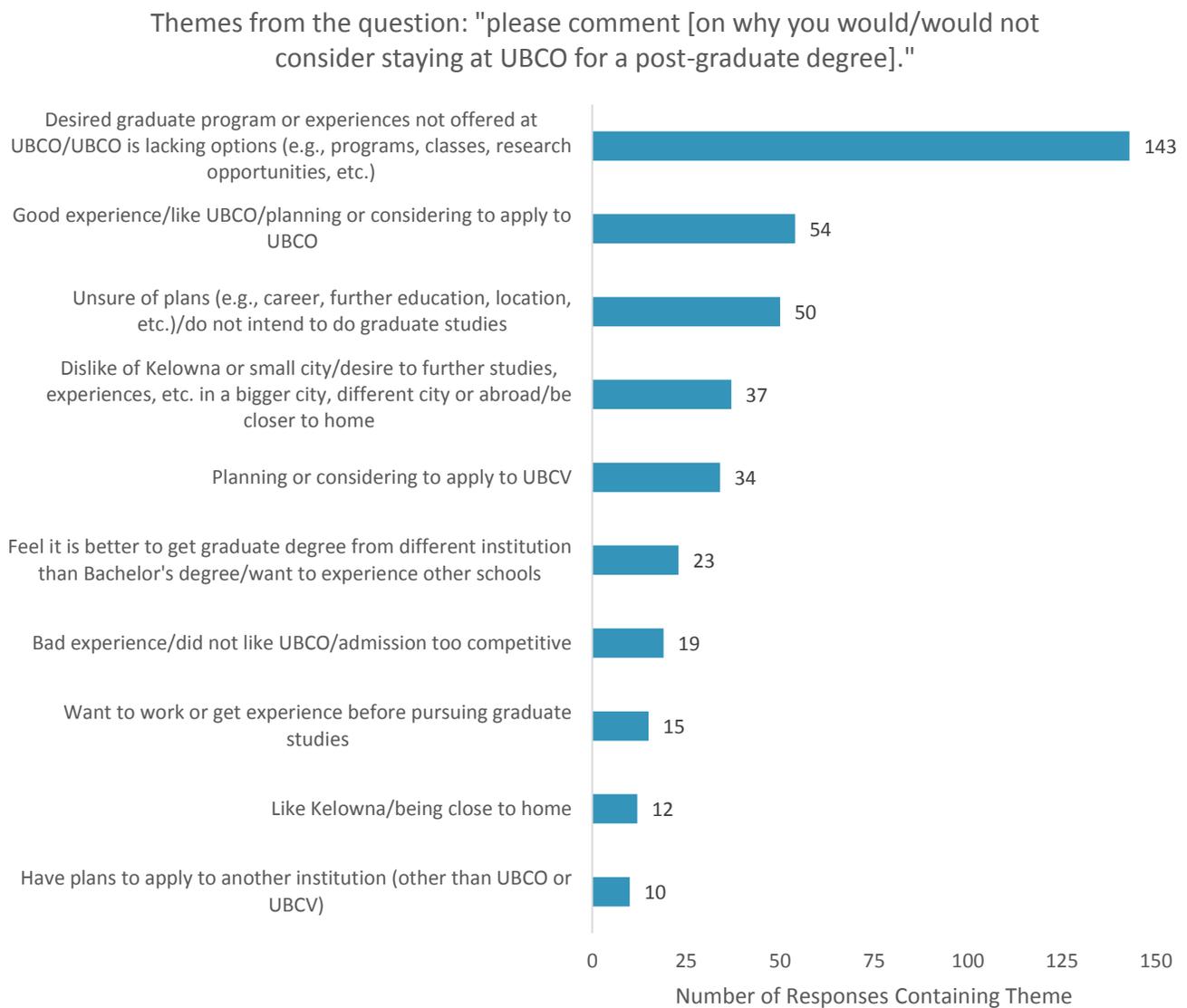
As a follow-up question, survey respondents commented on why they would/would not consider staying at UBC Okanagan for a post-graduate degree. The emerging themes from participants’ written responses to this question were as follows:

- Their desired graduate program or experiences were not offered at UBC Okanagan/they felt UBC Okanagan is lacking options (e.g., programs, classes, research opportunities, etc.) (n = 143)
- They had a good experience at or liked UBC Okanagan/are planning to or considering to apply to UBC Okanagan (n = 54)



- They were unsure of their plans (e.g., career, further education, location, etc.)/do not intend to do graduate studies (n = 50)
- They dislike Kelowna or small cities/desire to further studies, experiences, etc. in a bigger city, different city or abroad/want to be closer to home (n = 37)
- They plan to or are considering to apply to UBC Vancouver (n = 34)
- They had a bad experience/did not like UBC Okanagan/felt admission is too competitive (n = 19)
- They want to work or get experience before pursuing graduate studies (n = 15)
- They like Kelowna/being close to home (n = 12)
- They plan to or are considering to apply to another institution (other than UBC Okanagan or UBC Vancouver) (n = 10)

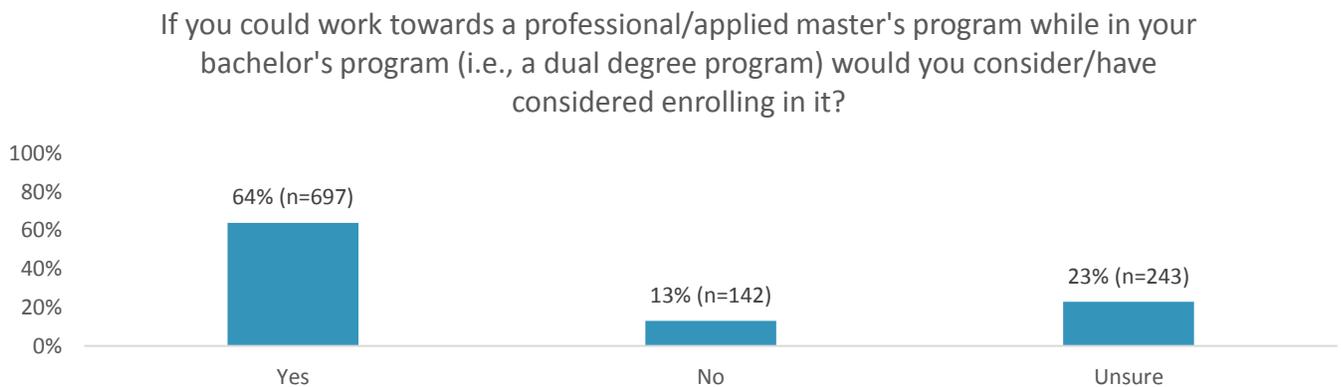
Figure 15: Emerging themes from the written response question regarding why or why not participants would consider post-graduate studies at UBC Okanagan



## Dual Degree Programs

Respondents selecting “yes,” “maybe,” and “unsure” to reflect whether they would consider staying at UBC Okanagan to complete their post-graduate degree were asked: “If you could work towards a professional/applied master’s program while in your bachelor’s program (i.e., a dual degree program) would you consider/have considered enrolling in it?” A large proportion of survey participants (64%, n = 697) said “yes,” and 23% (n = 243) were “unsure.”

