

The Economic Impact of International Students on Peterborough's Local Economy

Final Report by:

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Abstract

International students are an ever-growing phenomenon, with many prospective students looking abroad to develop both vocationally and personally. With an increasingly global marketplace, an international education can promote cultural sensitivity and global perspective, fostering the growth necessary to work in increasingly complex environments that transcend borders. These students, however, face different issues than the traditional domestic student, and if countries and firms hope to retain this talent, they must pay attention to the needs and wants of this group of students.

This paper seeks to present international student responses in a way that encourages dialogue on the topic of the effective impact of international students on the local economy, both short-term and long-term. The survey had a total of 198 respondents of various backgrounds and academic disciplines; approximately 120 of which contributed enough data from which viable conclusions could be drawn. These participants were all Trent international students that were solicited by email through Qualtrics and identified through the university registry.

While it is easy to reduce international students to economic terms such as “Skilled Labour” and “Consumers”, it is important to remember that these are individuals from different countries with complex needs and lifestyle goals. Thus, should Peterborough hope to make residents of these potential sojourners, it is important to address student concerns pertaining to lifestyle conflicts and restraints, such as cultural barriers and support system awareness. Much literature on the topic focuses on what indicators predict student interest in studying abroad initially or indicators that predict immigration. This paper measures the former while drawing the latter from existing literature, looking at what best predicts interest in immigration, or in the very least consideration of the prospect.

International students are projected to contribute approximately \$38,000 annually to the local economy in the short-run by way of expenditure. This does not include contributions to economy through employment or the possibility of attracting friends and family to the area, which would only increase this amount. This was found to be higher than the Canadian average of \$34,206, suggesting considerable economic impact projected at more than 5% of all spending in Peterborough. With regards to employment, 45% of students reported working during the semester, increasing to 54% during the summer.

Respondents reported issues of employment and cultural / community belonging, attributing much frustration to a perceived lack of these two attributes. Literature indicates both employment opportunities and a lack of cultural barriers as being strong indicators of intentions to stay abroad. There is strong emphasis on “perception” as a factor in their experience, as a lack of knowledge of the supports available can attribute more frustration than would otherwise exist should the systems in place be taken advantage of. Though 79% of respondents indicated they intend to stay in Canada after graduating, only 4% indicated they wished to stay in Peterborough, citing experience with prejudice and issues securing employment as reasons for not wanting to remain in the area.

There are opportunities for local economic growth should international talent be retained by way of entrepreneurial potential, which can address both matters of employment as well as cultural connection and community involvement. Further, involving international students in the development of both the local economy and campus can increase the attractiveness of the university, attracting more competitive talent to further stimulate the local economy.

Introduction

Acquisition of higher-education credentials is on the rise. Between 2006 and 2016, the percentage of Canadians holding a bachelor level degree or higher rose from 22.95% to 28.50% (Statistics Canada, 2006; Statistics Canada, 2016). This increase in post-secondary education has been attributed to increasing needs of human capital as well as the rising cost of living by way of amenities that are now critical in day-to-day life such as smartphones, service subscriptions, and continued education (US Bureau of Labor Statistics, 2017). In this increasingly globalized and credential intensive market, international education is also seen to be on the rise. Between 2014 and 2017, the international student population of Canada increased by 51.6% (Canadian Bureau of International Education), with the largest proportion of students being from China (28%) and India (25%). As the number of students from foreign countries increases, many “college towns” may anticipate economic impact as a result of the influx of residents along with the consumption and labour they bring.

The purpose of this research is to gather and interpret data on the economic impact of the international students on the City of Peterborough’s local economy with emphasis on labour, intentions to stay abroad, and gross expenditure. This research hopes to shed light on international student activity in economic terms with reference to existing literature to provide data on the current and possible future trends of these students, and what, if anything, can be done to affect these trends. Literature pertaining to international students will be used from various sources, including other countries, under the rationale that the shared attribute is the students themselves, which come from a source independent of the location the research takes place in.

Literature Review

Some common themes in the existing literature are those of employment and culture. Many students report difficulties in integrating into their environment upon beginning their studies. Examples of these issues can be as simple as having never experienced a Canadian winter before, especially for students from more temperate climates such as India, which makes up almost a quarter of the international student population in Canada (CBIE, 2018). These issues, which might seem innocuous to a domestic student, give way to compounding issues for international students, who report a lack of support in adjustment to the environment by way of culture and way of life (Calder et al. 2016). Common issues reported include finding affordable and suitable housing, knowing where to find familiar items (such as groceries), and finding employment that suits them.

The topic of the impact of international students on local employment has a considerable amount of literature. Jongkwan found short-run increases in employment in the local service industry, with a 13% net increase in employment three years following the opening of a university in the town measured (2019). Students themselves correlate appropriate employment opportunities to their intentions to stay (Zong & Schissel, 2019; Arthur & Flynn, 2011). “Appropriate” can be defined as meaningful employment, relevant to their degree or personal interests. Various sorts of discrimination have been verified in studies performed by providing students of different ethnic backgrounds with similar resumés, noting that those of “Chinese” or “Middle-Eastern” background having considerable difficulty in getting an interview after handing in their resume (Cameron, Farivar & Coffey, 2019).

Intentions to study abroad carry some interesting implications that could upset conventional assumptions about studying abroad. While it is generally seen as ideal for developing a well-rounded

skill-set by mixing the cultural-sensitivity and open-mindedness that cultural immersion brings, some literature has found that this is culturally based, with some literature suggesting students might be using the experience to “delay the onset of a career” in favour of a carefree lifestyle (Waters & Brooks, 2010, as cited in Huang & Turner, 2018). It is noted that these students were from the UK, and of a “privileged” background. In China, however, the “International Education” traditionally carried an air of prestige. Though it was traditionally recognized as an advantage, there has been conflict by way of cultural and skill-set dissonance. Many firms find issue retaining returning graduates due to wage conflicts and a lack of necessary skills assumed to have been acquired abroad (Huang & Turner, 2018).

Method

This research project relied on Qualtrics, a surveying software, to send surveys to students soliciting responses. Some questions were drawn from existing literature to compare findings and consider future trends. The Canadian Census and Canadian Bureau of International Education are used as national data references to provide a scale that survey data might be compared to. Some themes were anticipated due to historic “word-of-mouth” on the surveyed campus, and questions were designed around these to discern if there is merit to these rumours. The questions were provided to the host organization for review prior to emailing the survey out. The survey was sent out January 17th and left open for until the 31st, though respondents had one week to complete the survey if started before closure. The survey allowed participants to skip any question, resulting in different response rates for certain questions. This decision was made to first remedy the already taxing duration of the survey, while also addressing potential linguistic or cultural barriers, preferring to gather partial responses to abandoned responses arising due to unforeseen impediments in the survey.

Ethics approval was required for the survey as it involved human subjects that might be submitting sensitive information, though the respondents would remain anonymous and the data aggregated to prevent identification. This process mostly required disclosure of any risks involved with respondents, including the identification of sensitive subjects and risks of identifiable information being visible to any stakeholders, including readers. The survey began with a page that required the respondent to provide consent to the conditions set for the survey, which included the how the data would be used, how they might go about revoke their submissions, and whom they could contact for more information. This approval was provided January 16th, 2020 by the School of Business Ethics Board Committee.

Procedure & Measures

The registry of all international students at the University was used to send an invite link via Qualtrics. This registry was provided by the School of Business Acting Director Byron Lew, the supervisor of this project. This email was sent twice, with the second following after one week had passed. This invite link allowed student to respond to their own survey without gathering identifying information such as the email itself or personal information associated with it. The survey required the student to read and consent to a disclaimer and it informed them of the means by which they may have their submission revoked. The survey was accessible for one week following their last active date (should they have worked on it beyond their start date) before being submitted should they not have submitted it prior. The survey was open for 14 days.

The survey was composed of 38 questions, including quantitative questions, rank / scaling responses measuring perceived importance, and open-ended textboxes intended to gather qualitative data. The

list of questions is available in the Appendix. Questions solicited economic data, such as income, both from employment and other means such as foreign financial supports via family and grants. The survey also gathered labour data on respondents who reported themselves as employed, including hours worked, role / industry worked, and whether it pertained to their intended career.

Results

Participants included 198 students who initially responded the survey, with the age of respondents ranging between 16 and 40 (Mean = 21, Median = 20). Student contact info was collected from the university registry, with every registered international student being emailed (retaining anonymity through Qualtrics' settings). The participation rate in the survey ranged between 60-120 due to the open nature of the survey allowing students to skip any question, with approximately 60 students responding consistently. For the sake of clarity, those who did not respond were not included in the calculation of proportionate responses (Percentage values). The majority of respondents identified as female (61%) with one student identifying as "Other" and the rest male (38%). The largest country of departure identified was India at 28%, followed by Nigeria (8%), the United Arab Emirates (6%) and China (5%).

