



# STUDENT LEARNING

## GOAL 2: STRENGTHEN EFFORTS TO PROMOTE STUDENT SUCCESS

### Objective: Support Student Success

**Purpose:** UBC aims to be a place that supports students to achieve their full potential. The purpose of this metric is to measure students’ assessment of UBC’s achievement of that aim. This metric is used as it provides an overall proxy for students’ assessment of the extent to which UBC supports student success, and the level, quality and relevance of the supports available.

**Definition:** One metric has been calculated to examine our accomplishments towards this goal. The metric is calculated from student responses to the item “UBC is a place that supports students to achieve their full potential”. The metric is the percentage of students responding favourably (Strongly agree, agree, or somewhat agree) to this item. Because this item is only available for the most current year, responses to a similar item which has remained constant over the past several years are also presented below for context. The percentage presented is the percentage of students responding “somewhat agree”, “agree”, or “strongly agree” to the item “I am confident that I have the ability to succeed in all of my courses”.

#### Overall Metrics:

	Okanagan			Vancouver		
	2011/12	2012/13	2014/15	2011/12	2012/13	2014/15
Supported to succeed			88%			85%
I am confident that I have the ability to succeed in all of my courses	84%	89%	89%	87%	84%	88%

#### Explanation of the Results and Next Steps:

**Supported to succeed:** This metric was comprised of one survey item on the Undergraduate Experience Survey (UES) related to how students feel UBC supports students to succeed. The percentage reported is the percentage of students who responded “Somewhat agree”, “Agree”, or “Strongly Agree”.

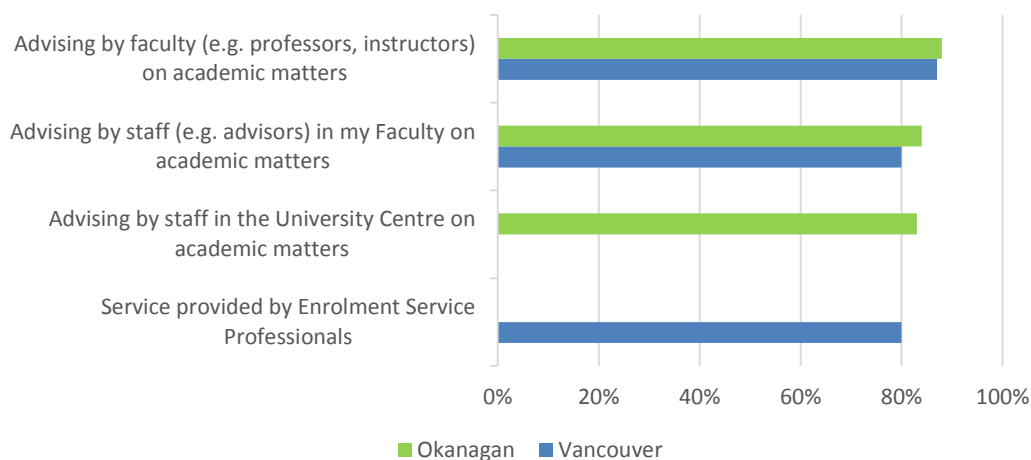
Overall, there were fairly high levels of agreement on this metric, and on the “confidence in ability to succeed in all of my courses” measure, which has remained stable over the past few years.

UBC supports students through a variety of academic supports and student services, including advising, learning support programs, and wellbeing supports. In line with the finding on overall feeling supported to achieve their full potential, students report high levels of satisfaction with the availability of help when they encountered problems in learning course material, and high levels of agreement with the statement “UBC provides a supportive learning environment.” (Vancouver: 86%, Okanagan 85%).

One key initiative on the Vancouver campus over the past few years has been the implementation of the Early Alert Program, to help identify and connect students in need with the supports to help them succeed. Since its launch in 2012, more than 1700 faculty, staff and TAs have been trained to use Early Alert. These concerns (ranging from academic to financial to mental health concerns) are assessed by case managers who coordinate a reach out to the students from an appropriate advisor to connect them to the supports they need.

Another dimension of students supports is the quality of advising at UBC. The addition of First Year Peer Academic Advisors in the summer of 2014 further enhanced academic transition support to incoming first year students. There are several items on the UES which measure the quality of advising functions at UBC, the results of which are presented below for 2015 on both campuses. Overall, these data show fairly high rates of satisfaction with advising.

Percentage of respondents responding "Very satisfied",  
"Satisfied", or "Somewhat satisfied" to selected  
advising-related items (UES, 2015)



**Next Steps:** We will monitor these results each year, and use the data to inform our efforts to support students to achieve their full potential at UBC.