



*Faculty & Staff Perceptions  
Survey Analysis  
2004*

**Prepared  
by the  
DEPARTMENT OF INSTITUTIONAL RESEARCH AND PLANNING  
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# Executive Summary

## Faculty and Staff Perceptions Survey Analysis 2004

*Prepared by the  
Office of Institutional Research and  
Planning, UCFV*

### Specifics of this study:

*The UCFV Faculty and Staff Perceptions Survey 2004 was administered through the institutional internal emailing system to the population of employees at UCFV (873). A response rate of 44.2% (386) was attained.*

*The original purpose of this survey was to provide Senior Management with information to assist with the formation of the new Strategic Plan. During the planning stages, the data from this survey was supplied to institutional planners in a summary format. The primary areas of interest regarding the views of UCFV employees we sought to understand are as follows:*

- Current perception of UCFV*
- Role and awareness of UCFV in the community*
- Future direction of UCFV*
- Suggestions for growth and enhancement*

*To provide greater context to and supplement the results in this study, findings from comparable topic areas were added from the UCFV Community Leader's Survey (2004) and the Ipsos Reid University College of the Fraser Valley Omnibus Survey (June 2004). Furthermore, data was obtained from the Student Outcomes Reporting System (SORS) Survey (2004) to augment information from this study regarding the quality of the educational experience for students.*

### Introduction

For the past year, the University College of the Fraser Valley (UCFV) has undergone the definitive process of creating an institutional strategic plan. UCFV's Strategic Plan will determine the direction UCFV takes over the next five years and beyond.

To help with the planning process, several research studies were undertaken to gather information.

Aside from important yet common sources of information necessary for planning, such as Student Outcome Reporting System (SORS) Survey, Departmental Reviews, the Service Plan and the Multi-year Plan, those responsible for determining UCFV's direction expressed a desire to understand the perceptions and opinions of Community Leaders, members of the general community and UCFV Faculty and Staff.

As such, along with other surveys that were implemented over the past year, the *Faculty & Staff Survey* was developed and administered to obtain the unique and significant views of UCFV's employees regarding UCFV and its future. The following summary highlights the findings determined in the analysis of the *Faculty and Staff Survey*. The information attained in this analysis will establish benchmarks that will help to measure the effectiveness of UCFV's five-year Strategic Plan.

### Highlights of Findings

Although purely descriptive in nature, the *Faculty and Staff Perceptions Survey* revealed various opinions regarding UCFV and the mandate Faculty and Staff feel this institution should follow. With this in mind, above all, the most significant finding proved to be just that - UCFV

employees possess a wide range of opinions regarding this institution which may signify that there is not a strong consensus within.

<i>Table S1</i>	<b>UCFV Employees</b>	<b>Community Leaders</b>	<b>Immediate to Regional Community Members (IPSOS REID Survey)</b>
	<b>N</b>		
<b>Sample Respondents</b>	<b>386</b>	<b>127</b>	<b>500</b>
	<b>%</b>		
<b>Demographics</b>			
<b>Female</b>	<b>62%</b>	<b>33%</b>	<b>50.8%</b>
<b>Median age (category)</b>	<b>34 to 49</b>	<b>53</b>	<b>45</b>
<b>Employment Status (UCFV)</b>			
<b>Full-time Faculty</b>	<b>36%</b>	<b>n/a</b>	<b>n/a</b>
<b>Full-time Staff</b>	<b>37%</b>	<b>n/a</b>	<b>n/a</b>
<b>Studied at UCFV</b>			
<b>Personally</b>	<b>53%</b>	<b>39%</b>	<b>46% (Personally/Family Member)</b>
<b>Family Member</b>	<b>46%</b>	<b>58%</b>	
<b>Place of Residence</b>			
<b>Immediate Vicinity<sup>1</sup></b>	<b>66.1%</b>	<b>81.0%</b>	<b>9.2%</b>
<b>Close Vicinity<sup>2</sup></b>	<b>10.4%</b>	<b>6.2%</b>	<b>23.4%</b>
<b>All other areas within the Vancouver, Greater Vancouver region</b>	<b>15.5%</b>	<b>8.9%</b>	<b>67.4%</b>
<b>Awareness of UCFV</b>			
<b>Aware to some extent</b>	<b>100%</b>	<b>100%</b>	<b>56%</b>
<b>Impressions of UCFV</b>			
<b>Would recommend UCFV</b>	<b>92%</b>	<b>97%</b>	<b>46%</b>

**Finding 1**

On the whole, Faculty, Staff and Community Leaders are fairly “aware” of UCFV. More than one-half of UCFV employees indicate that they are at least aware of UCFV’s locations, programs, events and community involvement.

From the community perspective, 75% of Community Leaders feel that the community is at least aware of UCFV’s locations and programs. Taking this a step further,

over one-half of those who responded to the *University College of the Fraser Valley Omnibus Survey (Ipsos Reid)*<sup>1</sup> indicate that they are aware of UCFV. While this data may appear to be somewhat ambiguous, it does provide a platform of understanding from which to provide significant information regarding UCFV to the internal and external communities. Further, this data will help evaluate the effectiveness of any marketing/advertising strategy that UCFV undertakes.

Table S2 Awareness of UCFV	UCFV employees awareness		Community Leaders perception of the "Community's" awareness		Lower Mainland/Fraser Valley's awareness (Ipsos Reid Survey)	Lower Mainland/Fraser Valley's awareness of KWANTLEN U.C. (Ipsos Reid Survey)
	N	%	N	%	%	%
Not aware at all	0	0%	0	0%	56%	89%
Aware, but only of UCFV's location(s)	19	5%	30	25%		
Aware of UCFV's locations and programs	43	12%	58	49%		
Aware of UCFV's locations, programs and events	86	24%	23	19%		
Aware of UCFV's locations, programs, events and community involvement	92	25%	3	3%		
Aware of UCFV's locations, programs, events, community involvement and strategic direction	124	34%	5	4%		

**According to UCFV employees and Community Leaders:**

- ❖ UCFV offers quality education
- ❖ UCFV is important to our community
- ❖ Would encourage someone they know well to attend UCFV

**Finding 2**

According to survey results, both Faculty and Staff respondents and Community Leaders feel that UCFV offers quality education and is important to our community and would encourage someone they know well to attend UCFV.

<sup>1</sup> Ipsos Reid included 11 questions specific to UCFV in their *BC Reid Express* provincial omnibus survey (June 2004). The report submitted to UCFV by Ipsos Reid is entitled, *University College of the Fraser Valley Omnibus Survey*. A sample of 500 individuals throughout the Lower-Mainland/Fraser Valley regions, were contacted.

<p><b>According to UCFV employees and Community Leaders:</b></p> <ul style="list-style-type: none"> <li>❖ <i>89% of Community Leaders feel that UCFV is responding well to the community</i></li> <li>❖ <i>74% of Faculty and Staff hold the opinion that UCFV is responding well to the community</i></li> </ul>	<p>Slightly fewer, however, feel that UCFV is responding well to both its external and internal communities. While 89% of Community Leaders feel that UCFV is responding well to the community, fewer Faculty and Staff (74%) hold the opinion that UCFV is reaching out.</p>
<p><b>How Should UCFV Enhance it's Role with Current &amp; Potential Students?</b></p> <ul style="list-style-type: none"> <li>❖ <i>Recruitment</i></li> <li>❖ <i>Relevant programming to our region</i></li> <li>❖ <i>Student life</i></li> <li>❖ <i>Retaining small class sizes</i></li> <li>❖ <i>Building student housing</i></li> </ul>	<p><b>Finding 3</b></p> <p>Assessing UCFV employee's perceptions about enhancing UCFV's role with current and potential students, the areas of "recruitment," "relevant programming to our region," "student life," "retaining small class sizes" and "building student housing" are the most highly favoured.</p>
<p><b>How UCFV can Build it's Image and Foster Relationships in the Surrounding Communities:</b></p> <ul style="list-style-type: none"> <li>❖ <i>Employer / Student mentoring</i></li> <li>❖ <i>Working in partnership with schools to enhance education for children</i></li> <li>❖ <i>Working in partnership with the community on environmental issues</i></li> </ul>	<p><b>Finding 4</b></p> <p>Looking to the external communities, Faculty and Staff feel that "employer/student mentoring," "working in partnership with schools to enhance education for children" and "working in partnership with the community on environmental issues" are important ways for UCFV to build its image and foster relationships throughout the surrounding region.</p>
	<p><b>Finding 5</b></p> <p>Partnerships with external organizations and businesses are important to UCFV for many reasons: to establish relationships within the community, to aid in recruitment efforts, to facilitate academic research opportunities, to enhance and contribute to employability options for our graduates, to facilitate growth within the community, and to strengthen the link between the UCFV Foundation and the community, to name a few. As such, having a sense of these partnerships is significant to the unity and carrying</p>

<p><b>Partnerships Faculty and Staff are Most Aware of:</b></p> <ul style="list-style-type: none"> <li>❖ <i>Student Practicum's / Training</i></li> <li>❖ <i>Co-operative Education</i></li> <li>❖ <i>Indo-Canadian Studies &amp; Research</i></li> <li>❖ <i>Career &amp; Education Fairs</i></li> <li>❖ <i>United Way</i></li> <li>❖ <i>First Nations</i></li> <li>❖ <i>Theatre</i></li> </ul>	<p>forward of UCFV's vision.</p> <p>Within the categories provided, specific partnerships showed a high level of Faculty and Staff awareness such as "Student Practicum's/Training," "Co-operative Education Partnerships," "Indo-Canadian Studies &amp; Research," "Career &amp; Education Fairs," "United Way," "First Nations" and "Theatre"; however, these partnerships/business liaisons are only a few.</p>
<p><i>Faculty and Staff may not be aware of the many alliances and business initiatives that UCFV is a part of.</i></p> <p><i>A public document should be created that lists all UCFV partnerships and business liaisons, not only to increase awareness of UCFV's many external relationships but also to foster a sense of unity in knowledge amongst stakeholders and UCFV employees, alike.</i></p>	<p>Aside from the specific partnerships listed in the survey, UCFV is involved in a number of other alliances and business initiatives. As noted in the conclusion of this analysis, a judicious step would be to create a public document listing all UCFV partnerships and business liaisons, not only to increase awareness of UCFV's many external relationships but also to foster a sense of unity in knowledge amongst stakeholders and UCFV employees, alike.</p>
<p><b>Future Trends &amp; Developments UCFV Should be Aware of:</b></p> <ul style="list-style-type: none"> <li>❖ <i>Population growth/expansion</i></li> <li>❖ <i>Future employment needs/trends</i></li> <li>❖ <i>Faculty recruitment and retention</i></li> </ul>	<p><b>Finding 6</b></p> <p>Future trends and developments that Faculty and Staff feel UCFV should be aware of produced a number of responses. The areas most often cited, however, were "population growth/expansion," "future employment needs/trends," and "faculty recruitment and retention."</p>
<p><b>What Would Make UCFV a <u>Great</u> Institution?</b></p> <ul style="list-style-type: none"> <li>❖ <i>Student life</i></li> <li>❖ <i>University status</i></li> <li>❖ <i>Preserving UCFV as "a university and a college"</i></li> <li>❖ <i>UCFV is already a great institution</i></li> </ul>	<p><b>Finding 7</b></p> <p>Faculty and Staff were asked to describe what they thought would make UCFV a "great" institution. Though a wide range of responses were offered, "student life" (10.1%), "university status" (8.6%), preserving UCFV as "a university and a college" (6.9%), and opinions that "UCFV is already a great institution" (6.9%) were mentioned most</p>

often by Faculty and Staff.

**In Summary**

It is clear, that with so many varying opinions a challenge lies ahead for the Senior Administration. In light of the information attained in this analysis, it is incumbent upon management at all levels, but especially Senior Management, to solidify and bring the diverse Faculty and Staff views together in order to create a dynamic institution wherein Faculty and Staff work to achieve and exceed UCFV's Mission and Vision while building on its goals and values. It is only through this congruence of purpose that UCFV will be able to achieve its potential.

