



# 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:** Experiential and enhanced learning experiences improve students’ academic experience, and provide opportunities for students to develop new competencies and understandings. The purpose of this metric is to assess how many of our undergraduate students are participating in these experiential and enhanced learning opportunities before they graduate.

**Definition:** The metric is the percentage of graduating undergraduate students who have participated in one of six educational enrichment activities, based on responses to the Undergraduate Experience Survey. The activities included in the metric are the following:

- International educational experiences (exchange, group study, service learning, study abroad courses, research placements, short term programs)
- Co-operative education program
- Research-intensive experiences (senior research seminars, capstone seminars, honours seminars, advanced research projects)
- Community Service Learning or Community Based Research
- Field research and practicum experiences
- Internships.

The metric as reported is the percentage of 4<sup>th</sup> year, graduating survey respondents who participated in at least one of these activities.

### Overall Metrics:

	Okanagan				Vancouver			
	2011/12	2012/13*	2013/14	2014/15	2011/12	2012/13	2013/14	2014/15
% of 4 <sup>th</sup> year graduating undergraduate students who have participated in educational enrichment opportunities (in one or more)	64%	Not asked	Not asked	58%	74%	73%	Not asked	71%

\* The 2013 Okanagan survey contained slightly different items.

Note: The UES was not administered in 2014 due to UBC’s participation in the 2014 National Survey of Student Engagement.

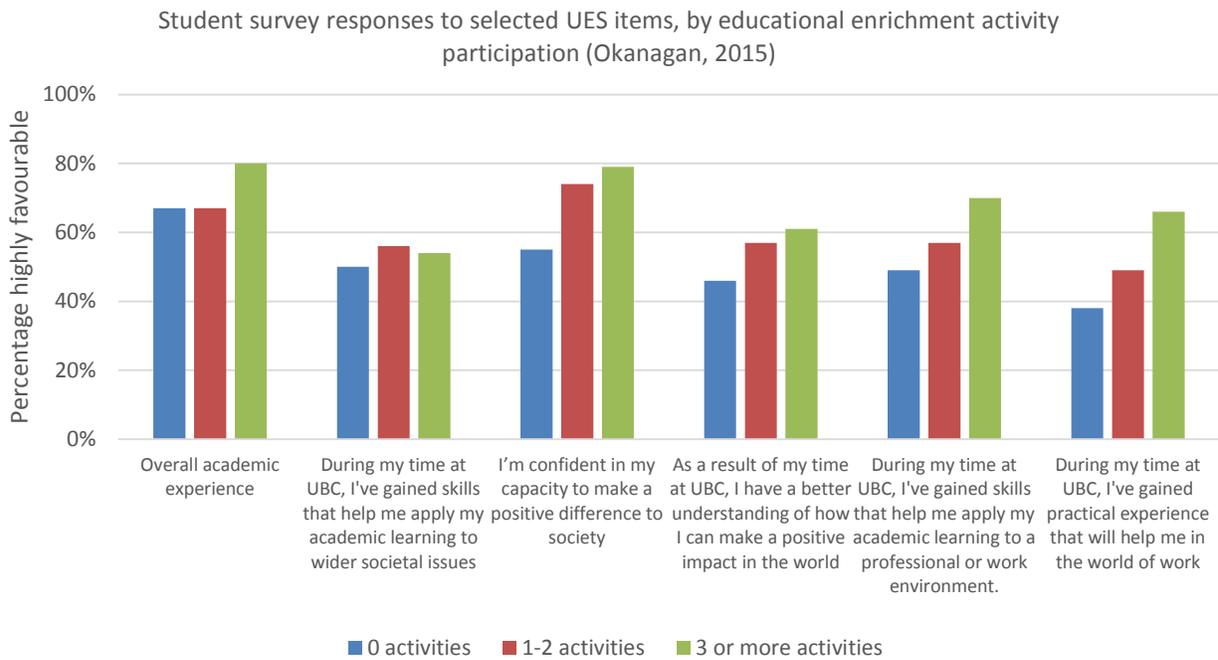
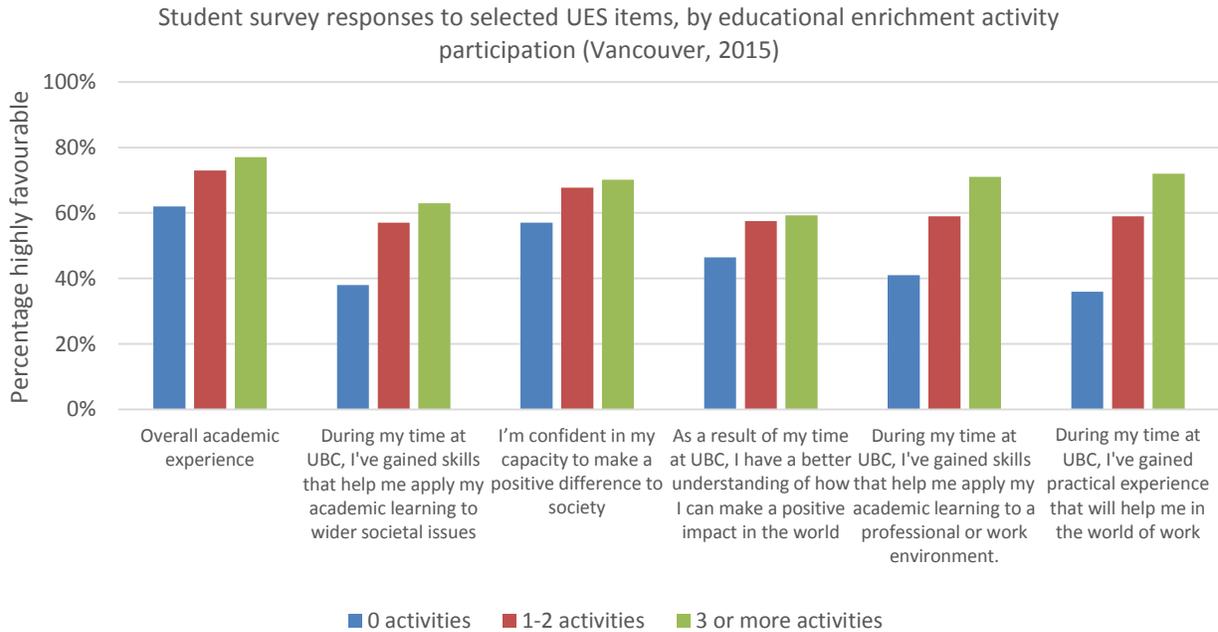
### Explanation of the Results and Next Steps:

