



July 13, 2007

Honourable Murray Coell
Minister of Advanced Education
PO Box 9880 Stn Prov Govt
Victoria, BC
V8W 9T6

Dear Minister Coell:

The University College of the Fraser Valley is pleased to submit the attached *Institutional Accountability Plan and Report for the period 2007-08 to 2009-10*.

The plan encompasses previous work from our five-year strategic plan. Through continuous review and evaluation, our plan aligns UCFV with its environment, establishes a context for accomplishing our goals, and provides a framework and direction to achieve UCFV's desired future.

As you will see in the plan, these goals are consistent with the key criteria and performance measures in your system plans and accountability framework. We will be addressing the targets outlined in the plan and are confident that we will meet or exceed all of them.

As Board Chair and President, we affirm acceptance of accountability for the UCFV Institutional Accountability Plan and Report.

Clearly this is an exciting time for post-secondary education in British Columbia, and in the Fraser Valley. UCFV looks forward to working with you and our partners to meet the increasing needs in this area over the next few years.

Sincerely,

A handwritten signature in black ink that reads 'Robert Nicklom'.

Robert Nicklom
Board Chair, UCFV

Sincerely,

A handwritten signature in black ink that reads 'H.A. Bassford'.

H.A. Bassford, PhD
President, UCFV

cc: Moura Quayle - Deputy Minister of Advanced Education

UCFV

TIMELINE AT A GLANCE

- 1974**
 - Fraser Valley College (FVC) founded
- 1975**
 - Over 2300 students attending FVC in Chilliwack, Abbotsford, and Mission campuses
- 1978**
 - FVC Chilliwack campus offers Trades programming
- 1983**
 - FVC establishes first permanent campus in Abbotsford
- 1986**
 - FVC opens Agriculture Centre in Chilliwack
- 1991**
 - Fraser Valley College gains university-college status and becomes University College of the Fraser Valley (UCFV)
 - UCFV consolidates all Trades programming at the Abbotsford campus.
- 1992**
 - UCFV offers its first Baccalaureate degrees
 - UCFV Health Sciences Centre opens in Chilliwack
- 1995**
 - UCFV Heritage Park Centre campus opens in Mission
- 1996**
 - UCFV and Coastal Pacific Aviation (CPA) launch the first four-year aviation degree in Canada
- 2001**
 - Founding of UCFV Alumni Association
- 2004**
 - UCFV awarded Federal Tier 1 Canadian Research Chair in Aboriginal Studies
- 2005**
 - Solicitor General establishes UCFV Research Chair in Criminal Justice
- 2006**
 - Over 10,000 students now attending UCFV
 - UCFV Cascades basketball and soccer teams enter Canadian Interuniversity Sports league
 - Centre for Indo-Canadian Studies opens
 - First BBA cohort begins study in Chandigarh, India
- 2007**
 - Campus 2020 Report recommends regional university status for UCFV
 - First master degrees awarded at UCFV
 - Launch of BBA (Trades Management) and Teacher Education program
 - Appointment of BC Regional Innovation Chair on Canada-India Business and Economic Development
 - Baker House, UCFV's first on-campus student residence, welcomes students
 - Trades and Technology Centre opens at Canada Education Park campus



First UCFV master's degree graduates



Baker House 2007



UCFV Men's Basketball Team



UCFV Envision Athletic Centre



Convocation 2007

I. INSTITUTIONAL OVERVIEW

VISION

UCFV is an outstanding university, recognized for its students' success, excellent learning environment, creative integration of university and college programs, and its work with the region's communities.

MISSION

The fundamental purpose of UCFV is to provide a superb learning experience for our students. We provide our students and the rapidly growing Fraser Valley region with:

- Excellence in teaching and research
- A supportive, professional, and respectful learning environment
- Innovative, distinctive, and comprehensive programming
- Education directed towards both personal and career development
- Beneficial local, national, and international partnerships

VALUES

At UCFV the paramount priority is placed on our students and responding to their learning goals. We are committed to excellence in post-secondary education through programs that serve the diverse needs of the Fraser Valley region. We view education as an on-going process essential for both career progress and actualizing human potential. We make the university accessible to students with diverse backgrounds and goals, while rewarding academic success and maintaining high standards. We value and treat students as mature individuals, and encourage intellectual, cultural, creative, ethical, and social development in order to prepare our graduates for their roles as productive citizens of an increasingly complex and pluralistic society. We place a high value on environmental, social, and economic sustainability in all our endeavours.¹

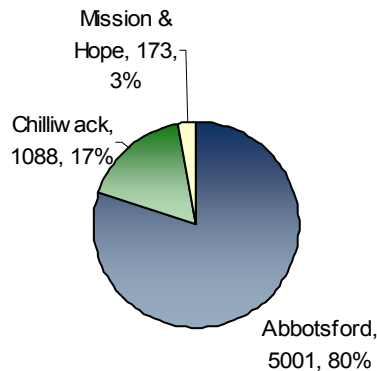
¹ UCFV Strategic Plan (November 2004). Retrieved from <http://www.ucfv.ca/crd/Strat-Plan2004/strategicplanning-document.htm>

OVERVIEW

The University College of the Fraser Valley (UCFV) is an AUCC member, public post-secondary institution that enrolls over 10,000 students per year. Nestled in the beautiful Fraser Valley just east of Vancouver, British Columbia, it is larger than half the universities in Canada. UCFV has campuses in Abbotsford, Chilliwack, and Mission, and regional centres in Hope and Agassiz.

Current FTE Profile for UCFV Campuses

2006/07 unique headcount excluding continuing studies



A teaching-intensive university with a focus on excellence in learning, UCFV offers 13 bachelor's degrees with 12 possible majors, one applied master's degree, and more than 80 certificate and diploma programs in applied and academic areas, including trades. Many of our programs "ladder" into one another, allowing students to keep their options open by earning a one-year certificate and/or a two-year diploma on the way to completing an undergraduate degree. Our thriving international programming makes for a culturally diverse student community and provides our students with opportunities to study abroad. Our continuing studies and academic upgrading offerings make learning a lifelong experience. Many clubs, events, and activities enhance student life on campus and our award-winning athletics teams are competitive to the core.

UCFV is large enough to offer variety and small enough to offer students personal attention. Because of our small class sizes and teaching focus, students get to know their instructors and learn in a hands-on environment. Our emphasis on applied research offers many opportunities for student researchers. Many UCFV programs require students to participate in applied learning such as clinical placements and practicums, and a Co-operative Education (Co-op) option, combining study with supervised, professional, paid, off-campus work experience.

CAMPUS 2020: THINKING AHEAD

In April 2007, Geoff Plant, Special Advisor to the Premier, released the "Campus 2020: Thinking Ahead" report that provided key recommendations to the provincial government regarding the

state of British Columbia's post-secondary system. The main goal highlighted in the report is to make BC "the best educated, most literate jurisdiction" in North America.

Under *recommendation 35* of the provincial report, it is proposed that UCFV be designated as a "regional university" reinforcing our existing mission as a "teaching-intensive, regional learning institution." In preparation for the government's acceptance of this proposal, UCFV is working with internal and external communities in preparation for this transition.

We have estimated that the Fraser Valley region's economy may be losing around \$140 million annually without regional university status for UCFV.² Currently, with the \$65 million annual budget, it is estimated that the economic impact of UCFV in the Fraser Valley is approximately \$100 million annually. This could increase to \$240 million over the medium term with continuing economic growth in the region and regional university status for UCFV. A regional university would be able to attract more businesses because of the availability of a skilled work force, generate higher incomes of university graduates which would be spent in the area, lead to a higher credit base of the regional economy, and result in greater stability and diversity in the regional economy.

UCFV is opening the doors this fall to our first student residence building, Baker House, and a new gymnasium. Baker House will accommodate approximately 200 regional, provincial, national, and international students. Our recent introduction to the Canadian Interuniversity Sport league has initiated greater athletic exposure and competition for our athletes. The unprecedented growth and expansion we are experiencing is diversifying and creating new opportunities for teaching, student life, and research that will benefit our students and the surrounding community for generations to come.

II. PLANNING AND OPERATIONAL CONTEXT

In this section we review the factors and trends that have a significant impact on UCFV's planning process. We have identified a number of factors that provide an opportunity or pose a challenge to UCFV in terms of the external environment. These include the population, the economy, the labour market, provincial education systems, government policy, and the multi-cultural community. The internal scan identifies our institution's strengths and challenges, including our community relations, multi-campus, academic issues, finances, research, faculty and staff, and students. We briefly discuss these external and internal aspects below.

EXTERNAL ENVIRONMENT

Population

Over the past decade, British Columbia's population has grown faster than the national average due to a large net inflow of people from the rest of the country as well as continued immigration from other parts of the world. This pattern continued in 2006, with BC opening its doors to over 41,721 migrants of which 10% were inter-provincial.³ According to the Business Council of BC, much of the increase in BC's population will come from immigration, accounting for almost three-fifths of the population growth over the next 2½ decades.

² These estimates are conservative using information on the economic impact of 15 universities across Canada.

³ Source: BC Stats (June 2006). *British Columbia Regional District Migration Components*. British Columbia: Ministry of Labour and Citizens' Services.

The Fraser Valley is among the fastest growing regions of BC in terms of population. The current population of the Fraser Valley region is estimated at 268,972⁴, which makes up 6.2% of BC's population. In 2005, Fraser Valley's population grew by an estimated 1.4% compared to 1.2% for BC. One of the fastest growing segments was the 18-29 year age cohort who is the most likely to participate in post-secondary education. The population growth of 18-29 year old group was 3.1% in the Fraser Valley compared to 2.1% in BC. It is projected that over the next decade (2005-2015) the 18-29 year cohort will experience a cumulative population growth of 15% in the Fraser Valley, compared to only 5% in the province as a whole.⁵

With a large supply of available land, relatively low housing and land prices, recent and proposed improvements in transportation, and residential growth in the Fraser Valley, the population growth in the area is estimated to remain above average. Projected annual population growth rates in the Fraser Valley region during 2006-2015 are estimated to range between 1.7%-2.1% compared to 1.1%-1.3% for BC. Both natural increases in population growth and migration are expected to sustain the population growth in the Fraser Valley region, however, the lion's share of the population growth will come from migration. Over the last three years an average of 7% of migrants to BC settled in the Fraser Valley; roughly ½ of whom were international and ½ were intra-provincial migrants. The bulk of the migrants to the Fraser Valley were in the 26-38 year age group and/or families with young children. If these trends continue there will be high demand for schooling and post-secondary education of children of migrants, and work related training of new migrants workers. UCFV is well-placed to provide for the education and training needs in the Fraser Valley region.

Table 1: Fraser Valley Region Estimated (2005) and Projected (2006/09) Population

Year	Total Population	% Annual Growth	Ages 5 -17	% Annual Growth	Ages 18-29	% Annual Growth
2005	264,353	1.4	48,398	-0.4	44,288	3.1
2006	268,739	1.7	47,966	-0.9	45,525	2.8
2007	273,383	1.7	47,530	-0.9	46,866	2.9
2008	278,142	1.7	47,309	-0.5	48,003	2.4
2009	284,051	2.1	47,340	0.1	49,179	2.4

Source: BC Stats. (October 2006). P.E.O.P.L.E. 31. British Columbia: Ministry of Labour and Citizens' Services.

Economy/Labour Market

BC's economy is outperforming the nation in most key areas as reflected in the real GDP growth of 3.6% in 2006 /07 compared to 2.7% overall national GDP.⁶ The economic expansion is broadly based with most sectors experiencing steady growth. The domestic economic activity is very strong, particularly the housing market, consumer spending, and non-residential construction. BC is leading all provinces in job growth. BC's employment rate rose 3.1% in 2006 and unemployment dropped to 4.8%. Strong employment growth will increase the returns to a post-secondary education. However, the downside is that it also increases income-earning opportunities for young people, who then opt to delay post-secondary education.

⁴ Source: BC Stats. (October 2006). P.E.O.P.L.E. 31. British Columbia: Ministry of Labour and Citizens' Services.

⁵ Source: BC Stats. (October 2006). P.E.O.P.L.E. 31. British Columbia: Ministry of Labour and Citizens' Services, Page 8.

⁶ Source: Ministry of Finance (July 2006). 2006 British Columbia Financial and Economic Review, Page 6.