Figure 16: Interest in a dual-degree program

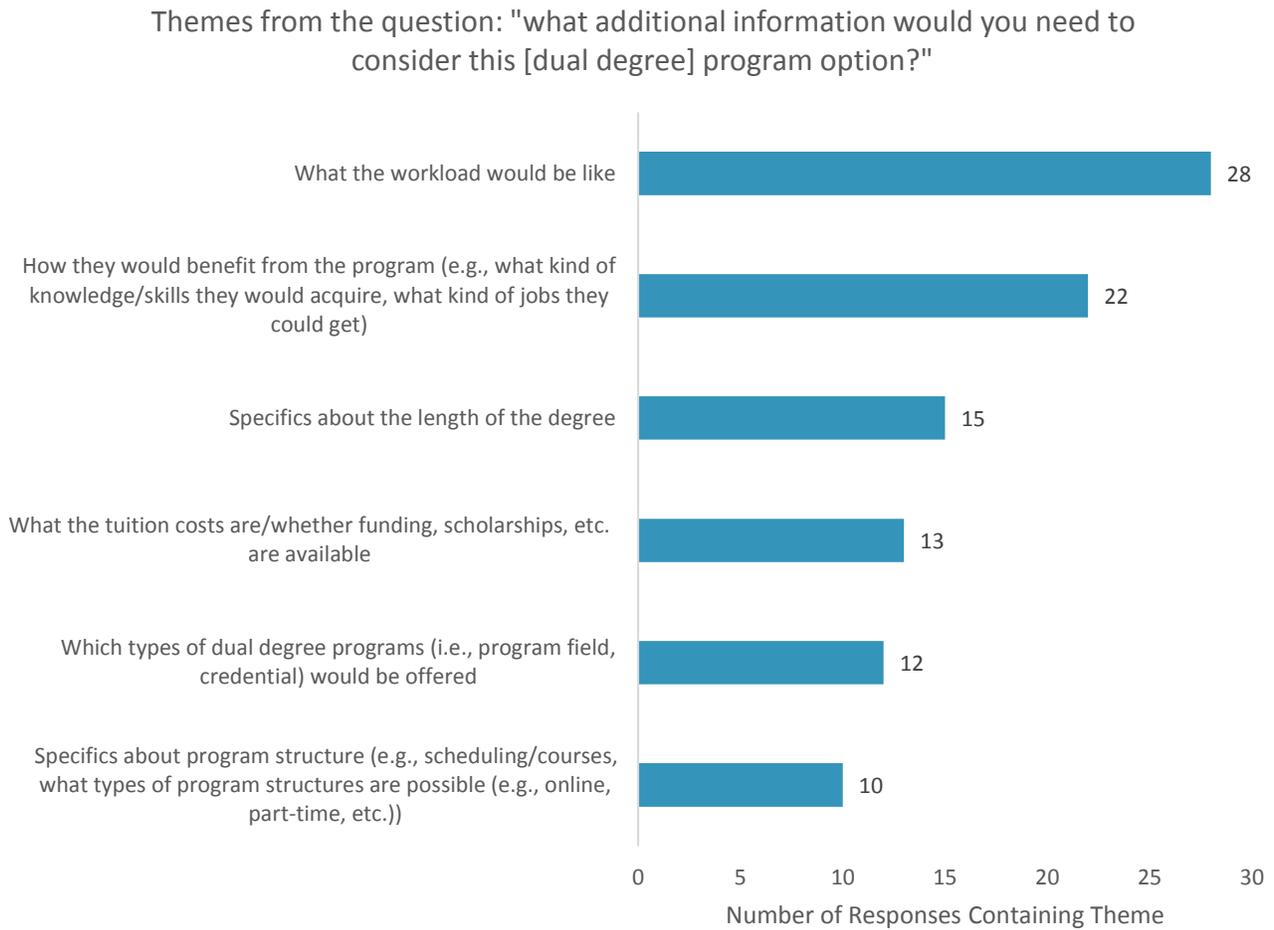


Upon specifying what additional information they would need to consider a dual degree program option, often participants said they would like information on:

- What the workload would be like (n = 28)
- How they would benefit from the program (e.g., what kind of knowledge/skills they would acquire, what kind of jobs they could get) (n = 22)
- Specifics about the length of the degree (n = 15)
- What the tuition costs are/whether funding, scholarships, etc. are available (n = 13)
- Which types of programs (i.e., program field, credential earned) would be offered (n = 12)
- Specifics about the program structure (e.g., scheduling/courses, what types of program structures are possible (e.g., online, part-time, etc.)) (n = 10)



Figure 17: Emerging themes from the written response question regarding what additional information about a dual degree program participants would like