Table 1 – Respondents by country of origin

| Country | Respondents | Country | Respondents | Country | Respondents |
|----------------------|-------------|------------------------|-------------|--------------|-------------|
| India | 48 | Ecuador | 2 | Grand Cayman | 1 |
| Nigeria | 13 | Hong Kong | 2 | Guyana | 1 |
| United Arab Emirates | 11 | Japan | 2 | Honduras | 1 |
| China | 8 | Saudi Arabia | 2 | Indonesia | 1 |
| United States | 7 | Sri Lanka | 2 | Jordan | 1 |
| Ghana | 5 | Vietnam | 2 | Kazakhstan | 1 |
| Tanzania | 5 | Albania | 1 | Kuwait | 1 |
| United Kingdom | 5 | Antigua and Barbuda | 1 | Malaysia | 1 |
| Bangladesh | 4 | Australia | 1 | Nepal | 1 |
| Jamaica | 4 | Austria | 1 | Netherlands | 1 |
| Mexico | 4 | Barbados | 1 | Pakistan | 1 |
| Oman | 4 | Belize | 1 | Qatar | 1 |
| Germany | 3 | British Virgin Islands | 1 | Rwanda | 1 |
| Iran | 3 | England | 1 | Scotland | 1 |
| Kenya | 3 | Ethiopia | 1 | Tunisia | 1 |
| Norway | 3 | Finland | 1 | Uganda | 1 |
| Bahamas | 2 | France | 1 | Zambia | 1 |

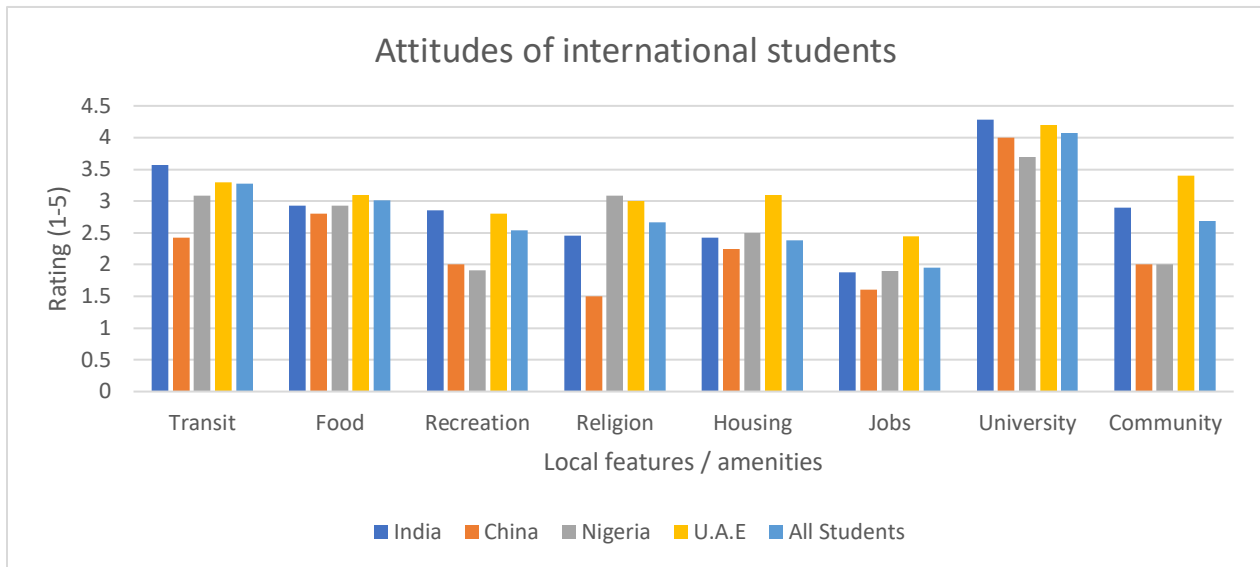
Illustrated above is the breakdown of citizenship among respondents. As discussed, the largest proportion of respondents identified consist of Indian, Nigerian, Emirati and Chinese students. It is important to note that not every student identified a country of origin / citizenship, and thus the numbers in the table will not reflect the total number of possible respondents. Sixty-one percent of respondents identified as female; though many did not respond to questions later on in the survey, likely due to survey fatigue. Of 126 responses, 19 reported to be apart of the Business Administration

program, and 16 reported being apart of the Computing and Information Systems program. The table below shows the distribution of respondents by program contrasted with the university distribution. The university distribution was acquired through Trent’s Office of the Registrar. Of note would be Computing and Information Systems, which seems to have a much higher proportion of international students than other programs. Later on, I discuss “Vocational” programs, such as Business Administration and Computing and Information Systems, which often lead to specific careers versus fields such as Psychology which instead open up to further training and education. International students seem to have a considerably larger proportion relative to the university (illustrated below) in these sorts of programs. Many of the students in these programs report working during the semester and summer, which is also discussed further on. A “Semester” is not defined in the survey, though intended to infer the period from September to April, when students are engaged in a typical schoolyear.

Table 2 – Respondents by Program

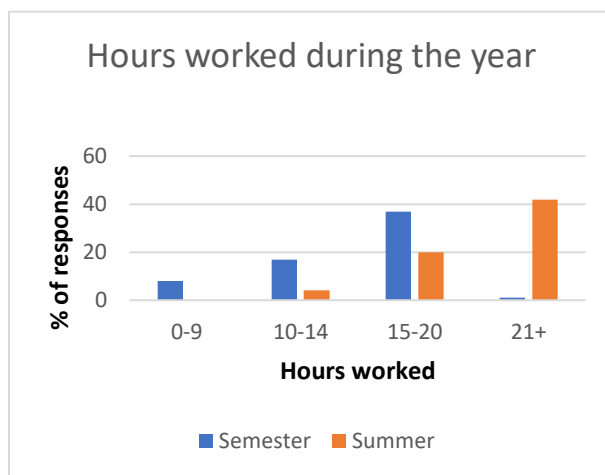
| Program | # | % | University % |
|---------------------------------|----|-----|--------------|
| Biochemistry | 2 | 2% | 2% |
| Biology | 6 | 5% | 8% |
| Biomedical | 2 | 2% | 1% |
| Business Admin | 19 | 15% | 13% |
| Chemistry | 3 | 2% | 1% |
| Computing & Information Systems | 16 | 13% | 3% |
| Cultural Studies | 2 | 2% | 1% |
| Data Analytics | 4 | 3% | N/A |
| Economics | 5 | 4% | 1% |
| Engineering | 1 | 1% | N/A |
| English | 2 | 2% | 3% |
| Environmental Science | 6 | 5% | 1% |
| Forensics | 9 | 7% | 4% |
| General Arts | 2 | 2% | N/A |
| General Science | 3 | 2% | N/A |
| Indigenous Studies | 2 | 2% | 1% |
| International Development | 4 | 3% | 1% |
| Law | 2 | 2% | N/A |
| Masters Program | 10 | 8% | N/A |
| Mathematics | 1 | 1% | 1% |
| Media Studies | 5 | 4% | 1% |
| Nursing | 3 | 2% | 9% |
| Other | 3 | 2% | N/A |
| Physics | 2 | 2% | 0% |
| Political Science | 2 | 2% | 1% |
| Psychology | 7 | 6% | 11% |
| Social Work | 3 | 2% | 5% |

Figure 1 – International student attitudes towards local environment



Student attitudes towards local infrastructure is presented in Figure 1. This question solicited the favourability of each term, from 1 to 5, with five being the most favourable response. The intent of this question is to gather attitudes towards different infrastructure and features of the local environment, such as transportation, University quality and community. Indian students rated higher in favourability (2.91) than the average international student (2.8), and notably more than the average Chinese respondent (2.3). There are notable differences in attitudes towards community, transit, recreation and religion across different student groups, with Chinese international students reporting significant differences in their favourability towards most features / amenities, such as their relatively low rating on Religion and Recreation. Giving context to transit attitudes, only 11% of students (n = 114) reported having access to a car in Peterborough, with even distribution across demographics.

Figure 2 – Work hours reported by international students



Of 140 respondents, 45% work during the semester, increasing to 54% in the summer. The hours worked increased in the summer, with most students reporting to work near full time (35-40 hours) with some exceeding this. Seventy-two respondents provided their industry classification, illustrated in Figure 3. The majority of students are employed in food services and retail during the semester. It is worth noting that “Other” had a qualitative aspect, and answers that were deemed to classify as any other answer were recategorized accordingly.

Another question asked students to report their role in their respective industry. These answers were qualitative and categorized based on whether their work qualified as “skilled” or “unskilled,” on the basis of whether these described roles would traditionally require credentials or formal training. Answers included TA positions, management roles and internship / placements. Based on these criteria, it was found that during the semester, 16% of students reported roles classified as “Skilled labour”, increasing to 24% in the summer. Respondents were also asked to answer whether they felt their current role was related to their degree or intended career. These responses included a “I do not know” option to distinguish career ambiguity students might face (Table 3.)