British Columbia's Economic Growth Compared to Canada in 2006
 Source: BC Stats Business Indicators (April 2007)

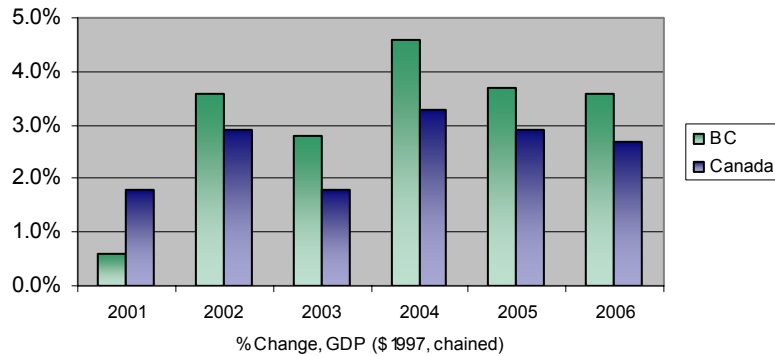


Table 2: BC Population and Labour Market Statistics 2001/05

	Units	2001	2002	2003	2004	2005
Population (as of July 1)	(thousands)	4,078	4,115	4,155	4,202	4,255
	(% change)	1.0	0.9	1.0	1.1	1.3
Net Migration						
International	(persons)	35,978	29,704	30,065	30,254	38,579
Inter-provincial	(persons)	-7,278	-5,216	4,055	7,077	4,527
Labour Force	(thousands)	2,083	2,148	2,191	2,222	2,263
	(% change)	0.1	3.1	2.0	1.4	1.9
Employment	(thousands)	1,922	1,965	2,015	2,063	2,131
	(% change)	-0.5	2.3	2.5	2.4	3.3
Unemployment Rate	%	7.7	8.5	8.0	7.2	5.9

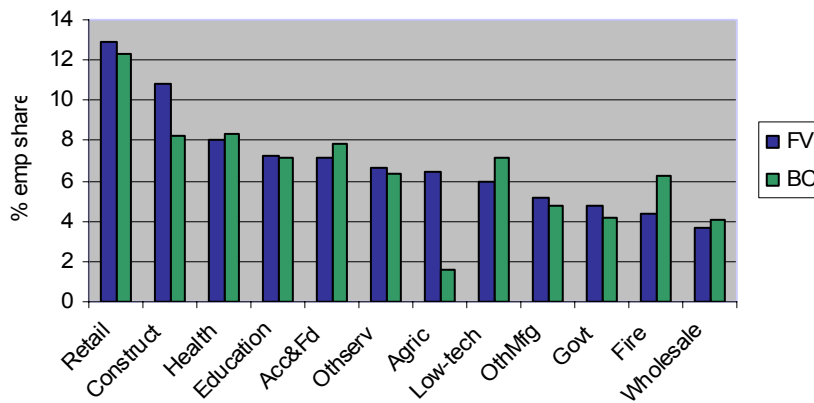
Source: Ministry of Finance (July 2006). 2006 British Columbia Financial and Economic Review. Retrieved from <http://www.fin.gov.bc.ca/tbs/F&Ereview06.pdf>

The economy of the Fraser Valley is strong, expanding, and diverse. Agriculture and agri-based businesses have traditionally been the drivers of the Fraser Valley economy, particularly in the Abbotsford and Chilliwack areas. However, the region is diversifying and expanding. Abbotsford has the largest diversity index within the region. Retail trade, construction, health, education, agriculture, accommodation and food services (Acc&fd), and services are industries employing the greatest number of people in the Fraser Valley region.⁷ The introduction of a wide range of manufacturing, value-added services and knowledge-based industries has created a more diversified employment base. The Abbotsford International Airport is also adding to the economic diversity of the area; development of aerospace and airline industries are expected to be areas of economic growth in the future.⁸

⁷ Retrieved from: <http://www.bcstats.gov.bc.ca/DATA/lss/rep/fracervalley.pdf>

⁸ Purcell, J. (August 2002). Abbotsford Airport: Economic Impact Study. Retrieved from <http://www.abbotsfordairport.ca/documents/AbbotsfordEconomicImpact2002.pdf>

Share of Employment in the top 12 industries in
BC and the Fraser Valley



The export sector is more resilient than expected with energy (gas and coal) and other natural resource extraction industries driving growth along with the wood products, agriculture, machinery and equipment, and technology sectors. Challenging the provincial and regional economic growth is the rise of the Canadian dollar which has begun to hamper exports and the tourism industry. In addition, the rise of the Canadian dollar may affect the flow of international students attending provincial universities and colleges.

The 2010 Olympics and British Columbia's booming economy have increased the demand for skilled labour in many parts of the province. The Fraser Valley is also experiencing labour shortages in a number of areas. Regionally, the construction of the Abbotsford Regional Hospital and Cancer Centre has increased the demand for skilled workers in both the health and trades sectors.⁹ Projected average annual employment growth during 2006-2011 in the Fraser Valley region is expected to be higher (at 2.4%) compared to BC (at 2%) as a whole. Employment growth in the region is expected to be above average in sectors such as mining (7.1%),¹⁰ agriculture (5.8%), manufacturing [beverages (6.9%), food (4.7%), primary metals (3.2%)], wholesale trade (2.2%), transport (2.5%), and high-tech businesses (2.7%).¹¹ UCFV is already catering to the growing employment needs of the region with its community-based advisory committee, its emphasis upon applied learning, and the growth of its Trades and Technology program. This role will become even more important as the economy of the Fraser Valley continues to grow and employment demand expands.

Governmental Policy

The BC government is adding 25,000 new post-secondary student spaces by the year 2010, the largest expansion of post-secondary education in BC in 40 years. These new spaces will increase access to university, college, and trades training throughout the province. Furthermore, in August 2005 the British Columbia government announced several steps related to improving the access

⁹ The Abbotsford Regional Hospital and Cancer Centre is a \$355 million project that is currently hiring for a variety of positions including nurses, occupational and respiratory therapists, laboratory assistants, rehabilitation assistants, transcriptionists, pharmacists, and health record administrators.

¹⁰ The figures in parenthesis are the average annual employment growth rates during 2006-2011.

¹¹ Source: BC Stats: Industry and Occupation Projections 2006 to 2011.

to the post-secondary system including adding more than \$195 million to the base budget, investing \$1 billion in research since 2001, limiting future tuition increases to the rate of inflation, providing \$450 million in funding over three years for a comprehensive student financial assistance system, and enhancing industry training. An additional \$400 million has been allocated to increasing development in training and skills and to continuing the growth in post-secondary education.¹² In June 2007, the BC government had announced \$9 million towards new student spaces, loan reduction, and enhanced training for residential care aides and home support workers at the province's colleges and universities.¹³

Education

Significant progress has been made by UCFV to build stronger relationships with the Fraser Valley region school districts. UCFV's collaboration with the Fraser Valley's secondary and elementary schools has allowed for greater communication between academic systems. We have begun discussions on how to address the decreasing high school participation rates and completion issues in the elementary education sector as part of our UCFV/Chilliwack School District Learning Initiative.

UCFV is also collaborating with other universities and colleges to enhance academic programming and student exchange opportunities. We have been making a local impact on graduating high school students; in a 2005 Applicant Survey conducted by UCFV, students overwhelmingly responded that they wanted to attend UCFV because of its convenient location, lower tuition costs, and the reputation of the institution. UCFV is facing some competition by the expansion of competing post-secondary programs of universities and colleges in UCFV's traditional catchments area. An additional challenge is the inclusion of UCFV-like trade courses in the secondary schools that is detouring students from directly attending UCFV.

Multi-Cultural Community

According to Statistics Canada 2001 Census data,¹⁴ the proportion of Canada's population who were born outside the country has reached its highest level in 70 years. As of 2005, immigrants were entering British Columbia possessing higher post-secondary experience, while those who have secondary or less education were declining.¹⁵ This would imply that there will be a continuing demand for post-secondary education by the children of post-secondary educated immigrants in the province.

¹² Ministry of Finance. (2006). News Release "Budget 2006 Concentrates on BC's Children". Retrieved from <http://www.bcbudget.gov.bc.ca/2006/newsrelease/>

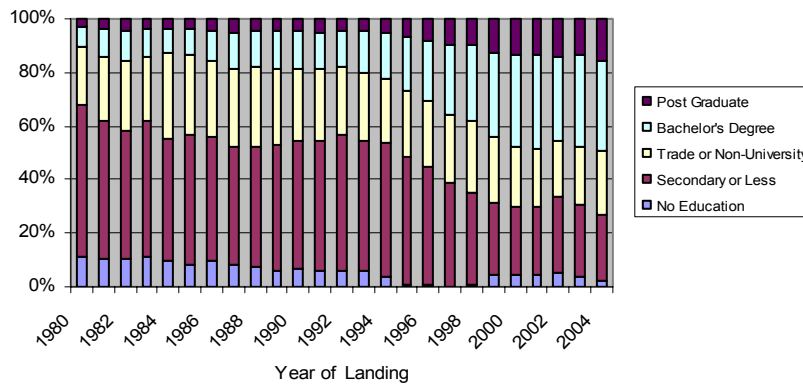
¹³ 213 new seats for aides and support workers will be split among 8 institutions across the province, and 16 are reserved for Aboriginal students.

¹⁴ Stats Canada. Census 2001. Retrieved from <http://www12.statcan.ca/english/profil01/Search/PlaceSearch1.cfm?SEARCH=BEGINS&LANG=E&Province=59&PlaceName=abbot>

¹⁵ Source: BC Stats. (September 2005). Immigration Highlights. Retrieved from http://www.bcstats.gov.bc.ca/pubs/pr_immig.asp

B.C. Immigrants Aged 20+ by Educational Levels

Source: BC Stats, Immigration Highlights (September 2005)



The Census Metropolitan Area (CMA) of Abbotsford had the third highest proportion of visible minorities among major urban areas in Canada, after Vancouver and Toronto. Locally, a total of 25,800 residents, or 18% of the Abbotsford CMA's population, were visible minorities in 2001.¹⁶ The Abbotsford CMA is home to the largest proportion of South Asians of any census metropolitan area. Nearly three-quarters (72%) of the visible minority population is comprised of South Asians. To meet the needs of the large South Asian community, UCFV has established a Center for Indo-Canadian studies that serves as a hub for information and resource materials for the community, businesses, and students. The Centre has become a national information repository and a site for valuable social, cultural, and economic research. It also offers a range of courses related to South Asian history, politics, literature, and the Punjabi language.

The Fraser Valley region is home to a number of Aboriginal communities. In recognizing the needs of the Aboriginal community, UCFV is working closely with its Aboriginal community council on access, education offerings, and support for Aboriginal students. Our Aboriginal student unduplicated headcount increased from 249 in 2004/05 to 271 in 2005/06. The rise of Aboriginal participation at UCFV was also reflected in the growing numbers of Aboriginal students enrolling in diploma and degree programs, from 201 in 2004/05 to 219 in 2005/06.¹⁷

INTERNAL ENVIRONMENT

Community Relations

UCFV was born out of a grassroots initiative in the early 1960's.¹⁸ As a result, the relationship between UCFV and its surrounding community is strong, responsive, and supportive. There are several strengths that UCFV has and is currently developing to bring the community and the institution in greater partnership. These strengths include the strong orientation for specialization to meet community interests and the flexibility to respond to our local community's educational needs. We have formed community advisory councils and program advisory councils to get

¹⁶ Five years earlier, they accounted for 13% and in 1991, just 11%. These are the latest figures as the results of the 2006 Census are not yet available.

¹⁷ Source: UCFV Fact Books 2004/05 and 2005/06.

¹⁸ Woodroff, E. (1983). The Founding of Fraser Valley College. UCFV internal report, 1-24.

inputs from community leaders. This response to our community and employment sector includes the expansion of our professional programs, for example, in health, business, trades, criminology, education, and fine arts.

UCFV is continuously improving service to meet the unique needs of Aboriginal students, first generation students, and immigrants through developing programs geared towards their post-secondary success. In 2006, UCFV introduced a new Aboriginal Language and Culture Support Worker diploma designed to support Aboriginals in K-12 Aboriginal education as First Nations support workers. UCFV is the only post-secondary institution in the region to offer this diploma.

Another example of UCFV's innovative programming is the English for Career and Professional Integration course designed to help those people who are having difficulty finding work or making community connections due to language barriers. The program incorporates local business professionals who provide students feedback about working in Canada.

UCFV has paid particular attention to continuing education and post-secondary education needs of the growing elderly community in the Fraser Valley. We have been offering high-quality lifelong education options to people in the Fraser Valley since 1974. Our continuing education courses are well known for their high and consistent quality. We are partnering with the ElderCollege in Chilliwack where UCFV provides space and collaborates with the College in teaching courses to adults over 50 years. UCFV has also developed similar relationships with the Abbotsford Learning Plus Society and Lifetime Learning in Mission.

Multi-Campuses

UCFV values the ability to make education in the Fraser Valley accessible. We successfully operate three main campuses located in Abbotsford, Chilliwack, and Mission and two annex campuses located in Hope and Agassiz. As UCFV continues to expand and develop, we anticipate that these campuses will be nurtured as unique destination campuses offering specialised programs and cohort of students.

