



STUDENT LEARNING

GOAL 1: ENHANCE THE QUALITY AND IMPACT OF TEACHING FOR ALL STUDENTS

Objective: Enhance the Quality and Impact of Teaching

Purpose: The student experience is informed, in part, by how well students feel they are being supported to succeed academically. In addition to the more general learning supports for student success (wellbeing, inclusivity and information), more directed learning supports are required to support student academic success such as learning skills workshops, tutoring, and academic initiatives through libraries and learning commons.

Definition: Three metrics investigate this goal using student perceptions collected from the 2012 and 2013 Undergraduate Experience Survey (UES) regarding their: *Satisfaction with the Quality of the Educational Experience, Students’ Self-Assessment of Critical Thinking and Communication Skills, and Perceptions of their Development of Scholarship.* Metrics were calculated based on a combination of related survey items to create overall ratings.

Student survey responses were measured on a 6-point scale where “1” was considered a low value and “6” was considered high. Students at our Vancouver campus were not asked questions regarding their self-assessment of critical thinking and communication skills.

Overall Metrics:

Metrics	Okanagan		Vancouver	
	2011/12	2012/13	2011/12	2012/13
Satisfaction with the Quality of the Educational Experience	4.4 (.85)	4.3 (.84)	4.5 (.89)	4.3 (.83)
Self-Assessment of Critical Thinking and Communication Skills	4.8 (.60)	4.7 (.65)	not asked at this campus	
Development of Scholarship	4.8 (.96)	4.4 (.88)	4.6 (.97)	4.5 (1.04)

Note: The standard deviation associated with the mean of each scale is shown in parentheses.

Explanation of the Results and Next Steps:

Satisfaction with the Quality of the Educational Experience: There were three UES items used to measure students’ satisfaction with the quality of the educational experience regarding their courses and quality of instruction, which are presented in the bar chart below. Although overall satisfaction with the educational experience is fairly high, there has been a slight decrease from the results of the 2012 UES to 2013 for both campuses.

Next Steps: Further analysis will be conducted to understand what is influencing this change. We will continue to monitor student feedback each year regarding the overall quality of the educational experience to better understand how to strengthen our efforts to improving quality at UBC.

Self-Assessment of Critical Thinking and Communication: These questions were not asked at the Vancouver campus, but were included in the UES survey to our Okanagan students. There were six items used to create this scale.

Next Steps: We will continue to monitor these results each year, and the programs related to these metrics in strengthening our efforts to improving teaching quality at UBC.

The Development of Scholarship: This metric was assessed using three items from the UES, which asked students to indicate how often they saw value in their courses and if they felt confident to succeed at UBC. The results for the Vancouver campus was essentially the same rating over the two years, but the average rating for the Okanagan campus decreased slightly over the past year. Students indicated that they felt confident to succeed at UBC and that they found their courses interesting, but fewer indicated that they saw the value in their courses.

Next Steps: We will continue to monitor these results each year, and the programs related to these metrics in strengthening our efforts to improving teaching quality at UBC.

Summary of Survey Items Used to Create Scales

Satisfaction with Educational Experience

(Percentage of students who responded "Very satisfied", "Satisfied" or "Somewhat satisfied")

Quality of instruction and courses in the major

	O	V	
	%	%	
Q204: Quality of lower-division courses in your major	76	76	
Q205: Quality of upper-division courses in your major	83	87	
Q210: Quality of faculty instruction	89	85	

Self-Assessment of skills (Okanagan Only)

Current critical thinking and communication skills

(Percentage of students who responded "Very good", "Excellent" or "Good")

	O	V	
	%	%	
Q63.1: Analytical and critical thinking skills	92	n/a	
Q64.1: Ability to be clear and effective when writing	87	n/a	
Q65.1: Ability to read and comprehend academic material	92	n/a	
Q67.1: Understanding of a specific field of study	91	n/a	
Q69.1: Ability to speak clearly and effectively in English	95	n/a	

Development of Scholarship

(Percentage of students who responded "Very often", "Often" or "Somewhat often")

	O	V	
	%	%	
Q60: I see the value in each of the courses I am taking this year	74	76	
Q61: I am confident that I have the ability to succeed in all of my courses	88	84	
Q59: My courses are interesting*	88	n/a	

*Note: Not reported for Vancouver due to a low response rate on that item.