Figure 3 – Industries reported by international student workers

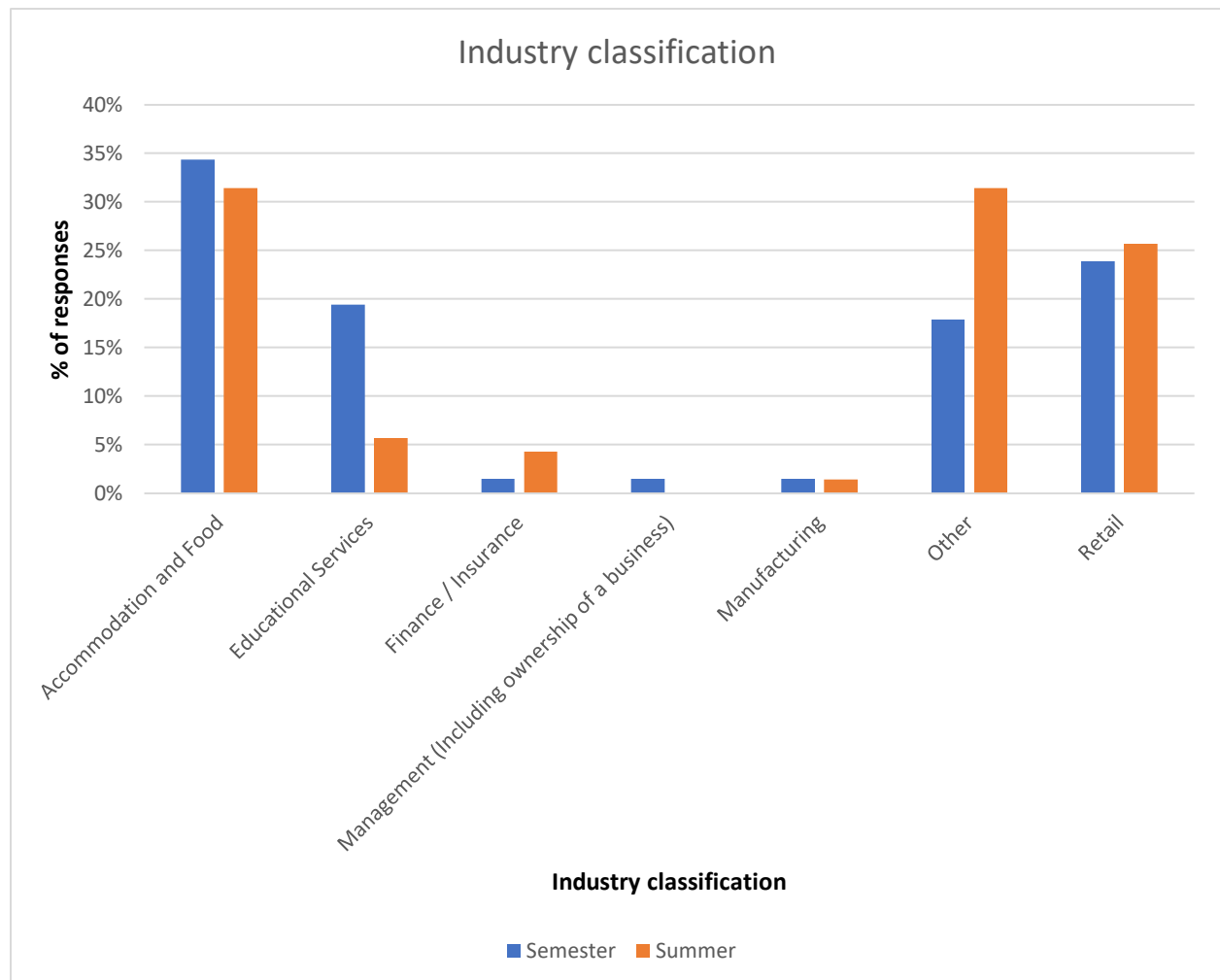


Table 3 – “Is this industry tied to your degree or intended career?”

| Answer (Semester) | Respondents | % | Answer (Summer) | Respondents | % |
|-------------------|-------------|-----|-----------------|-------------|-----|
| I do not know | 10 | 12% | I do not know | 10 | 14% |
| No | 59 | 70% | No | 42 | 60% |
| Yes | 15 | 18% | Yes | 18 | 26% |

Students were asked to provide “Weekly Income”, “Additional income abroad (excluding payments for tuition)” and “Scholarships / Grants”. For the income section, response rate fluctuated between 60 and 70. Data on Income and Income from external sources were aggregated into ranges. Due to the lower sample sizes as well as the variety of scholarships available to students from across the world, the data on grant / scholarship amounts does not provide much information. Data is reported weekly for income, while many students reported net or yearly grants / scholarships (specific data available in Appendix, 19).

Table 4 – Metrics for student grants, both domestic & international

| Domestic (n=17) | Values | International (n=24) | Values |
|-----------------|---------------|----------------------|--------------|
| Range | 1000 to 21000 | Range | 750 to 30000 |
| Mean | 7068 | Mean | 6265 |
| Median | 3000 | Median | 3051 |

Table 5 – Student income, both domestic (wages) and abroad (financial aid)

| Income range (Domestic) | % of respondents | Income range (International) | % of respondents |
|-------------------------|------------------|------------------------------|------------------|
| Does not know | 10% | Does not know | 0% |
| Less than 100 | 10% | Less than 100 | 18% |
| 100-299 | 55% | 100-299 | 56% |
| 300-499 | 15% | 300-499 | 11% |
| 500+ | 10% | 500+ | 15% |

Students were asked to rate on a scale from 1 to 5 on how easy it would be to find employment, with 5 being extremely easy. Students on average reported low on these sorts of questions, rating it moderately difficult to find employment (n = 117, Mean = 1.91, Median = 2). Following this question, they were asked if they believed work placements and internships would assist in improving their quality of life while in Peterborough (n = 130), with 82% of students answering yes. “I do not know” was a valid answer and accounted for 13% of responses, making uncertainty more common than negative responses with regards to this topic.

The survey also gathered student responses on their self-reported monthly expenses, focussing on local spending and excluding tuition. The response rate varied depending on the expense requested, with Rent and Other being the highest and lowest respectively ($n = 45$, $n = 10$). Rent accounted for the largest proportion of expenditure, followed by food with the remainder holding consistent. Entries were requested as monthly expenditure, though some students submitted numbers assumed to be only appropriate for yearly expenses. When encountered, these were normalized to a monthly amount. According to Figure 4, students spend approximately 43% of their measured expenditure on Rent, followed by food. The remainder of their measured expenditures were between 7% and 10%. Many students reported leaving town to purchase goods such as food and clothing. Were we to generously approximate the non-local spending at 50% of each of these values we can see approximately \$1,175 per student contributed monthly to the local economy. Of the currently 999¹ registered international students at Trent alone, this amounts to approximately \$1,175,000 contributed locally each month. Beyond this direct expenditure, it can also be assumed that these students create demand for services such as delivery, transit (including taxi services), and housing. Further still, their expenditure on Campus contributes to local employment by way of creating work opportunities in food services and recreation on campuses, seen through the various food and recreation areas (such as Trent's Ceilie and Fleming College's Steele Centre). According to Trent, international students paid approximately \$24,000² this year in tuition fees, and as a non-profit institution much of these funds cycle back into the economy through salaries, bursaries, and the various levies and grants related to campus life and activities. Due to this cyclical nature, I would approximate that international students contribute approximately \$38,000 a year per student, through their base local expenditure. This amount cycles through the local economy through both direct and indirect expenditure, the latter being a result of the redistribution of their tuition to salaries and local events. Compare this to the approximate \$84,489 in expenditure reported by Statistics Canada on Household expenditure in 2016³, and the average Household size of 2.47⁴, we can project the average expenditure of a citizen in 2016 as \$34,206 (Statistics Canada).

Given the international Student yearly projection has discounted non-local expenditure, we can assume that the average international student has a greater impact on the local economy in the short-run than the average Canadian resident, accounting for inflation which brings this projection from 34,206 to 36,532. Though there is a gap in Fleming international student data, with the most recent number available being 1,000 as of 2017 (a considerable increase from the prior year), we could modestly project 2,000 International students living within Peterborough. This represents approximately 5% of the population, which is quite material when compared to the 9% Immigration population of Peterborough, which does not include international students (Statistics Canada, 2016).