The Abbotsford and Chilliwack campuses anticipate the greatest growth in the near term. UCFV's Chilliwack-based programs will be relocated and expanded as part of Canada Education Park in Chilliwack over the next three years. In the summer of 2007, Abbotsford campus will have completed the new student residence that will house approximately 200 students on campus. In addition, the Abbotsford campus of UCFV will be opening its doors to a new gymnasium, and is scheduled to host several visiting NCAA basketball teams over the Labour Day weekend.

The growth in student population and utilization at UCFV's Abbotsford campus has created certain challenges in terms of our existing infrastructure. Utilization rate of the Abbotsford campus is currently over 100%. Currently most of the academic programs, facilities, and services are clustered in the Abbotsford and Chilliwack campuses, but we are working to further develop the Mission campus in terms of facilities, programs, and student services. Running multiple campuses is expensive because a number of services and facilities have to be duplicated to maintain similar service standards across the campuses. UCFV is looking at creative options, including increasing density in user space, reallocating programs and cohorts between campuses, and designing course schedules/timetable to utilize its campuses more optimally.

Academic Issues

Academic issues have been defined as those topics related to further expanding and developing our progress in teaching and student excellence. This area also includes strengthening our student enrolment and retention efforts, building local and international partnerships, and continuing our progress in providing innovative curriculum in a supportive setting.

Teaching excellence is defined at UCFV through our student success. To provide an effective teaching and learning atmosphere, UCFV offers small classes, learning situations, incorporates discovery, experiential, and cohort learning, fosters partnerships with external communities and businesses, and is focusing efforts in enrolment management and student retention through its newly created position of Director of Enrolment Management.

As of 2006, UCFV has placed a greater emphasis on student recruitment and building relationships between high school students, counsellors, and advisors. UCFV recently implemented two new outreach positions, a Manager of Student Recruitment and Student Recruiter, dedicated to building relationships with the community and local high schools through UCFV presentations, tours, and informational gatherings. A new Director of Enrolment was hired, with a particular focus on retention of students in our programs.

Our annual Education Plans are the overarching strategic plans that guide our academic programs.¹⁹ We are in the process of improving our academic program reviews and course evaluations. The assessment instruments we use to evaluate our programs, departments, and faculty need further development. We aim to set up a system of program and course reviews every five years to determine their reliability and effectiveness for students' learning.

Finances

UCFV has been managing provincial resources judiciously and economically. We anticipate that the expansion of the Abbotsford, Chilliwack and Mission campuses will result in increased revenue generation. Expansion of our international education programs is another area that will generate additional resources. UCFV's new Abbotsford campus gymnasium is the largest between Vancouver and Calgary, and will be available to host local, national, and international athletic events. New student residences opening in fall 2007 will provide students, visiting scholars, and conference guests the convenience of on-campus accommodations. We are also working to attract adequate corporate and other external resources, focusing on building more long-term relationships with alumni, and providing opportunities for graduates of the institution to give back.

Research

UCFV faculty's involvement in research activity has grown significantly. We are strengthening our industry and research partnerships in undergraduate degree programs to enhance the opportunities for students in our science program. We are also evaluating our science laboratories and facilities as well as library collections for improvements to assist students and faculty conducting research in this area.

¹⁹ UCFV has prepared Education Plans since 2004-05. The latest Education Plan is for 2007-08, which can be retrieved from: http://www.ucfv.ca/_shared/assets/2007-2008_ED_PLAN8984.pdf

Our Research and Industry Liaison Office has been instrumental in supporting and funding of faculty and student research at UCFV. We are developing our research potential by creating more research opportunities and connections with business and industry. The goal of all this research activity is to further our teaching programs and to enrich our students' learning.

Faculty and Staff

Ranked as one of the top places to work in Western Canada in 2006,²⁰ UCFV offers a comprehensive health and benefits package. It has excellent labour relations with no arbitrations in its history. There are several incentives, programs, and opportunities to enhance professional development and collaboration for its faculty and staff.

A challenge facing UCFV is the succession planning for the aging demographic of its faculty and staff. With many employees coming up for retirement within the next 10 years we are in the process of hiring new future faculty and staff. The demand for faculty with Ph.D.'s has grown significantly in the province since the university-colleges received legislation to confer four-year degrees. Despite UCFV's continued efforts, UCFV is finding it difficult to recruit faculty in several programs due to growing competition for qualified staff. Our capacity to continue to recruit faculty and staff is not only contingent on competitive salaries and location, but also on UCFV's growing reputation in educational quality and the quality of the working environment.

Students

UCFV students are the strength of this institution. Our goal has been to open doors to those who are willing to pursue post-secondary education, including those who, at the entry levels, may not be adequately prepared. We strive to educate and train students so that they are well prepared and well educated when transferring or graduating from UCFV. Our reputation and local and global partnerships has resulted in growth in our Aboriginal enrolment in diploma and degree programs as well as increasing our international student enrolment at UCFV.

A challenge is that federal and provincial government's financial assistance offered to students has shifted over the past decade, and in some instances declined. Over the past few years the government has increasingly expected families to contribute to the costs of post-secondary education. New government incentives to encourage family savings and tax credits for post-secondary education have contributed to strengthening these trends. Furthermore, student financial assistance grants have been shifting from universal programs to support for targeted groups. These trends are adding challenges to recruit and retain students in many post-secondary institutions, including UCFV.

²⁰ Toronto-based Market Yourself Smarter and the Collin Baer Group asked employees across Canada to rank their employers on their employer's ethics, trust, support, and transparency. A total of 69 companies were nominated out of which 31 were in Western Canada. UCFV topped the companies in Western Canada.

III. INSTITUTIONAL GOALS AND OBJECTIVES

UCFV's goals and objectives are aligned with the Ministry's goals as outlined in its service plan.²¹ The Ministry strives to achieve the goals of creating an "excellent public and private post-secondary education that meets the needs and aspirations of British Columbians" and "excellent research and innovations that supports economic and social development". Under these two overarching goals, the Ministry's objectives are to increase capacity, access, efficiency, quality, and relevance of post-secondary education.

Table 3: AVED's Strategic Objectives for Public Post Secondary Education

1. Capacity	The public post-secondary system is of sufficient <i>size</i> to meet the needs of the province.
2. Quality	The public post-secondary system is of sufficient <i>quality</i> to meet the needs of students, employers, and citizens.
3. Relevance	The public post-secondary system is <i>relevant</i> and <i>responsive</i> to the needs of the province by providing the appropriate scope and breadth of education.
4. Efficiency	The public post-secondary system is able to deliver education programs in a <i>timely</i> and <i>efficient</i> manner.
5. Accessibility	All citizens have <i>equitable</i> and <i>affordable access</i> to public post-secondary system.

UCFV has seven major goals that not only fulfill at the regional level the goals and objectives set forth by the Ministry, but also characterize our own aspirations and the opportunities and challenges facing UCFV and its regional community. Our goals of: 1) enabling a higher student success rate; 2) continuing to develop academic programs; and 3) positioning UCFV for growth access while maintaining excellence, map very closely to the Ministry goals of creating an excellent public sector post-secondary education in British Columbia. In addition, UCFV's goal #4, to provide an innovative approach to planning and development, is also a key to success of smaller institutions such as ourselves. At UCFV, we want to build on our original *forte* by strengthening and enhancing our community orientation as an additional goal (#5). We go beyond the expectations for university-colleges by also focusing on applied research, scholarly and creative activities (goal #6), and focus on internationalization, enrolment, and retention of international students (goal #7).

We are in the process of reviewing and revising our internal goals, keeping in view the opportunities and challenges posed by the external environment and our own internal strengths and weaknesses. The on-going review of internal goals and objectives was an essential process of evolving from a small college to a university-college in a relatively short period of time, and to becoming a regional university. In this section we discuss UCFV's goals, objectives, and the strategies and actions taken over the last two years to achieve our goals. Progress toward achieving our goals is tracked by both AVED's and UCFV's internal performance measures. In Annex 3, we list UCFV goals, and more specific objectives, their alignment with the Ministry's objectives, and the performance measures that are used to monitor progress. In section IV, we discuss in detail UCFV's accomplishments on AVED's performance criteria.

²¹ Retrieved from <http://www.bcbudget.gov.bc.ca/2007/sp/pdf/ministry/ae.pdf>

Goal 1: Enable a higher student success rate

UCFV's vision encompasses four major ideas: access, excellence, learning, and a learning community. We want to be known as an institution that "teaches to learn and researches to learn".²² UCFV has endeavoured to provide high quality education and to achieve a high student success rate. Under this broad goal, UCFV's objectives are to improve academic support for students and faculty, improve the employability of UCFV's education, and to increase the participation rate of Aboriginal students. We measure performance in meeting these objectives largely through AVED's performance indicators (see Goal 1, under Annex 3).

We have worked with departments and program areas to improve ratings on Student Outcomes Reporting System (SORS) performance targets. UCFV has focused on learning outcomes that are likely to enhance retention through to graduation by continued program evaluation, reviews, and student support initiatives that improve student success. We are working to improve student registration by setting appropriate timelines for registration; providing clear "program paths" for students not admitted directly or to direct-entry programs; setting clearer criteria for admissions to diploma and degree programs; and creating better systems for measuring student's success. In 2007, we awarded four new President's Entrance Scholarships and three Trades Entrance Scholarships to meritorious students from the local Fraser Valley schools.²³ UCFV is committed to focusing on student success at all levels of the organization.

Box 1: First Criminal Justice master's degree graduates make history at UCFV

Tamar King and Sherry Bot are two of the 15-student Master of Arts in Criminal Justice class at UCFV to ever earn a master's degree. UCFV has been offering bachelor's degrees for more than a decade, and launched its first master's degree in 2005.

King's major research project was a program review of Onyx, a program offered by PLEA a non-profit community services agency where she works that provides support and protection to sexually exploited youth. She found the whole program to be an excellent experience and is enthusiastically recommending the new UCFV Criminal Justice MA to colleagues.

"My favourite part was the learning environment. We were a group of working professionals from a range of fields, so we learned so much from each other in our seminars."

Sherry Bot's research focused on the very topical subject of crime reduction, with a particular emphasis on the role of inter-agency partnerships at the local level. She was part of a City of Surrey fact-finding mission to England last summer, and did some comparisons between the two jurisdictions. Her research highlighted some of the differences between the two countries with regards to information resource sharing, accountability, roles and responsibilities, and power differentials when looking at partnerships at the local level.

Now that she's finished her MA and among the first two graduates, Bot says that it's "pretty exciting to be setting a precedent. The 18 months went by really quickly, and it was great to be in a class with people from so many different backgrounds. It was a discussion-based learning style as opposed to purely instructor-led."

Bot is returning to the New Westminster Police, where her latest posting is file quality reviewer. She is also applying to the RCMP and CSIS, and is considering teaching at the post-secondary level in the future.

²² UCFV Education Plan for 2007-08, page 4.

²³ A total of 38 scholarships to date have been given out by UCFV under these categories.

Goal 2: Continue to develop academic programs

UCFV aims to improve regional participation rates by creating and enhancing programs and courses that satisfy the needs of the community. Our specific objectives are to improve mechanisms for development of academic programs, to focus on development of higher-level programs, and to reflect the ethnic diversity of the Fraser Valley. We measure and monitor performance on this goal by a combination of internal and Ministry performance indicators (listed under Goal 2, in Annex 3).

In 2006/07, we introduced changes to a number of approved programs including the Bachelor of Arts, Social Work, Kinesiology, Science, Computer Information Systems, General Studies; diploma in Fashion Design, Dental Hygiene, Visual Arts, and Substance Abuse Counselling; and certificates in Accounting, Early Childhood Education, CIS Web Design and Animation, Practical Nursing, and Electrical Work. In 2005, we introduced a new Masters program in Criminal Justice and have started discussions to begin two new Masters programs in Social Work and Commerce (e-business). In 2006, we celebrated the opening of the Centre for Indo-Canadian Studies and a new Director was appointed.

UCFV has established program advisory committees, with members from business and industry, to align curricula to meet market and labour force needs. UCFV engages in an annual review process that facilitates the development of the annual Education Plan and the Multi-Year Plan. UCFV normally reviews all courses on a five-year cycle to evaluate and update learning outcomes and course content.

Goal 3: Position UCFV for growth-access while maintaining excellence

Throughout the past year, UCFV continued to make improvements in our programs, instructional pedagogy, and administrative and management work processes that provided UCFV with the opportunity to create distinction and to grow. We have continued to increase capacity and access by exceeding the Ministry's FTE's targets and also ensuring that we meet high quality standards. To position ourselves for growth of access while maintaining excellence we are working on a number of initiatives. A new Office of Enrolment Management will be tracking students, and implementing improved recruitment and retention strategies. We have begun the Chilliwack School District/UCFV Learning Initiative that strives to increase the numbers of high school graduates in Chilliwack and to ease their entry into post-secondary education by addressing barriers and opportunities for successful access, enrolment, and graduation.²⁴

Work on the new Canada Education Park in Chilliwack has begun in full force; in the first phase the Trade and Technology Center will open in Chilliwack in September 2007. The architectural master plan for the Canada Education Park in Chilliwack campus has been drafted with considerable inputs from all stakeholders groups. A new era of teaching and learning excellence will begin when UCFV is granted regional university status. For this we have done extensive consultations with the community groups, governing bodies and community leaders, and received the full endorsement of the UCFV Student Union and Faculty and Staff Association. Friends of UCFV, a community support group, presented the application for university status to the Ministry of Advanced Education. The status was recommended by Geoff Plant, author of the Campus 2020 report, and is now being considered by AVED.