**Further Recommendations**

Aside from establishing benchmarks to monitor the effectiveness of the implementation of UCFV's Strategic Plan, this report also recommends the following future research studies:

- ⇒ Faculty and Staff's views on UCFV's institutional status (i.e. university, university-college)
- ⇒ A Satisfaction/Preferences survey eliciting UCFV employee's satisfaction with, and requirements of, UCFV

## Introduction

The University College of the Fraser Valley (UCFV) has recently completed a new five-year Strategic Plan (2004 – 2009). This plan was created to articulate what UCFV will do to provide the post-secondary education and training that its stakeholders need, and what UCFV must do to build the kind of institution that its stakeholders want and deserve.

An important part of the planning process was to listen to the input provided by the Faculty and Staff regarding UCFV's future direction and role within the community. Faculty and Staff were solicited for their responses because of their unique position within, and understanding of, UCFV. To facilitate this, the UCFV *Faculty and Staff Perception Survey 2004 (F&S Survey)* was developed.

The original purpose of this survey was to provide information to the Senior Administration Group for the development of the Strategic Plan. As such, summaries of the data were conveyed to the Senior Management Group and the results will be used to establish benchmarks to determine and help evaluate the effectiveness of the new five-year Strategic Plan.

In an effort to understand the perceptions' of Faculty and Staff, the following areas were deemed pertinent:

- Current perception of UCFV
- Role and awareness of UCFV in the community
- Future direction of UCFV
- Suggestions for growth and enhancement

This survey was an initiative of the Institutional Research and Planning Department for the Strategic Planning Committee.

## Survey Methodology

The survey instrument was designed adopting variables from UCFV's *Community Leader's Survey (2004)* and modifying them accordingly<sup>2</sup>. The survey is broken down into two sections. The first section focuses on the general perception, awareness, and future direction of UCFV. The second section focuses on demographic attributes of the Faculty and Staff respondents.

The survey was administered through an e-mail distribution which provided the website link to the survey on January 21, 2004. It was distributed to all Faculty and Staff (full and part-time) who had their own e-mail address within the internal e-mail system. All e-mail addresses that were not assigned to a specific individual (i.e. departmental e-mail addresses) were not included in the sample. A total of 873 Faculty and Staff members were sent the website link. There were 386 completed surveys resulting in a response rate of 44.2%.

## Analysis

The following analysis is purely descriptive in nature. To this end, tests for significant differences between response categories were not completed. Where appropriate, categories are collapsed but confidence intervals are not yet developed. In addition, due to the similarity of questions offered in both the *Community Leader's Survey (2004)* and the *F&S Survey*, when applicable, responses are compared. It must be noted, however, that Community Leaders' responses are based upon only those Community Leaders who received and participated in the *Community Leader's Survey*

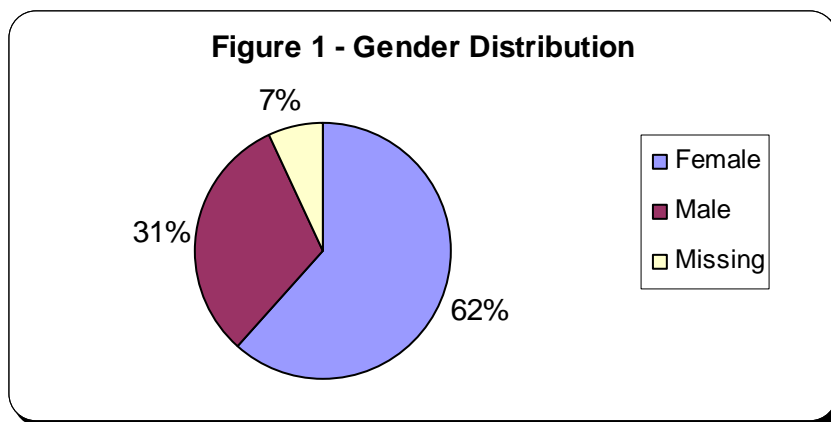
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<sup>2</sup> See Appendix 1 for a complete version of the *Faculty and Staff Perceptions Survey 2004* survey instrument.

(2004)<sup>3 4</sup>. Further, descriptive data attained from a UCFV specific survey administered by Ipsos Reid (*University College of the Fraser Valley Omnibus Survey*) is added to provide greater context to the responses given in the *F&S Survey*<sup>5</sup> as well as data from the *Student Outcomes Reporting System (SORS)* survey data (2004), administered by the Outcomes Working Group in conjunction with the Ministry of Advanced Education.

## Demographics

Sixty-two percent of the respondents who indicated a specific gender are female (Figure 1). Comparing this normalized total with the general UCFV female employee population of 61%, we see that 38.3% of UCFV female employees responded to the *F&S Survey*. From the UCFV male employee general population of 39%, 30.6% of UCFV's male employees responded to the survey. Seven percent of the respondents chose not to indicate their gender.

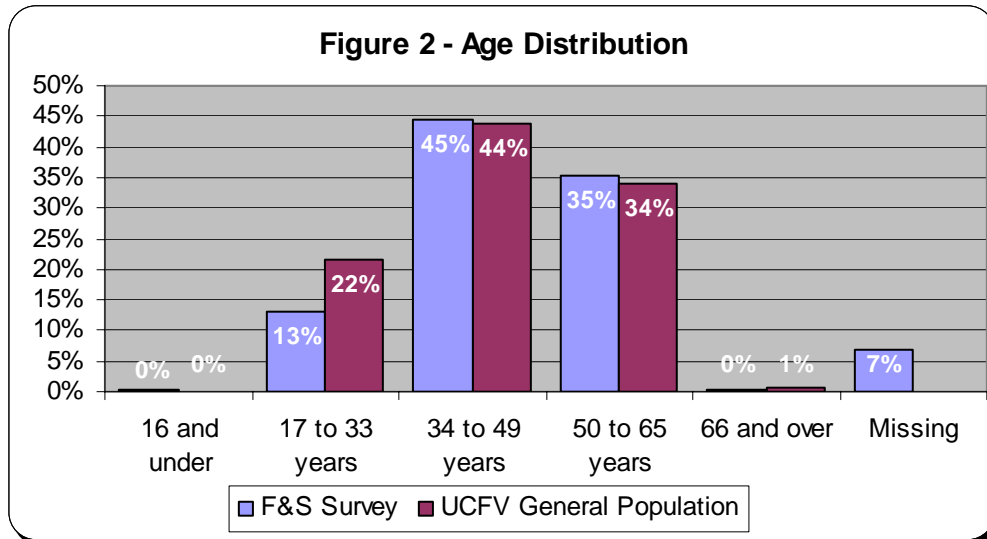


The median age of the respondents in the *F&S Survey* as well as the UCFV general employee population is within the “34 to 49” age cohort. Representation from each age cohort varies, however, the most under-represented categories are the “17-33” age cohort (22.6% representation) and the “66 and over” age category (16.6% representation).

<sup>3</sup> Please note, the *Community Leader's Survey (2004)* results are forthcoming and may be attained at the Office of Institutional Research and Planning once completed.

<sup>4</sup> The definition of *Community Leaders* can be found in the “Definitions” section at the back of this analysis.

<sup>5</sup> Ipsos Reid included 11 questions specific to UCFV in their *BC Reid Express* provincial omnibus survey (June 2004). A sample of 500 individuals throughout the Lower-Mainland/Fraser Valley regions, were contacted.

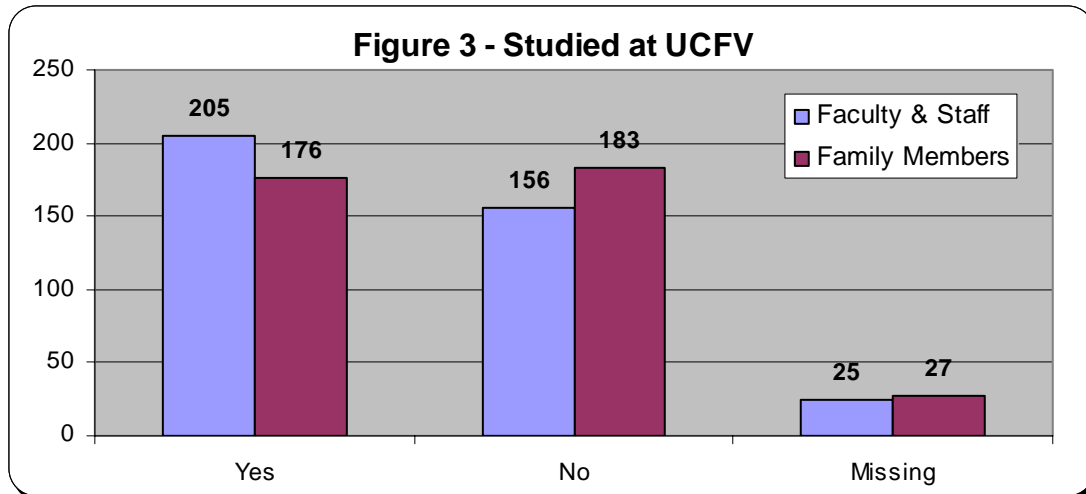


When respondents were asked about their employment status at UCFV, 36% of respondents said they are full-time Faculty and 37% are full-time Staff members. Overall, from the general UCFV employee population, 47% of full-time Faculty, 12% of sessional Faculty, 51% of full-time Staff and 15% of part-time Staff responded to the survey. Further, under the “Other” category which consists primarily of Administrative employees, 43% responded to the *F&S Survey*.

**Table 1: Employment Status at UCFV**

2003/2004		<i>F &amp; S Survey</i>		UCFV Employee Population		UCFV Employee Response Rate
Employment Status		N	%	N	%	% within each category
<b>Faculty</b>	Full-time	140	36%	295	29%	47%
	Sessional	27	7%	222	22%	12%
<b>Staff</b>	Full-time - Permanent	131	34%	274	27%	51%
	Full-time - Temporary	10	3%			
	Part-time - Permanent	17	4%	184	18%	
	Part-time - Temporary	10	3%			
<b>Both as Faculty and Staff</b>		7	2%			
<b>Other</b>		18	5%	42	4%	43%
<b>Missing</b>		26	7%			
<b>TOTAL</b>		<b>386</b>	<b>100%</b>	<b>1017</b>	<b>100%</b>	

Faculty and Staff members were asked if they or any of their family members have ever “studied at UCFV.” This question was asked to get a sense of those employees who are familiar with the academic and administrative aspect of UCFV, either personally or through a person close to them. Fifty-three percent (53%) responded that they have, in fact, studied at UCFV and further, 46% also indicated that they have family members who have studied at UCFV (Figure 3).



### Awareness of UCFV

Several surveys were conducted to determine the overall awareness and understanding the ‘community’ has of UCFV. To get a sense of UCFV’s overall visibility, three specific groupings of individuals were targeted for their perspectives regarding UCFV: Individuals from the Lower Mainland/Fraser Valley (*University College of the Fraser Valley Omnibus Survey*), UCFV employees (*F&S Survey*) and Community Leaders’ (*Community Leader’s Survey (2004)*).

From the *F&S Survey*, 95% of UCFV employees (not including those who responded to the “other” category) indicated that they are, at the very least, aware of UCFV’s locations and programs, whereas, 51% feel that the community has an awareness of UCFV’s locations and programs, or more. Five percent (5%) of Faculty and Staff are aware of only UCFV’s locations and 50% feel that the community is either not aware at all or only aware of UCFV’s locations (Table 2). Another 4.5% (17) of Faculty and Staff provided their own response as to how aware they are of UCFV in the region, and 11.4% (43) of Faculty and Staff chose to provide a comment as to how aware they think the community is of UCFV<sup>6 7</sup>.

In contrast, 75% of Community Leaders, who responded to the *Community Leader’s Survey (2004)*, feel that the community has, at least, awareness of UCFV’s locations and programs (see green shading, Table 2). Another 25%, however, see the community as only being aware of UCFV’s locations. No Community Leaders believe that community members are “not aware at all” of UCFV.