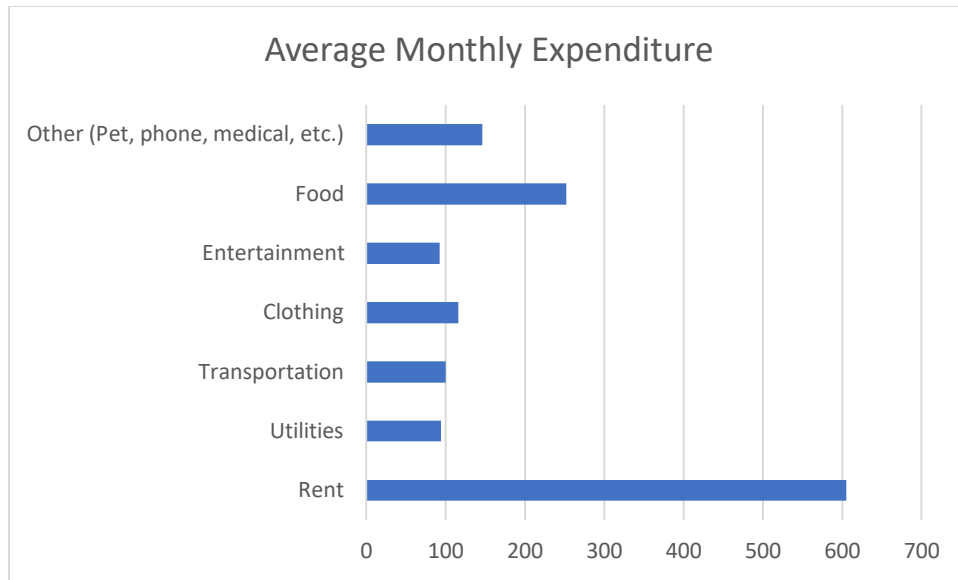
¹ <https://www.trentu.ca/about/trent-numbers>

² <https://www.trentu.ca/studentfinances/peterborough-international-2019-fees>

³ <https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=1110022201>

⁴ <https://www150.statcan.gc.ca/n1/pub/62f0026m/2017002/app-ann-g-eng.htm>

Figure 4 – Aggregate international student expenditure



Students were asked to choose options that they deemed to be the most important factors in deciding to travel to Canada for their education. Seventy-five percent of respondents (n = 126) selected “Career opportunities” and “Higher quality education” as reasons to travel abroad. Fifty-six percent of respondents selected “Wanting to live in Canada” and “Experience life abroad”. Students were told that the interest in living in Canada is not specific to what degree; the question can pertain to either their study period or post-graduate intentions.

Figure 5 – International student impetus to study in Canada

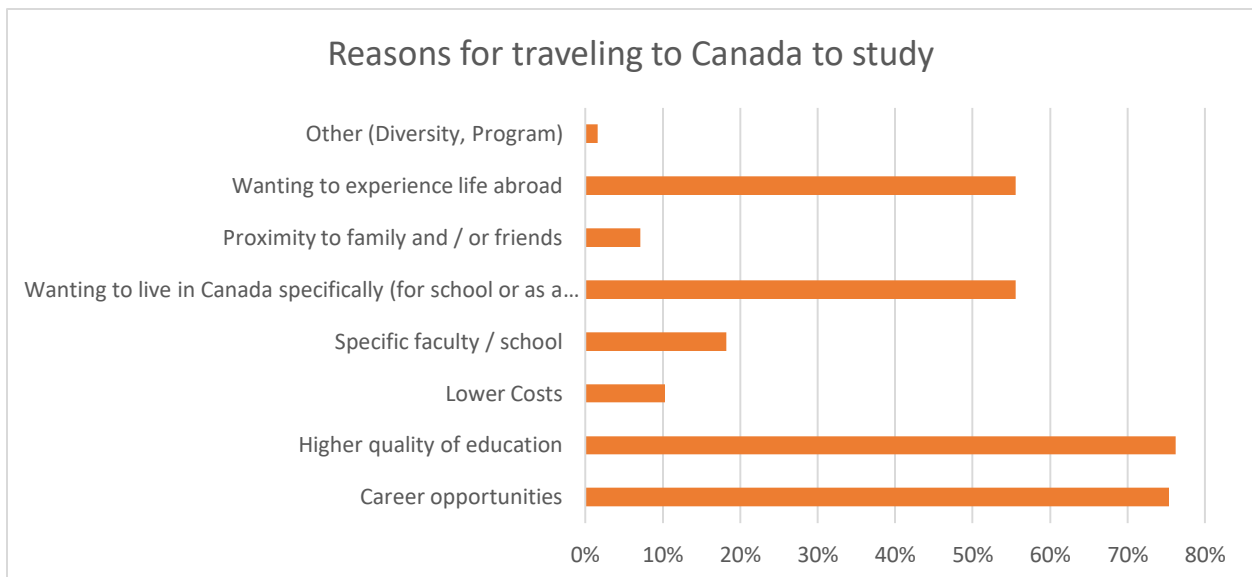
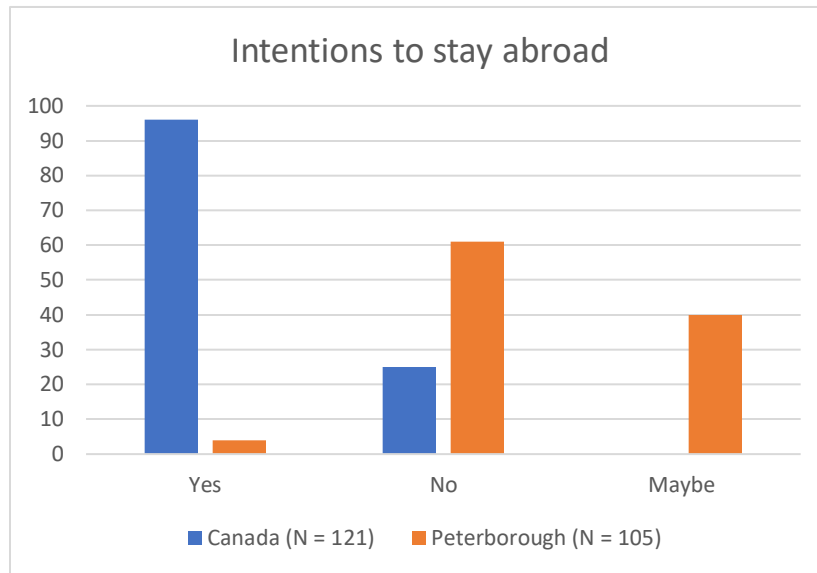


Figure 6 – Migration intents



Students were asked both whether they intended to stay in Canada and Peterborough respectively once they finished their studies. The question permitted a “Maybe” option for staying in Peterborough to measure students that may be on the fence in their decision. Seventy-nine percent of students showed interest in staying in Canada when they finished their studies, but only 4% showed interest in staying in Peterborough. Related to this are the responses on importance of Career and Community in student lifestyles. Ninety-six percent of students responded that their Career was “Very important”, with 62% rating it “Extremely important”. Seventy percent of students rated Community as “Very important, with 24% rating it “Extremely important”. Fifty-seven percent of students (n = 113) expressed that their experiences at Trent University influenced their decision as to whether they would live in Peterborough after school.

Below are two figures illustrating the trends in rationale for whether students have intentions to migrate or not. Due to the low response rate, “Yes” responses to staying in Peterborough were excluded, though they can be seen in the Appendix (Question 27). In summation of the data, Geographic location was a considerable reason for NOT wanting to stay in Peterborough, along with social reasons. In respondents that selected “Maybe” for staying in Peterborough, they rated “Friends” and “Family” higher than any other option.

Figure 7 – Reasons for migration intents (Staying)

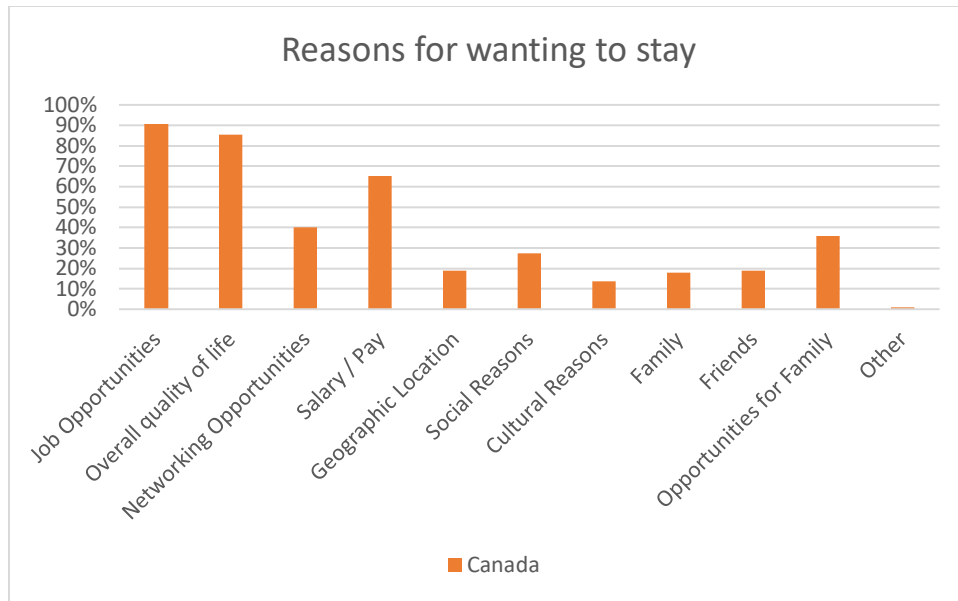
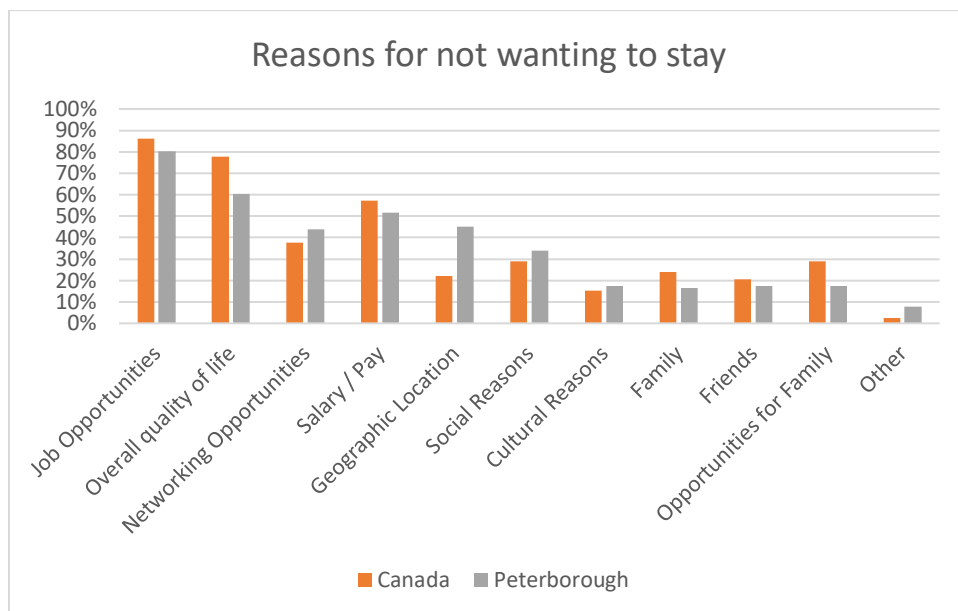