²⁴ Working with Edudata Canada's Director, Dr. Victor Glickman, and the Chilliwack School District, UCFV is providing support, strategic planning, and data to better understand the transition of Chilliwack high school students to UCFV.

Box 2: UCFV provides employee pipeline for K-Line Trailers of Langley

When Ian Lowe needs to turn on the “new employee” tap and find some skilled workers for his employer, K-Line Trailers of Langley, BC, he turns to the place where he got his own training: UCFV. K-Line is a manufacturing company that produces truck trailers and other heavy duty equipment for the mining, transport, and oil industries. It has clients in a variety of regions and sectors, including the Alberta oil fields, the local gravel industry, and mining interests in North and South America.

“I’m constantly looking for welders and it’s a very competitive process these days, but I know I can pick up the phone and call welding instructor Roger Moren, and he’ll hand-pick some good folks to send over to me,” says Ian, who is the plant superintendent for K-Line.

“I know I’m going to get well qualified and high-quality employees from UCFV, and that saves me time, effort, and money on training.”

Ian was excited to recently hear about the new trades management option in UCFV’s Bachelor of Business Administration degree program, and is strongly considering enrolling, and encouraging others within the company to do so. Ian went through UCFV’s welding program in 1991 after graduating from Agassiz Secondary in 1990.

This new part-time degree program will be offered at UCFV’s new Trades and Technology Centre at the Canada Education Park in Chilliwack.

“When I heard about the BBA Trades degree, I thought that sounded right up my alley,” he says. “It fits in exactly with what I want. I could really use some formal education in human resources management, employee retention, and other areas.”

Goal 4: Ensure UCFV takes an innovative and entrepreneurial approach to planning and development

Building on years of impressive and consistent growth, UCFV recently introduced quality, evaluation, and benchmarking procedures that support year-on-year improvements. We have re-conceptualized the role and functions of the Office of Institutional Research for more informed decision-making, policy development, monitoring, and evaluation. The new Campus and Facilities Planning Working Group has been established to optimize the use of current facilities, to ensure that we continue to meet the Ministry’s standards on physical facilities, and to plan and implement future capital development. We are involved in benchmarking activities of the Ministry supported Student Outcomes Reporting System and Data Warehouse. In addition, we have conducted in-house surveys of new applicants, students’ residences, high school graduates and faculty and staff, to improve our understanding of issues and to assist in planning. The Office of Institutional Research recently completed a qualitative study of students’ perceptions of the campus environment and campus life by asking students to photograph and document their impressions of UCFV. Recommendations of the Campus Snapshot study²⁵ have been presented to the Campus Facilities and Planning Working Group for better planning and development of the institution’s academic and physical environment.

UCFV, in collaboration with Douglas College, Kwantlen University College, and Simon Fraser University, formed a working group referred to as the Fraser Valley Consortium (FRC). In August 2006, FRC released the report “Destinations and Aspirations of Fraser Region Secondary School Graduates of 2003/04 Who Did Not Pursue Public Post-Secondary Education in 2004/05 in British Columbia”.²⁶ The results of this report lend new insight into the educational motivations, goals, and behaviour of our local high school graduates who opt not to go directly

²⁵ The Campus Snapshot (2007) report can be retrieved from <http://www.ucfv.ca/IRP/Reports.htm>

²⁶ This report can be retrieved from <http://www.sfu.ca/analytical-studies/frcsurvey/>

into post-secondary. It also suggests avenues that can be pursued to encourage higher student participation in post-secondary education in the area.

UCFV has made important changes in the academic governance structures to improve systems and to clarify roles and responsibilities. A new faculty structure, with faculties of Professional Studies; Arts; Sciences; and Trades and Technology, has been created. A Vice President Academic and Provost has been appointed with the aim of providing leadership in strategic academic management. Two new senior academic appointments, Associate Vice-President Research and Graduate Studies and Associate Vice President Teaching and Development, will provide strong leadership to the dual and mutually inclusive academic goals of researching to learn and teaching to learn. Decanal roles and associate vice-president's roles have been revised. The concept of a "learning commons" that includes ideas about learning throughout the community of students, faculty, staff and administrators, and will be implemented by fall 2007.

To meet our growing funding needs, UCFV is seeking alternative revenue sources and using alternate procurement methods to continue to meet the increasing demand for resources. For example, UCFV is using an innovative and entrepreneurial approach to the planning of facilities including design-build, and P3 (public-private partnerships) initiatives. The construction of a \$7.7 million self-financing new inter-university competition gymnasium is an example of these types of initiatives. The financing of the Canada Education Park in Chilliwack will be another example of innovative partnerships, such as with the Chilliwack Economic Partnerships Corporation (CEPCO) and the RCMP. Through these initiatives and partnerships, UCFV is maximizing the available resources to meet the needs of our students and community.

Goal 5: Enhance UCFV's community orientation

UCFV is part of a wider regional community and promotes interaction with and service to others as a component of our mission. Throughout the year we continued to listen, observe, and learn from many stakeholders. We have established productive partnerships and alliances with cooperating institutions, groups, and individuals. A few examples are:

- Partnerships with several Ministries has allowed UCFV to establish: an Institute for Safe Schools, a Centre for Criminal Justice Research (ICURS), a Centre for Social Responsibility, and a Centre for Non-Profit Development,
- working with the Aboriginal Access Coordinator and the Aboriginal Community Council to create a Centre for Indigenous Studies,
- working with multi-disciplinary group to establish a Centre for Environmental Sustainability as an entity that supports research on environmental issues related to the Fraser Valley,
- establishing a Centre for Education and Research on Aging (CERA) to provide research and awareness on issues related to an aging population,
- partnering with Douglas College whereby students from Douglas can complete their bachelors degree at UCFV in Criminal Justice, Geography, Psychology, and Child and Youth care,
- partnering with Envision Financial wherein employees can complete a business degree while still working full-time,
- partnering with Coastal Aviation to help with the delivery and training of students in our business aviation degree program,
- established a Centre of Indo-Canadian Research to focus on research and teaching in this special area,

- partnering with the City of Abbotsford on the Sports and Entertainment Centre that is being built adjacent to the Abbotsford campus,
- partnering with the Abbotsford School District and Abbotsford Community Services to provide off-campus upgrading classes in two schools; similar partnership with the Chilliwack school district for off-campus upgrading classes in two schools, and,
- possibility of offering off-campus upgrading classes to a First Nation’s band near Hope.

Our intent is to participate in mutual planning and explore areas of collaboration to implement innovative endeavours for education that contribute positively to economic and social development of the community.

Goal 6: Enhanced research, scholarly, and creative activities

“Canadian communities of all sizes are increasingly turning to smaller liberal arts universities and university colleges for research knowledge as well as for teaching”.²⁷ It is extremely important to support applied research because, without actively participating in applied research, “Canadian scholarship risks losing its vitality and its ability to contribute to the well-being of Canadians”. Research at the undergraduate level prepares students for research careers as well as many other careers that require or benefit from sound understanding of research. Supporting the integration of research training into undergraduate studies will substantially increase the capacity for undertaking and utilizing research in all sectors.

Box 3: Aboriginal curriculum project focuses on local roots for Fraser-Cascade students

The Fraser-Cascade School District overlaps two Aboriginal territories with rich histories and cultures. Stretching from Agassiz-Harrison to Boston Bar, and including Hope, it’s home to both Stó:lō and Nlaka’pamux people and traditions. But when it came time to teach aboriginal studies throughout the curriculum, much of what was available was based on traditions from outside the area.

“We wanted to be able to offer a curriculum that reflected the local people, culture, crafts, singing, and dancing,” said Rod Peters, the district aboriginal education coordinator. So the Fraser Cascade administrators asked Aboriginal Access Services at UCFV to collaborate on a curriculum development project that incorporated Nlaka’pamux and Stó:lō content.

UCFV Aboriginal Access coordinator Shirley Hardman took on the challenge, recruited a team, and participated in the project. The team consisted of Stó:lō educators Laura Kelly and Vivian Williams; Barbara Hance, a teacher of Nlaka’pamux heritage; administrative assistant Josephine Charlie; and coordinator Laura Smith, a retired School District 34 administrator now working in UCFV’s Aboriginal Access Centre. They also consulted with Paul Orlowski, head of UCFV’s new Teacher Education program.

The end result is a curriculum package consisting of primary, intermediate, and secondary units for each Aboriginal resource person in the district. It will also be available for teachers to use and will be offered to the local independent First Nation community schools.

“It was great to work with people who had the history and the knowledge from their own personal experience, and to have them help formalize it into a curriculum,” said Peters of the Fraser-Cascade district.

For Laura Kelly, the project was also a chance to integrate Halq’eméylem into the units she developed, continuing her passion for reviving the language of the Stó:lō people. Currently, Kelly teaches in three First Nations kindergarten classes for the Chilliwack School District.

“I believe our language is the foundation of Stó:lō education. Without it, we’re not rooted to our culture. Knowing the basics of it gives us something to build on. I hope to see the children I’m introducing the language to coming in to UCFV in a dozen years and taking the university-level courses in Halq’eméylem.”

In response to our national, provincial and regional needs, UCFV has developed a significant research strategy. We monitor performance on our research goals through a number of internal indicators (shown under Goal 6, in Annex 3). We strive to support the integration of research in our teaching programs by providing opportunities for students in research activities. Furthermore, we have aimed to secure funds for research in priority areas of: Indo-Canadian studies, Aboriginal studies, Criminal Justice, environment and sustainable development, and health well-being child and family development. Starting from a small base, UCFV has significantly increased support for students, faculty, and staff to actively engage in research. Three important milestones have been the appointment of a \$1.25 million endowment for the BC Regional Innovation Chair in Canada-India Business and Economic Development; \$200,000 annual RCMP Research Chair in Crime Reduction; and \$200,000 annual Tier-One Canada Research Chair in Aboriginal Studies. UCFV has also received full eligibility for grant submissions to the Social Sciences and Humanities Research Council (SSHRC), the Natural Sciences and Engineering Research Council of Canada (NSERC), and the Canadian Institutes of Health Research (CIHR).

Goal 7: Increased internationalization activities and international students' enrolment and retention

Internationalization of UCFV implies adopting an international dimension into the key functions of our institution. This can be achieved through active recruitment of international students and increasing our activities abroad. Our objectives are to increase enrolment and retention of international students, increase UCFV's offshore teaching programs, implement joint teaching programs with foreign universities and explore partnerships with other universities for the Chilliwack Education Park. We monitor progress on these goals and objectives using internally defined indicators of performance (see Goal 7, in Annex 3). UCFV in recent years has signed several memorandums of understanding with universities in China, India, and the Middle East. We have also explored partnerships or potential partnerships with universities and colleges in Mexico, Finland, Malaysia, Costa Rica, United States, Italy, England, France, Korea, Indonesia, Russia, the Netherlands, Switzerland, and Australia. These are combination of dual programs, study abroad opportunities or student exchange partnerships with international partners. Currently, we offer our Bachelor of Business Administration degree in Chandigarh, India. Discussions to offer the masters degree in Criminology in United Arab Emirates, a CIS degree in Saudi Arabia and the Fashion Design program in Mumbai, India, are underway. To provide greater success to international students and to our partners, UCFV implemented a new English language policy.

Finally, internationalization also means a deliberate transformation of how we conduct research, teach our students, learn from each other, and are of service to our communities. UCFV aspires to become more "internationalized" to better prepare its students, faculty, staff and the larger community to work and live in an ever-increasing dynamic and interdependent world community. This would complement our strong relations with the local community to become part of a truly "global village".

IV: PERFORMANCE MEASURES, TARGETS AND RESULTS

In this section, we first present the Ministry's performance indicators, targets, and results as part of the post-secondary institution's accountability framework in Table 6. Next we discuss each of the results and provide the context for understanding UCFV's performance in 2006/07.

