



STUDENT LEARNING

GOAL 3: EXPAND EDUCATIONAL ENRICHMENT OPPORTUNITIES, INCLUDING RESEARCH, A FIRST YEAR SMALL CLASS EXPERIENCE, INTERNATIONAL LEARNING, COMMUNITY SERVICE LEARNING, AND CO-OP/PRACTICUM/INTERNSHIP OPPORTUNITIES

Objective: Enhance Learning Opportunities and Experiences

Purpose: Enhanced learning opportunities provide students with the opportunity to explore their potential, enhance their academic experience, and develop new understandings and competencies. The range of enhanced learning opportunities includes everything from community-based experiential learning and study abroad programs to student internships and student directed seminars to other campus based activities which are intended to build the competencies of the participants and leaders. It is also important to ensure that students are achieving learning outcomes in these enhanced learning opportunities that support them to achieve their full potential.

Definition: Four metrics have been calculated to examine our accomplishments towards this goal: *Campus Student Involvement Activities, Engagement in Other Activities, Participation in volunteer experience or community service learning, and Participation in Community Service Learning or Community-based research.* Metrics are reported if students participated in at least one activity.

Overall Metrics:

	Okanagan		Vancouver	
	2011/12	2012/13	2011/12	2012/13
% of undergraduate students who have participated in campus student involvement activities (in one or more)	66%	74%	77%	79%
% of 4 th year graduating undergraduate students who have participated in campus student involvement activities (in one or more)	87%	91%	91%	93%
% of 4 th year graduating undergraduate students reporting that they have participated in a volunteer experience or community service learning while at UBC	23%	44%	Not asked at this campus	
% of 4 th year graduating undergraduate students reporting that they have participated in Community Service Learning or Community-based research as part of a course	Not asked at this campus		26%	26%
% of 4 th year students reporting participation in an international learning experience	16%	17%	22%	23%

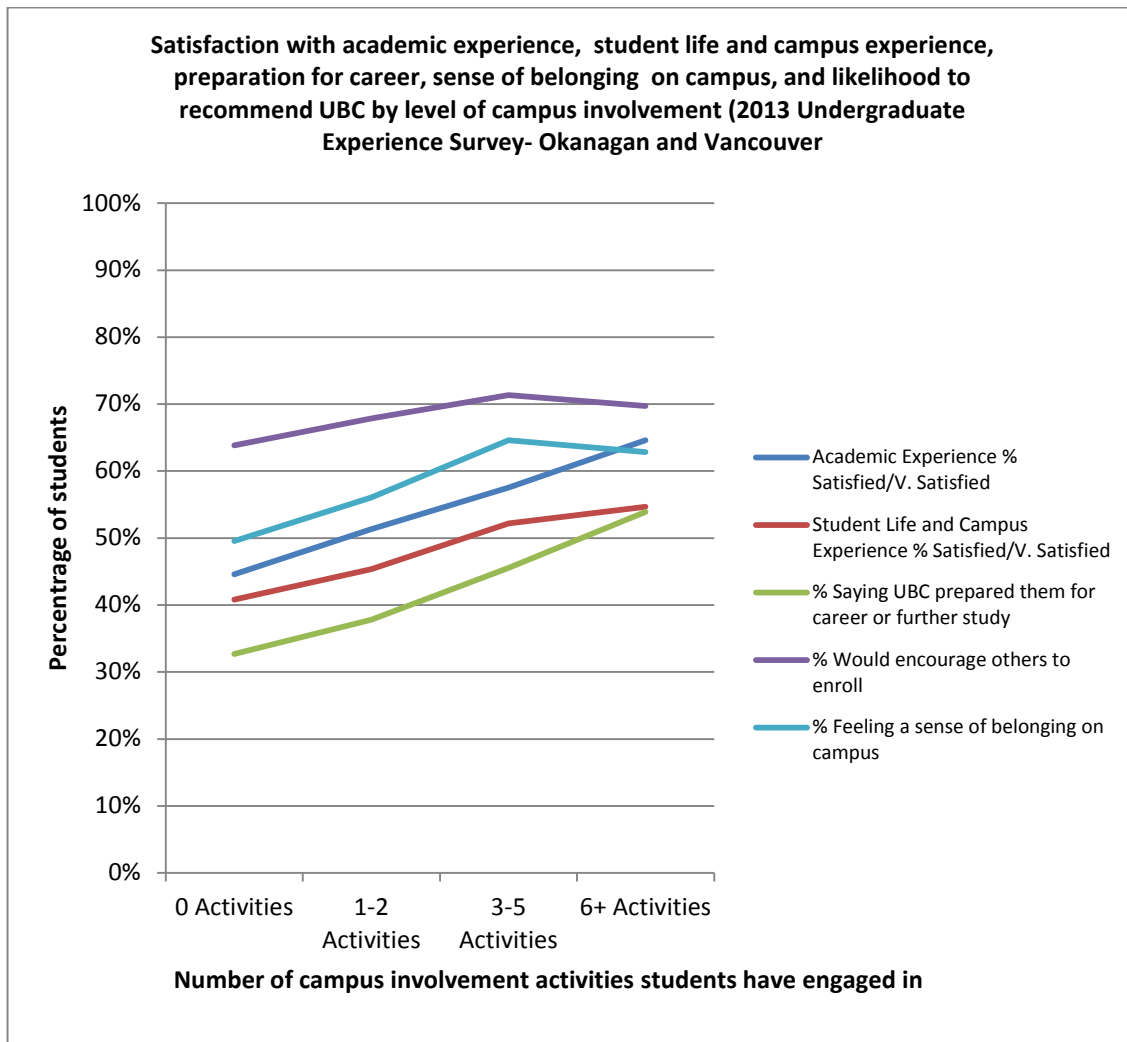
Explanation of the Results and Next Steps:

Campus Student Involvement Activity: An exceptional student experience includes a broad diversity of learning opportunities that challenge students to explore and reflect on their pathway, develop competencies and achieve their full potential. The results indicate that a large proportion of students are participating in at least two or more enriched educational academic activities, as well as in one or more campus student involvement activities.

Among other benefits, UBC students who have participated in student involvement activities are more likely to:

- report high levels of satisfaction with their academic experience, student life and campus experience;
- feel that UBC prepared them for their career or further study;
- feel a sense of belonging on campus;
- Say they would encourage others to enrol at UBC.

The graph below shows how 4th year graduating students reported on these factors, depending on how many types of campus student involvement activities they participated in during their time at UBC. The graph highlights how much of an impact any student involvement can make: in all cases, there is a substantial difference between those who did not participate in any student involvement activities, and those who participated in 1 or 2. In most cases, the upward trend continues as students were involved in more activities, with the highly involved students (6-9 activities) in some cases reporting rates 22-40% higher than those who did not participate in any student involvement activities.



Next Steps: Involvement in campus and community is a foundational experience that prepares UBC graduates to be active participants and leaders in our society. While UBC’s student involvement rates are already fairly high, more work can be done to enhance these campus involvement initiatives and to further engage students on campus.

- The Vice President Students will be developing a strategic plan in order to further enhance the student experience at UBC, including the opportunities and effectiveness of campus involvement activities, in partnership with students, student governments, and faculties.
- The Centre for Student Involvement and Careers will be building the systems and support required for students to achieve greater competency gains as a result of their participation in campus involvement opportunities. This will be accomplished through (1) raising awareness about the community and individual benefits that result from campus involvement, (2) developing student leadership training for student governments and student clubs in partnership with the AMS, and (3) through comprehensive, career-focused enhancements to the training, evaluation, and reflective learning components of formal campus involvement programs.

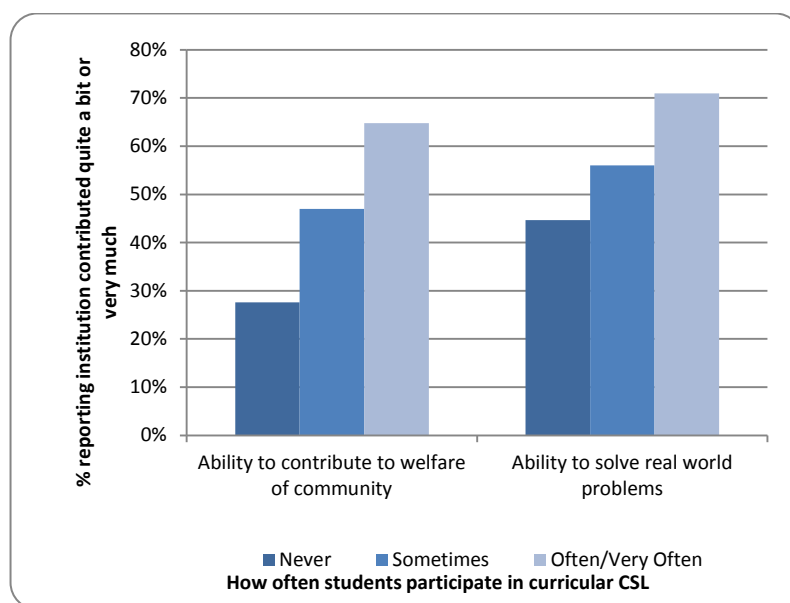
- Through the launch of students.ubc.ca clear and targeted communication and branding of the UBC student experience will explicitly speak to the outcomes for students and ways to become involved.