Figure 8 – Reason for migration intents (Departing)



As a point of information, the question asks what factors most influence their decision, without explicit correlation to those that answered “Yes” “No” or “Maybe”. Decisions to stay in Canada seemed to skew towards those attributes that were more relevant after their studies, such as Opportunities for their family and their Quality of life. The survey also assessed whether students would be more likely to stay abroad should work related to their degree be made available to them. This was an open-ended qualitative question, allowing students to provide rationale for either answer. Sixty-three percent of students (n = 109) said they would consider staying in Peterborough post-graduation under these conditions, with qualitative answers including “Why not?” “Because if given a relevant good opportunity then why not” and “having a job in my field will make me stick (around longer)”. For students who said

they would not stay even if work were provided, answers oriented towards frustrations with local accommodations, community (lack thereof), and visa restrictions.

Respondents were asked to report in a qualitative manner anything they feel they lack in Peterborough that they might leave the city to purchase or enjoy. With regards to lacking, a trend was recognized in food, entertainment and shopping opportunities. Students also expressed frustration at a lack of religious supports and inadequate infrastructure (making reference to public transit as well as the store density in the town). Students reported leaving town to purchase clothing, furniture, cultural foods / goods, and for purposes of religious activity and recreation. The most common out-of-town purchases tended to be food and clothing, especially cultural foods that cannot be purchased in town.

A scale from 1 to 5 was used to measure both comfort in the process of becoming a permanent resident as well as stress induced from the time constraints. Students generally learned towards being comfortable with the process of becoming a Permanent resident, though similarly stressed due to the time constraints involved ($n = 107$, Mean = 3.36, Median = 3; $n = 104$, Mean = 3.41, Median = 3). Sixty-nine percent of students ($n = 107$) reported that the process impacts their decision to stay in Canada. These constraints refer to the finite period students have to transition from their student visa to their work visa, which is necessary for them to eventually receive their permanent residency status.

The final question of the survey was on whether students felt they faced cultural barriers in Canada, with an opportunity to explain their answer (if yes). Thirty-four percent of students ($n = 104$) responded yes, with their explanations trending towards an inability to integrate into the culture due to themes of racism, discrimination, and culture shock.

Discussion

The purpose of this research is to answer the question “What is the economic impact of international students in Peterborough and the surrounding area?”. To do this, I surveyed labour and expense data to determine work and expenditure habits of students while approaching the question with the context of students both mid- and post-studies. I looked to categorize “Vocational” programs, which have a higher rate of employment among respondents. I calculated employment rates by program by looking at responses that answered yes to working during the semester and their reported major. I found the highest employment rate among student groups (only looking at majors with 5% representation or more in the sample) in Big Data Analytics, Psychology, and Biology, with employment rates of 88%, 83%, and 67% respectively (n = 8, n = 7, n = 6). Among the larger samples of Computing and Information systems and Business Administration (n = 16, n = 19), employment rates were 50% and 58% respectively. All of these sit above the survey-average of 45% during the semester. These “vocational programs” might indicate particular employability within these programs, exclusive of cultural background.

There is a lack of comparable data to draw inferences on this, however, as most data is focused on employment rates post-graduation, with no correlation drawn to in-course employment. Further, Ontario provincial data indicates that Trent graduates in the field of “Business & Commerce” have the lowest employment rate six months following graduation by a considerable margin, which recovers to a more competitive number within two years post-graduation (Ministry of Colleges and Universities, 2019). This could indicate a trend in the transition period between graduating from Trent and finding appropriate work, explained by Peterborough’s high unemployment rate (while giving credit to the frustrations students have expressed thus far). This could be identified as an opportunity to intercept, as there will be a large number of students seeking employment with historically low employment rates.

Peterborough is well known for its relatively high unemployment rate and low participation rate, sitting at 8.9% and 59.2% respectively, according to the 2016 Census (Statistics Canada). Statistics Canada has also reported a “landed immigrant” unemployment rate, which fluctuates according to their recency of permanent residency. The longer these immigrants are in Canada (measured 0-5, 5-10 and 10+ years since achieving residency), the lower their unemployment rate, starting at a rate higher than Peterborough and ending at one lower than the national rate (for 2016, 12.1% and 6% respectively) (Statistics Canada). This could be indicative of issues in securing employment that respondents have clarified as a common issue shared by would-be migrants.

Looking further at the census data for 2016, Immigrants make up 22% of the Canadian population while only making up 9% of Peterborough. It is a common phenomenon for immigrants to orient towards familiar environments and could explain the frustrations communicated by many students who lack a cultural or communal connection to the town, which doesn’t proportionally present itself as the rest of Canada might. Compare this to cities like Toronto on the other end of the spectrum, with a 47% immigrant population, and it can be seen where students might be seeing issue with staying in Peterborough post-graduation when there is a higher chance of finding a more familiar community as close as the GTA (Statistics Canada, 2016). I looked at similarly sized cities nearby, selecting Oshawa and Kingston, for comparison with these metrics, as Toronto is a significant outlier. These cities, though lower than the National proportion of Immigrants, still possessed higher immigrant populations at 18% and 13% respectively. These towns each have numerous post-secondary institutions in them as well, thus why they have been selected as a proxy. Should we assert that international students will be more

likely to migrate to locations that both provide confidence in their employment opportunities as well as a means to integrate into the community, requiring some sort of cultural familiarity, we can in the very least conclude that these metrics do not favour Peterborough.

The table below provides a comparison between the data reported above and the Peterborough workforce distribution. The “Other” section has been omitted due to it not appropriately representing the corresponding section in the census. International students provide a proportionally larger share of labour towards educational services and accommodations and food, though less so in fields such as Manufacturing. A limitation in the survey was the lack of an “Information and cultural industries” option for those in IT / Community support work. One point of interest is the work in Finance and Insurance in the summer, given the large proportion of Business Administration respondents. There is a considerably large number of students specialized in accounting in this program, suggesting a large labour force with experience and interest in occupations involving similar tasks, including auditing, data entry, and payroll (many being roles not being compatible with full-time semester schedules). Further on, entrepreneurial activity is discussed. It is worth noting a Profile created in 2014 for Peterborough by the Peterborough Social Planning Council which found that “Peterborough had the highest percentage of Immigrant Entrepreneurs in Canada” (2014). This is an interesting contrast for a town with such a low immigrant population and could be indicative of an opportunity in working with local entrepreneurs to increase the opportunities for graduating students to implement their own ideas locally.