Table 4: Accountability Framework 2006/07 Performance Results

**University College of the Fraser Valley
Accountability Framework 2006/07 Performance Results**

Performance Measure	Actual	Target	Actual	Target Assessment	Performance Targets			
	2005/06	2006/07	2006/07	2006/07	2007/08	2008/09	2009/10	
Student spaces in public institutions	Data from 2005/06 Fiscal Year		Data from 2006/07 Fiscal Year					
<i>i. Total Student Spaces</i>	5,667	5,610	5,785	Achieved	5,961	6,312	6,662	
<i>ii. Student spaces in computer science, electrical and computer engineering</i>	73	110	39	Not Achieved				
<i>iii. Student spaces in nursing and other allied health programs</i>	338	345	355	Achieved	371	393	421	
Total credentials awarded²	Data from 2004/05 Academic Year		Data from 2005/06 Academic Year					
	1,562	1,615	1,646	Achieved	1,642	1,688	1,747	
Number and percent of public post-secondary students that are Aboriginal	Data from 2004/05 Academic Year	Data from 2004/05 Academic Year	Data from 2005/06 Academic Year					
<i>Total number (#)</i>	643	≥ 643	701	Achieved	≥ 701 ⁷	≥ previous year	≥ previous year	
<i>Percent (%)</i>	4.8%	≥ 4.8%	5.1%	Achieved	≥ 5.1% ⁷			
Student spaces in developmental programs	468	519 ^a	531 ¹	Achieved	519	519	519	
Former diploma, certificate, and associate degree student assessment of quality of education	No Historical Data Available ⁴		2006 CISO Survey Data					
<i>i. Satisfaction with Education (%)</i>		≥ 90%	97.0% (+/- 0.9)	Achieved	≥ 90%			
<i>ii. Skill Development (avg. %)</i>		≥ 85%	82.7% (+/- 2.1)	Substantively Achieved	≥ 85%			
<i>Written Communication</i>		n/a		80.6% (+/- 2.3)	n/a	≥ 85%		
<i>Oral Communication</i>				76.7% (+/- 2.6)				
<i>Group Collaboration</i>				85.0% (+/- 1.9)				
<i>Critical Analysis</i>				88.5% (+/- 1.7)				
<i>Problem Resolution</i>				75.6% (+/- 2.4)				
<i>Reading and Comprehension</i>				85.4% (+/- 1.9)				
<i>Learn on your own</i>	87.0% (+/- 1.8)							

**University College of the Fraser Valley
Accountability Framework 2006/07 Performance Results**

Performance Measure	Actual	Target	Actual	Target Assessment	Performance Targets		
	2005/06	2006/07	2006/07	2006/07	2007/08	2008/09	2009/10
Baccalaureate graduate assessment of quality of education	2005 BGS Survey Data		2006 BGS Survey Data				
<i>i. Satisfaction with Education(%)</i>	97.2% (+/- 1.5)	≥ 90%	96.3% (+/- 1.6)	Achieved	≥ 90%		
<i>ii. Skill Development (avg. %)</i>	92.5% (+/- 2.5)	≥ 85%	90.0% (+/- 2.6)	Achieved	≥ 85%		
<i>Written Communication</i>	89.4% (+/- 2.9)	n/a	89.9% (+/- 2.7)	n/a	≥ 85%		
<i>Oral Communication</i>	92.6% (+/- 2.6)		90.4% (+/- 2.6)				
<i>Group Collaboration</i>	90.9% (+/- 2.9)		91.4% (+/- 2.4)				
<i>Critical Analysis</i>	95.7% (+/- 1.9)		93.8% (+/- 2.1)				
<i>Problem Resolution</i>	89.7% (+/- 3.1)		82.9% (+/- 3.3)				
<i>Reading and Comprehension</i>	94.7% (+/- 2.1)		90.9% (+/- 2.5)				
<i>Learn on your own</i>	94.7% (+/- 2.1)		90.8% (+/- 2.5)				
Former diploma, certificate, and associate degree student outcomes – unemployment rate	No Historical Data Available ⁴						
		≤ 6.2% ⁵	6.2%	Achieved			
Baccalaureate graduate outcomes – unemployment rate	2005 BGS Survey Data		2006 BGS Survey Data				
	5.2%	≤ 6.2% ⁵	1.8%	Exceeded			
Research Capacity	Data from 2003/04 Academic Year: (000\$)	Data from 2003/04 Academic Year: (000\$)	Data from 2004/05 Academic Year: (000\$)				
<i>i. Sponsored research funding from all sources (000\$)</i>	Total: \$0 Federal= \$0 Provincial= \$0 Other=\$0	Total: ≥ 0	Total: \$142 ⁶ Federal= \$142 Provincial= \$0 Other=\$0	Exceeded	Total: ≥ \$142 ⁸ Federal= \$142 ⁸ Provincial= \$0 ⁸ Other=\$0 ⁸	≥ previous year	≥ previous year

**University College of the Fraser Valley
Accountability Framework 2006/07 Performance Results**

Performance Measure	Actual	Target	Actual	Target Assessment	Performance Targets		
	2005/06	2006/07	2006/07	2006/07	2007/08	2008/09	2009/10
Percent of annual education activity occurring between May and August	Data from 2004/05 Fiscal Year		Data from 2005/06 Fiscal Year				
	9.9%	Contribute toward achievement of system level target of 21%	12.6%	Contributed toward achievement of system level target of 21%	Contribute toward achievement of system level target of 21%		
Former diploma, certificate, and associate degree student assessment of quality of instruction	No Historical Data Available ⁴		2006 CISO Survey Data				
		≥ 90%	90.7% (+/- 1.5)	Achieved	≥ 90%		
Baccalaureate graduate assessment of quality of instruction	2005 BGS Survey Data: 97.2% (+/- 1.5)		2006 BGS Survey Data:				
		≥ 90%	97.6% (+/- 1.3)	Achieved	≥ 90%		
Student satisfaction with transfer	No Historical Data Available ⁴		2006 CISO Survey Data				
<i>Sending %</i>		Contribute toward achievement of system level target ≥ 90%	81.5%	Contributed toward achievement of system level target ≥ 90%	Contribute toward achievement of system level target ≥ 90%		
<i>Receiving %</i>			83.6%				
Former diploma, certificate, and associate degree student assessment of usefulness of knowledge and skills in performing job	No Historical Data Available ⁴		2006 CISO Survey Data				
		≥ 90%	73.6% (+/- 2.9)	Not Achieved	≥ 90%		
Baccalaureate graduate assessment of usefulness of knowledge and skills in performing job	2005 BGS Survey Data 80.9% (+/- 4.2)		2006 BGS Survey Data				
		≥ 90%	91.5% (+/- 2.8)	Achieved	≥ 90%		

University College of the Fraser Valley
Accountability Framework 2006/07 Performance Results

² Annual performance is measured using a rolling three year average of the most recent academic years, e.g., the 2006/07 results are a three year average of the 2003/04, 2004/05 and 2005/06 academic years. Academic years start in September of one year and end in August of the next year.

³ Developmental target is no longer "maintain or increase", but has been revised to reflect the 2006/07 budget and accountability letter developmental FTE target (Attachment 2).

⁴ As of the 2006 survey year, baccalaureate graduates from all institutions are surveyed in the Baccalaureate Graduate Survey (BGS). In CISO 2005, former baccalaureate graduates from UCFV were included in the survey cohort. Since data from CISO 2006 do not include former baccalaureate students, CISO 2005 data should not be compared to CISO 2006.

⁵ The Lower Mainland/Southwest region rate for those (age 18-29) with high school credentials or less (2006).

⁶ In the 2004/05 Fiscal Year, UCFV received federal funding. Therefore, UCFV is required to report on this measure.

⁷ Data from 2005/06 Academic Year

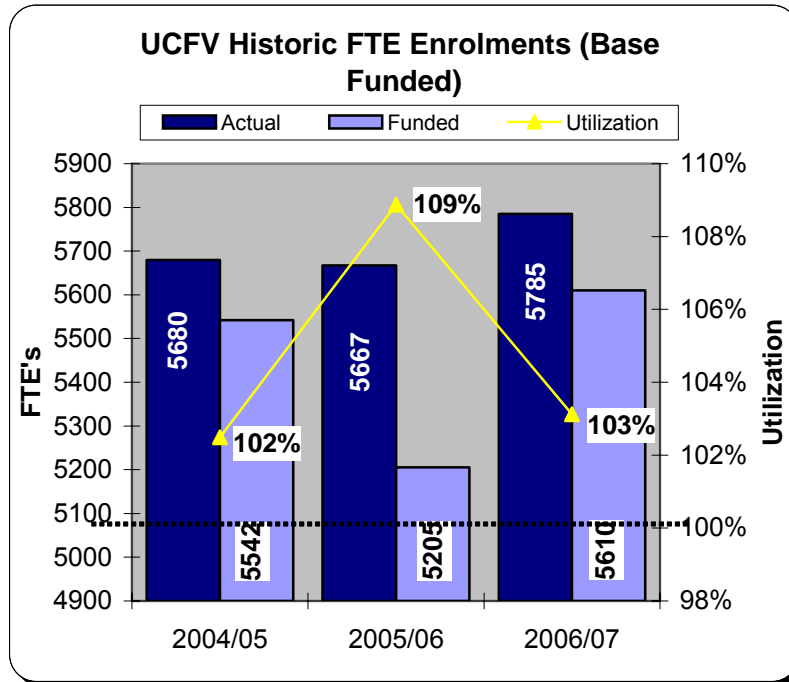
⁸ Data from 2004/05 Academic Year

PERFORMANCE CONTEXT: SUMMARY

The performance results presented in this section evaluate the goals, objectives and strategies identified earlier in this report. The summary provides the context to assess the results.

*Measure 1: Total student spaces*²⁸

In keeping with the historical trend, UCFV once again exceeded FTEs relative to the Ministry's



target for government-funded FTEs in 2006/07. This measure is calculated using audited FTE reports submitted to the Ministry by UCFV. Although the FTE methodology has been modified after 2005-06, making it difficult to compare earlier FTE counts, UCFV has consistently produced FTE's above the government funded target since 1997-98. This shows the importance that UCFV places on providing access to post-secondary in the historically low participating Fraser Valley. It also indicates

that UCFV's program mix and services seem to be satisfying the community it seeks to serve.

Table 5: Measure 1: Total Student Spaces

Measure	Baseline 2005/06 Fiscal	2006/07 Target	2006/07 Actual	2006/07 Target Assessment
Total Student Spaces	5,667	5,610	5,785	Achieved

Factors that contribute to the achievement of the FTE target include strategies such as improved registration processes, direct access to degree programs, development of new academic programs, and the addition of more sections in high demand areas. Other factors that play a role in the attainment of FTE target attainment include:

- high demand for post-secondary,
- high population growth in the Fraser Valley,

²⁸ This performance measure is for AVED funded programs only. ITA funded programs are excluded.

- low percentage of population with post-secondary education in the Fraser Valley,
- student and/or prospective students' proximity to UCFV,
- the expanded spring/summer term initiated last year (Education Plan 2006-07), and
- the continued expansion of trades programs such as the Electronics Core certificate that moved from being a solely CTC offered program in 2005-06 to an entry-level trades training program offered on the Abbotsford campus in 2006-07.

Despite the variables that lie beyond the direct control of UCFV, we have successfully maintained our FTE targets.

Measure 1a: Number of student spaces in identified strategic skills programs

Besides the overall increase in capacity, UCFV is part of a larger initiative to increase the number of graduates (and FTEs) in strategic areas such as computer science and health. Each year a portion of UCFV's FTEs are targeted to be in these specific strategic skill program areas. During the 2006/07 fiscal year, all strategic skill student space targets were achieved with the exception of student FTE's in computer science, electrical and computer engineering programs.

Table 6: Measure 1a: Number of student spaces in identified strategic skills programs

Measure	Baseline 2001/02	2006/07 Target	2006/07 Actual	2006/07 Target Assessment
Number of student spaces in identified strategic skill programs				
Computer science, electrical and computer engineering programs				
Total spaces	71	110	39	Not achieved
RNs, LPNs and RCAs and Other Allied Health programs				
Total spaces	212	345	355	Achieved

In computer science, electrical and computer engineering programs, factors that largely contributed to the decrease in student spaces included a change in the FTE methodology,²⁹ fewer sections for these programs for the 2006/07 fiscal year,³⁰ and lackluster economic condition in the computer and information technology labour markets. Even if the actual economic conditions in specific market may not be grave, if students perceive there is a lack of demand or fierce competition for jobs, they often turn their sights to a different career path or enrol in an institution that has a more established reputation in that specific discipline.

²⁹ New Era funding does not include diploma and certificate students who ladder into the degree program. If we were to count the diploma and certificate students in these programs, we would have achieved or exceeded the target.

³⁰ UCFV 2007-08 Education Plan.