<sup>6</sup> Please see Appendix 2 to view Table 2a & 2b. Table 2a (excerpt) provides a summary of Faculty and Staff’s responses to how aware they are of UCFV in the region, and Table 2b (excerpt) categorizes Faculty and Staff’s opinions of how aware they think the community is of UCFV.

<sup>7</sup> Please note that some comments contained responses to more than one category developed specifically for Table 4b (excerpt) inflating the response totals.

**Table 2: Perception of Awareness Levels**

Awareness of UCFV	UCFV employees awareness		UCFV Employees perception of the "Community's" awareness		Community Leaders perception of the "Community's" awareness	
	N	%	N	%	N	%
Not aware at all	0	0%	12	4%	0	0%
Aware, but only of UCFV's location(s)	19	5%	152	46%	30	25%
Aware of UCFV's locations and programs	43	12%	110	33%	58	49%
Aware of UCFV's locations, programs and events	86	24%	39	12%	23	19%
Aware of UCFV's locations, programs, events and community involvement	92	25%	16	5%	3	3%
Aware of UCFV's locations, programs, events, community involvement and strategic direction	124	34%	4	1%	5	4%

Further, 56% of respondents to the Ipsos Reid *University College of the Fraser Valley Omnibus Survey* (Lower Mainland/Fraser Valley) indicated that they are aware of UCFV. Within the region defined by Ipsos Reid as “Immediate Vicinity”<sup>8</sup>, 92% expressed their awareness of UCFV. However, it should be noted that this same group is much more aware of Kwantlen University-College with 89% of respondents indicating their awareness of this particular University-College.

Again, while it is difficult to compare these descriptive results due to the fact that “community” was not succinctly defined, these results provide an indication of how UCFV employees, Community Leaders and the general public view UCFV.

### Perceptions of UCFV

To further understand the awareness of UCFV internally and in the surrounding regions, it is vital to solicit individuals’ perceptions surrounding UCFV. Hence, both Faculty and Staff and Community Leaders were asked several questions regarding their perception of UCFV (Table 3). Ninety-seven percent (97%) of all UCFV employees indicate that they “agree” or “strongly agree” with the statements that “UCFV offers quality education” and “UCFV is important to our community.” Community Leaders concur with Faculty and Staff in these areas.

**Table 3: Perceptions of UCFV**

	Strongly Agree/Agree		Strongly Disagree/Disagree		Don't Know		Response Total	
	F&S Survey	C.L. Survey	F&S Survey	C.L. Survey	F&S Survey	C.L. Survey	F&S Survey	C.L. Survey
UCFV offers quality education	97%	98%	2%	0%	1%	2%	381	127
UCFV is important to our community	97%	99%	2%	1%	1%	0%	382	127
UCFV responds well to our community needs	74%	89%	17%	6%	9%	3%	381	124
UCFV responds well to the needs of faculty and staff	84%	n/a	12%	n/a	4%	n/a	379	n/a
I would encourage someone I know well to attend UCFV	92%	97%	4%	0%	3%	2%	378	126

<sup>8</sup> Immediate Vicinity: Abbotsford, Chilliwack, Mission and Hope.

Table 3 also shows that 17% of the Faculty and Staff respondents indicate that they either “strongly disagree” or “disagree” with the statement that “UCFV responds well to our community needs.” Community Leaders, on the other hand, have a slightly more favourable view of UCFV with 89% indicating that they “agree” or “strongly agree” that UCFV responds well to community needs.

As well, 12% of Faculty and Staff either disagree or strongly disagree with the statement that “UCFV responds well to the needs of Faculty and Staff.” Furthermore, 86% of the Faculty and Staff respondents feel that the quality of instruction at UCFV is “very good” or “good.” Community Leaders were not asked these questions.

Overall, one-half of those surveyed in the immediate to regional community (*University College of the Fraser Valley Omnibus Survey*) indicate that their impression of UCFV is neither favourable nor unfavourable (48%). Purely speculating, the broad area from which this sample was attained may explain why the greatest portion of those who responded to this question in the *University College of the Fraser Valley Omnibus Survey* responded in this fashion; because, they may not be aware of UCFV, hence, they bear no opinion. This conjecture can be backed by the fact that 78% of those who responded neutrally (neither favourable nor unfavourable) or unfavourably indicate that they do not know enough about UCFV to have an impression. Within the defined “Immediate Vicinity”, however, 84% indicate that they view UCFV as favourable. From all respondents of the *University College of the Fraser Valley Omnibus Survey* who indicate that they have a favourable impression of UCFV, 46% expressed it is because either they attended UCFV or they know people who have attended the University-College.

### ***Recommendation of the University College of the Fraser Valley***

Overall, UCFV has a high recommendation rating by survey respondents. According to survey results, 92% of Faculty and Staff and 97% of Community Leaders would encourage someone they know well to attend UCFV.

In addition, 46% of respondents from the *University College of the Fraser Valley Omnibus Survey* indicate that they would recommend UCFV as an option for a friend or relative to attain their education. Further, looking at the Lower Mainland/Fraser Valley general community by Ipsos Reid defined regions, 88% of those in the “Immediate Vicinity”, 61% in the “Close Vicinity”, and 36% in the “Other Lower Mainland” area would recommend UCFV as an option for education to someone they know well<sup>9</sup>.

## **Student Recruitment**

Faculty and Staff were asked what they believe “UCFV can do to ensure that more students in our community make UCFV their choice for post-secondary education.” The respondents were asked to select all that apply from the responses provided (Figure 4). Thirty-seven percent (37%) of respondents also provided comments for this question in the “other” category.

Community Leaders were also asked this question. Besides the choices that were offered<sup>10</sup>, 46% provided other opinions of what they feel UCFV can do to attract students.

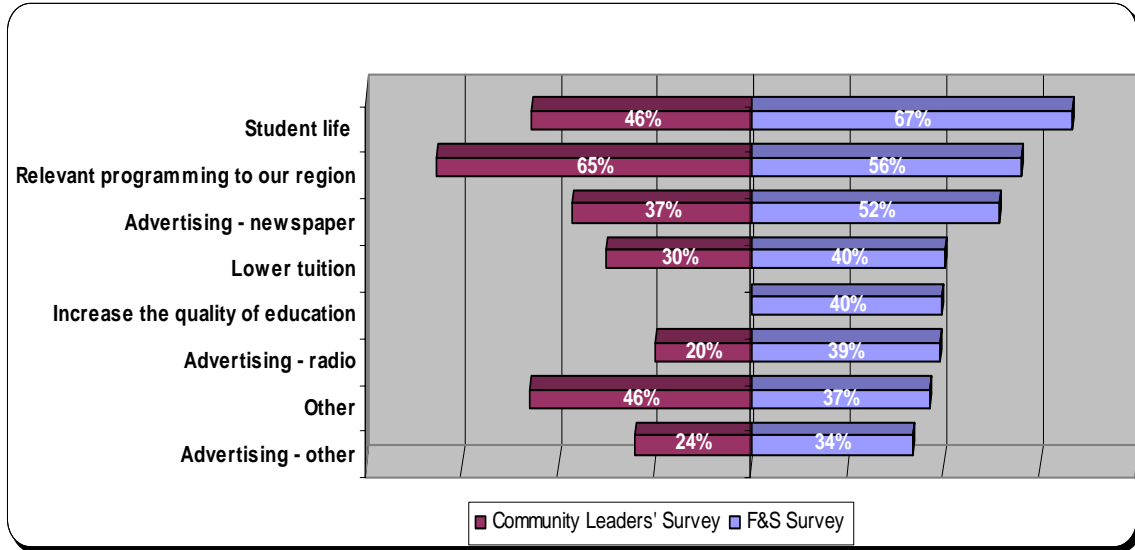
From the responses provided, 67% of Faculty and Staff and 46% of surveyed Community Leaders feel “student life” will make UCFV a solid choice for prospective students, and 65% of Community Leaders and 56% of Faculty and Staff see “relevant programming to the region” as a way of boosting participation at UCFV.

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<sup>9</sup> Please see the “Definitions” section, in Appendix 13, for an explanation of these pre-determined areas.

<sup>10</sup> Please note, the *Community Leader’s Survey (2004)* did not offer the “Increase the quality of education” category.

**Figure 4: What Can UCFV Do to Ensure More Students in Our Community Make UCFV Their Choice for Post-Secondary?**



Open-ended responses offered by Faculty and Staff (37%) produced a wide range of opinions. All raw responses have been compiled and tabulated into assigned categories<sup>11</sup>. Table 4 (excerpt) exhibits only those categories that produced two or more responses. As shown, a number of Faculty and Staff agree that recruiting (27%), contact with high school counselors/ teachers (24%) and direct advertising to high/ middle schools (22%) are important factors in ensuring that potential students will choose UCFV for their post-secondary education.

<sup>11</sup> For all raw responses and a complete version of Table 6, please see Appendix 4.

**Table 4( excerpt): "What can UCFV do to ensure that more students in our community make UCFV their choice for post-secondary education?" - Open-ended responses**

#	Categories	# Responses	% Responses
<b><u>The University College of the Fraser Valley</u></b>			
1	Develop UCFV's image/ branding/ profile (Focus on what UCFV does well)	13	9%
2	Add programs certificate/ diploma/ degree/ post-graduate degree programs	10	7%
3	Offer a diversity & greater selection of courses (On-line, evenings, upper-level, minority, high school transition)	8	6%
4	Mentoring (high school students/ UCFV students)/ Support of students	8	6%
5	Offer more college based Trade/ Career programs	7	5%
6	Develop "university" identity	6	4%
7	Student life/ student housing	6	4%
8	Make "processes" at UCFV more simple (change admission date, applications, transfers, assessments, entrance requirements easier, etc)	6	4%
9	Highlight UCFV graduates success in the labour market	5	4%
10	Increase access to seats for students	4	3%
11	Offer less programs/ more specialized/ expand existing programs	3	2%
12	Lower tuition	3	2%
13	Smaller class sizes	3	2%
14	Increase funding (private/public sectors) / scholarships	3	2%
15	Minimum requirements for students (entrance GPA, probationary period for mature students, suspension for poor performance, incentives for high achieving high school students, etc)	2	1%
16	Internet - advertising/ links to info about all programs	2	1%
17	Hire quality instructors/ more staff	2	1%
18	Make entrance requirements easier	2	1%
<b><u>Other Schools - Middle Schools, High Schools, Other Post-Secondary Institutions</u></b>			
1	Active recruiting in high/middle schools/ other post-secondary institutions	39	27%
2	Active presence with high school counsellors/ teachers	34	24%
3	Direct advertising to middle/ high school students and parents	31	22%
4	Faculty& advisors in high schools for promotion - mini courses, seminars	11	8%
<b><u>Community</u></b>			
1	Community and outer region presence/ visibility/ profile	15	11%
2	Faculty in community - mini courses, seminars	6	4%
3	Information events directed at younger children and their parents	5	4%
4	Information events directed to adults	5	4%
5	Hold community/ public events	4	3%
6	Media features - newspaper, television - featuring faculty and students	3	2%
7	Consider UCFV community demographics (fundamentalists, politics, religions, etc)	2	1%

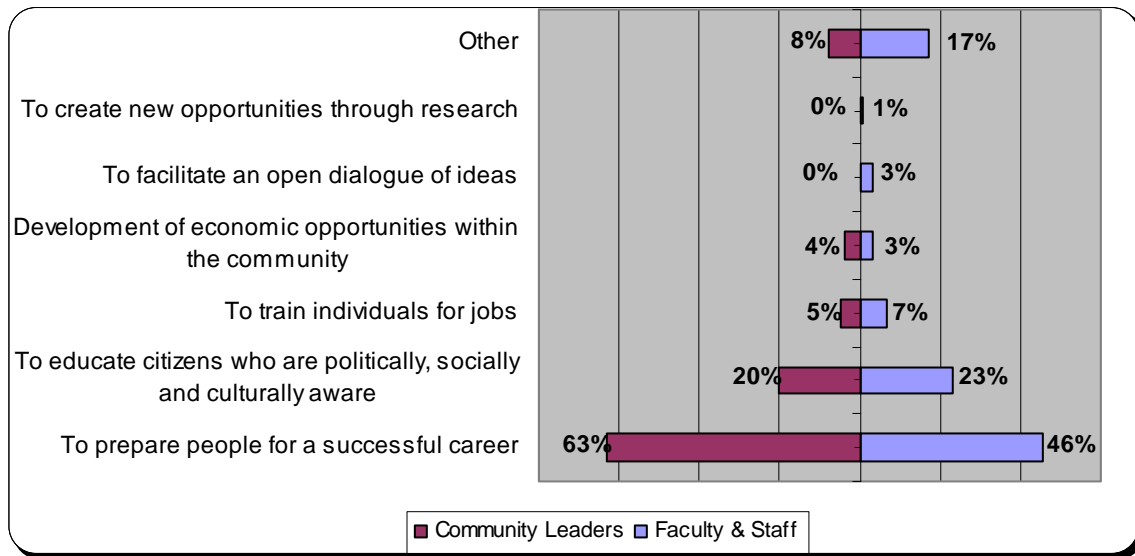
## UCFV's Role in the Community

Out of the responses provided, 46% of Faculty and Staff perceive our **primary** role within the community as “to prepare people for a successful career.” Another 23% of Faculty and Staff feel UCFV’s primary role is “to educate citizens who are politically, socially and culturally aware.”<sup>12</sup>

Consistent with Faculty and Staff, Community Leaders feel “prepar[ing] people for a successful career” (63%) and “educat[ing] citizens who are politically, socially and culturally aware” (20%) are the most primary roles of UCFV within the community.