We will monitor these results each year, and the programs related to these metrics in strengthening our efforts to support student involvement.

Community Service Learning:

Community based experiential learning, including community service learning, provides students opportunities to gain valuable real world understanding and knowledge, while also contributing to the welfare of their community and building bridges between UBC and the broader community.

Students who participate often or very often in curricular CSL are much more likely than those who never participate to report that UBC has contributed to their ability to solve complex societal/real-world problems and their ability to contribute to the welfare of the community (NSSE).



Graduating 4th year students who participated in community service learning were also much more likely to report gains in ability to take personal social responsibility (59% reported gains, compared to 43% for those who had not, based on the UES 2013).

On the Okanagan campus, there were 492 participants in community service learning, including 395 who participated in curricular programs, and 97 who participated in co-curricular programs. In all, these students supported 13 different projects.

On the Vancouver campus, UBC's Centre for Community Engaged Learning supports the development and implementation of community based experiential learning, including community service learning initiatives, across campus.

- The estimated total engagement for students, from across campus, in course-based and co-curricular community based experiential learning for the 2013-14 academic year equaled over 4400.
- Over 400 organizations, including non-profits, public schools, government and municipal organizations, small and medium-sized businesses, partnered on one or more CBEL initiatives with a UBC student or students.

The Centre for Community Engaged Learning (CCEL) continues to work in partnership with Faculties across the University to facilitate the formation of long-term and multi-year community partnerships. Through these

partnerships, and the projects that are developed, students cross physical and pedagogical boundaries that highlight the possibility of new ways of knowing and require students to be deeply reflective of themselves, their communities, their disciplines, and the wider world. Instructors integrating community based experiences into courses and programs, demonstrate curricular innovations at the Department and Faculty levels that serve as models for future engagement.

In the past year CCEL, in partnership with a number of Faculties, including Science, Arts, Land and Food Systems, Applied Science, and others, worked at program and departmental levels, to develop infrastructure intended to support the development and delivery of curricular community based projects.

One example included a focus on Environmental Science. Over the summer of 2013, CCEL worked in partnership with Science faculty to develop a curriculum framework that incorporated the principles of community-based research and develop partnerships with SEEDS at UBC and community organizations such as the David Suzuki Foundation, Metro Vancouver, the Society Promoting Environmental Conservation and Village Vancouver that offer long term research opportunities. Student research teams worked with community partners and course instructors in a collaborative process to scope a community-based research project, articulate research questions and project goals, devise appropriate methods, conduct the research, and communicate the findings publicly. The next academic year will include evaluation and further refinement of the capstone framework and a focus on the 2nd and 3rd year program offerings that prepare students to be successful in the capstone experience.

In addition, over this past year, the Centre for Community Engaged Learning worked in collaboration with staff, faculty, and community organizations to ensure that the over 900 students who participated in a co-curricular CBEL initiatives were provided the necessary resources and supports required to learn in and with community. Through these initiatives the Centre seeks to support students in their growth and understanding of community. In deepening their level of knowledge about community and their experiences in community it is expected students will move toward an understanding that communities are generative and are filled with tremendous assets that contribute to sustainable societies.

The specific co-curricular opportunities supported by the Centre range from weekly placements to 3-month immersive grant funded student-led efforts. Each experience enabled students to direct their own learning, cross physical and intellectual boundaries, take risks, and test or acquire new skills. For community organizations seeking to partner with students at the University, this co-curricular framework enabled them to access knowledge from a range of disciplines, to innovate and test new forms of engagement, and to seek out partnerships not tied to the academic calendar.

Next Steps: In the coming year, CCEL will continue to work with Faculties and programs on strengthening existing curricular community based initiatives and supporting the development of new initiatives, CCEL will also continue to build on and strengthen the co-curricular frameworks supported by the unit to ensure they best serve students and partner organizations.