Table 6 – Breakdown of industry occupation between international students and Peterborough

| Industry | Semester | Summer | Peterborough |
|----------------------------------|------------|------------|--------------|
| Accommodations and food services | 34% | 31% | 9% |
| Educational services | 19% | 6% | 10% |
| Finance and insurance | 1% | 4% | 3% |
| Management | 1% | 0% | 0% |
| Manufacturing | 1% | 1% | 7% |
| Retail | 24% | 26% | 14% |
| Sum of above | 82% | 69% | 43% |

The metrics used in Figure 5 were replicated from a study by Han, Stocking and Appelbaum which examined international graduates in the US and their decisions to stay or leave upon graduation (2015). Reasons for coming are relatively proportional with respect to their field of study, with a few distinctions (Figure 5)). First, the proportion of respondents who indicated the opportunity to live in Canada as a reason for studying here were more than double that of the same response for US respondents in Han et al. (2015). Second, there is more emphasis on cost and less on quality of education, which was the leading factor that lead students to go to the United States for their education. Other implications of their study relate further to this than originally proposed; perception plays an important role in the prediction of migration intentions for students who were not traveling for non-academic opportunities. Han et al. found that students who intended to pursue a career outside of academia had a much higher probability to stay abroad than those interested in pursuing academia as a career. It is worth contextualizing that their study was focused on Post-Graduate students, and thus focused more on students reaching this crossroads. Nonetheless, this could indicate that students with specific goals

(such as knowing the career they are looking into) are more likely to scrutinize the environment before deciding to migrate, compared to students with less stringent goals. That is to say that students who are looking for any employment opportunities might be more likely to stay abroad despite uncertainty that could be avoided by returning home. Though Han et al.'s study focuses heavily on research-oriented students, it could be argued that the focus of a "career-orientation" is applicable in this scenario, given student responses and the trending importance of job opportunities found in this survey. I base my interpretation of this trend on the response rates and indicated importance of job opportunities students have reported thus far, including the reported importance of their career to their lifestyle, student attitudes towards local job opportunities, and their migration intentions should they be provided career-work, all of which indicate that career opportunities are extremely important to these respondents. This research also supports the proposition that employment opportunities related to career-development provide the conditions under which an international student might choose to stay abroad, particularly in the geographic area where their career is being developed.

Another consideration for the data on students looking towards particular opportunities are whether the students have the necessary skills to adequately "scrutinize the environment". Discussed by Okay-Somerville and Scholarios, the Association of Graduate Recruiters (based in the UK) found that there was issue with the quality of the applications recent graduates were submitting, resulting in their lack of relevant employment (2017). This study focuses on the idea of position (Social background), possession (human capital) and process (their networking and application methods). Without any career services in place, there maybe a gap between the students graduating and the skills necessary to both find and adequately present themselves as potential employees to the firms they would otherwise be interested in. With this in mind, it's worth considering that students that report a lack of job opportunities might actually be reporting a lack of "Career self-management", a concept that describes how the employee's behaviours and activities influence their employability and career trajectory.

With regards to response proportions, there was a low number of Chinese international students given the proportion in Canada indicated by the Canadian Bureau of International Education (2018). I propose two possible explanations for this. First, there could be a lack of awareness of Trent University for Chinese students abroad. Zong and Schissel found that Chinese international students show trends towards vocational educations, as these students study abroad to increase their employment opportunities. (2019). Though Trent is a rapidly growing school, it could be assumed that due to its identity as a smaller Liberal Arts university, it has not attracted international students who are purely career oriented. The second explanation is that student groups with less interest in matters abroad, such as those who are committed to returning home and seeing this as a transactional experience are less interested in participation, and thus not responding to the survey. This would result in a skew towards positive responses and explains the high response rate of those intending to stay abroad.

Based on survey results and a research piece authored by Krabel on the topic of entrepreneurial activity, there is evidence to suggest an opportunity for students as a means to "grow" Peterborough through the provision of not only skilled labour, but also entrepreneurial interest. Krabel's study focused on the correlation between University entrepreneurial proclivities as well as Student work history, though focused on work history prior to enrolment. Krabel found that students who are enrolled at universities that promote and implement programs that develop entrepreneurial skills resulted in higher rates of entrepreneurial activity measured by self-employment (2019). The second finding was that students with a work history prior to enrolment had a similar positive correlation in self-employment. Though my

study was limited to employment experience while enrolled, it could be argued that despite the distinction between work prior to and work during their program, there is no reason the two cannot correlate to the same post-graduate activity should the student engage in entrepreneurial activity during their studies. I would also argue that there are opportunities for growth should programs be put in place to foster entrepreneurial interest in international students, which bring skills and experiences abroad that cannot be found domestically, including skills that could remedy existing frustrations communicated through this survey, such as food services. The city itself has recently initiated its own forward-looking development plans to develop into a more “sustainable and innovative community” (Peterborough The Kawarthas, 2020). With an intermediary coordinating the effort between both Trent and Fleming as well as the City of Peterborough, there could certainly be room for economic growth through entrepreneurial activity. This research, however, does not distinguish between students in Post-graduate programs or in “vocational programs” as described above. There might be stronger or weaker indicators not only based on the program one is in, but whether someone is returning to further their education for a specific purpose (Such as a business owner or master’s student).

Interpretation of the data in the survey is largely contextual, due to the lack of existing literature not only on the topics covered (in the detail that they are), but also in the context of a smaller town such as Peterborough. Students who worked tended towards full-time hours where possible (with a 20-hour limit imposed during the semester due to visa restrictions). This could suggest interest in employment and an eagerness to pursue their career post-graduation if not prior. I would offer a secondary context, however, communicated by students outside of the coverage of this study. While it is no secret that international students pay considerably higher tuition than domestic students, 17% of students claimed that no other entity or person pays their tuition. At a university where international tuition is approximately \$20,000, it could be that these students are working to pay for their tuition while abroad, necessitating full-time employment wherever possible. Aside from any economic implications of studying abroad on earned funds, this might warrant future research on the career-orientation of these individuals, if this is in fact the circumstances of their employment.

The student employment frustration is one that definitely requires attention, particularly relying upon Han et al.’s findings of career-perspective. Of all metrics in Figure 1, the Job market of Peterborough was rated the lowest across all international students. Though it is substantiated with other data considered, including Peterborough’s unemployment rate, this perception alone can impact intentions to stay abroad. Both the limited labour market of Peterborough, and the need for students to acquire a visa, limit the willingness of Trent’s international students to stay in Peterborough upon graduation. Demirci finds that students who had priority treatment when applying for visas and work permits were more likely to remain after graduating. The study did not distinguish between those staying in the location of the university they attended from those who remained elsewhere in the country. While there is little that can be done at a municipal level with regards to controlling these factors, the emphasis that can be placed from this survey is on perceived stress from the process of applying for permanent residency. As many students admitted the process has impacted their decision to stay, providing visible supports for students who might decide to stay abroad could relieve this stress that could impact their overall immigration intention.

A common theme occurring in this survey and the literature surrounding the concept of international student immigration is that of perception. What these students perceive has very real impacts on their decision-making, which means that awareness of support systems is integral to providing a community

in which they can live comfortably without the confusion that Calder et al. described. Students who travel abroad experience different issues from those that a domestic student might encounter, such as linguistic barriers, cultural conflicts, and employment frustrations. Many of their findings have been replicated in this study, including topics such as housing, employment and cultural integration. Many students in the qualitative portion of the survey, when asked to explain cultural barriers faced, described in explicit terms the racism and prejudice they have experienced locally. This is likely interconnected with the responses describing a lack of community, as well the higher response rate in Figure 1, especially regarding Indian students who represent a large proportion of the sample. Further, there are many support groups for international students that are either poorly explained or not recognized by the groups they pertain to. The New Canadians Centre, while ideal for those who seek to integrate into Canada, does not engage directly with students, leaving this to groups such as “Trent International”. Volunteer organizations, such as the Trent Valley International Coffee House (ITCH) seek to bring international students together with native English speakers while hosting events communicating and celebrating both the student’s and Canadian culture. Should any research be warranted as a follow-up on the topic of international students, a comparison between international students involved in support groups such as ITCH and those not involved with any support groups would certainly be interesting to consider. While Trent International provides assistance with cultural integration, housing and more, the student response on these topics is still quite negative, and the literature suggests a prognosis of departure, whether through repatriation or migrating elsewhere.

Though there was a lack of long-term data with regards to economic impact, there is a possible negative attribute in way of “economic gaps”. These would be fluctuations in international student population, such as that of the summer for students that might return home. From another perspective, the positive economic impact itself could be regarded as a bubble, given the current COVID-19 epidemic. With air-travel restrictions in place, there is a risk that the lack of incoming international students could disrupt the local economy due to a lower than expected demand in way of housing, food, and support services. This could further disrupt the local schools due to the reduced tuition they will receive without these students attending. Thus, while this report has measured positive short-run economic impacts, there are some risks to be considered when relying on international students as purely short-run prospects.

There are a few key limitations of this research. First, due to the wide distribution of student ethnic groups, there are few cultural groups that can be explicitly addressed. As a result, most interpretations are forced to take a blanket approach to “Culture”, with little to determine where the issue lies. A second limitation is found in the question of employment and hours worked. As mentioned, there is a very real possibility that some students who study abroad are working to earn their income throughout the year. Though a violation of their visa, there are many rumours of “under-the-table” employment in University towns targeting Study Permit students like these, recognizing the need for income at all costs. As a result, international students would likely hesitate to admit their hours worked above and beyond the 20-hour capacity for work off-campus. A third limitation recognized is the lack of comparable data in the environment. Much of what has been produced here is unique to the local area and has little in the way of comparable data. As such, it is difficult to draw accurate conclusions or develop a working prognosis of the current attitudes and circumstances of international students. Much of the research is open to interpretation and would likely warrant a more qualitative approach in following research projects, with this body as context, to get a better understanding of the issues described. As of now, we

have the establishment of problems, but not a functional understanding of why they are occurring here, whether it is a problem common for international students, and whether it is controllable.