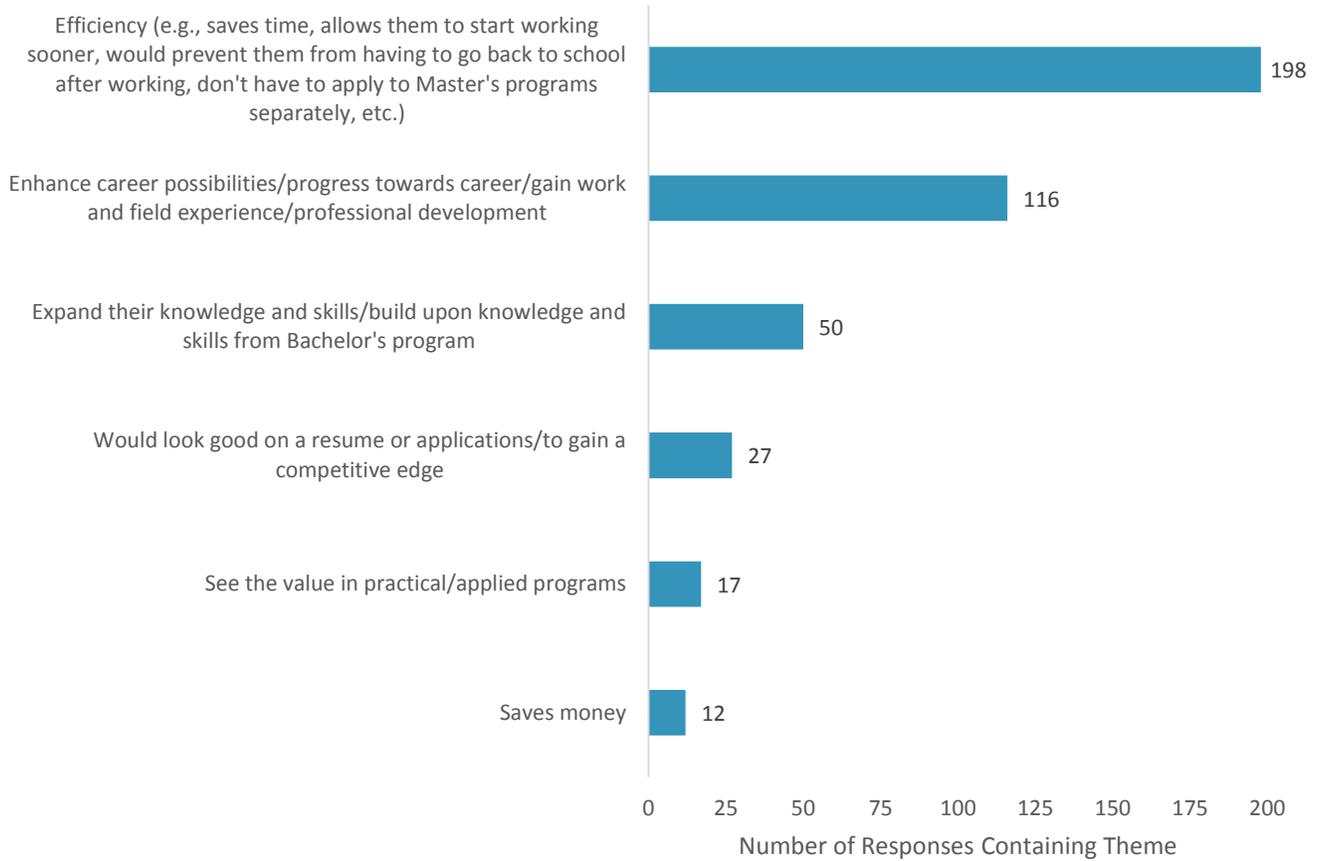
Most often, respondents indicated they would consider a dual degree program option because:

- It would be efficient (e.g., saves time, allows them to start working sooner, would prevent them from having to go back to school after working, don't have to apply to Master's programs separately, etc.) (n = 198)
- To enhance their career possibilities/progress towards their career/gain work and field experience/have an opportunity for professional development (n = 116)
- To expand their knowledge and skills/build upon their knowledge and skills from their Bachelor's program (n = 50)
- It would look good on their resume and applications/give them a competitive edge (n = 27)
- They see the value in practical/applied programs (n = 17)
- It would save them money (n = 12)



Figure 18: Emerging themes from the written response question regarding reasons for considering a dual degree program

Themes from the question: "why would you consider this [dual degree] program option?"

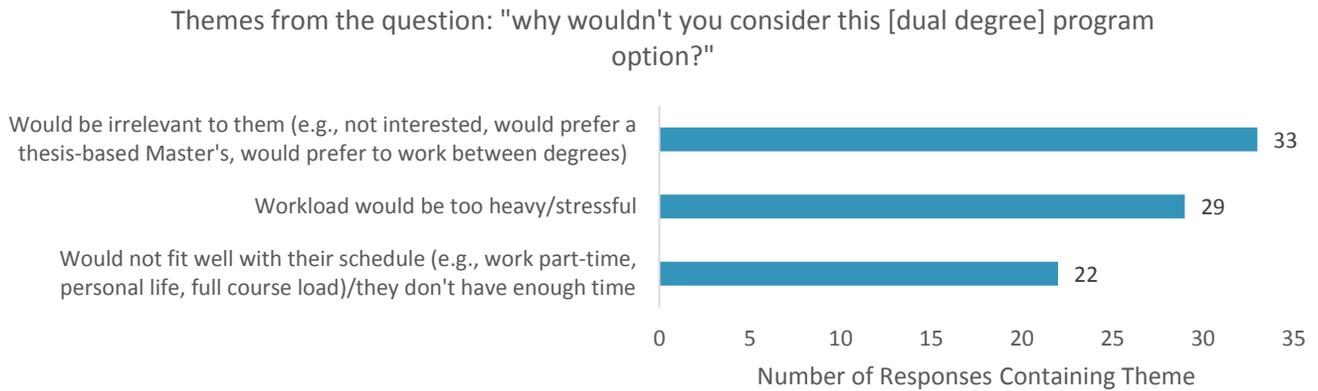


Frequently, survey participants who were uninterested in a dual degree program stated they would not consider this option as:

- It would be irrelevant to them (e.g., not interested, would prefer a thesis-based Master's, would prefer to work between degrees) (n = 33)
- The workload would be too heavy/stressful (n = 29)
- It would not fit well with their schedule (e.g., work part-time, personal life, full course load)/they don't have enough time (n = 22)