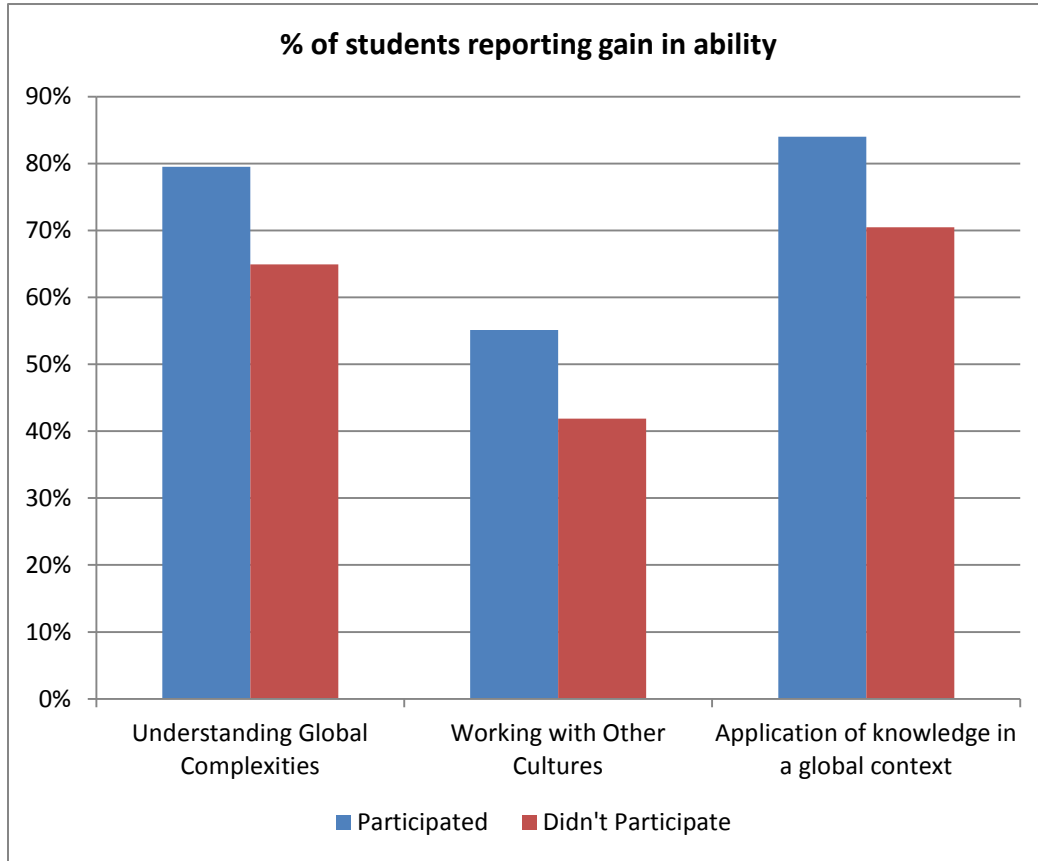
Some specific efforts going forward will include support for the Bachelor of Media Studies in the Faculty of Arts to include community based learning as an integrated component of the degree and the Faculty of Pharmaceutical Sciences to structure two mandatory CSL courses for all first and second year students. Building on work begun in previous years, CCEL will convene faculty from disciplines across the university (Forestry, Education, Medicine and Physiotherapy; Geography; Social Work; First Nations Studies; etc) seeking to engage students in community based learning partnerships beyond the lower mainland and staff from CCEL will also continue to work in partnership with LFS to incorporate flexible learning strategies into the Core Series so students might have more time to build effective relationships with community collaborators. Additionally, the Centre will continue to assess the effectiveness of the co-curricular programs in an effort to ensure student learning and community engagement are reciprocal and impactful, and the programs themselves are viable and sustained.

We will monitor these results each year, and the programs related to these metrics in strengthening our efforts to supporting student reaching their full potential.

International Learning

The difference between the reported participation rates between 2011/12 and 2012/13 is not statistically significant.

UBC recognizes the value of international learning opportunities to enhance student learning and foster global citizenship. Students who participate in international learning opportunities report greater gains in ability to work with other cultures, ability to apply knowledge in a global context, and better understanding of the complexity of global issues than those who have not participated (UES 2012 and UES 2013).



*Percentage of 4th year students reporting skill gains, calculated as the difference between their reported ability when they started at UBC and their current ability, and the magnitude of those skill gains, by participation in international learning opportunities. Scale was Very Poor, Poor, Fair, Good, Very Good and Excellent, so an example of a 1 point skill gain would be from Fair to Good or Very Good to Excellent, and an example of a 2 point gain could be from Fair to Very Good or Good to Excellent.