The results indicate that a majority of students are participating in at least one or more enriched educational academic activity by the time that they graduate UBC. For both campuses, there was a slight decline in the percentage of the graduating undergraduate population reporting participation in these activities. However, these are survey-based measures (due to the distributed nature of delivery), which introduces some volatility in the rates, especially on the UBCO campus which has a smaller respondent group.

**Participation in educational enrichment activities and their benefits:** An exceptional student experience includes a broad diversity of learning opportunities that challenge students to deepen their understanding of their academic discipline, learn to apply their knowledge, explore their options, and achieve their full potential.

On both campuses, the rates of participation by the different types of experiential learning activities are fairly evenly distributed. The most commonly reported activity is Research-Intensive Experiences (34%/30% UBCV/30% UBCO), followed by community service learning (25%/20%), international learning opportunities (22%/20%), internships (22%/16%), practicum/fieldwork (16%/21%), and coop (21%/6%).

Participation in these activities are linked to graduating students perceptions of their academic experience, and their skills, confidence, and understanding of how they can apply their learning and have a positive impact in society and the economy. Students who participate in enriched educational activities are more likely to respond highly favourably<sup>1</sup> across these measures than those who did not. The charts presented below outline 4<sup>th</sup> year, graduating undergraduate students’ responses to a selection of items on the 2015 UES survey, by the number of types of enriched educational opportunities they participated in.



<sup>1</sup> For “Overall academic experience”, highly favourable responses are defined as “Very satisfied” or “Satisfied”; for the remaining items, highly favourable responses are “Strongly agree” or “Agree”.

## Next Steps

UBC is currently exploring opportunities to better support students' participation in experiential and enhanced learning opportunities, and will continue to monitor this metric. The focus will be on integrating and aligning experiential learning with the learning outcomes within each degree program, where appropriate. Additionally, we will continue to develop initiatives for research-based experiences both in the community and internationally as well as focus on developing robust community and international partners with a specific focus on social innovation and entrepreneurship.

## Information on Select Programs and Program-specific Next Steps in Support of the Metric

This section will outline some of the key administrative data that inform the rates above, for three key types of enriched educational experiences:

- Community service learning
- International learning
- Cooperative education

### Community Service Learning

Community based experiential learning, including community service learning (CSL), 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. On the 2015 Undergraduate Experience Survey, 25% of graduating undergraduate students on the Vancouver campus and 20% on the Okanagan campus reported having participated in community service learning or community based research.

On the Vancouver campus, UBC's Centre for Community Engaged Learning (CCEL) supports the development and implementation of community based experiential learning, including community service learning initiatives, across campus. This includes both curricular CSL through the faculties, and co-curricular CSL offered through the Centre.

In 2013/14 (2014/15 data forthcoming):

- 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, and small- and medium-sized businesses, partnered on one or more CBEL initiatives with a UBC student or students.

Since 2011, the number of students participating in community service learning has tripled.

#### Next Steps:

In the coming year, CCEL will continue to work with Faculties and programs on strengthening and expanding 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.

One particular area of emphasis is the development of further supports for rural and remote community-based experiential learning opportunities. Starting in 2012/13, CCEL partnered with the I K Barber Learning Centre to provide funds to enable students to engage in community based learning in rural and remote communities. The funding has supported students in ten departments across six faculties to work with partners in communities such as Williams Lake, Tofino, Pemberton, and Bella Coola. Working with faculty and community, CCEL will explore other mechanisms to support rural and remote community-based initiatives.

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## International Learning

UBC recognizes the value of international learning opportunities to enhance student learning and foster global citizenship.

Each year, UBC offers a variety of international learning opportunities to its students through their faculty and degree program, which are most often facilitated by Go Global. Offerings range from formal exchange programs and undergraduate study and research to group study, international projects and conferences. On the Undergraduate Experience Survey, 22% of the graduating undergraduate students on the Vancouver campus and 20% on the Okanagan campus reported having participated in international learning opportunities.

Last year, UBC students engaged in learning abroad in 8 regions and 71 countries (FIGURE TO BE UPDATED). Exchange activity through university partnerships was primarily in Europe, Asia, and the South Pacific with some activity in Latin America and Africa, while Group Study activity focused in Europe, Asia and 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 (2014-15 figures forthcoming).

	UBC-Okanagan			UBC-Vancouver		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Undergraduate Exchange Students	126	130	112	707	713	
Undergraduate Study and Research (includes Global Seminars and Int'l Service Learning)	23	43		245	309	
Other Undergraduate University Activity Abroad**	27	46		362	531	
Graduate Exchange Students	0	2	0	42	52	
Total graduate student activity**	13	4		248	376	
Total	189	225		1604	1981	

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. Cost remains the primary barrier to participation as well as the fit within the academic program. Continuing to develop a range of program options and work directly with degree programs will ensure that students see this learning opportunity as an embedded part of their degree, whether they choose a term abroad or a summer research placement or course. We need to continue to develop the web resources for students that support the process of research opportunities as well as safety measures while students are away. Meeting our goals will require both increasing opportunities and supports for students to participate, and addressing barriers to participation in international learning opportunities. For example, in 2015, 36% of 4th year graduating students on the UBCV campus reported that they intended to participate in international learning opportunities, but were unable to (UES 2015).

**Next Steps**

Go Global will continue to work to expand and enhance the international learning opportunities available to students. A key ongoing initiative, in partnership with faculties, is the Academic Integration Project to directly embed opportunities to study abroad into academic programs.

**Cooperative Education**

Co-operative Education is a structured and formalized program that integrates a student’s academic studies with relevant, quality work experience. Co-op students alternate study terms and work terms in appropriate fields of business, industry, government, social services and the professions that offer suitable learning situations. The student’s progress is monitored by the Co-operative Education office and their performance on the job is evaluated by the student’s employer.

The UBC Co-operative Education program has grown to be the largest program offered at a post-secondary institution in British Columbia. Co-op students are available in programs offered by Arts, Business, Engineering,

Forestry, Kinesiology, and Science on the Vancouver campus, and the Management and Engineering on the Okanagan campus.

The number of annual work placements has increased from 3030 in 2010/11 (2894 on Vancouver campus, 136 on Okanagan campus; representing 2073 students) to 4717 in 2014/15 (4479 on Vancouver campus, 238 on Okanagan campus; representing 3140 students).

**Next Steps**

Discussions are ongoing on how UBC can develop an effective, transparent, liaison at UBC to allow external partners to deal with one office regarding placements for coop, internships, and other opportunities.