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Appendix

Survey questions

Question 1

What country did you travel to Canada from? (Text box)

| Country | Responses | Country | Responses | Country | Responses |
|----------------------|-----------|------------------------|-----------|--------------|-----------|
| India | 48 | Ecuador | 2 | Grand Cayman | 1 |
| Nigeria | 13 | Hong Kong | 2 | Guyana | 1 |
| United Arab Emirates | 11 | Japan | 2 | Honduras | 1 |
| China | 8 | Saudi Arabia | 2 | Indonesia | 1 |
| United States | 7 | Sri Lanka | 2 | Jordan | 1 |
| Ghana | 5 | Vietnam | 2 | Kazakhstan | 1 |
| Tanzania | 5 | Albania | 1 | Kuwait | 1 |
| United Kingdom | 5 | Antigua and Barbuda | 1 | Malaysia | 1 |
| Bangladesh | 4 | Australia | 1 | Nepal | 1 |
| Jamaica | 4 | Austria | 1 | Netherlands | 1 |
| Mexico | 4 | Barbados | 1 | Pakistan | 1 |
| Oman | 4 | Belize | 1 | Qatar | 1 |
| Germany | 3 | British Virgin Islands | 1 | Rwanda | 1 |
| Iran | 3 | England | 1 | Scotland | 1 |
| Kenya | 3 | Ethiopia | 1 | Tunisia | 1 |
| Norway | 3 | Finland | 1 | Uganda | 1 |
| Bahamas | 2 | France | 1 | Zambia | 1 |

Question 2

What is your Identified Gender? (Male, Female, Other)

| Gender | Responses |
|--------|-----------|
| Female | 113 |
| Male | 71 |
| Other | 1 |

Question 3*What is your age? (Text box)*

| Age | # |
|-----|----|
| 16 | 1 |
| 17 | 4 |
| 18 | 21 |
| 19 | 30 |
| 20 | 35 |
| 21 | 30 |
| 22 | 12 |
| 23 | 12 |
| 24 | 9 |
| 25 | 7 |
| 26 | 2 |
| 27 | 4 |
| 28 | 2 |
| 29 | 1 |
| 30 | 2 |
| 31 | 1 |
| 33 | 1 |
| 35 | 1 |
| 40 | 1 |

Question 4*On a Scale from 1-5, 5 being strongly in favour of, and 1 being strongly against, how would you rate the following:**Peterborough Transit (Including parking)*

| Rating | # |
|--------|----|
| 1 | 12 |
| 2 | 28 |
| 3 | 49 |
| 4 | 53 |
| 5 | 21 |

Peterborough Food (Including restaurants and grocery stores)

| Rating | # |
|--------|----|
| 1 | 6 |
| 2 | 47 |
| 3 | 60 |
| 4 | 44 |
| 5 | 8 |

Peterborough Recreational Activities

| Rating | # |
|--------|----|
| 1 | 24 |
| 2 | 54 |
| 3 | 54 |
| 4 | 20 |
| 5 | 5 |

Peterborough Religious services (Including local religious communities and supports)

| Rating | # |
|--------|----|
| 1 | 28 |
| 2 | 41 |
| 3 | 39 |
| 4 | 23 |
| 5 | 13 |

Peterborough Housing Market (Including rentals)

| Rating | # |
|--------|----|
| 1 | 32 |
| 2 | 58 |
| 3 | 43 |
| 4 | 18 |
| 5 | 4 |

Peterborough Job Market

| Rating | # |
|--------|----|
| 1 | 55 |
| 2 | 55 |
| 3 | 36 |
| 4 | 4 |
| 5 | 1 |

Trent University

| Rating | # |
|--------|----|
| 1 | 5 |
| 2 | 3 |
| 3 | 28 |
| 4 | 73 |
| 5 | 57 |

Peterborough Cultural Support / Communities (Relative to YOUR experiences).

| Rating | # |
|--------|----|
| 1 | 26 |
| 2 | 41 |
| 3 | 56 |
| 4 | 20 |
| 5 | 12 |

Question 5

What program are you currently enrolled in, including your year (Example: Business Administration 4th year)? (Text box)

| Program | Responses |
|---------------------------------|-----------|
| Biochemistry | 2 |
| Biology | 6 |
| Biomedical | 2 |
| Business Admin | 19 |
| Chemistry | 3 |
| Computing & Information Systems | 16 |
| Cultural Studies | 2 |
| Data Analytics | 4 |
| Economics | 5 |
| Engineering | 1 |
| English | 2 |
| Environmental Science | 6 |
| Forensics | 9 |
| General Arts | 2 |
| General Science | 3 |
| Indigenous Studies | 2 |
| International Development | 4 |
| Law | 2 |
| Masters Program | 10 |
| Mathematics | 1 |
| Media Studies | 5 |
| Nursing | 3 |
| Other | 3 |
| Physics | 2 |
| Political Science | 2 |
| Psychology | 7 |
| Social Work | 3 |

Question 6

Do you work during the Semester? (Yes / No)

| | |
|-----|----|
| No | 77 |
| Yes | 63 |

Question 7

If so, approximately how many hours per week do you work?

| Range | # |
|-------|----|
| 0-9 | 8 |
| 10-14 | 17 |
| 15-20 | 37 |
| 21+ | 1 |

Question 8

What industry do you work in?

Construction

Manufacturing

Retail

Finance / Insurance

Educational Services

Accommodation and Food Services

Management (including ownership of a business)

Other (Please provide) (Text box)

| Industry | Responses | % |
|--|-----------|-----|
| Accommodation and Food services | 23 | 34% |
| Educational Services | 13 | 19% |
| Finance / Insurance | 1 | 1% |
| Management (Including ownership of a business) | 1 | 1% |
| Manufacturing | 1 | 1% |
| Other | 12 | 18% |
| Retail | 16 | 24% |

Question 9

Based on the above, please provide your occupational role in the industry stated above. For example, "Labourer", "IT Support", "Retail Clerk". (Text box)

| Labour type | # |
|-------------|----|
| Skilled | 12 |
| Unskilled | 63 |

Question 10

Is this industry tied to your degree or intended career path in any way? (Yes / No / I do not know)

| Answer | Responses | % |
|---------------|-----------|-----|
| I do not know | 10 | 12% |
| No | 59 | 70% |
| Yes | 15 | 18% |

Question 11

Do you work during the Summer? (Yes / No)

| | |
|-----|----|
| No | 55 |
| Yes | 65 |

Question 12

If so, approximately how many hours per week do you work?

| Range | # |
|-------|----|
| 0-9 | 0 |
| 10-14 | 4 |
| 15-20 | 20 |
| 21+ | 42 |

Question 13

What industry do you work in? (Answer "Same as above" if you hold the same position) (Same as Question 8)

| Industry | Responses | % |
|---------------------------------|-----------|-----|
| Accommodation and Food Services | 22 | 31% |
| Educational Services | 4 | 6% |
| Finance / Insurance | 3 | 4% |
| Manufacturing | 1 | 1% |
| Other | 22 | 31% |
| Retail Trade | 18 | 26% |

Question 14

Based on the above, please provide your occupational role in the industry stated above (Text box)

| Labour type | # |
|-------------|----|
| Skilled | 13 |
| Unskilled | 41 |

Question 15

Is this industry tied to your degree or intended career path in any way? (Yes / No / I don't know)

| Answer | Responses |
|---------------|-----------|
| I do not know | 10 |
| No | 42 |
| Yes | 18 |

Question 16

What is your approximate weekly income? (Text box)

| Answer | Responses |
|---------------|-----------|
| Do not know | 7 |
| Less than 100 | 7 |
| 100-299 | 39 |
| 300-499 | 11 |
| 500+ | 7 |

Question 17

Does another entity / person pay your tuition? (Yes / No)

| | |
|-----|----|
| No | 20 |
| Yes | 99 |

Question 18

Do you receive any additional income from abroad (Back home) excluding funds for tuition? If so, approximately how much do you receive per week? (Text box)

| Answer | Responses |
|---------------|-----------|
| Less than 100 | 11 |
| 100-299 | 34 |
| 300-499 | 7 |
| 500+ | 9 |

Question 19

Do you receive scholarships / grants and if so, approximately how much do you receive in scholarships and grants, both domestically and internationally? (Domestic (Text box), International (Text box))

| Type of Scholarship / Grant | Responses |
|-----------------------------|-----------|
| Domestic | 17 |
| Both | 16 |
| International | 38 |

| Domestic (n=17) | Values | International (n=24)* | Values |
|-----------------|---------------|-----------------------|--------------|
| Range | 1000 to 21000 | Range | 750 to 30000 |
| Mean | 7068 | Mean | 6265 |
| Median | 3000 | Median | 3051 |