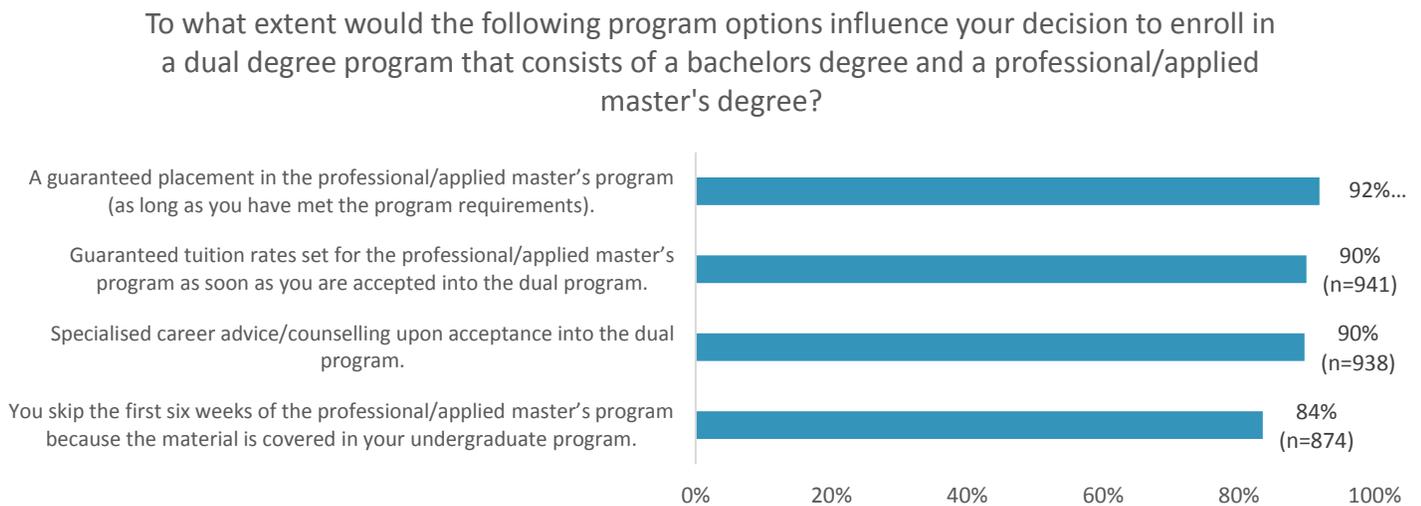


Figure 19: Emerging themes from the written response question regarding reasons for not considering a dual degree program



In addition, this group of respondents rated the extent to which a variety of program options would influence their decision to enroll in a dual degree program. In general, each program option was rated as potentially having a high impact on respondents' decisions to enroll in a dual degree program, with more than 8 in 10 respondents selecting the top two response options ("to a great extent" or "somewhat") for each item.

Figure 20: Ratings of extent to which program options influence decision to enroll in dual degree program – proportion of respondents selecting top 2 response options ("to a great extent" or "somewhat")



Survey participants considering staying at UBC Okanagan to complete their post-graduate degree were also asked if there are any other program options that would influence their decision to enroll in a dual degree program. Overall, written responses were varied, but there were some recurring program options/factors mentioned by respondents, which included:

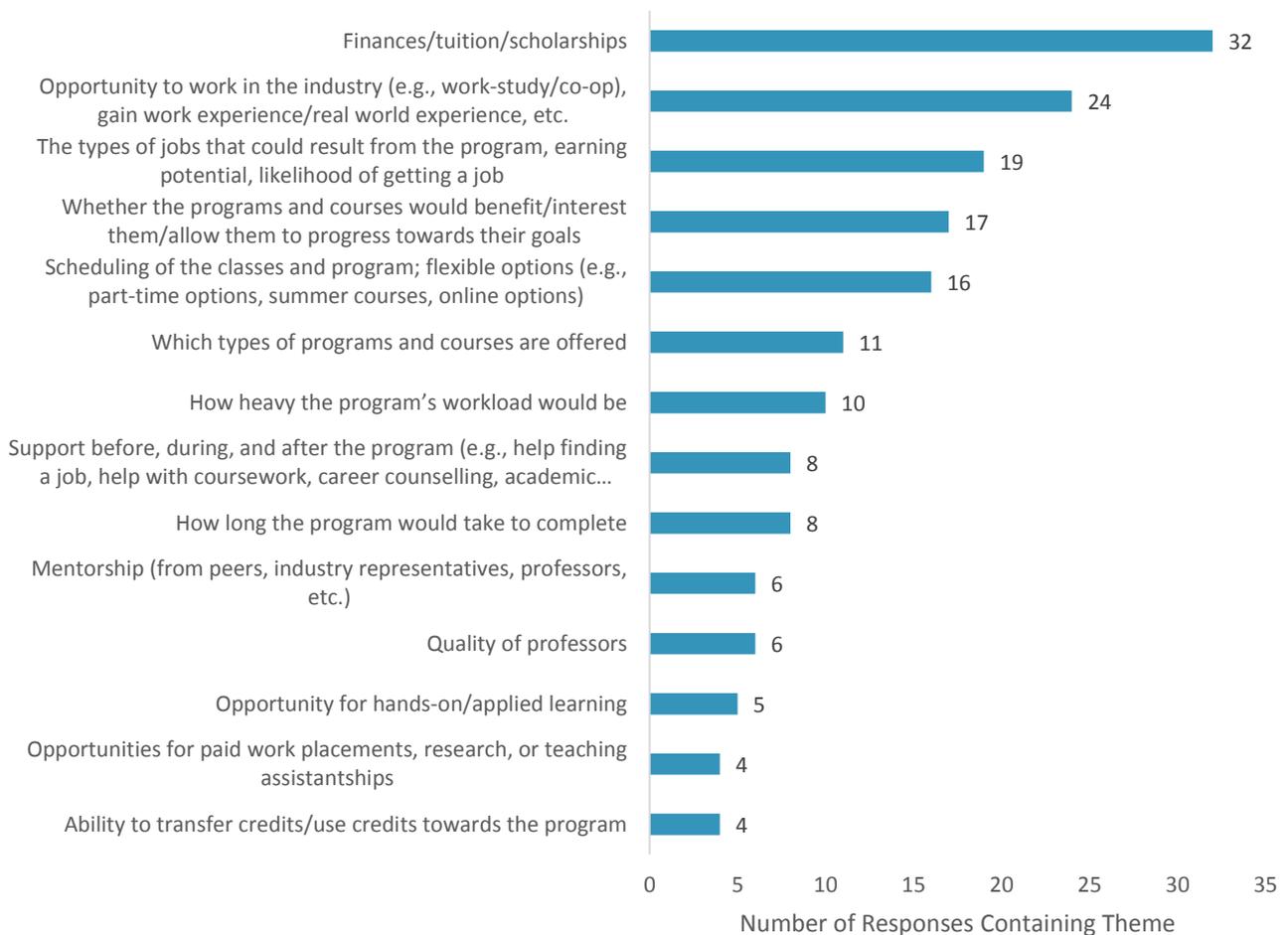
- Tuition costs and the availability of scholarships, bursaries, and other forms of financial support (n = 32)
- Opportunities to work in the industry, for work-study, for co-op, to gain "real world" experience, etc. (n = 24)
- The likelihood of getting a job after program completion, and the types of jobs available to graduates (n = 19)