<sup>12</sup> Please see the “Survey Limitations” section in the *F&S Survey* for more information regarding this question.

**Figure 5: Faculty and Staff Perceptions on UCFV’s Primary Role in the Community**



As indicated, 17% of Faculty and Staff chose to provide their own response to this question. Table 5 highlights responses provided in the “Other” category and may be found in Appendix 3.

Simply put, over 1/3 of responses (36%) to the “Other” category stated in a similar manner, “to educate citizens.” Another 30% of responses in the “Other” category indicated that they feel UCFV has more than one role deeming “all of the above” choices offered as primary to UCFV’s role in the community.

### **Future Directions at UCFV**

The business community is important to UCFV. Faculty and Staff were asked about their awareness of the types of business partnerships and business liaison efforts that UCFV is currently involved in. Respondents were asked to select all that apply from the responses provided (Figure 6).

As shown in Figure 6, a large majority of Faculty and Staff (87%) are familiar with the fact that Student Practicums and Co-operative Education partnerships are UCFV initiatives with the community. Further, over half of respondents indicated they are aware that UCFV fosters business partnerships in the community with regards to “Research” (61%), “Partnerships with financial institutions” (57%), and “Student apprenticeships” (55%).

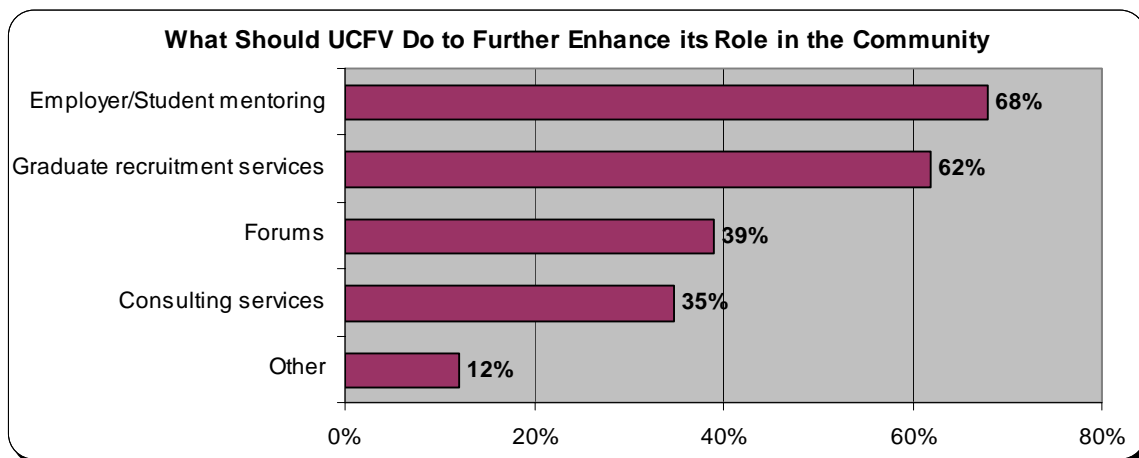
**Figure 6: Faculty and Staff Awareness of Business Partnerships and Business Liaison Efforts UCFV is Involved in**



Other business partnerships and business liaisons which Faculty and Staff indicated they are aware UCFV is involved in have been organized and tabulated into specific categories, found in Table 6, Appendix 3.

Thirty-nine responses were offered in the “Other” category. While the numbers are small, six individuals indicate that they are not aware of any business partnerships and liaisons UCFV is involved in. Another six are aware of partnerships with other educational institutions, and five respondents indicated being aware of business partnerships with local industries and businesses.

**Figure 7: Faculty and Staff Opinions of What UCFV Should Do to Further Enhance its Role in the Community**



A large majority of Faculty and Staff indicated they feel “Employer/Student mentoring” (68%) and “Graduate recruitment services” (62%) are ways UCFV can further enhance its role in the community.<sup>13</sup>

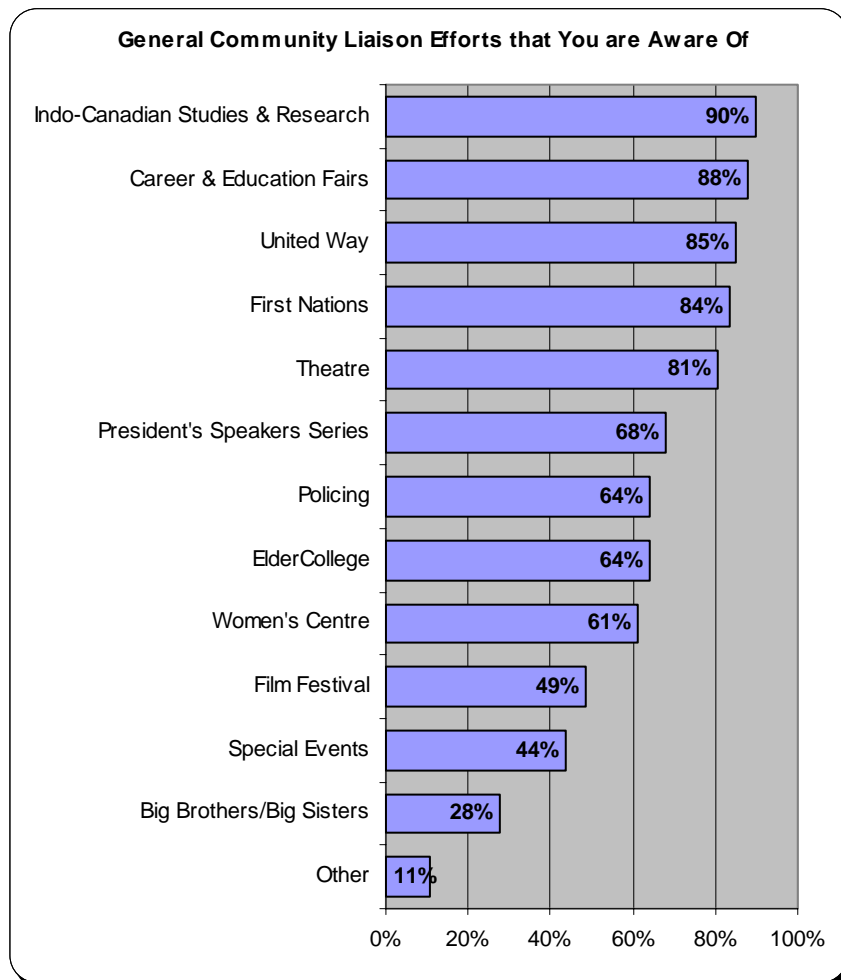
<sup>13</sup> Respondents could choose as many areas offered in this question that they agreed with.

“Other” responses given by Faculty and Staff are summarized in Table 7 (excerpt). See Appendix 5, Table for all categories of responses offered.

From the forty-four comments offered by Faculty and Staff, 14% of those feel actual work experience in a student’s field of study will enhance UCFV’s role(s) in the business community, while 9% stated that an educational institution like UCFV should not be trying to enhance its roles with the business community. Another 9% of responses from the comments provided agree that “involvement in social action within the community” is a way for UCFV to create strong ties within the UCFV region.

Apart from the business community, UCFV is also interested in developing strong ties within the surrounding community. Figure 8 offers only some of the community partnerships UCFV is currently involved in. Faculty and Staff were asked to select as many of the community liaison efforts that they are aware of. The “Other” category allowed for alternate responses.

**Figure 8: Faculty and Staff Awareness of UCFV Partnerships within the General Community**



Most Faculty and Staff (90%) are aware of UCFV’s community liaison efforts regarding “Indo-Canadian Studies & Research.” Similarly, “career and education fairs” (88%), “United Way” (85%), “First Nations” partnerships and Theatre (81%) are also well known. Only 28% of respondents are aware of UCFV’s relationship with Big Brothers/Big Sisters.

Thirty-five “Other” comments were offered regarding community partnerships UCFV is involved in. Responses have been tabulated and placed into appropriate categories. Table 8 summarizes all responses into categories found in Appendix 6, Table 8.

As indicated, literacy outreach is another community liaison area that some Faculty and Staff are aware of (7), as well as various aspects of research partnerships established in the UCFV region (3). Not being aware of UCFV’s community liaison efforts (3) was also mentioned.

## Suggestions for Growth and Enhancement

### *What Would Make UCFV a Great Institution?*

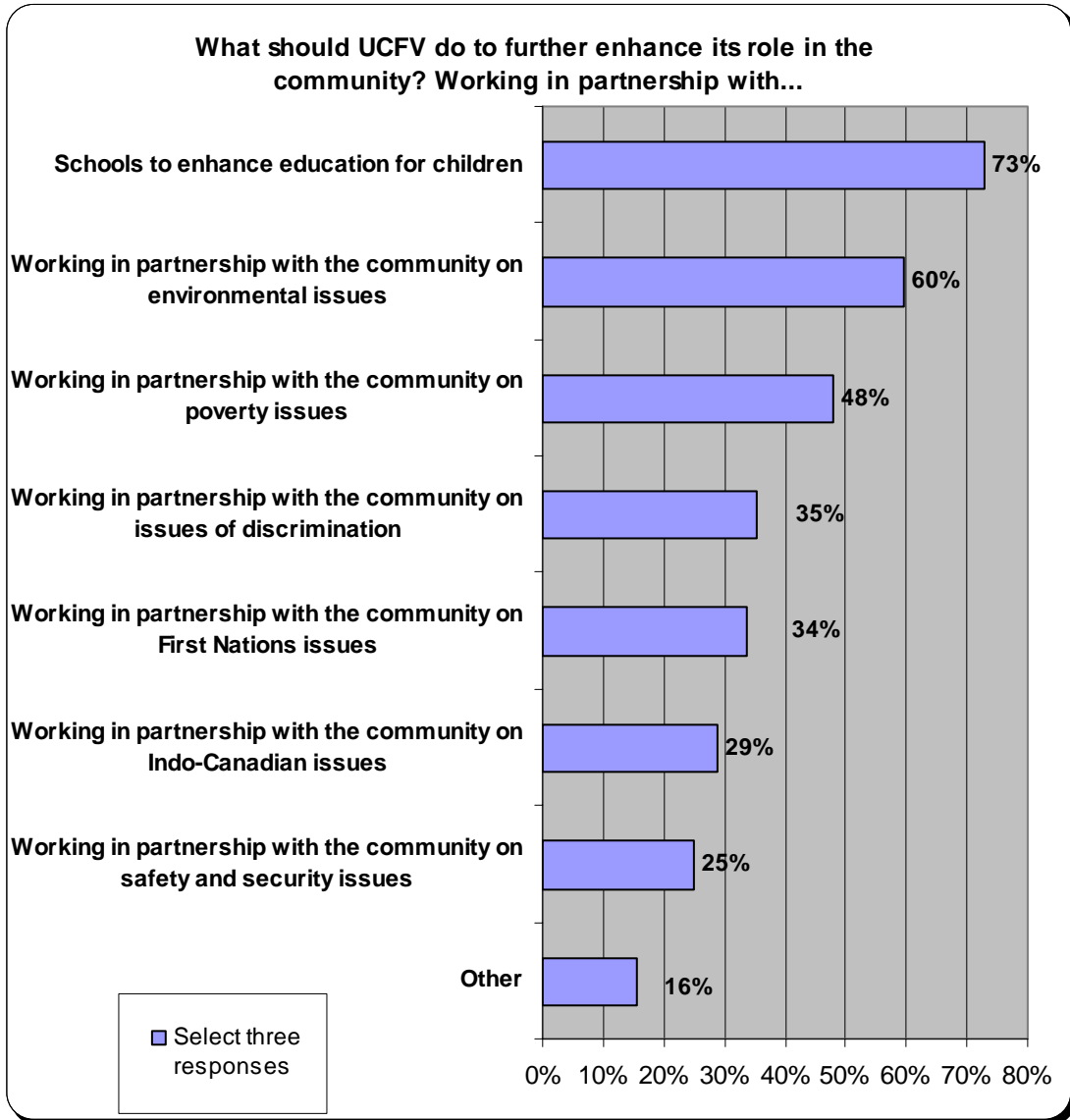
Faculty and Staff were asked to provide their opinion of what they think would make UCFV a great institution. No categories were offered; respondents simply provided their own comments.

