



STUDENT LEARNING

GOAL 4: SUPPORT STUDENT WELL-BEING, PERSONAL DEVELOPMENT AND OUTSTANDING CAMPUS LIFE

Objective: Supportive, Inclusive and Healthy Environment

Purpose: The purpose of these metrics is to address key components of student life and the student experience. It includes a measure of overall perceptions of student life and the student experience, as well as a metric related to student wellbeing, which is foundational to a student’s academic and life success. Student wellbeing supports student capacity to learn and flourish as a student and as a member of society. Additional measures related to the inclusiveness of the campus are included in Intercultural Understanding, and more general supports for student success in Goal 2 of the Student Learning pillar.

Definition: Two metrics have been calculated for this goal.

1. Undergraduate student satisfaction with student life and campus experience and Student well-being. The first metric was calculated based on responses to the survey item “Satisfaction with student life and campus experience” from the undergraduate experience survey on both UBC campuses. Responses from the Undergraduate Experience Surveys (UES) were measured on a 6-point scale where “1—Very dissatisfied” was considered a low value and “6—Very satisfied” was considered high. The percentage reported for each year below is the percentage of respondents who responded favourably (Very satisfied, Satisfied, or somewhat satisfied).

2. Undergraduate student well-being was calculated based on items from the UES survey, based on responses to the item “I’m confident in my ability to cope with the demands of my life”; responses were measured on a 6-point scale where “1—Strongly disagree” was considered a low value and “6—Strongly agree” was considered a high value. The percentage reported is the percentage of respondents who responded favourably (Strongly agree, Agree, or Somewhat agree). This measure is used for two reasons. First, it is a general measure of both the demands on students, and students’ capacity to function in the face of those demands, given the supports available. As such, it speaks to the approach taken at UBC to support students, and build their capacity, while also addressing the environmental factors as much as possible. Second, it is linked to students’ reported academic impacts due to mental wellbeing issues such as stress, anxiety and depression.

An additional metric related to a ‘supportive environment’ can be found in Student Learning Goal 2, and a metric related to an inclusive campus community can be found in Intercultural Understanding Goal 2.

Overall Metrics:

Metric	Okanagan			Vancouver		
	2011/12	2012/13	2014/15	2011/12	2012/13	2014/15
Undergraduate student satisfaction with student life and campus experience	81%	84%	81%	81%	77%	87%
Undergraduate student well-being (“ability to cope with the demands of [their] life”)	Not asked	Not asked	89%	Not asked	Not asked	87%

Explanation of Results and Next Steps:

Sense of Satisfaction with student life and campus experience: This metric was calculated for the Vancouver and Okanagan campuses using survey data from the 2012, 2013, and 2015 Undergraduate Experience Surveys (UES).

Overall, there are relatively high levels of satisfaction with student life and the campus experience. UBC supports the campus experience through its programming (such as residence life activities, collegia, recreation and intramural programs, faculty programming, orientation and transition programming, student leadership programming, and student involvement initiatives) as well as initiatives that support campus animation and engagement with our varsity sports teams.

Next Steps: UBC currently has three strategic initiatives to build on these activities. The first is a working group focused on animating the campus. The second is the development of a student experience plan, which will help inform decisionmaking and initiatives to continue to improve the student experience for all students. The third is the opportunity to build out the collegia program so that every new undergraduate student is either connected to a collegia or lives in residence.

Undergraduate Student Wellbeing

The metric looks at all levels of agreement with the statement “I’m confident in my ability to cope with the demands of my life” and on when looking at the combined total of the three levels of agreement (Strongly Agree, Agree and Somewhat Agree) there is a high level of agreement.

An important note for interpreting this finding: while there is a considerable difference between those who agree and those who do not agree, there is also an important difference between those who somewhat agree and those who strongly agree: for example, students who somewhat agree are more likely to report academic issues due to stress, anxiety and depression than students who strongly agree.

Next Steps: Because of the importance of mental and physical wellbeing for students, UBC has been actively pursuing initiatives to support student wellbeing. This includes a mental wellbeing strategy, wellbeing supports such as counselling and peer programs, and a wellbeing initiative to help support the various programs and services on campus. In addition, this year saw the creation of an Ad hoc Senate committee to identify ways to best address issues of student mental health. The Okanagan campus is implementing an expanded volunteer model for their student leader positions. This will offer a greater number of students access to coveted on campus involvement opportunities earlier in their degree. It is expected that the growth in opportunities will further enhance students sense of belonging and attachment to campus.

These initiatives will continue and be expanded upon in the coming year. In FY 2015/16, an additional \$2.5m in funding will be invested in student wellbeing supports given the tremendous demand for services by students and faculty partners.