- Whether the programs and courses would benefit/interest them and allow them to progress towards their goals (n = 17)
- Timing of the classes and program, and flexible scheduling options of the classes and program (e.g., part-time options, summer courses, online options) (n = 16)
- The specific types of programs and courses that would be offered/available (n = 11)
- How heavy the program’s workload would be (n = 10)
- The availability of career and academic support before, during, and after the program (e.g., help finding a job, help with coursework, career counselling, academic advising) (n = 8)
- How long the program would take to complete (n = 8)
- The availability of mentorship (e.g., from peers, industry representatives, professors, etc.) (n = 6)
- The quality of professors (n = 6)
- Opportunities for hands-on/applied learning (n = 5)
- Opportunities for paid work placements, research placements, and teaching assistantships (n = 4)
- The ability to transfer or apply previously earned credits towards the program (n = 4)

Figure 21: Emerging themes from the written response question regarding other program options for a dual degree program

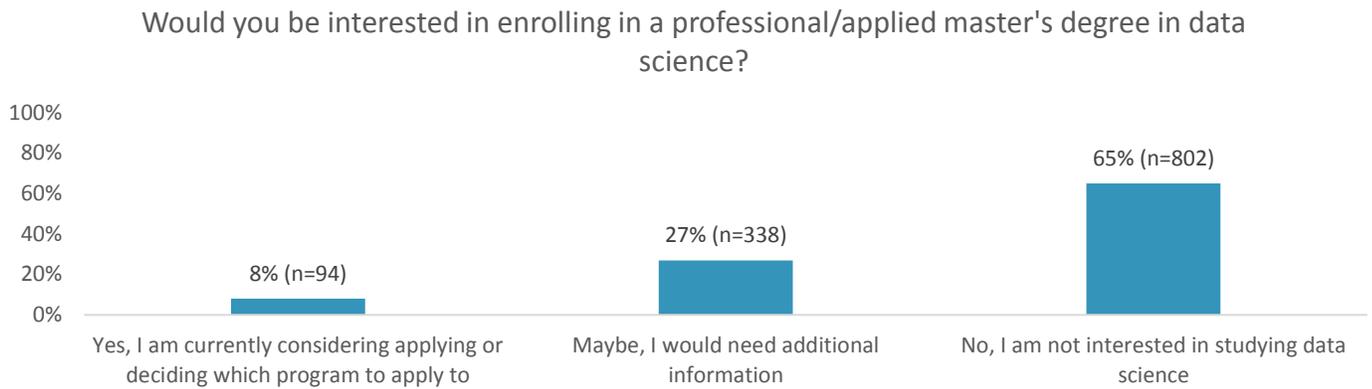
Themes from the question: "what other program options would influence your decision to enroll in a dual degree program?"



## Professional/Applied Master’s Degree in Data Science

Interest in a professional/applied master’s degree in data science was gauged. In total, 8% (n = 94) of survey participants were currently considering applying to a professional/applied master’s degree in data science or deciding which data science program to apply to. An additional 27% (n = 338) said they would maybe be interested, but would need additional information.

Figure 22: Interest in professional/applied master’s degree in data science



Those that said they were or were maybe interested in the professional/applied master’s degree in data science were asked a few follow-up questions, including why they would be interested in such a program, which sectors they would like to work in, and what they think the job demand will be.

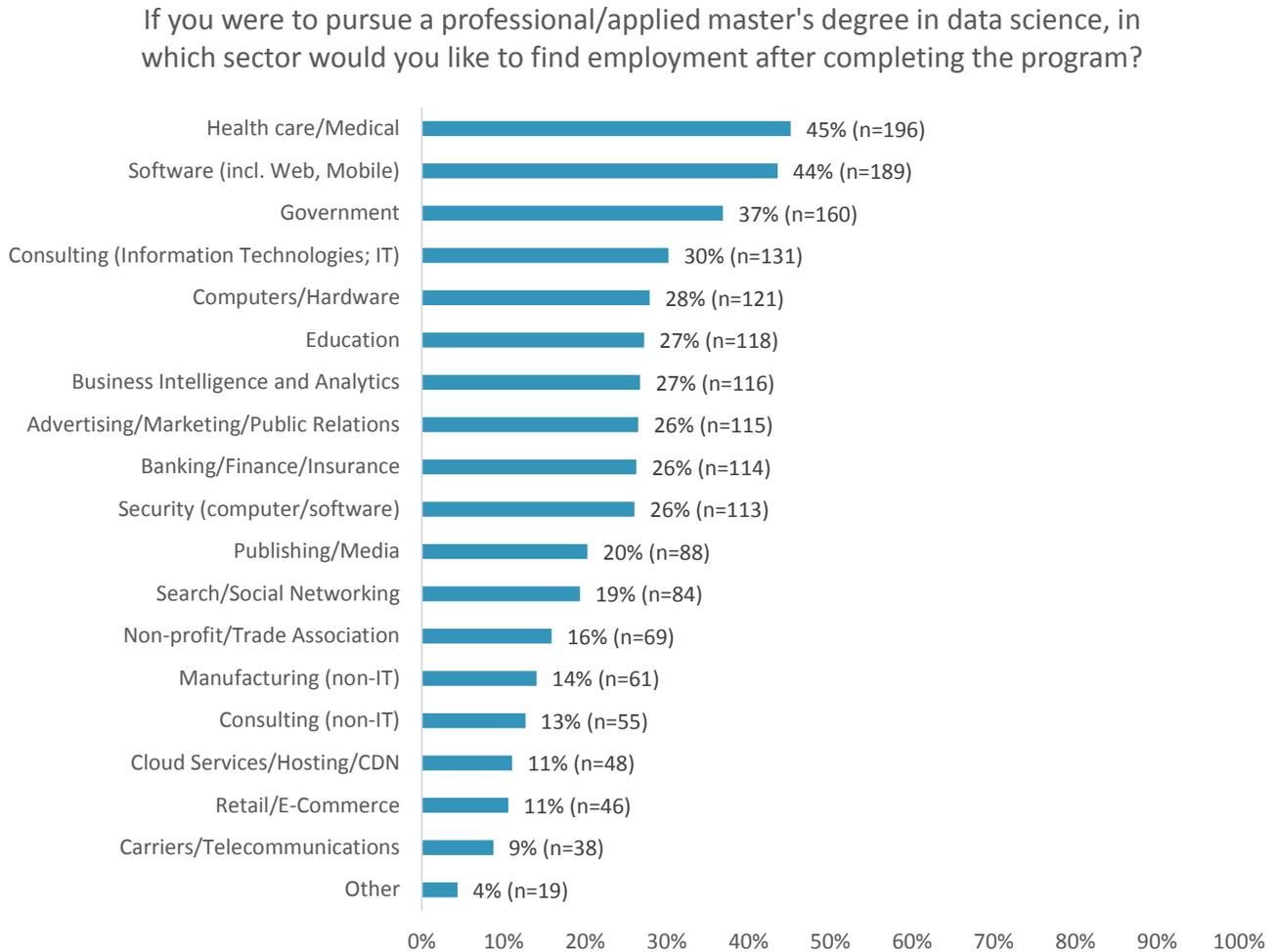
The largest proportion of respondents (53%, n = 231) cited they were interested in the professional/applied master’s degree in data science because “there is clear demand for skilled professionals who can mine and interpret data.”