<b>Table 9a (excerpt): "In your opinion, what would make UCFV a great institution?" - Open-ended responses</b>		
<b>Comments</b>	<b>N</b>	<b>%</b>
Student life (i.e. dorms, pubs, coffee houses, mentoring, alumni inclusive, etc)	41	10.1%
Status as a "university"	35	8.6%
A university and a college that maintains the strength of both	28	6.9%
UCFV is already a great institution	28	6.9%
Commitment to student success (including rewarding student success, graduates who are properly educated and ready for their profession, ensuring success for new students, support services)	22	5.4%
Focus on quality of education and programs, not quantity (focus on our strengths not try to be everything to everyone)	21	5.2%
Accountability of and support for faculty (i.e. \$ for research releases, \$ for research, reduced teaching loads, teaching assistants...)	20	4.9%
Teaching excellence	15	3.7%
Raise UCFV's community profile and create a better reputation (UCFV region, Lower Mainland, provincially) including involvement of faculty (expertise)/ staff/ students/ programs in the surrounding community	15	3.7%
Post-graduate degrees (i.e. Masters)	13	3.2%
Be aware of future trends and add new programs, or update or get rid of non-performing ones accordingly (be adaptable)	12	3.0%
Focus on educational needs of the community	11	2.7%
Research (internally (UCFV), in outlying communities, etc.)	11	2.7%
Management team, staff, faculty, working together	10	2.5%
Offer more courses	10	2.5%

Table 9a (excerpt) highlights the top 15 most popular opinions offered by Faculty and Staff with regards to what they think would make UCFV a great institution<sup>14</sup>. From the 406 responses to this question, 10% feel creating an atmosphere of Student Life (41) will make UCFV a great institution. Though 8.6% (35) of respondents feel UCFV taking on a university status would make our institution great, 6.9% (28) feel maintaining a high quality university-college role would be the best for UCFV and another 6.9% (28) of respondents feel we already are a great institution.

<sup>14</sup> See Appendix 7, Table 9 for a tabulation of all responses for this category.

**Figure 9: Faculty and Staff Opinions of What UCFV Should Do to Further Enhance its Role in the Community**



A more specific question was asked of Faculty and Staff as to their opinion on what UCFV should do to develop stronger ties within the community. Categories were provided and respondents were asked to select their three top choices, (including an “Other” category), and the single most important choice to them.

From their top three choices, Faculty and Staff indicated that partnership with “schools to enhance education for children” (73%) and “working in partnership with the community on environmental issues” (60%) are areas they feel UCFV could be developing to enhance its role in the community. When Faculty and Staff were asked to indicate their top choice the order of what they deemed as important did not change, with working in partnership with “schools to enhance education for children” remaining most important.

“Other” comments for the top three choices are summarized into categories in Table 10, Appendix 8. Fifty-six (56) Faculty and Staff offered 58 alternate ideas..

The top response offered in the “Other” category<sup>15</sup> indicates that “listening to, and assisting community members with their needs” (7) is one way for UCFV to develop ties with the community. From the next two top responses, it is clear that Faculty and Staff have diverse opinions regarding UCFV’s place within the community. Responses tend to vary from very specific initiatives to doing nothing at all.

Table 11 examines the opinions of Faculty and Staff regarding the single most important activity UCFV should do to enhance its role in the general community (See Appendix 9, Table 11). While response rates are low, the following categories produced the most responses in the “Other” category:

- “Community Involvement”(5)
- all of the categories offered in Figure 9 (4)
- “Research”(4)
- “Quality Education” (4)

### *Enhancing the Quality of Educational Experience*

UCFV is committed to providing “a superb learning experience” as well as “excellence in teaching and research, comprehensive programming, supportive professional learning environment and education directed towards both personal and career development” (UCFV Mission Statement, 2004). The Ministry of Advanced Education, through its Accountability Framework, has also focused on the Quality of the Educational Experience for students. UCFV students reveal their perceptions of various aspects of their academic educational experience at UCFV in the *Student Outcomes Reporting System (SORS)* 2004 survey. According to the aggregate data extracted from this survey, in comparing with other university-colleges<sup>16</sup>, the area that students feel requires more attention is the “usefulness of knowledge and skills in performing job.” In this particular category, UCFV not only scored the lowest of all the university-colleges, but also received an average score well below the province-wide average for all public post-secondary institutions. In addition, amongst university-colleges, UCFV rated 4<sup>th</sup>, out of 5, in the accountability measures of “oral communication,” “group collaboration,” “problem resolution,” “reading and comprehension” and “ability to learn on your own.” Further, according to the *Student Outcomes Reporting System (SORS)* 2004 survey data, areas UCFV may want to focus on in order to bring UCFV up to par with aggregate provincial averages for 2004 are “group collaboration,” “problem resolution,” “student satisfaction with education” and “student assessment of usefulness of knowledge and skills attained in performing job.”

Therefore, to achieve the mission and corporate vision of UCFV, and to meet the Ministry accountability targets, the views of Faculty and Staff regarding how to improve upon the quality of educational experience for students is necessary.

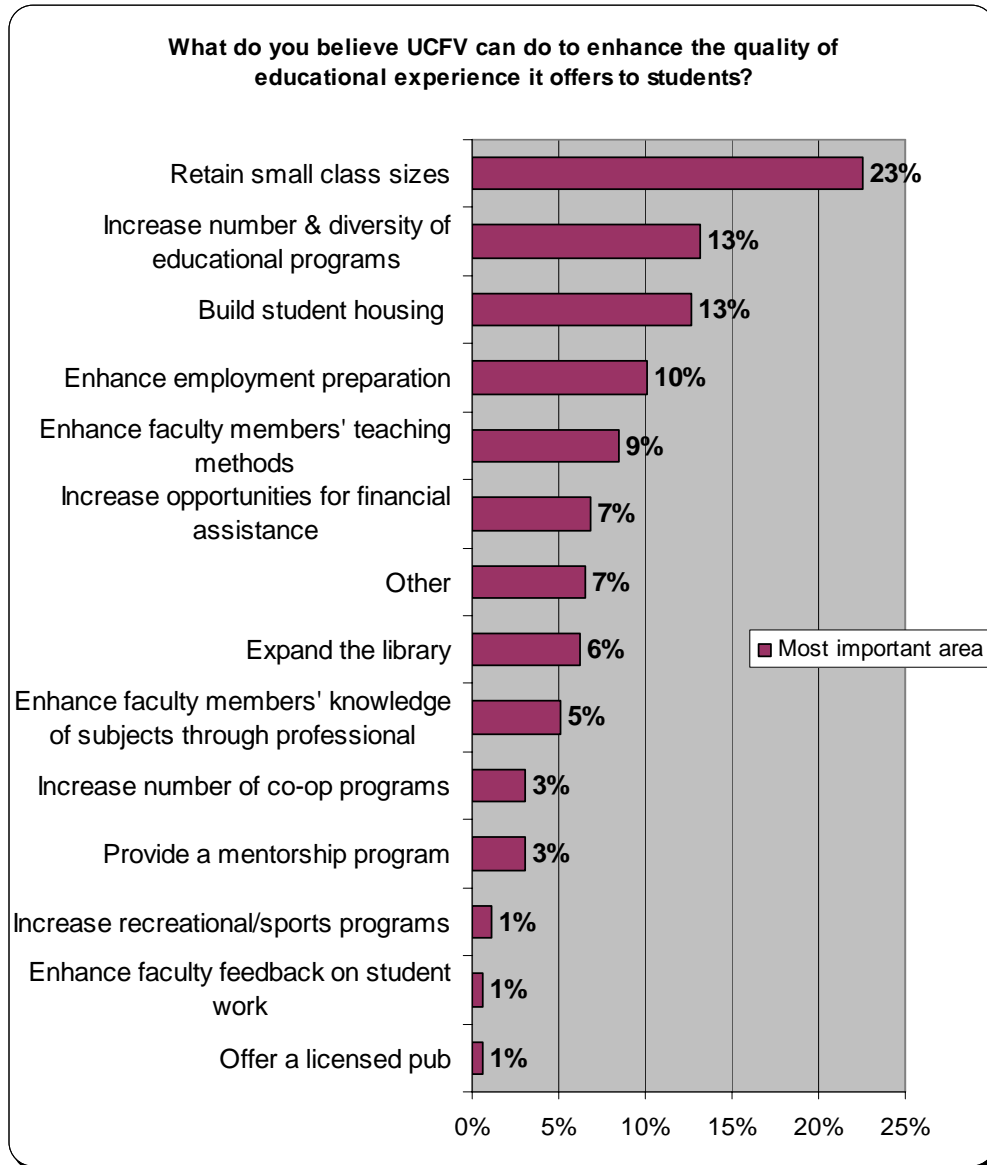
As Figure 10 indicates, 23% of Faculty and Staff agree as an overall “most important” choice that “retain(ing) small class sizes” is fundamental to improving students’ educational experience. Further, 13% feel that increasing the number and diversity of programs offered will enhance students’ educational experience, while still another 13% indicate that they feel student housing is the most important.

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<sup>15</sup> Table 10 (Appendix 8) includes “Other” responses to the question that requests the **top three choices** of Faculty and Staff for what “UCFV should do to enhance its role in the community.” Table 11 (Appendix 9) includes “Other” responses for the **single most important** choice of Faculty and Staff to the same question.

<sup>16</sup> BC university-colleges presently include Cariboo, Kwantlen, Malaspina, Okanagan, and UCFV.

**Figure 10: Faculty and Staff Opinions of What UCFV Can Do to Enhance the Quality of Educational Experience It Offers to Students**



In addition, Table 12 examines the “Other” category in both the “Faculty and Staff Opinions of What UCFV Can Do to Enhance the Quality of Educational Experience It Offers to Students” and the most important area UCFV employees deem for the aforementioned question (see Appendix 10).

Bearing in mind the response rates are low, “Research opportunities for Faculty and Staff” (5) and creating a well-rounded educational experience for students (i.e., course design, program offerings, forums/debates, and community relationships) (5) were most often mentioned.

**Table 13a (excerpt): Future Trends and Developments**

Looking ahead, Faculty and Staff were asked what they felt UCFV should be aware of and prepared for in the future with regard to future trends and developments. The top three areas that

Faculty and Staff cited were “population growth” (9%), “future employment needs/trends” (7.7%) and the need for “trades” positions (7%). A detailed summary of all tabulated and categorized responses can be found in Appendix 7, Table 13.