Table 7: Measure 1b: Number of student spaces in Health programs

Health program specific student FTE targets				
Program name		2006/07 FUNDED FTE	TOTAL FTE	
Health				
RN's, LPN's and RCA's				
	Licensed Practical Nurse	35	36	
	Registered Nurse	175	184	
	Resident Care Attendant	45	38	
	Total	255	258	
Allied Health				
	Dental Assisting plus Part-time Vocational Health Certificates	90	97	
Program Specific FTE Subtotal		345	355	

Health programs achieved each of their FTE targets with the exception of the Resident Care Attendant (RCA) program. Given the lack of demand for the RCA program and an increased demand for Dental Assisting and like programs, we reallocated our funded FTE's. In this way we were able to exceed our overall target for 2006/07 by 10 FTE's.

Measure 2: Total credentials awarded

Table 8: Measure 2: Number of degrees, diplomas and certificates awarded

Measure	Baseline 2004/05 Academic	2006/07 Target	2005/06 Academic	2006/07 Target Assessment
Number of degrees, diplomas and certificates awarded	1,562	1,615	1,646	Achieved

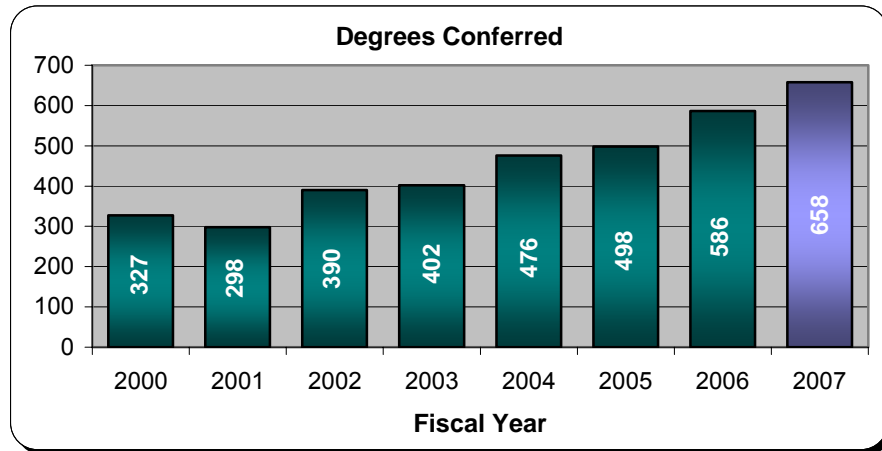
Counting credentials is one direct way to measure student success. Total credentials awarded by UCFV not only achieved its target but also exceeded the previous year actual numbers by 5%. There was an expansion in the number of students who completed the necessary conditions and obtained a certificate, a diploma, or a

degree from UCFV. Retaining a significant number of students through to completion of their program requirements means that UCFV continues to create value for the students and the greater community.

UCFV, through clear statements of graduation requirements, effective advising, and easier access to courses, assisted students to achieve their program objectives. High persistence and graduation rates are indicators of the effectiveness of these efforts.

Comparing degrees conferred from 2000 to 2007 in the figure below, we see that degrees awarded at UCFV have doubled in the past eight years. Data shows, however, that this is not due

to an increased number of degree programs but, rather, increased enrolment and internal measures, such as advising and access to courses, that assists students through to graduation.



Measure 3: Number and percent of public post-secondary student population that is Aboriginal

Table 9: Measure 3: Number and percent of public post-secondary student population that is Aboriginal

Measure	Baseline	2006/07 Target	2006/07 Actual	2006/07 Target Assessment
Number and percent of public post-secondary student population that are Aboriginal	Data from 2004/05 Academic Year	Data from 2004/05 Academic Year	Data from 2005/06 Academic Year	
Total number	643	≥ 643	701	Achieved
Percent	4.8%	≥ 4.8%	5.1%	Achieved

Aboriginal student participation in post-secondary education remains a strategic priority for UCFV. This measure provides an indication of the actual number of Aboriginal students at UCFV and their proportion relative to the total number of students enrolled.

According to the Ministry of Advanced Education, “while the method of calculating Aboriginal participation may not provide complete representation of Aboriginal student participation in post-secondary education, it represents best efforts under current data limitations”.³¹ This is primarily because only those Aboriginal students are counted who self-declare their status. Since some Aboriginal students do not self-declare, it is estimated that their numbers could be approximately 40-60% higher than what we get from student records at UCFV.

³¹ Retrieved from http://www.bcbudget.gov.bc.ca/annualreports/aved/aved_performance_link1.htm

UCFV believes it necessary to look at specific initiatives within the Aboriginal community as a better measure of our commitment to serving this centre of population. As a result, UCFV has begun a Halq'emeylem certificate program, established an Aboriginal Resource Centre, and hired two Aboriginal historians. In 2006/07, UCFV implemented an Aboriginal Culture and Language Support (ACLS) diploma designed for individuals currently employed or seeking employment in K-12 Aboriginal education.

We hope with these initiatives, UCFV will be able to maintain or even exceed the future targets on this indicator.

Measure 4: Student spaces in developmental programs

Table 10: Measure 4: Student spaces in development programs

Measure	Baseline	2006/07 Target	2006/07 Actual	2006/07 Target Assessment
Student spaces in developmental programs (Adult Basic Education, English as a Second Language, and Adult Special Education)	Baseline data for 2003/04:			
Total Spaces	468	519 ³	531	Achieved

Given UCFV's commitment to access and developmental programming and its offering of new and diverse programming, FTE's in the area of developmental programs has increased by 63 (a growth of 13%) from 2005/06. Innovative programming, such as the English as a Second Language and foundations programs,

have enabled UCFV to achieve this goal.

Measure 5: Student outcomes – skills gained³²

While specific knowledge and technical skills gained from formal education or on-the-job training has always been necessary for work, general, or transferable skills are as important today as technical expertise. There is a high demand for transferable skills in the workplace. Employers increasingly require well-rounded workers that have a variety of skills and personal attributes. Individuals also need a range of transferable and life skills to form and maintain work, family, and community relationships. The indicators on *Student Outcomes – Skills Gained* signal how well these skill outcomes are realized in BC's post-secondary education institutions.

³² As of the 2006 survey year, baccalaureate graduates from all institutions are surveyed in the Baccalaureate Graduate Survey (BGS). In CISO 2005, former baccalaureate graduates from UCFV were included in the survey cohort. Since data from CISO 2006 do not include former baccalaureate students, CISO 2005 data should not be compared to CISO 2006.

Table 11: Measure 5: Student outcomes – skills gained (CISO) ³³

Measure	Baseline	2006/07 Target	2006 CISO Survey Data	2006/07 Target Assessment (CISO)
Student Outcomes – Skills Gained	No historical data available	≥ 85%	82.7% (+/- 2.1)	Substantively achieved
Written communication		N/A	80.6% (+/- 2.3)	N/A
Oral communication			76.7% (+/- 2.6)	
Group collaboration			85.0% (+/- 1.9)	
Critical analysis			88.5% (+/- 1.7)	
Problem resolution			75.6% (+/- 2.4)	
Reading and comprehension			85.4% (+/- 1.9)	
Learn on your own			87.0% (+/- 1.8)	

CISO data shows that UCFV has substantively achieved its target of $\geq 85\%$ for 2006/07. Although individual targets were not set for specific skills, UCFV appears to have been above the overall threshold of $\geq 85\%$ in terms of *group collaboration*, *critical analysis*, *reading comprehension* and *learning on your own*. UCFV’s scores on *written and oral communication*, and *problem resolution* skills received a respectable score of above 75%. These areas require further analysis and understanding to enable UCFV to raise these scores in the future.

If we compare this data ³⁴ with UCFV’s peers, ³⁵ we find that UCFV most often receives a higher rating from its students than other comparable institutions. The *only* exception is on *problem resolution* skills where UCFV gets somewhat lower scores. These results from an independent and objective survey instrument (CISO) are indeed an outstanding statement of the quality of education and skills that UCFV delivers to its students.

The skill comparison with peers (below) implies that while UCFV may have scored low on written and oral communications and problem resolution skills in terms of the system’s overall targets ($\geq 85\%$), the score of comparable institutions are generally lower than UCFV in these

³³ Performance Measures in this table were calculated based on the top two most favourable responses i.e. Very Well; Well (plus margin of error).

³⁴ Please note that measures in “Skills Gained” tables were calculated based on the top two most favourable responses (i.e. Very Well; Well) from CISO data, the same two categories used in the 2006-07 Accountability Framework Performance Measures. Due to the recalibration of CISO data to approximate the four point scale of the BGS used in the 2006-07 Accountability Framework, the totals may not be the same for both data sets although the information comes from the same sources.

³⁵ According to the 2006 Key Student Outcomes Indicators for BC Colleges and Institutes, UCFV’s comparative institutions are Camosun College, Thompson Rivers University, Kwantlen University College and Malaspina University College. These groupings are based a 2004 assessment provided by each institution on comparable labour market conditions and employment outcomes.

skills. Hence, skill development in these areas is not solely a matter of concern at UCFV but also an issue in other university-colleges as well.

Table 12: Measure 5a: Student outcomes – Comparison of skills gained by peer institutions (CISO)

Skills gained	CISO Institution 2006				
	FVAL	CAM	KWN	MAL	TRU
Written communication	72%	61%	62%	63%	59%
Oral communication	65%	59%	60%	58%	58%
Group collaboration	81%	80%	78%	83%	79%
Critical analysis	87%	83%	80%	84%	85%
Problem resolution	69%	71%	69%	74%	74%
Reading and comprehension	83%	80%	80%	81%	78%
Learn on your own	85%	78%	77%	81%	82%

A system-wide comparison using 2006 Key Student Outcomes Indicators for CISO shows that UCFV exceeded the system-wide average scores on every skill development indicator.³⁶

Table 13: Measure 5b: Student outcomes – Comparison of skills gained with system-wide average (CISO)

Skills gained	CISO 2006	
	FVAL	System
Range	Average Min-Max 1-5	
Written communication	4.14	4.06
Oral communication	4.06	3.96
Group collaboration	4.33	4.23
Critical analysis	4.35	4.25
Problem resolution	4.07	4.01
Reading and comprehension	4.31	4.24
Learn on your own	4.30	4.22

Baccalaureate graduates two years out (BGS) rated their overall skill development at 90% - well above UCFV's target of $\geq 85\%$. In all the specific skills categories, UCFV rated above the 85% threshold, with the exception of skills related to *problem resolution*. Comparing the 2006 BGS results with the baseline for 2005, UCFV has improved or maintained student satisfaction (within the margin of error) in all skill categories except those related to *problem resolution*, *reading and comprehension*, and *learning on your own*. UCFV would like to explore the reasons for reduction in these skill categories and work toward improving student satisfaction in these areas.

³⁶ Responses are grouped under five categories including: 5 = very well, 4 = well, 3 = adequately, 2 = poor, 1 = very poor.

Table 14: Measure 5c: Student outcomes – skills gained (BGS)

Measure	Baseline	2006/07 Target	2006 BGS Survey Data	2006/07 Target Assessment (BGS)
<i>ii. Skill Development (avg. %)</i>	92.5% (+/- 2.5)	≥ 85%	90.0% (+/- 2.6)	Achieved
Written communication	89.4% (+/- 2.9)	N/A	89.9% (+/- 2.7)	N/A
Oral communication	92.6% (+/- 2.6)		90.4% (+/- 2.6)	
Group collaboration	90.9% (+/- 2.9)		91.4% (+/- 2.4)	
Critical analysis	95.7% (+/- 1.9)		93.8% (+/- 2.1)	
Problem resolution	89.7% (+/- 3.1)		82.9% (+/- 3.3)	
Reading and comprehension	94.7% (+/- 2.1)		90.9% (+/- 2.5)	
Learn on your own	94.7% (+/- 2.1)		90.8% (+/- 2.5)	

UCFV, compared with its peers on the BGS, scored higher in terms of student satisfaction and preparation in skills such as *written communication*, *group collaboration*, *critical analysis* and *reading and comprehension*. UCFV was rated lower than at least one peer institution in regards to *oral communication*, *problem resolution*, and *learn on your own* categories. Due to consistent underrating of this skill, *problem resolution* requires further investigation within the UCFV system.

Table 15: Measure 5d: Student outcomes – Comparison of skills gained with peer institutions (BGS)

Skills gained	BGS Institution 2006		
	FVAL	KWN	MAL
Written communication	88%	83%	78%
Oral communication	89%	91%	83%
Group collaboration	91%	89%	84%
Critical analysis	93%	89%	88%
Problem resolution	81%	89%	77%
Reading and comprehension	89%	82%	80%
Learn on your own	89%	90%	81%

Measure 6: Unemployment rate outcomes³⁷

It is projected that 72.4% of the employment openings in BC between 2001 and 2011 will require university or other post-secondary or industry training. UCFV is responding to the provincial workforce demand through its commitment to quality and relevant programs in education and training.

³⁷ The Lower Mainland/Southwest region rate for those (age 18-29) with high school credentials or less (2006).