Figure 23: Reasons for interest in professional/applied master’s degree in data science



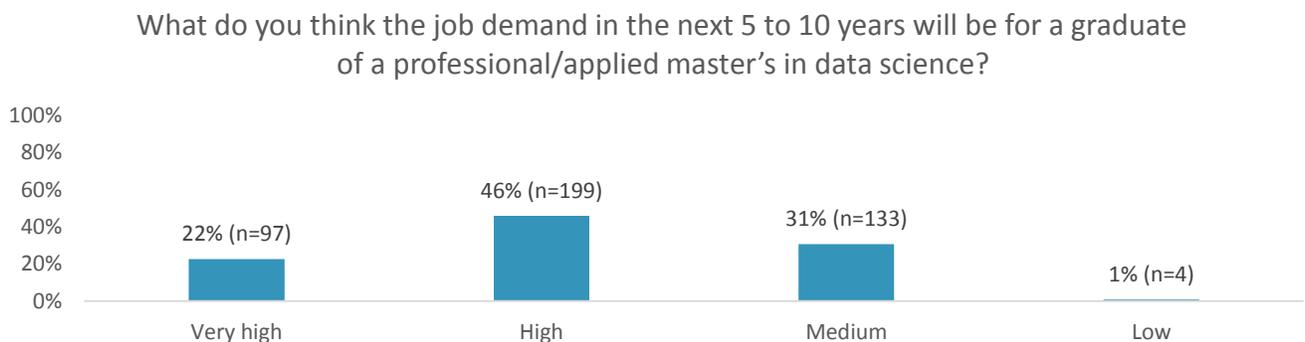
The top three sectors in which those interested in the professional/applied master's degree in data science would like to pursue employment included: health care/medical (45%, n = 196), software (including web and mobile) (44%, n = 189), and government (37%, n = 160).

Figure 24: Sectors of interest for data science employment



In general, data science jobs were perceived as highly in demand, with 68% (n = 296) noting they feel the job demand for a graduate of a professional/applied master's in data science in the next 5 to 10 years will be "very high" or "high."

Figure 25: Perceived data science job demand

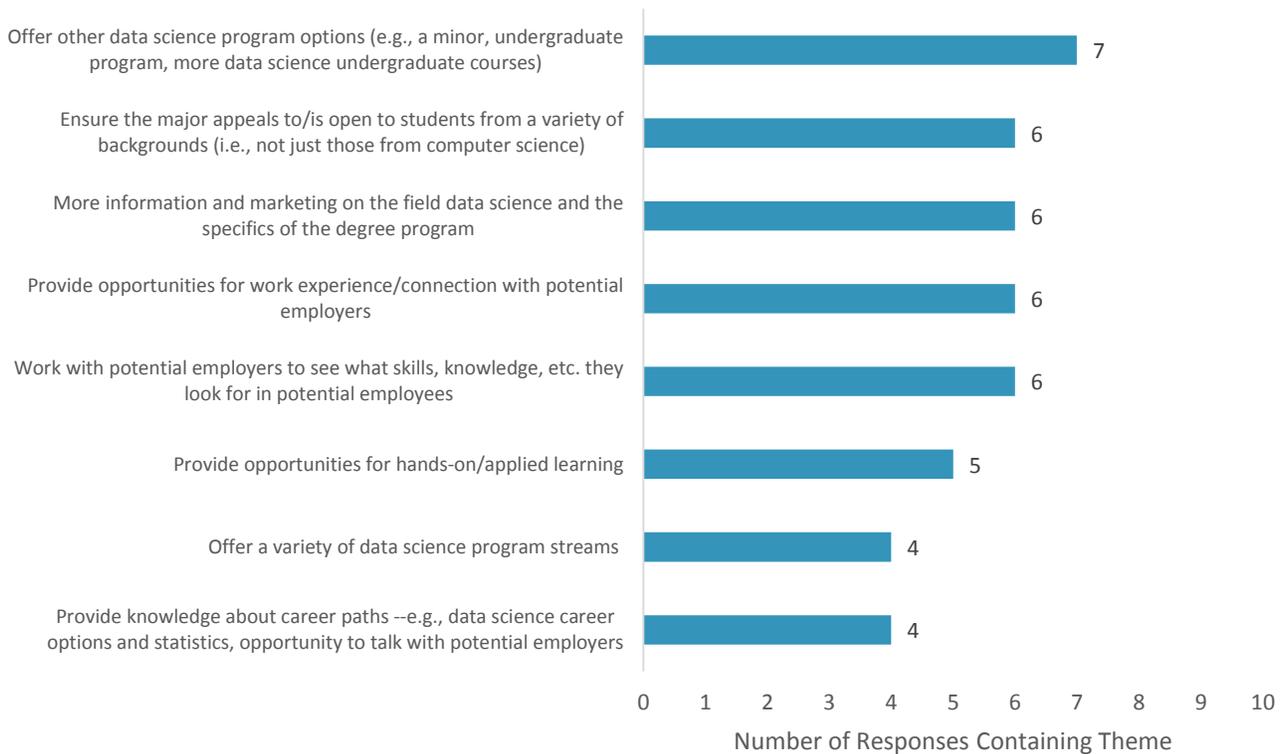


Lastly, survey participants interested in the professional/applied master’s degree in data science were asked to: “please indicate what else you think might help us in designing a professional/applied master’s program in data science?” Emerging themes from respondents’ written answers indicated that those involved in the program design should consider:

- Offering other data sciences program options (e.g., a minor, an undergraduate program, more data science undergraduate courses) (n = 7)
- Ensuring the degree appeals to/is open to students from a variety of backgrounds (i.e., not just those from computer science) (n = 6)
- Marketing and providing more information on the field data science and the specifics of the degree program (n = 6)
- Providing students with opportunities for work experience and connecting with potential employers (n = 6)
- Working with potential employers to see what skills, knowledge, etc. they look for in potential data science employees (n = 6)
- Providing students with opportunities for hands-on/applied learning (n = 5)
- Offering a variety of program streams within the professional/applied master’s degree in data science (n = 4)
- Providing more information to students about potential data science career paths (e.g., data science career options and statistics, opportunities to talk with potential employers) (n = 4)

Figure 26: Emerging themes from the written response question regarding design of a professional/applied master’s program in data science

**Themes from the question: “please indicate what else you think might help us in designing a professional/applied master’s program in data science?”**



## Conclusion

Given the results of this survey, there is demand for new programs. Specifically, student participants in this survey expressed interest in sustainability-focused programs, professional/applied master's program structures, and a professional/applied master's degree in data science.

Overall, many respondents had participated in or were interested in Sustainability 100 (45%, n = 600), and a relatively large proportion of them would (32%, n = 228) and would maybe (selected "unsure") (32%, n=224) consider an undergraduate degree focused in sustainability. The job demand in the next 5-10 years for a graduate with a bachelor's degree focused on sustainability was perceived as "very high" or "high" by most respondents (68%, n = 295).

The greatest proportion of student survey participants specified that they planned to pursue an applied or professional master's degree (33%, n = 428). Furthermore, among those who would consider staying at UBC Okanagan to complete a post-graduate degree, nearly two-thirds (64%, n = 697) would consider/have considered enrolling in a professional/applied master's program while in their bachelor's program (i.e., a dual degree program).

When asked specifically about a professional/applied master's degree in data science, 8% (n = 94) of respondents were currently considering applying to a professional/applied master's degree in data science or deciding which data science program to apply to. Another 27% (n = 338) said they would maybe be interested in such a program, but would need additional information. Over half of survey participants interested in a professional/applied master's degree in data science noted that they felt "there is clear demand for skilled professionals who can mine and interpret data" (53%, n = 231). As well, the job demand in the next 5 to 10 years for a graduate of a professional/applied master's in data science was perceived as "very high" or "high" by over two-thirds of participants (68%, n = 296).



## Appendix A: Planning New Programs Survey

We appreciate the time you are taking to complete this voluntary survey. Currently, we are considering ways that we can enhance learning opportunities for students at UBC Okanagan through new degree programs and other programs that provide professional knowledge and skills training. This survey will ask questions that are relevant to two new proposed academic programs, one undergraduate and one graduate. It will also ask you to share your thoughts on the ways that these and other programs might be structured and delivered. Upon completion of the survey, if you agree to provide your name, you will be entered into a draw to win 1 of 20 \$50 gift cards. Please click below to continue with the survey.

### BACKGROUND INFORMATION

Have you already declared your major?

- Yes
- No

Please indicate the program you intend to study:

- Not Applicable (Unclassified Student)
- Aging
- Aging, Health & Society
- Anthropology
- Applied Laboratory Science
- Applied Mathematics
- Archaeology
- Art History & Visual Culture
- Arts
- Basic BSN
- ... 66 additional choices hidden ...
- Pure Mathematics



- RN Access
- Science
- Sociology
- Spanish
- Statistics
- Trades & Technology Education
- Visual Arts
- Women's Studies
- Zoology

**In which year do you plan to graduate from your current program?**

- 2016 (November)
- 2017
- 2018
- 2019
- 2020
- 2021

**NEW PROGRAM STRUCTURES AT UBC'S OKANAGAN CAMPUS**

Most programs currently offered at the UBC Okanagan campus are traditional bachelors, two-year masters and doctoral degrees. We want to know how students would perceive different types of program offerings. As you consider your current and future plans, to what extent are the following programs of interest to you?

	To a great extent	Somewhat	Very little	Not at all
Professional/Applied Master's Program 30 credit, non-thesis graduate program, 6 months to 1 year in duration, focused on acquiring knowledge and skills in a professional field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Graduate Diploma Program 15-30 credits of post-graduate study, representing specialized knowledge and skills acquisition at the graduate level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undergraduate Diploma Program 30-60 credits of undergraduate study, representing specialized knowledge and skills acquisition at the undergraduate level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate Credit Certificate Program 9-15 credits of graduate study, some credit may be applied towards a graduate degree program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undergraduate Credit Certificate Program 15-30 credits of undergraduate study, directed toward enhancing disciplinary or interdisciplinary knowledge and skills. Credit may be applied towards a degree program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-Credit Certificate Program 90-150 hours of study, directed toward enhancing professional knowledge or career-oriented skills and competencies. No credit may be applied towards a degree program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Award of Achievement 40-90 hours of study, directed toward enhancing professional knowledge or career-oriented skills and competencies. No credit may be applied towards a degree program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Why would you be interested in the programs you selected "to a great extent" or "somewhat" above?

Why would you not be interested in the programs you selected "very little" or "not at all" above?

Which would you be more likely to complete?

- Undergraduate credit certificate
- Minor in my undergraduate program
- Unsure



## A NEW PROGRAM FOCUSED ON SUSTAINABILITY

One of the new undergraduate programs we are proposing is focused on sustainability. UBC considers sustainability a societal imperative and normative concept about the kind of world we wish to live in. The program would provide a multi-disciplinary educational experience that recognizes the inherent complexity of sustainability and the challenges that we face in managing resources, environmental impacts, and social-economic change. Students would learn to critically assess and propose solutions to contemporary challenges in achieving sustainability at global, regional and local scales.

Have you completed, or are you currently enrolled in, Sustainability 100?

- Yes – I have completed that course
- Yes – I am currently enrolled in that course
- No – But I am planning to enroll in that course
- No – I have not been able to register in a section that fits my schedule
- No – I did not know about the courses offered in sustainability, but I'm interested
- No – I am not interested in taking courses in sustainability

If you were starting your undergraduate degree over again, would you consider an undergraduate degree focused in sustainability?