**Not all respondents provided the values of their grants*

Question 20

How easily would you say finding work in Peterborough is? Answer from 1 to 5, with 1 being extremely difficult and 5 being extremely easy (Scale from 1 to 5)

| Rating | # |
|--------|----|
| 1 | 49 |
| 2 | 37 |
| 3 | 24 |
| 4 | 6 |
| 5 | 1 |

Question 21

Do you feel as though work placements and paid internships would improve your quality of life in Peterborough? (Yes / No / I do not know)

| Answer | Responses |
|---------------|------------|
| I do not know | 17 |
| No | 6 |
| Yes | 107 |

Question 22

How much do you spend per month on the following:

Rent

Utilities

Transportation

Clothing

Entertainment

Food

Other (Please provide)

| Expense | Average |
|--|----------------|
| Rent | 605.61 |
| Utilities | 94.4 |
| Transportation | 99.95 |
| Clothing | 115.96 |
| Entertainment | 92.86 |
| Food | 252.56 |
| Other (Pet, phone, medical, etc.) | 146.32 |
| Average spending | 1407.66 |

Question 23

What was important in deciding to travel to Canada for school? Select all that apply:

Career Opportunities

Higher quality of education

Wanting to experience life abroad

Specific faculty / school

Wanting to live in Canada specifically (for school or as a citizen)

Proximity to family and / or friends

Lower costs

Other (Please provide)

| Features selected (n = 126) | Responses |
|---|-----------|
| Career opportunities | 95 |
| Higher quality of education | 96 |
| Lower Costs | 13 |
| Specific faculty / school | 23 |
| Wanting to live in Canada specifically (for school or as a citizen) | 70 |
| Proximity to family and / or friends | 9 |
| Wanting to experience life abroad | 70 |
| Other (Diversity, Program) | 2 |

Question 24

Do you plan on staying in Canada after you graduate? (Yes / No)

| | |
|-----|----|
| No | 25 |
| Yes | 96 |

Question 25

Based on your answer above, please select below the factors you feel relevant to your decision:

Job opportunities

Overall quality of life

Networking opportunities

Salary / Pay

Geographic location

Social reasons

Cultural reasons

Family

Friends

Opportunities for family

Other (Please provide)

| | |
|--------------------------|----|
| Job Opportunities | 51 |
| Overall quality of life | 46 |
| Networking opportunities | 23 |
| Salary / Pay | 35 |
| Geographic location | 16 |
| Social reasons | 22 |
| Cultural reasons | 13 |
| Family | 16 |
| Friends | 16 |
| Opportunities for family | 21 |
| Other (Spouse) | 1 |

Question 26

Do you plan on staying in Peterborough after you graduate? (Yes / Maybe / No)

| | |
|-------|----|
| Maybe | 40 |
| No | 61 |
| Yes | 4 |

Question 27

Based on your answer above, please select below the factors you feel relevant to your decision:

Job opportunities

Overall quality of life

Networking opportunities

Salary / Pay

Geographic location

Social reasons

Cultural reasons

Family

Friends

Opportunities for family

Other (Please provide)

| Yes | | |
|--------------------------|---|------|
| Peterborough | | |
| n = 4 | | |
| Job Opportunities | 4 | 100% |
| Overall quality of life | 3 | 75% |
| Networking Opportunities | 1 | 25% |
| Salary / Pay | 3 | 75% |
| Geographic Location | 2 | 50% |
| Social Reasons | 0 | 0% |
| Cultural Reasons | 1 | 25% |
| Family | 0 | 0% |
| Friends | 0 | 0% |
| Opportunities for Family | 2 | 50% |
| Other | 0 | 0% |

| No | | |
|--------------------------|----|-----|
| Peterborough | # | % |
| n = 48 | | |
| Job Opportunities | 40 | 83% |
| Overall quality of life | 32 | 67% |
| Networking Opportunities | 21 | 44% |
| Salary / Pay | 25 | 52% |
| Geographic Location | 28 | 58% |
| Social Reasons | 18 | 38% |
| Cultural Reasons | 8 | 17% |
| Family | 7 | 15% |
| Friends | 4 | 8% |
| Opportunities for Family | 7 | 15% |
| Other | 2 | 4% |

| Maybe | | |
|--------------------------|----|-----|
| Peterborough | # | % |
| n = 38 | | |
| Job Opportunities | 29 | 76% |
| Overall quality of life | 20 | 53% |
| Networking Opportunities | 18 | 47% |
| Salary / Pay | 19 | 50% |
| Geographic Location | 11 | 29% |
| Social Reasons | 13 | 34% |
| Cultural Reasons | 6 | 16% |
| Family | 8 | 21% |
| Friends | 12 | 32% |
| Opportunities for Family | 7 | 18% |
| Other | 5 | 13% |

The following qualitative questions were loosely aggregated, and thus were not quantified by response due to the loose details provided by respondents.

Question 28

If work related to your degree were available in Peterborough, would you consider staying in Peterborough post-graduation? Why or why not? (Yes (Text box) / No (Text box))

| | |
|-----|----|
| No | 40 |
| Yes | 69 |

Rationale provided for Yes:

- If work were provided, they would find it less risky than leaving town for work
- Comfortable in this town, grown accustomed to it
- Lower rent, lower cost of living in Peterborough

Rationale provided for No:

- Do not like the town or community
- Cultural / Familial connections in place, no need to stay here (Or never intended to)
- Study Visa ending, no interest in working
- "Peterborough will be my last option"

Question 29

Is there anything you feel you lack in Peterborough? (Text box)

Summarized:

Shopping opportunities

Improved Transportation, including logistics planning (Integrated bus route support for new students, etc.)

Entertainment (Including night-life)

Restaurants

Community improvements

Human resources, including Mental health / Counselling supports

Diversity / Cultural representation

Housing

More "City feel"

Recreational Opportunities

Job market / Opportunities

Religious supports

Improved infrastructure

Question 30

Is there anything you leave Peterborough to do / buy? If so, what? (Text box)

Summarized:

- Food
- Furniture
- Clothing
- Religious practices
- To explore Toronto as there is more to do
- Cultural items that can't be found in Peterborough, including food options
- Recreation opportunities
- Overall entertainment
- **Housing & Food** came up more than most, followed by entertainment.

Question 31

How important do you consider Community to your lifestyle?

Extremely Important

Very Important

Moderately Important

Slightly Important

Not at all important

| | | |
|----------------------|----|-----|
| Not at all important | 3 | 3% |
| Slightly important | 4 | 4% |
| Moderately important | 27 | 24% |
| Very important | 52 | 46% |
| Extremely important | 27 | 24% |

Question 32

How important is your career to your lifestyle?

Extremely Important

Very Important

Moderately Important

Slightly Important

Not at all important

| | | |
|----------------------|----|-----|
| Not at all important | 1 | 1% |
| Slightly important | 0 | 0% |
| Moderately important | 5 | 4% |
| Very important | 38 | 34% |
| Extremely important | 70 | 62% |

Question 33

Do you drive in Peterborough (Have access to a car that you actively use)? (Yes / No)

| | |
|-----|-----|
| No | 101 |
| Yes | 13 |

Question 34

Do you feel that Trent University has impacted your perspective of Peterborough as a place to live after school? (Yes / No)

| | |
|-----|----|
| No | 49 |
| Yes | 64 |

Question 35

How comfortable are you with the process of becoming a Permanent Resident on a scale from 1 to 5, with 5 being extremely comfortable and 1 being extremely uncomfortable (Scale from 1 to 5)

| | | |
|---|----|-----|
| 1 | 7 | 7% |
| 2 | 13 | 12% |
| 3 | 43 | 40% |
| 4 | 23 | 21% |
| 5 | 21 | 20% |

Question 36

Do the time constraints on the process create stress for you? Answer on a scale from 1 to 5, with 5 being a great deal of stress and 1 being no stress at all. (Scale from 1 to 5)

| | | |
|---|----|-----|
| 1 | 8 | 8% |
| 2 | 12 | 12% |
| 3 | 38 | 37% |
| 4 | 21 | 20% |
| 5 | 25 | 24% |

Question 37

Does the process of becoming a Permanent Resident impact your decision to pursue becoming a Canadian Citizen? (Yes / No)

| | | |
|-----|----|-----|
| No | 33 | 31% |
| Yes | 74 | 69% |

Question 38

Do you feel as though you face any cultural barriers in Canada? If so, please explain (Yes (Text box) / No)

| | | |
|-----|----|-----|
| No | 69 | 66% |
| Yes | 35 | 34% |

Rationale for Yes:

- Few people to relate to in town, no cultural connections
- Cannot or could not make a home here; have not found a way to settle in town (Through lack of familiarity or convenience)

The following came up more frequently than others:

- **Racism and prejudice experienced**
- **Issues with social integration; no community found**
- **Cultural / Language barrier**