Table 16: Measure 6: Unemployment rate outcomes

Performance measure	Actual	Target	Actual	Target Assessment
	2005/06	2006/07	2006/07	2006/07
Former diploma, certificate, and associate degree student outcomes – unemployment rate	No historical data available		2006 CISO Survey Data	
		≤ 6.2%	6.2%	Achieved
Baccalaureate graduate outcomes – unemployment rate	2005 BGS Survey Data		2006 BGS Survey Data	
	5.2%	≤ 6.2%	1.8%	Exceeded

Unemployment within the UCFV region continues to be amongst the lowest in the province. Baccalaureate graduates from UCFV of the class of 2004 showed an unemployment rate of only 1.8%, surpassing the target set out for this performance measure. The unemployment rate for former diploma, certificate, and associate degree students surveyed in the CISO survey showed a higher unemployment rate of 6.2%, thus meeting the expected unemployment provincial target for 2006/07.

Measure 7: Sponsored research funding from all sources

Table 17: Measure7: Sponsored research funding from all sources

Measure	Baseline	2006/07 Target	2006/07 Actual	2006/07 Target Assessment (BGS)
Sponsored research funding from all sources (000\$)	Total: \$0 Federal= \$0 Provincial= \$0 Other=\$0	Total: ≥ 0	Total: \$1.306 million Federal= \$341,741 Provincial= \$0 Other=\$963,986	Exceeded

The Ministry has indicated that UCFV received research funds of \$142,000 for fiscal year 2004/05 as reported by the Canadian Association of University Business Officers (CAUBO) data, that is consistent for all post-secondary institutions. However, during 2006/07 fiscal year, UCFV received the following funding for research: Federal - \$341,741; Provincial - \$0; and Other - \$963,986. The primary sources of funding were from the Federal government and Other sources. Given that the baseline for sponsored research funding from all sources was zero, UCFV exceeded its target of >=0. We would like to increase research funding as part of our internal goals (see Goal 6 discussed in the previous section).

Measure 8: Percent of annual educational activity occurring between May and August

Table 18: Measure 8: Annual educational activity occurring between May and August

Measure	Baseline 2004/05 Fiscal	2006/07 Target	2006/07 Actual	2006/07 Target Assessment
Percent of annual educational activity occurring between May and August	9.9%	Contribute toward achievement of system level target of 21%	12.6%	Contributed toward achievement of system level target of 21%

In order to fully utilize its facilities and to meet community and student demand, UCFV began expanding its course offerings during the summer semester in 2005/06. In 2006/07, UCFV established a complete full summer term as well as two short condensed summer terms. This new summer term schedule provides students access to classes and the opportunity to expedite their degree/course completion.

UCFV’s actual annual educational activity between May and August in 2006/07 was 12.6%. Approximately 723 FTE’s of the 5785 FTE’s produced during the 2006/07 fiscal year were generated during the May to August period. UCFV has increased its utilization during this time period from the 2004-05 baseline by 27%. The contact hour activity report for 2006/07 academic year (including the summer term) shows a higher utilization rate of our facilities.

UCFV is committed to maximizing utilization of institution campus facilities for instructional activity on a year-round basis, to provide education directed towards career and personal development as is reflected in the mission and values of the institution, and to make university more accessible to students in the Fraser Valley region.

Measure 9: Student assessment of quality of instruction

The assessment of the quality of instruction is a key measure of success because it provides a strong indication of students satisfaction with the overall quality of education.

Table 19: Measure 9: Student assessment of quality of instruction (CISO)

Performance Measure	Actual	Target	Actual	Target Assessment
	2005/06	2006/07	2006/07	2006/07
Former diploma, certificate, and associate degree student assessment of quality of instruction	No historical data available		2006 CISO Survey Data	
		≥ 90%	90.7% (+/- 1.5)	Achieved

Former diploma, certificate, and associate degree students rated the quality of instruction at UCFV at 90.7%, slightly higher than the target of 90%. In comparison with its peer institutions, UCFV was rated the most favourably (at 91%)³⁸ by its former students over peer institutions.³⁹

Table 20: Measure 9a: Comparison of quality of instruction by peer institutions (CISO)

Quality of Instruction	CISO Institution 2006				
	FVAL	CAM	KWN	MAL	TRU
	91%	87%	84%	88%	81%

Baccalaureate graduates rated the quality of instruction at UCFV at 97.6% - well above its base target of $\geq 90\%$. It should be noted that all universities and university-colleges are surveyed in the BGS. A 97% score is a great achievement by UCFV in the high quality-conscious and competitive public post-secondary market in BC.

Table 21: Measure 9b: Student assessment of quality of instruction (BGS)

Performance Measure	Actual	Target	Actual	Target Assessment
	2005/06	2006/07	2006/07	2006/07
Baccalaureate graduate assessment of quality of instruction	2005 BGS Survey Data:		2006 BGS Survey Data:	
	97.2% (+/- 1.5)	$\geq 90\%$	97.6% (+/- 1.3)	Achieved

UCFV baccalaureate graduates rank UCFV at par with Kwantlen University College graduates in terms of quality of instruction at these institutions and slightly above Malsapina University College.

UCFV got a similar endorsement in the Globe and Mail's University Report Card 2006 on the quality of teaching. Among medium sized institutions, UCFV stood 6th from the top and got a score of A- on the quality of teaching outpacing many universities in the country.

Table 22: Measure 9c: Comparison of quality of instruction by peer institutions (BGS)

Quality of Instruction	BGS Institution 2006		
	FVAL	KWN	MAL
	98%	98%	97%

³⁸ Please note that "satisfaction with education" was calculated based on the top two most favourable responses (i.e. Very Well; Well) from CISO data. However, due to the recalibration of CISO data to approximate the four point scale of the BGS used in the 2006-07 *Accountability Framework*, the totals may not be the same in the two tables above although the information comes from the same sources.

³⁹ 2006 Key Student Outcomes Indicators for CISO data

Measure 10: Student satisfaction with transfer⁴⁰

Table 23: Measure 10: Student satisfaction with transfer

Measure	Baseline	2006/07 Target	2006/07 Actual	2006/07 Target Assessment
Student satisfaction with transfer	No historical data available		2006 CISO Survey Data	
<i>Sending %</i>		Contribute toward achievement of system level target $\geq 90\%$	81.5%	Contributed toward achievement of system level target $\geq 90\%$
<i>Receiving %</i>			83.6%	

UCFV places a high priority on the articulation of its courses and programs. Departments throughout the institution actively participate in provincial articulation committees. It is expected that students who are seeking transfer credit from UCFV, or for the UCFV students seeking transfer credit from their new institution, realize excellent results. However, UCFV’s scores in both sending (81.5%) and receiving (83.6%) transfers do not meet the target of 90%. We find that UCFV rates slightly higher (4.35) than the average scores for the system (4.3) in terms of student satisfaction with transfer. This may point to a system-wide problem in other BC post-secondary education institutions with transfers against high targets set for satisfaction on this measure.

Table 24: Measure 10a: Student satisfaction with transfer with system-wide average (CISO)

Measure 10	CISO 2006	
	FVAL	System
Range	Average Min-Max 1-5	
Satisfaction with Transfer	4.35	4.3

UCFV will like to investigate the lower than target satisfaction score on this indicator and improve processes and procedures necessary in providing greater student satisfaction with transfer.

⁴⁰ As of the 2006 survey year, baccalaureate graduates from all institutions are surveyed in the Baccalaureate Graduate Survey (BGS). In CISO 2005, former baccalaureate graduates from UCFV were included in the survey cohort. Since data from CISO 2006 do not include former baccalaureate students, CISO 2005 data should not be compared to CISO 2006.

Measure 11: Student satisfaction with education⁴¹

Students' assessment of how satisfied they were with their educational experience summarizes their evaluation of the overall quality of education in an institution. This is the definitive measure of the merit of education and training imparted and skills gained in post-secondary education.

Table 25: Measure 11: Student satisfaction with education (CISO)

Measure	Actual	Target	Actual	Target Assessment
	2005/06	2006/07	2006/07	2006/07
Former diploma, certificate, and associate degree student assessment of quality of education	No comparable historical data available		2006 CISO Survey Data	
<i>i. Satisfaction with Education (%)</i>		≥ 90%	97.0% (+/- 0.9)	Achieved

According to CISO results, UCFV's former diploma, certificate, and associate degree students rated satisfaction with their education at UCFV well above (97%) the target (≥90%). Not only did UCFV do extremely well on the overall satisfaction with education by its former students, it was also rated the highest in terms of satisfaction with education compared to its peer institutions.

Table 26: Measure 11a: Comparison of student satisfaction with education by peer institutions (CISO)

Satisfied with Education	CISO Institution 2006				
	FVAL	CAM	KWN	MAL	TRU
	97%	95%	95%	96%	94%

UCFV Baccalaureate graduates also indicated a high satisfaction level with the quality of education received at UCFV (96.3%) enabling UCFV to exceed its target (≥90%).

⁴¹ In comparing the CISO and BGS data, it is important to remember that there are methodological differences between the two. For instance, the CISO survey samples diploma, certificate and associate degree graduates as well as early leavers whereas the BGS survey only samples graduates two years out; therefore, the same standard cannot be applied to the two cohorts. Given that CISO data is based upon a more short-term educational goal or upon those that have left the institution due to either negative or positive attrition, while BGS data is based upon degree graduates experiences only, perceptions of educational satisfaction and skill development may differ drastically between these two cohorts.

Table 27: Measure 11b: Student satisfaction with education (BGS)

Measure	Actual	Target	Actual	Target Assessment
Baccalaureate graduate assessment of quality of education	2005 BGS Survey Data		2006 BGS Survey Data	
<i>i. Satisfaction with Education (%)</i>	97.2% (+/- 1.5)	≥ 90%	96.3% (+/- 1.6)	Achieved

BGS data shows that UCFV is rated by former baccalaureate students at par with similar ratings by students of Malaspina University College (96%) and second only to ratings of Kwantlen University College (99%).

Table 28: Measure 11c: Comparison of student satisfaction with education by peer institutions (BGS)

Satisfied with Education	BGS Institution 2006		
	FVAL	KWN	MAL
	96%	99%	96%

These results show that the UCFV continues to meet its mission of excellence in teaching and research. Our goals and values seem to be endorsed by satisfaction ratings provided by former students in the 2006 CISO and BGS evaluations. UCFV got a very high ranking in the Globe and Mail's 2006 University Report Card on the overall quality of education with an overall grade of A- and ranked 5th among medium sized institutions (4,000- 12,000 students) in Canada. Similarly, in the past UCFV has more than met the demands of our changing society by consistently delivering quality education to the population of the Fraser Valley. Building on our powerful legacy, we want to continue to reach new levels of responsibility in teaching, research and scholarship, and provide our students and our community with an expanding array of post-secondary options that allows them to meet the challenges of an increasingly complex and pluralistic society with creativity and purpose.

Measure 12: Student assessment of usefulness of knowledge and skills in performing job

“Students' assessment of the knowledge and skills they gained in their program of study in relation to the requirements of their subsequent employment reflects the relevance of the public post-secondary education system to immediate employment”.⁴²

⁴² Retrieved from http://www.bcbudget.gov.bc.ca/annualreports/aved/aved_performance_link1.htm

CISO data (73.6%) shows that student assessment of usefulness of knowledge and skills in performing their job was well below the target of $\geq 90\%$ while the BGS data (91.5%) achieved its target of $\geq 90\%$. It should be mentioned that among the CISO group, those with trades-related training indicated significantly higher satisfaction with useful of knowledge and skills compared to those with non-trades related training. Although the CISO group has ranked their satisfaction lower than targeted, we feel that this measure should be seen in combination to measure 7 – skills gained, measure 8 – student satisfaction with education, and, measure 9 – student assessment of quality of instruction. It is the combination of the four measures that conveys a more accurate picture of both the quality and relevance of a post-secondary education. UCFV consistently scores high on quality and relevance measures for both the Student Outcomes Survey and in-house surveys.

Table 29: Measure 12: Student assessment of usefulness of knowledge and skills in performing job (CISO)

Measure	Actual	Target	Actual	Target Assessment
	2005/06	2006/07	2006/07	2006/07
Former diploma, certificate, and associate degree student assessment of usefulness of knowledge and skills in performing job	No Comparable historical data available ⁴		2006 CISO Survey Data	
		$\geq 90\%$	73.6% (+/- 2.9)	Not achieved

In comparing the 2006 CISO results with the 2006 BGS results it is important to keep in mind the methodological differences between the two. The CISO survey samples diploma, certificate and associate degree graduates as well as early leavers whereas the BGS survey only samples baccalaureate graduates two years out. Therefore, the same standard cannot be applied to the two cohorts.