<b>Table 13a (excerpt): "What future trends or developments do you think UCFV should be particularly aware of and address directly in its future plans?" - Open-ended responses</b>		
<b>Comments</b>	<b>N</b>	<b>%</b>
Population growth/ expansion of the surrounding communities (i.e., parking spaces, building expansion, course and capacity increase)	27	9.0%
Future employment needs/ trends (highly skilled technicians, programming relevant to our region, etc.)	23	7.7%
Trades	21	7.0%
Faculty recruitment, retention and accountability (i.e., faculty workload, research opportunities, etc.)	18	6.0%
Changing/diverse needs of students (working people need to access courses, technical savvy [Millennial] students, adult/senior learners, individuals with disabilities, offering first-class service to our students, creating a well-rounded experience for students, etc.)	16	5.3%
2010 Olympics	15	5.0%
Career preparation	12	4.0%
Tuition (i.e., increase, dependence upon international student revenue, etc.)	10	3.3%
Need for a university and research driven education	10	3.3%
Aging population	9	3.0%
Agricultural/Environmental issues (i.e., Air pollution, etc.)	9	3.0%
Due to the technical savvy of students, provide state of the art teaching equipment in classrooms and up-to-date education for instructors & students	9	3.0%
Growing the Chilliwack campus/ university	8	2.7%
Student life	7	2.3%
Masters post-graduate degrees	7	2.3%

## Survey Limitations

Many aspects of the *F&S Survey* require fine-tuning. Validity is questionable for a few reasons. An obvious area of concern is the typo on question #17 that caused confusion for respondents as to which question to respond to. It asked survey participants to respond the above question, question #13, when the question above was #16. Respondents either chose not to respond, or responded to either question #13 or #16, or responded to both.

Another area of concern was the wording of question #17, “should UCFV change its name to the University of the Fraser Valley?”. The intended meaning of the question was to elicit the opinions of Faculty and Staff as to whether or not they want UCFV to become a university. Unfortunately, because the statement read “change its name to the University of the Fraser Valley” some survey participants felt limited by the title and, as such, replied, “No.” Hence, the validity of question #17 was marred and ,as such, the information from this question is deemed invalid for this analysis.

Validity is also open to questioning due to the fact that various terms required a more succinct definition to gain a proper response. For example, “UCFV’s primary role within the community” evoked questions of how the survey designers define “community.” Others stated that they could not respond because they do not live in “the community.” Further, within the same question, various respondents commented on the fact that their response was limited because there were not

enough choices, although an “Other” category was offered. In future, this particular question could be better posed as ranking the options from most preferred to least preferred.

Similarly, the question “what do you see as UCFV’s primary role within the community?” elicited comments that all the categories offered are UCFV’s primary role and that it was difficult to choose or be limited to only one choice. Suggestions were to have respondents rank the offered choices instead of having them choose only one category. Further, the wording of the first indicator “to educate citizens who are politically, socially, and culturally aware” was misleading and needed to be posed as “to educate citizens *to be* politically...aware.”

## Conclusion

The results of this survey offer general insight into the views of the Faculty and Staff at UCFV. Attaining more explicit views will require specific and in-depth research, such as that of the qualitative nature or targeted quantitative research based on categories of interest from this survey or other sources. Nevertheless, this first attempt at an opinion survey of Faculty and Staff produced a wide range of perceptions regarding UCFV and the direction employees feel this institution should take.

More than one-half of UCFV employees indicated, at the time of filling out the survey, that they are, at the very least, aware of UCFV’s locations, programs, events and community involvement. Seventy-five percent (75%) of Community Leaders feel that the community is, at least, aware of UCFV’s locations and programs. Furthermore, over one-half of those who responded to the *University College of the Fraser Valley Omnibus Survey* indicate that they are aware of UCFV. While this data is somewhat ambiguous, it does provide some information regarding the extent to which UCFV is known internally as well as externally. This information is a base from which to provide significant information regarding UCFV to the internal and external communities as well as help UCFV monitor the effectiveness of any marketing/advertising ventures undertaken.

Perception indicators that were offered to both Faculty and Staff and Community Leaders produced favourable responses. Both cohorts feel that UCFV offers quality education and is important to our community and would encourage someone they know well to attend UCFV. Slightly fewer, however, feel that UCFV is responding well to both its external and internal communities<sup>17</sup>. Nearly three-quarters (74%) of Faculty and Staff feel that UCFV is reaching out; however, 89% of Community Leaders feel that UCFV is responding well. Recommendations from Faculty and Staff were offered regarding our community role in the open-ended or “Other” response categories, as noted in the following portion of the conclusion.

Overall, areas that Faculty and Staff indicate will enhance UCFV’s role with current and potential students are “recruitment,” “relevant programming to our region,” “student life,” “retaining small class sizes” and “building student housing.”

In addition to enhancing UCFV’s role with the student population, Faculty and Staff perceive that “employer/student mentoring,” “working in partnership with schools to enhance education for children” and “working in partnership with the community on environmental issues” are some of the ways UCFV can boost its image in the external community.

Further, many employees indicate the UCFV partnerships and community liaisons that they are aware of, as listed in Figure 8. While some categories reveal a high awareness level, such as

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<sup>17</sup> See Table 3.

“Student Practicum’s/Training,” “Co-operative Education partnerships,” “Indo-Canadian Studies & Research,” “Career & Education Fairs,” “United Way,” “First Nations” and “Theatre,” there are still numerous areas that UCFV is involved in that many employees may not be aware of. To apprise all Faculty and Staff of what UCFV is involved in, the creation of a public document that lists all UCFV partnerships and community liaisons may be prudent.

Future trends and developments that Faculty and Staff feel UCFV should be aware of produced a number of responses. The areas most often cited, however, were “population growth/expansion,” “future employment needs/trends” and “faculty recruitment and retention.”

Asking Faculty and Staff what they thought would make UCFV a “great” institution elicited a variety of responses. Because of this, normalized scores are low; nonetheless, “student life” (10.1%), “university status” (8.6%), “a university and a college that maintains the strength of both” (6.9%) and opinions that “UCFV is already a great institution” (6.9%) yielded the highest responses.

Unfortunately, the issue of Faculty and Staff’s views on UCFV’s institutional status could not be determined at this time but may be addressed again in future research projects.

A further area to focus on in upcoming research ventures might be a Satisfaction/Preferences survey directed toward Faculty and Staff. The *F&S Survey* was more specifically focused on perceptions of UCFV’s role internally and externally within the surrounding communities, rather than on employee satisfaction and requirements within the institution. Comments and suggestions regarding Faculty and Staff satisfaction working at UCFV have been duly noted and will be taken into consideration for a future employee-specific survey.

Although purely descriptive in nature, the results of this analysis have shed light on Faculty and Staff’s current views and future perceptions of UCFV and their suggestions for UCFV’s growth and enhancement. The views of Faculty and Staff are unique and thus significant to the planning of UCFV’s future. As such, information attained in this analysis will be taken into consideration and utilized to help guide the UCFV management team in planning the direction UCFV takes in the next five years, and beyond.

# **APPENDICES**

## Faculty and Staff Perception Survey Analysis

2004

Produced by:  
Office of Institutional Research and Planning

## Appendix 1 – Survey Instrument



## Strategic Planning - Faculty & Staff Survey

### UCFV Strategic Planning: Faculty & Staff Perceptions Survey

UCFV has grown and changed dramatically since becoming a university college in 1991. Currently, UCFV is engaged in a strategic planning exercise that will shape the university for the next five years and beyond. We need your help to create this plan. As an employee of UCFV, your responses will be given special consideration.

Please take a few minutes and fill out this survey. The questions will take about 15 minutes to answer. Please be assured that responses given on this survey will remain confidential.

At the end of the survey, you will automatically be linked to a different site and asked to provide your contact information if you wish to be entered into a draw for a \$100 gift-certificate to Milestones Restaurant. You will only be contacted if your name is drawn. Your name will not be linked to your responses to any of the other questions.

Thank you for your assistance.

**[Next >>](#)**

## SECTION ONE

PERCEPTIONS OF THE UNIVERSITY COLLEGE OF THE FRASER VALLEY  
 This section asks for your general perception of UCFV.

**1. For each of the following statements, we ask that you rate your *level of agreement*.**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
UCFV offers quality education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UCFV is important to our community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UCFV responds well to community needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UCFV responds well to the needs of faculty and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would encourage someone I know well to attend UCFV.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2. In your opinion, the quality of instruction at UCFV is:**

Very good    Good    Adequate    Poor    Very poor    Don't know

**3. What do you believe UCFV can do to ensure that more students in our community make UCFV their choice for post-secondary education? (Please select all that apply)**

- Advertising - Newspaper
- Advertising - Radio
- Advertising - Other
- Relevant programming to our region
- Student Life (Clubs, Events, Mentoring, Dorms, etc.)
- Lower Tuition
- Increase the quality of education
- Other (please specify)

**<< Prev**

**Next >>**

### 4. To what extent are you aware of UCFV in the region?

- Not aware at all
- Aware, but only of UCFV's location(s)
- Aware of UCFV's locations and programs
- Aware of UCFV's locations, programs and events
- Aware of UCFV's locations, programs, events and community involvement
- Aware of UCFV's locations, programs, events, community involvement and strategic direction
- Other (please specify)

### 5. In your opinion, to what extent is the community aware of UCFV in the region?

- Not aware at all
- Aware, but only of UCFV's location(s)
- Aware of UCFV's locations and programs
- Aware of UCFV's locations, programs and events
- Aware of UCFV's locations, programs, events and community involvement
- Aware of UCFV's locations, programs, events, community involvement and strategic direction
- Other (please specify)

**6. What do you see as UCFV's primary role within the community?**

- To educate citizens who are politically, socially, and culturally aware
- To train individuals for jobs
- To prepare people for a successful career
- To create new opportunities through research
- Development of economic opportunities within the community
- To facilitate an open dialogue of ideas
- Other (please specify)

**<< Prev**

**Next >>**

**7. UCFV is currently working in partnership in many areas with the business community. Please select all business partnerships and business liason efforts, that you are aware of, that UCFV is currently involved in.**

- Co-operative Education partnerships
- Student practicum's/training
- Student apprenticeships
- Research
- Partnerships with financial institutions
- Other (please specify)

**8. In your opinion, what should UCFV do to further enhance its role(s) in the community with regards to the business community?**

- Forums
- Graduate recruitment services
- Consulting services
- Employer/Student mentoring
- Other (please specify)

**9. Aside from the business community, UCFV is currently working in partnership in many areas of the general community. Please select all general community liaison efforts, that you are aware of, that UCFV is currently involved in.**

- Indo-Canadian Studies & Research
- First Nations
- Policing
- Women's Centre
- United Way
- Special Events
- Career & Education Fairs
- Film Festival
- Theatre
- ElderCollege
- President's Speakers Series
- Big Brothers/Big Sisters
- Other (please specify)

**10. In your opinion, what would make UCFV a great institution?**

**11. In your opinion, what should UCFV do to further enhance its role(s) in the community with regards to the general community? Please select the three responses that best indicate your position.**

- Working in partnership with schools to enhance education for children
- Working in partnership with the community on safety and security issues
- Working in partnership with the community on poverty issues
- Working in partnership with the community on environmental issues
- Working in partnership with the community on First Nations issues
- Working in partnership with the community on Indo-Canadian issues
- Working in partnership with the community on issues of discrimination
- Other (please specify)

**12. What is the single most important activity UCFV should do to enhance its role in the general community (not including the business community)?**

- Working in partnership with schools to enhance education for children
- Working in partnership with the community on safety and security issues
- Working in partnership with the community on poverty issues
- Working in partnership with the community on environmental issues
- Working in partnership with the community on First Nations issues
- Working in partnership with the community on Indo-Canadian issues
- Working in partnership with the community on issues of discrimination
- Other (please specify)

**13. What do you believe UCFV can do to enhance the quality of educational experience it offers to students?**

- Increase recreational/sports programs
- Increase opportunities for financial assistance
- Build student housing (dorms)
- Offer a licensed pub
- Retain small class sizes
- Increase number of co-op programs
- Enhance faculty feedback on student work
- Enhance faculty members' knowledge of subjects through professional development
- Enhance employment preparation
- Increase number & diversity of educational programs
- Enhance faculty members' teaching methods
- Provide a mentorship program
- Expand the library
- Other (please specify)

**14. From the preceding question, #13, including the 'Other' category, please choose what you believe to be the most important area to focus on to enhance the quality of educational experience offered to students.**

- Build student housing (dorms)
- Expand the library
- Offer a licensed pub
- Provide a mentorship program
- Retain small class sizes
- Increase opportunities for financial assistance
- Increase number of co-op programs
- Enhance faculty members' teaching methods
- Enhance faculty feedback on student work
- Enhance faculty members' knowledge of subjects through professional development

- Enhance employment preparation
- Increase number & diversity of educational programs
- Increase recreational/sports programs
- Other (please specify)

**15. What future trends or developments do you think UCFV should be particularly aware of and address directly in its future plans?**

**16. In your opinion, should the University College of the Fraser Valley change its name to the University of the Fraser Valley?**

- YES
- NO
- Don't Know

**17. For the above question, #13, please explain your response.**

## SECTION TWO

**DEMOGRAPHIC ATTRIBUTES** This section asks about some of your demographic attributes. Providing demographic information helps in understanding your answers.