- Yes
- No
- Unsure

There are a number of specializations (majors) that could fit under the umbrella of programming of Sustainability. Please indicate which of the following you find interesting. Please select all that apply.

- Society, Environment, and Policy
- Culture and Sustainability
- Sustainable Agriculture and Food Systems
- Environmental Conservation and Management



- Green Chemistry
- Environmetrics and Natural Systems Modelling
- Other (please describe) \_\_\_\_\_

**What type of program would you be the most interested in? Please select all that apply.**

- Bachelor of Arts degree (major in Sustainability)
- Bachelor of Science degree (major in Sustainability)
- Bachelor of Sustainability (a new stand-alone degree)
- Minor in Sustainability within an existing degree program
- Undergraduate Diploma in Sustainability (credits equivalent to two semesters of full time study)
- Undergraduate Certificate in Sustainability (credits equivalent to one semester of full-time study)
- Other (please describe) \_\_\_\_\_

**In your opinion, to what extent do you agree with the following statements?**

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
A stand-alone Bachelor of Sustainability would be well-received by potential employers.	<input type="radio"/>				
A stand-alone Bachelor of Sustainability would be well-received in graduate school applications.	<input type="radio"/>				
A major in sustainability within a pre-existing bachelor program would be perceived more favourably than a stand-alone Bachelor of Sustainability by potential employers.	<input type="radio"/>				
A major in sustainability within a pre-existing bachelor program would be perceived more favourably than a stand-alone Bachelor of Sustainability in graduate school applications.	<input type="radio"/>				

**What do you think the job demand in the next 5-10 years will be for a graduate with a bachelor's degree focused on sustainability?**

- Very high



- High
- Medium
- Low
- Very low

Please indicate what else you think might help us in designing an undergraduate program in sustainability?

### PROFESSIONAL/APPLIED MASTER'S PROGRAM

Do you currently plan to pursue any form of post-graduate education? Please select all that apply.

- Yes, I plan to pursue a doctorate degree
- Yes, I plan to pursue a research master's degree (thesis-based)
- Yes, I plan to pursue an applied or professional master's degree (course/ project based)
- Yes, I plan to pursue a diploma or certificate
- Yes, but I am not sure what I would like to study yet
- Yes, but I would like to gain some work experience first
- Maybe, I have not thought about post-graduate education yet
- No, I am not interested in post-graduate studies at this time.

Would you consider staying at UBC Okanagan to complete your post-graduate degree?

- Yes
- Maybe
- No
- Unsure



Please comment:

If you could work towards a professional/applied master's program while in your bachelor's program (i.e., a dual degree program) would you consider/have considered enrolling in it? (Professional/Applied Master's Program: equivalent to 6-months to 1 year of full time, post-graduate study, directed towards knowledge and skills in a professional field.)

- Yes
- No
- Unsure

What additional information would you need to consider this program option?

Why would you consider this program option?

Why wouldn't you consider this program option?

To what extent would the following program options influence your decision to enroll in a dual degree program that consists of a bachelors degree and a professional/applied master's degree.

	To a great extent	Somewhat	Very little	Not at all
A guaranteed placement in the professional/applied master's program (as long as you have met the program requirements).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guaranteed tuition rates set for the professional/applied master's program as soon as you are accepted into the dual program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



- You skip the first six weeks of the professional/applied master's program because the material is covered in your undergraduate program.
- Specialised career advice/counselling upon acceptance into the dual program.

What other program options would influence your decision to enroll in a dual degree program?

PROFESSIONAL/APPLIED MASTER'S DEGREE IN DATA SCIENCE

There is evidence of growing demand for individuals across industries capable of transforming data into decision-making insight. Data Science uses computer science and statistics to quantify information and make informed business decisions. It relies on techniques such as machine learning to predict future events. Data Science is applicable to virtually every kind of organization and industry. A Professional/Applied Masters Degree in Data Science prepares students from diverse disciplines for a career in Data Science. Students acquire skills in statistics (to formulate relevant questions and determine the answer based on data) and Computer Science (to manipulate and visualize data efficiently).

Would you be interested in enrolling in a professional/applied master's degree in data science?

- Yes, but I haven't decided which program
- Yes, I am currently considering applying to a program
- Yes, I have already applied to a similar program at another institution
- Maybe, I would need additional information
- No, I am not interested in studying data science



## Which program are you interested in enrolling and why?

## For which reason(s) would you be interested in a professional/applied master's program in data science? Please select up to three choices listed below:

- There is clear demand for skilled professionals who can mine and interpret data
- I want to ensure my skills are aligned with the needs of employers
- I would like to deepen my skills and expertise to help launch my career
- I'm uncertain what type of job I can get with my current undergraduate degree
- This is a growing field with many career opportunities
- Data science is interesting
- Other (please specify): \_\_\_\_\_

As indicated on the previous page, data scientists are capable of working in almost any industry. In order to design the program, we'd like to integrate examples relevant to students' interests into curriculum. If you were to pursue a professional/applied master's degree in data science, in which sector would you like to find employment after completing the program? Please select all that apply.

- Software (incl. Web, Mobile)
- Consulting (Information Technologies; IT)
- Government
- Advertising/ Marketing/ Public Relations
- Publishing/ Media
- Computers/ Hardware
- Manufacturing (non-IT)
- Carriers/ Telecommunications
- Cloud Services/ Hosting/ CDN
- Banking/ Finance/ Insurance
- Search/ Social Networking
- Retail/E-Commerce



- Business Intelligence and Analytics
- Non-profit/ Trade Association
- Education
- Consulting (non-IT)
- Health care/ Medical
- Security (computer/ software)
- Other (please describe) \_\_\_\_\_

What do you think the job demand in the next 5 – 10 years will be for a graduate of a professional/applied master's in data science?

- Very high
- High
- Medium
- Low
- Very low

Please indicate what else you think might help us in designing a professional/applied master's program in data science?

Thank you very much for taking the time to complete this survey!

Continue to let us know what you think! Join the UBC Open Minds Forum - an online community of students, alumni, staff, and faculty. You'll be invited regularly to provide input and feedback on a range of topics related to UBC. Please indicate if you would like to receive a personalized invitation to join the panel.

- Yes - I'm interested (please provide email): \_\_\_\_\_
- No thanks



If you wish to be entered into the draw to win 1 of 20 \$50 gift cards, please include your contact information below. The draw will be made on Thursday November 3rd. Your contact information will not be shared or used for any other purposes.

Name:

Email address:

