



Community Based Experiential Learning

	Okanagan		Vancouver	
	2011/12	2012/13	2011/12	2012/13
% of 4th year graduating undergraduate students reporting that they have participated in Community Service Learning or Community-based research as part of a course.	11%		26%	26%
% of 4th year graduating undergraduate students reporting that they have participated in a volunteer experience or community service learning while at UBC		45%		

Benchmark

While not directly comparable, on a similar measure on the 2011 National Survey of Student Engagement, UBC's graduating class was more likely than the graduating class at other Canadian universities to say that they participated in community-based project as part of a course.

Description

The percentage of 4th year graduating, undergraduate students who reported having participated in Community Service Learning or Community-based research as part of a course

Person with lead responsibility for this metric: Director, VPS Portfolio Initiatives

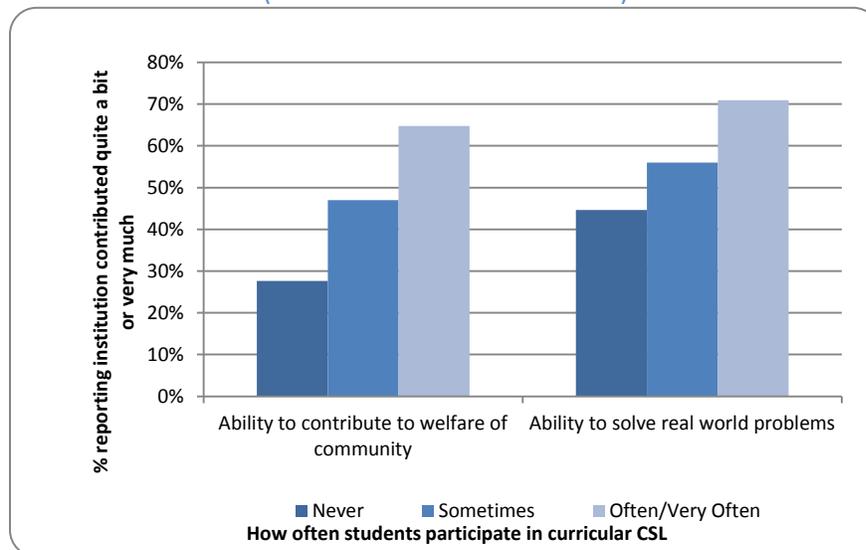
Data collection will be from: Undergraduate Experience Survey

Date: May 1 to April 30 (Academic Year)

Explanation of Results

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).

% reporting UBC contributed quite a bit/very much to ability by frequency of participation in curricular CBEL (UBC NSSE 2006-2011 Dataset)





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).

The UBC Community Learning Initiative (UBC-CLI) supports the development and implementation of community based experiential learning, including community service learning initiatives, across campus.

- The number of curricular placements has increased from 1033 in 2008/09 to 3391 in 2012/13
- The number of academic departments and programs that include a CBEL component has increased from 14 in 2008/09 to 31 in 2012/13.

These initiatives also connect UBC to the broader community, and support the Place and Promise goal of Community Engagement. Students who participated in CBEL in 2012/13 worked with a total of 313 community organizations, including nonprofits, public schools, government organizations, and small to medium-sized businesses.

With the increases in the number of academic departments and programs involved, the number of community partners, and the increases in the annual number of placements, the overall rate of graduating 4th year students who have participated in community-based experiential learning should increase over the next few years.

Recommended Action

In the coming year the UBC-CLI, in partnership with the Faculty of Science, has plans to work at the program and departmental levels, to develop infrastructure intended to support the development and delivery of curricular community based projects. Areas of focus include Environmental Science, Computer Science, and a sustainability pathway consisting of a series of project and community based courses.

The UBC-CLI will also work with Faculties and programs on strengthening existing curricular community based initiatives and supporting the development and delivery of new initiatives. Included are efforts to support community engagement approaches within the Asian Canadian Studies minor, the establishment of community based projects for the Electrical and Computer Engineering capstone, a Land and Food Systems Faculty-wide consultation focused on the LFS core series, and a partnership with the College of Health Disciplines for the further refinement of the intra-professional community based Engagement Studios.

Work is also underway to bring together community organizations to learn in partnership with the University and each other and to generate innovative strategies, knowledge, and solutions in support of resolving shared sector-wide challenges.