### 18. What is your gender?

- Female
- Male

### 19. What is your age?

- 16 and under
- 17 to 33 years
- 34 to 49 years
- 50 to 65 years
- 66 and over

### 20. How are you employed by UCFV?

- Faculty - Full-time
- Faculty - Sessional
- Staff - Permanent, Full-time
- Staff - Permanent, Part-time
- Staff - Temporary, Full-time
- Staff - Temporary, Part-time
- Both as Faculty and Staff
- Other (please specify)

**21. Have you ever studied at UCFV?**

- Yes
- No

**22. Have other members of your immediate family studied at UCFV?**

- Yes
- No

**23. Where do you live?**

- Abbotsford
- Agassiz/ Harrison
- Chilliwack
- Hope
- Mission
- Other (please specify)

**24. Did you attend the UCFV Community Leaders' Breakfast, held November 27, 2003?**

- Was invited, and attended
- Was invited, and did not attend
- Was not invited, and attended
- Was not invited, and did not attend

**25. We welcome any additional comments you may have regarding UCFV and its role in the community.**

**<< Prev**

**Done >>**



## Faculty & Staff Survey - Draw Prize Entry

### UCFV Strategic Planning: Faculty & Staff Perceptions Survey

Please provide your contact information if you wish to be entered into a draw for a \$100 gift-certificate to Milestones Restaurant. You will only be contacted if your name is drawn. Your name cannot be linked to your responses to any of the other questions.

**[Next >>](#)**

To enter the draw for the \$100 gift certificate to Milestone's Restaurant, please print your full name and contact information in the space provided.

### 1. \$100 Gift Certificate to Milestones Restaurant Draw Prize Entry.

Name:

Phone #:

Email Address:

[<< Prev](#)

[Next >>](#)

Thank you for your time and participation in this survey.

[<< Prev](#)

[Done >>](#)

## Appendix 2 – Awareness of UCFV

<b>Table 2a (excerpt): "To what extent are <u>you aware</u> of UCFV in the region? - Open-ended responses</b>		
<b>Comments</b>	<b>N</b>	<b>%</b>
Other responses not applicable to this question	6	35%
Aware because I work at UCFV	2	12%
Aware of UCFV's locations, programs and events	2	12%
Not aware that UCFV has a strategic direction or what the strategic direction is	2	12%
Aware of some community involvement and partnerships	1	6%
Aware of UCFV's locations, programs and strategic direction	1	6%
Aware of UCFV's community involvement	1	6%
Aware of UCFV's locations, programs and community involvement specific to my department	1	6%
I don't live in the area so I cannot comment on this	1	6%

<b>Table 2b (excerpt): "In your opinion to what extent is the <u>community aware</u> of UCFV in the region? - Open-ended responses</b>		
<b>Comments</b>	<b>N</b>	<b>%</b>
General public knows very little about UCFV	15	35%
It depends - some do, some don't	8	19%
Community members still view UCFV as "Fraser Valley College"	6	14%
I don't live in the area so I cannot comment on community awareness	4	9%
Somewhat aware of UCFV but not favourably or accurately (i.e., seen, as a college, as a 'last option', as having an arrogant attitude, etc.)	4	9%
Aware of locations and programs	3	7%
Aware of locations, aware of only some programs, aware of some events	3	7%
I don't have an opinion on this	3	7%
How is "the community" defined?	2	5%
Aware of some programs but not aware of UCFV's locations	1	2%
Events and locations	1	2%

## Appendix 3 – Opinions of UCFV’s Primary Role In Community

<b>Table 5: "What do you see as UCFV's primary role within the community?" - Open-ended responses</b>		
<b>Categories</b>	<b>N</b>	<b>%</b>
To educate citizens	23	36%
All of the above	19	30%
To educate citizens and prepare them for a successful career	12	19%
To provide affordable education to increase the rate of participation	11	17%
To educate citizens and provide specialized programming	6	9%
To produce students who are politically, socially and culturally aware	2	3%
Personal development	1	2%
To make Theatre highly visible within the community	1	2%
A successful career	1	2%
To educate, create new opportunities through research, and to facilitate an open dialogue of ideas	1	2%
To be the educational and cultural centre in the community	1	2%

## Appendix 4 – Awareness of Business Partnerships & Business Liaisons

<b>Table 6: "Please select all business partnerships and business liaison efforts, that you are aware of, that UCFV is currently involved in" - Open-ended responses</b>		
<b>Comments</b>	<b>N</b>	<b>%</b>
None	6	15%
Educational institutions	6	15%
Local industry/ businesses	5	13%
First Nations liaison efforts	3	8%
International business connections	3	8%
Government (Federal, Provincial) liason efforts (RCMP, immigration, customs, corrections, guest speakers, etc.)	3	8%
Athletic program sponsorships	2	5%
"Free Rein"	2	5%
Student projects/ research	2	5%
Indo-Canadian liaison efforts	1	3%
Heard very little about the Co-operative Education program	1	3%
Had very little assistance from the Co-operative Education program	1	3%
Faculty/ Business liaison efforts	1	3%
Theatre production fundraising	1	3%
Contract CE training	1	3%
Sponsorship of awards and scholarships	1	3%

## Appendix 5 – What UCFV Should Do to Further Enhance Its Role in the Business Community

<b>Table 7: "In your opinion, what should UCFV do to further enhance its role(s) in the community with regards to the business community?" - Open-ended responses</b>		
<b>Comments</b>	<b>N</b>	<b>%</b>
Co-operative Education, practicums, contract training, technical transfer	6	14%
UCFV should not enhance its roles with the business community	4	9%
Involvement in social action within the community (i.e., community organizations (joint projects), faculty/staff volunteer activity, public lectures at free events, children's literacy, school lunches, fundraising, etc)	4	9%
Graduate recruitment (ie advertise in the local paper, Directions)	3	7%
Public relations (i.e., publicity, reputation, good working relationships with businesses, etc.)	3	7%
Feature UCFV graduates' talents (i.e., feature a business and graduates on cable television, the web)	3	7%
Produce graduates who are competent in their field (i.e., offer quality & pertinent courses, consult with businesses regarding their requirements for employment [education, training], provide additional training programs to prepare students for developing business requirements)	3	7%
Don't know	3	7%
Research opportunities	2	5%
Career Services Course mandatory for students	1	2%
Mandatory component of each program for students can be to join a program like "Leaders of Tomorrow" (Professional/Student Mentorship program)	1	2%
Bring business people into the classroom	1	2%
Improve the BBA	1	2%
Agency Board memberships	1	2%
Find ways to synthesize specific components of UCFV's Strategic Plan with those of the business community	1	2%
Chamber of Commerce	1	2%
Do not eliminate Continuing Studies at UCFV	1	2%
Program delivery to outlying communities	1	2%
Recruit business leaders to participate in meetings to determine community needs	1	2%
Solicit financial support/ sponsorship from businesses for projects/ scholarships/ programs	1	2%
Industry Liaison department needs to raise its profile	1	2%
Sports	1	2%

## Appendix 6 – Awareness of Community Liaison Efforts UCFV is Currently Involved In

<b>Table 8: "Please select all general community liaison efforts, that you are aware of, that UCFV is currently involved in" - Open-ended responses</b>		
<b>Comments</b>	<b>N</b>	<b>%</b>
Literacy outreach (children, adult, family)	7	17%
Research (criminal justice and social change, Research in Practice [support professional development workshops], Chilliwack Social Research and Planning, etc.)	3	7%
I am not aware of UCFV's community liaison efforts	3	7%
Agriculture (Pacific Ag Show, BCPPMA, Ag Advisory Committee for Sto:lo)	2	5%
Corrections	2	5%
Rotary Club	2	5%
Disability transition fairs, focus groups, organizations	2	5%
Program development committees (LIBT, etc.)	2	5%
Aerospace	1	2%
BC Games	1	2%
Circle K Club (linked with Kiwanis)	1	2%
Thrifty Chef (provides basic planning, budgeting, cooking, literacy, numeracy)	1	2%
CCP Breakfast Club (provides breakfast once/week for CCP students who don't have enough food)	1	2%
Harrison Festival	1	2%
International development projects	1	2%
International Ed - Homestay programs	1	2%
Union Gospel Mission	1	2%
Economic Development partnerships/planning	1	2%
Math contest	1	2%
School District #34 (Abbotsford)	1	2%
Sponsorship of CCP Breakfast Club by Save-on-Foods	1	2%
Toastmasters	1	2%
Yarrow Mennonite Historical Conference	1	2%
Many faculty and staff are involved with civic, municipal and non-profit activities on their own initiative	1	2%
I do not believe any of the above partnerships are effective	1	2%
The above do not appear as general community initiatives, rather as functions of internal services	1	2%