Each year, UBC offers a variety of international learning opportunities to its students through Go Global, international service learning program and through a variety of offerings in faculties. Offerings range from formal exchange programs and undergraduate study and research to group study, international projects and conferences.

Last year, UBC students engaged in learning abroad in 8 regions and 71 countries. Exchange activity through university partnerships was primarily in Europe, Asia, South Pacific with some activity in Latin America and Africa, while Group Study activity focused in Europe, Asia and Latin America. Students participating in international service learning contributed to local economies and organizations through collaborative project work in 18 communities in six countries, with activity primarily in Africa, and some activity in Latin America.

The table below shows the growth in the number of students who participated in various international learning opportunities at UBC Okanagan and UBC Vancouver. 2012/13 data is not yet available.

	UBCO		UBC-V	
	2012-13	2013-14	2012-13	2013-14
Undergraduate Exchange Students	126	130	707	713
Undergraduate Study and Research (includes Global Seminars and International Service Learning)	23	43	245	309
Other Undergraduate University Activity Abroad**	27	46	362	531
Graduate Exchange Students	0	2	42	52
Total graduate student activity**	13	4	248	376
Total	189	225	1604	1981

For more information on International Service Learning, please see the **International Engagement Goal 1 Metric**.

However, while there is significant activity at UBC to support international learning, there is still room for improvement to meet the expectations of UBC students. UBC's students have higher expectations around participating in international learning than other Canadian students: 52% of all UBC first year students report that they intend to participate in study abroad, compared to 40% in Canadian peer institutions (NSSE 2011),

Meeting our goals will require both increasing opportunities and supports for students to participate, and addressing barriers to participation in international learning opportunities: in 2012, 21% of 4th year students report that they intended to participate in international learning opportunities, but were unable to (UES 2012).

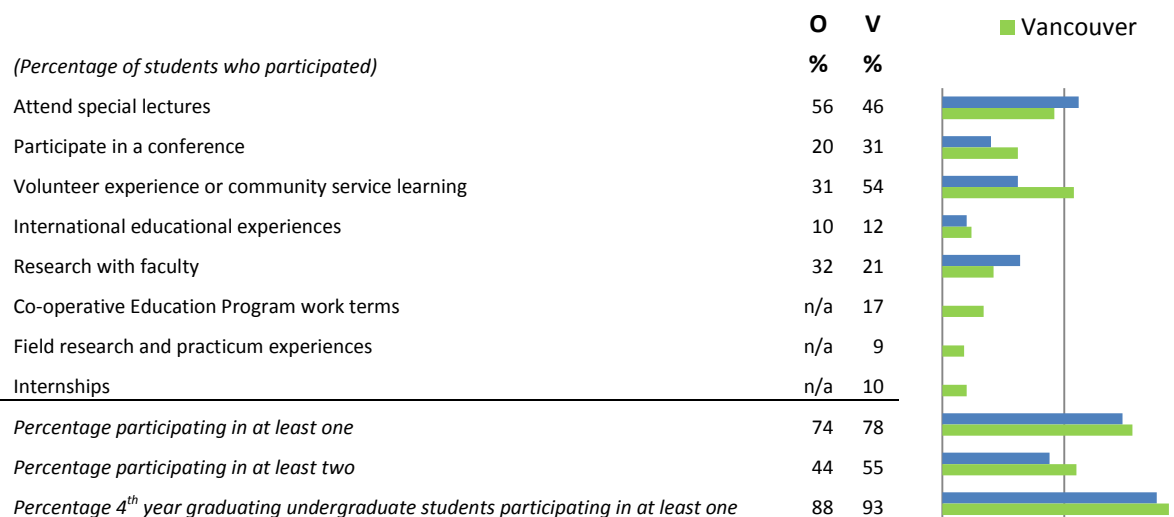
Next Steps

There is a substantial amount of work underway supporting international learning experiences at UBC. Some key initiatives include:

- Continue with the implementation of the "Academic Integration Project" to directly embed opportunities to study abroad into academic programs with academic departments/programs. Required to mitigate the impact of transfer credit and academic support for study abroad. Focus is on Arts, Science and Engineering departments in the first 2 years.
- Build out the Gateway program to enable more effective partnerships with sending faculties.
- Implement the Visiting International Research Student pathway.
- Science without Boards/Mitacs Globalink initiative
- Global Seminars

Summary of Survey Items to Create Metrics

Campus Student Involvement Activities



Other Activities