## Appendix 7 – What Would Make UCFV a *Great* Institution?

<b>Table 9: "In your opinion, what would make UCFV a great institution?" - Open-ended responses</b>		
<b>Comments</b>	<b>N</b>	<b>%</b>
Student life (i.e., dorms, pubs, coffee houses, mentoring, alumni inclusive, etc)	41	10.1%
Status as a "university"	35	8.6%
A university and a college that maintains the strength of both	28	6.9%
I think UCFV is already a great institution	28	6.9%
Commitment to student success (including rewarding student success, graduates who are properly educated and ready for their profession, ensuring success for new students, support services)	22	5.4%
Focus on quality of education and programs, not quantity	21	5.2%
Accountability of, and support for faculty (i.e. \$ for research releases, \$ for research, reduced teaching loads, teaching assistants, ...)	20	4.9%
Teaching excellence	15	3.7%
Raise UCFV's community profile and create a better reputation (UCFV region, Lower Mainland, Provincially) including involvement of faculty (expertise)/ staff/ students/ programs in the surrounding community	15	3.7%
Post-graduate degrees (i.e. Masters, ...)	13	3.2%
Be aware of future trends and add new programs or update or get rid of non-performing ones, accordingly (be	12	3.0%
Focus on educational needs of the community	11	2.7%
Research (At UCFV, in outlying communities, etc.)	11	2.7%
Management team, staff, faculty, working together	10	2.5%
Offer more courses	10	2.5%
Keep small class sizes	8	2.0%
Expanded Athletics complex	7	1.7%
Attracting leading scholars/ artists/ researchers to UCFV	6	1.5%
A clearer sense of direction (know where & what we are [i.e., commuter institution] and where we are going)	6	1.5%
Develop and utilize Chilliwack campus (old)/ Base (new)	6	1.5%
Ensure senior management has a vision, negotiation skills & are qualified for the positions they hold & that they inspire & empower faculty & staff	6	1.5%
Expansion	6	1.5%
Affordable tuition	6	1.5%
Student & graduate employment/ career training (including utilizing Co-operative Education)	4	1.0%
Marketing UCFV in the immediate and surrounding communities	4	1.0%
Transparent application and assessment process for students	4	1.0%
Continuing Studies	3	0.7%
Recruit prospective students (high schools - procedures in applying, slide shows, field trips to UCFV [to attend some classes, etc.]	3	0.7%
Create more seats for students (increase capacity)	3	0.7%
Find ways for students to feel connected in the learning community	3	0.7%
Flexible work hours or flex-days for staff, professional development, etc.	3	0.7%
UCFV (educational institutions in general) should focus on developing the whole individual	3	0.7%
Becoming a centre for cultural activity	3	0.7%
More funding (private, provincial)	3	0.7%
Library resources	2	0.5%
Encourage students to become more involved in UCFV	2	0.5%
Deal with issues that arise among staff/ faculty	2	0.5%
Become more humble (i.e., towards values outside of academia)	2	0.5%
Improve the technology available to students and faculty	2	0.5%
President presence on campus and amongst the students & employees ("Meet the President" coffees)	2	0.5%
More user friendly information about UCFV (website, calendar)	2	0.5%
Not sure	2	0.5%
For A & R to be more friendly	1	0.2%
Summer programs	1	0.2%
Keep "Laddering" option for students	1	0.2%
Create a music program	1	0.2%
Don't attempt to be like the larger universities (i.e., teaching left to junior staff, research for senior faculty)	1	0.2%
Improve policies to reduce ineffective management practices	1	0.2%
Ensure the infrastructure is in place before expansion occurs	1	0.2%
Not likely given the current funding framework and legislation	1	0.2%
Strengthen ties with International Education	1	0.2%
More staffing	1	0.2%
Focus on retention/ attrition issues (i.e., utilize surveys for info)	1	0.2%

## Appendix 8 – What Should UCFV Do to Enhance Its Role in the General Community?

<b>Table 10: "In your opinion, what should UCFV do to further enhance its role in the community with regards to the general community?" - Open-ended responses</b>		
<b>Comments</b>	<b>N</b>	<b>%</b>
Listening to and assisting community members with their needs	7	12%
All of the above	6	10%
I don't agree with any of these initiatives	5	9%
Urban planning (partnership with economic drivers of the community)	3	5%
Be the place in which community members come to discuss & critically reflect on important social issues (including lecture series and providing leadership to community members)	3	5%
Partnership with the cultural community	3	5%
Development of arts and culture	3	5%
Continuing Education, employment/life enrichment courses, career training	3	5%
Graduate studies (i.e., Math, Science Masters for local teachers)	2	3%
Are we qualified in any of these areas? Identify which ones to focus on and make sure we have the expertise	2	3%
Liaison efforts with/for the elderly	2	3%
Issues with regards to agriculture	2	3%
Partnership with the community to help those in financial need	2	3%
Preparing high school students for post-secondary school	2	3%
Maintain and strengthen ties with former students	1	2%
Connect the local community with the larger community (province, nation, globe)	1	2%
Become a university	1	2%
Liaison between individual departments and their industry sectors	1	2%
These partnerships should not be from the top down but within the curriculum areas, student projects, and speakers from the community who are doing the actual work	1	2%
Women & women's groups	1	2%
Indo-Canadian issues	1	2%
Working in the community to enhance literacy	1	2%
Partnership with the community on international relations	1	2%
Volunteering in local service clubs	1	2%
Look beyond just working with the local community	1	2%
Focus on ESL access issues	1	2%
Work towards integrating people of different backgrounds	1	2%

## Appendix 9 – What is the Single Most Important Activity UCFV Should Do to Enhance Its Role in the General Community?

<b>Table 11: "What is the single most important activity UCFV should do to enhance its role in the general community?" - Open-ended responses</b>		
<b>Comments</b>	<b>N</b>	<b>%</b>
Community involvement/ volunteering (i.e., public presence in educational & research projects, being an extension of the community, developing creative ideas for the community, etc)	5	13.2%
All of the above	4	10.5%
Research (i.e., opportunities, fundraising for, etc.)	4	10.5%
Quality education / learning environment and focus on the whole individual	4	10.5%
None of the above	3	7.9%
Advertise / Marketing / creating a new image	3	7.9%
Focus on social and environmental issues	2	5.3%
Provide access to education	2	5.3%
Work in partnership with high schools to foster better transition to university	2	5.3%
I do not live in the area and cannot comment	1	2.6%
Masters programs	1	2.6%
Literacy	1	2.6%
Library development	1	2.6%
Become a university	1	2.6%
Incentive programs for students and faculty (i.e., scholarships, teaching excellence recognition, etc)	1	2.6%
Provide leadership to students and in the community	1	2.6%
Don't impose upon the community for partnerships; rather, UCFV should be open to the community and approachable for those who may want to foster partnerships	1	2.6%
Work with businesses to encourage local employment of our students	1	2.6%

## Appendix 10<sup>18</sup> – Opinions How UCFV Can Enhance Quality of Educational Experience It Offers Students

<b>Table 12: "What do you believe UCFV can do to enhance the quality of educational experience it offers to students?" - Open-ended responses</b>				
<b>Comments</b>	<b>In General</b>		<b>Most important</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Research opportunities for faculty and students (i.e., offer incentives for faculty to provide learning & research opportunities to students)	5	7.8%	1	6.3%
Course design, program offerings, forums/debates, and community relationships fostered for students to receive a well rounded education	5	7.8%		0.0%
Students part of an educational community (forge relationships with other students, staff and faculty)	4	6.3%		0.0%
Increase support services for students (be more transparent and approachable)	4	6.3%		0.0%
Increase sections in high-demand areas - reduce resources for low-demand ones	4	6.3%		0.0%
Faculty teaching methods refreshers	3	4.7%	1	6.3%
Improve the entrance and registration procedures and processes	3	4.7%	1	6.3%
Maintain small class sizes	3	4.7%	1	6.3%
Enhance the availability of computing resources (i.e., wireless notebooks)	2	3.1%	1	6.3%
Be helpful and responsible in dealing with immigrant populations	2	3.1%	2	12.5%
Attain a more in-depth understanding of the diverse nature of UCFV's clientele and provide support accordingly	2	3.1%	1	6.3%
Allow professors with only a BA to teach	1	1.6%		0.0%
Assistance for students in dealing with life commitments (conflicting demands)	1	1.6%		0.0%
Better parking for UCFV employees and students	1	1.6%		0.0%
Build a student space without the library rules	1	1.6%	1	6.3%
Build large and technologically up-to-date classrooms	1	1.6%		0.0%
Foster a respectable and professional faculty environment (make rules & expectations & enforce them)	1	1.6%	1	6.3%
Provide a childcare program	1	1.6%		0.0%
Enhance cultural opportunities (events, movies, music, etc.)	1	1.6%		0.0%
Enhance faculty & staff awareness of programs outside of their own area	1	1.6%		0.0%
Programming to prepare students for post-secondary education	1	1.6%		0.0%
Expand the Student Activity Centre	1	1.6%	1	6.3%
Faculty should have more access to electronic media for teaching purposes	1	1.6%		0.0%
Recruit new faculty	1	1.6%		0.0%
A higher level of commitment from faculty	1	1.6%	1	6.3%
Provide depth & strength to existing programs rather than adding new ones that fragment limited resources	1	1.6%	3	18.8%
Increase sports that have a large fan base	1	1.6%		0.0%
Student evaluations/ faculty reviews	1	1.6%		0.0%
Flexibility in course offerings (i.e., Spring, Summer courses)	1	1.6%		0.0%
Move the Bookstore back on to the main campus in Abbotsford	1	1.6%		0.0%
Do not have a licensed pub on campus	1	1.6%		0.0%
Inter-departmental communication where faculty learn from one another	1	1.6%	1	6.3%
Career and job preparation opportunities for students	1	1.6%		0.0%
Create a university atmosphere, one where students want to 'be' at UCFV	1	1.6%		0.0%
Create programs that offer actual employment after graduation	1	1.6%		0.0%
Increase class size at lower level, maintain small class size at upper level	1	1.6%		0.0%
Increase number and diversity of programs to offer a road to employment for all students	1	1.6%		0.0%
Maintain high standards academically	1	1.6%		0.0%

<sup>18</sup> Normalized totals (%) are based upon the total number of responses in the "Other" category, only.

## Appendix 11 – Future Trends or Developments UCFV Should Be Aware Of

<b>Table 13: "What future trends or developments do you think UCFV should be particularly aware of and address directly in its future plans?" - Open-ended responses</b>		
<b>Comments</b>	<b>N</b>	<b>%</b>
Population growth/ expansion of the surrounding communities (i.e parking spaces, building expansion, course and capacity increase)	27	9.0%
Future employment needs/ trends (highly skilled technicians, programming relevant to our region, etc)	23	7.7%
Trades	21	7.0%
Faculty recruitment and retention and accountability (ie faculty workload, research opportunities, etc)	18	6.0%
Changing/diverse needs of students (working people need to access courses, technical savvy (Millennial) students, adult/senior learners, individuals with disabilities, offering first-class service to our students, creating a well-rounded experience for students, etc)	16	5.3%
2010 Olympics	15	5.0%
Career preparation	12	4.0%
Tuition (i.e. increase, dependence upon international student revenue, etc.)	10	3.3%
Need for a university and research driven education	10	3.3%
Aging population	9	3.0%
Agricultural/Environmental issues (i.e Air pollution, etc)	9	3.0%
Due to the technical savvy of students, provide state of the art teaching equipment in classrooms & up-to-date education for instructors & students	9	3.0%
Growing the Chilliwack campus/ university	8	2.7%
Student life	7	2.3%
Masters post-graduate degrees	7	2.3%
Competition with other institutions (partnerships)	6	2.0%
A university and a college that maintains the strength of both	6	2.0%
Community training needs	6	2.0%
E-learning	6	2.0%
Multi-culturalism	6	2.0%
Capitalism/ Globalization	5	1.7%
International students	5	1.7%
I don't know	5	1.7%
"Villageness"	5	1.7%
Marketing, student recruitment and retention	5	1.7%
Support community efforts/ partner with various establishments (i.e childhood obesity issues, etc)	5	1.7%
Government cut-backs	5	1.7%
Social-welfare related problems	4	1.3%
Growth in the private educational institutions	3	1.0%
Aboriginal studies	3	1.0%
Importance of "Teacher"education	3	1.0%
Library	2	0.7%
Literacy and numeracy skills	2	0.7%
Poverty	2	0.7%
Canada-US relations (Canadian sovereignty, etc)	2	0.7%
An increase in the need for ESL	2	0.7%
Funding cuts with expectation of FTE increases	1	0.3%
A decrease in demand for ESL	1	0.3%
Decreasing birth rate	1	0.3%
Encroachment by the private sector (UCFV must remain autonomous )	1	0.3%
Expanding need for post-secondary education	1	0.3%
Consider what will happen to the FSA	1	0.3%
Increase the cultural and economic ties with the Pacific region	1	0.3%
UCFV needs to have a clear direction (mult-campus or one large institution)	1	0.3%
Provide a broad range of programming instead of attempting to predict	1	0.3%
Adequate staffing in all areas to meet the needs of students	1	0.3%
Disaster & Emergency planning for the University	1	0.3%

## Appendix 12 - Definitions

### **Community Leaders:**

- 1) People who have a relationship with UCFV either through Alumni / Foundation / Community Activity
- 2) People we wish to establish a relationship with through Foundation or Community Liaison
- 3) Media
- 4) i) Civic and Provincial Politicians and staff  
ii) Local Businesses

### **Ipsos-Reid UCFV Survey (Immediate to Regional Community)**

- 1) Immediate: Abbotsford, Chilliwack, Mission and Hope
- 2) Close: Surrey, Aldergrove, Langley and Maple Ridge
- 3) Other Lower Mainland: all other areas within the Lower Mainland (including Vancouver)

## References

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