Table 30: Measure 12a: Student assessment of usefulness of knowledge and skills in performing job (BGS)

Measure	Actual	Target	Actual	Target Assessment
	2005/06	2006/07	2006/07	2006/07
Baccalaureate graduate assessment of usefulness of knowledge and skills in performing job	2005 BGS Survey Data		2006 BGS Survey Data	
	80.9% (+/- 4.2)	$\geq 90\%$	91.5% (+/- 2.8)	Achieved

The BGS graduates have had two years to enter into a career appropriate to their education where the knowledge and skills they have attained can be properly assessed based on the requirements

of their careers. The CISO survey participants are surveyed within a year after either graduating or leaving a post-secondary institution and may not have been given sufficient time to attain a career applicable to their education or, in the case of early leavers, may not be following the same career path that they had intended upon when involved in post-secondary studies.

UCFV CISO data, when compared system-wide, indicates that UCFV exceeds the system standardized value. This indicates that perhaps this indicator should be looked at by other CISO institutions as well.

Table 31: Measure 12b: Comparison of student assessment of usefulness of knowledge and skills in performing job with system-wide average (CISO)

Measure 12	CISO 2006	
	FVAL	System
Range	Average Min-Max 1-4	
Student assessment of usefulness of knowledge and skills in performing job	2.58	2.49

Concluding Remarks

Student outcomes and performance results are significant for a number of reasons. According to the Ministry of Advanced Education (AVED), performance measures are a necessary component to evaluating the success of post-secondary institutions in the province. Moreover, performance measures and outcomes provide useful information to students in their decision-making process with regards to their choices of formal education. These indicators also equip institutions with the necessary tools to make informed decisions in educational planning.

UCFV has maintained or exceeded its targets in most areas. We are successfully expanding capacity and providing access to education in the Fraser Valley. This is demonstrated by our consistently exceeding the Ministry’s FTE targets, meeting our target for enrolling Aboriginal students and focusing on producing FTEs in specific strategic skills. There have been shortfalls in meeting the targets for the number of student spaces in computer science, electrical and computer engineering programs, largely due to exogenous economic reasons, and the particular types of programs we offer which do not neatly fit this category. We have also not met the target for utilization of facilities during May-August, but with the new summer term schedule and programs in place, this goal is likely to be accomplished in the future.

On indicators of quality of education, UCFV has surpassed expectations on a number of measures. We have done extremely well in students’ assessment of *quality of education* and *quality of instruction* at UCFV. Not only has our performance been stellar in terms of the high performance standards set by the Ministry but also in comparison with our peer institutions. We are somewhat below target in terms of student assessment of three areas: *usefulness of knowledge and skills in performing job*, *student satisfaction with transfer*, and *problem resolution skills*. These are areas we are actively working to improve.

The results of these performance measures have offered some insight into UCFV’s provincial and companion standing amongst peer institutions. The analysis will help provide UCFV with the necessary insight and data to make informed decisions and elevate the bar on our performance.

IV. FINANCIAL REPORTS

SUMMARY FINANCIAL REPORT 2006/07

Table 32: Summary Financial Report 2006/07

Financial Report	2006/07 Actual	2006/07 Forecast	2005/06 Actual
Revenues:			
Operating grants from the Province	43,980	43,118	43,276
Ancillary Services revenue	5,343	5,266	5,163
Tuition and fee revenue	23,588	23,026	23,651
Investment earnings	1,054	1,100	1,156
Other Revenue	7,360	3,500	4,743
Amortization of deferred capital contributions	3,231	4,414	3,885
	84,556	80,424	81,874
Expenses:			
Salaries and benefits	57,163	55,651	56,254
Costs of goods sold	3,545	3,634	3,461
Other operating costs	14,051	16,860	14,263
Capital Asset amortization expense	3,457	4,110	4,110
Debt service costs	59	169	38
	78,275	80,424	78,126
Excess of revenue over expenses	6,281	0	3,748
Net increase invested in capital assets	3,700		3,401
Internally restricted in other assets	2,217		217
Net change in unrestricted net assets	364	0	130

For further details, see complete audited financial report for University College of the Fraser Valley for the year ending March 31, 2007.

SUMMARY FINANCIAL OUTLOOK 2007/08 – 2009/10

Table 33: Summary Financial Outlook 2007/08 - 2009/10

Financial Projections			
(000's)			
	2007/08	2008/09	2009/10
Revenue:			
Ministry and ITA operating grants	48,164	51,646	55,471
Tuition revenue (domestic & international)	24,560	26,051	27,572
Ancillary services	5,900	6,409	6,520
Other revenue	7,676	8,176	9,651
Total Revenues	86,300	92,282	99,214
Expenses:			
Salaries and benefits	61,673	66,123	71,502
Other operating costs	16,721	17,713	18,561
Cost of goods sold	4,140	4,237	4,433
Capital	3,732	4,232	4,707
Total Expenses	86,266	92,305	99,203
Net Results (Loss)	34	(23)	11

This forecast is based on growth of 350 FTE per year and an increase in tuition rates at 2% per year. The operating grant for the faculty portion of negotiated increases through to 09/10 has not been confirmed. We have used an estimate for this amount.

ANNEX 1: MULTI-YEAR PLAN

Level of instruction	Actual FTE		Planned Enrolment		
	2005/06	2006/07	2007/08	2008/09	2009/10
Developmental/Qualifying ^{\1}	468	531	558	585	615
Undergraduate (years 1 to 4) ^{\2}	5064	5118	5206	5319	5479
Graduate ^{\3}	9	22	22	36	54
Continuing Education ^{\4}	126	114	130	130	130
International Education ^{\5}	534	503	560	580	600
Industry Training Trades ^{\6}	446	478	451	451	451
Total FTE	6647	6766	6927	7101	7328
AVED FTE TARGET	5205	5610	5961	6312	6662
AVED FTEs	5667	5785	6060	6407	6762
Utilization (%)	109%	103%	102%	102%	102%

Notes:

\1 Includes ABE, ESL, and Math, or English intended to bring domestic students to college level skills. Excludes international students.

\2 Includes college level certificates and diplomas not reported under Industry Training Trades.

\3 Includes programs leading to masters degrees.

\4 Includes general continuing education courses.

\5 Includes all international education.

\6 Includes all ITA funded (ELTT and APP).

ANNEX 2: THE CONTACT HOUR ACTIVITY REPORT

Table A: Contact Hour Activity for Fiscal Year 2006/07								
Campus Name	Activity Delivered "Onsite" SCH/CHE ¹				"Offsite" Activity SCH/CHE ²			
	Domestic Students		International Students		Domestic Students		International Students	
	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen
ABBOTSFORD (AB)	2261127	149995	281256	1884	318537		14149	
CHILLIWACK (CH)	619438		6065					
MISSION (MI)	85516		1617					
HOPE (HO)	13128							
MARSHALL ROAD ANNEX (MAR)	42514	11363						
AEROSPACE TRAINING (AT)	48800	14450	1425					
TOTAL	3070523	175808	290363	1884	318537		14149	

Table B: Reconciliation for Fiscal Year 2006/07 ³			
Categorization of Activity	Domestic Students		TOTAL
	Conventional Activity SCH ⁴	Non-Conventional Activity CHE ⁵	
AVED	2851400	318537	3169937
ITA Foundation & HS	289337		289337
ITA – Apprenticeship	75224		75224
Other Activity	30370		30370
TOTAL	3246331	318537	3564868

Table C: Summer Usage May 2006 to August 2006	
(OnSite Only)	
Categorization of Activity	Conventional Activity (SCH)
Domestic Students	469462
International Students	43590
TOTAL	513052

Table B and C are for institutional totals (all locations). Do not report these tables by individual campus.

For Contact Purposes:

Completed by (Name): Donna Alary Position Title: Sr Research Analyst

Telephone Number: 604.504.7441 x4321 E-mail address: Donna.Alary@ucfv.ca

Date: 21-Jun-07

ANNEX 3: UCFV’s GOALS AND OBJECTIVES, THE MINISTRY’S OBJECTIVES AND PERFORMANCE MEASURES⁴³

Goal 1: Enable a higher student success rate

UCFV Goals	UCFV Objectives	Ministry or Systems Objectives	Performance Measures	
Enable a higher student success rate	Improved academic support for students and faculty	Capacity	Total AVED student spaces	
		Capacity	Number of degrees, diplomas and certificates awarded	
		Quality	Student assessment with quality of education	
		Quality	Student assessment of quality of instruction	
		Quality	Student Outcomes - Skills Gained	
		Capacity	Percent of annual educational activity occurring between May and August	
	Improved employability and career relevance of UCFV educational experience	Relevance	Student assessment of usefulness of knowledge and skills in performing job	
		Relevance	Student outcomes – unemployment rate	
		Relevance	Number of Students in Co-op	
		Relevance	Number of students in practicum	
	Increased Aboriginal student participation rate		Access	Number and percent of public post-secondary student population that is Aboriginal

⁴³ We have colour-coded AVED’s Performance measures in blue and UCFV’s internal performance measures in green in the tables given below.

Goal 2: Continue to develop academic programs

UCFV Goals	UCFV Objectives	Ministry or Systems Objectives	Performance Measures
Continue to develop academic programs	Improve mechanisms necessary for continuing development of academic programs	Capacity	Total AVED student spaces
		Quality	Student satisfaction with education
		Quality	Student assessment of quality of instruction
	Develop graduate structure and programs	Capacity	Number of applied masters programs
		Capacity	Total student spaces in applied masters programs
		Capacity	Approval of a UCFV Teacher Education Program
		Capacity	Total number of student spaces in the Teacher Education Program
	Reflect Fraser Valley's ethnic diversity	Access	Number and percent of public post-secondary student population that is Aboriginal
		Access	Number of courses with content related to Aboriginal issues
		Access	Number of Indo-Canadian courses
		Access	Number of exchange relationships with Indian universities

Goal 3: Position UCFV for growth access while maintaining excellence

UCFV Goals	UCFV Objectives	Ministry or Systems Objectives	Performance Measures
Position UCFV for growth access while maintaining excellence	Develop and implement student recruitment and retention strategies	Quality	Number of graduates
		Access	% Of high school students from the UCFV region that enter UCFV within one year of graduating
		Access	Number of new students entering UCFV in the fall semester
		Quality	Student satisfaction with education
		Quality	Student assessment of quality of instruction
		Quality	Student assessment of usefulness of knowledge and skills in performing job

Goal 4: Ensure UCFV takes an innovative and entrepreneurial approach to planning and development

UCFV Goals	UCFV Objectives	Ministry or Systems Objectives	Performance Measures	
Ensure UCFV takes an innovative and entrepreneurial approach to planning and development	Benchmark, implement and evaluate operational excellence	Capacity	Percent of annual educational activity occurring between May and August	
		Capacity	Space Utilization	Abbotsford
			Mission	Chilliwack
	Develop secondary revenue sources	Capacity	Number of International Students	
		Capacity	Revenue raised by the Foundation	

Goal 5: Enhance UCFV's community orientation

UCFV Goals	UCFV Objectives	Ministry or Systems Objectives		Performance Measures
Enhance UCFV's community orientation	Be responsive to community education needs	Access		Annual Education Plan developed and approved by the Education Council and the UCFV Board
		Access		Number of community oriented lecture series
		Access		Continue interaction with school districts on teacher education and other transition programs
	Formulate and implement development plan for each campus	Capacity		Percent of annual educational activity occurring between May and August
		Capacity	Space Utilization	Abbotsford
				Chilliwack
				Mission

Goal 6: Enhanced research, scholarly, and creative activities

UCFV Goals	UCFV Objectives	Ministry or Systems Objectives	Performance Measures
Enhanced research, scholarly, and creative activities	Implement UCFV's Strategic Research Plan	Capacity	Revenue raised through research
		Capacity	Number of faculty actively engaged in scholarly research
		Capacity	Number of centres and Institutes (including centres associated with Trades and Technology)
	Support the integration of research and education, and enhance research training of students	Capacity	Number of student research awards given
		Capacity	Teaching and research professional development activities for faculty⁴⁴
	Secure substantial funding for research and creative activities in the arts, science and education areas and in particular: (1) cultural, Aboriginal and Indo-Canadian studies; (2) crime prevention and criminal justice; (3) the environment and sustainable development; (4) health, well-being, and child and family development	Capacity	Funding received from national research funding agencies
		Capacity	Number research projects associated with the Environmental Research Lab
		Capacity	Number of research projects on Aboriginal issues
		Capacity	Number of successful applications for funding from national granting councils

⁴⁴ Some of the professional development activities span several weeks with multiple meetings and presentations.

Goal 7: Increased internationalization activities and international students' enrolment and retention

UCFV Goals	UCFV Objectives	Ministry or Systems Objectives	Performance Measures
Increased internationalization activities and international students' enrolment and retention	Increase international students' enrolment	Capacity	Number of students enrolled in a new international studies programs
		Capacity	Number of course and program articulation activities with universities abroad
	Increase retention of international students	Quality/Access	Fall to winter transition - % of international students who fail to return
		Quality/Access	Fall to fall transition - % of international students who fail to return
		Quality/Access	Number of international students who are placed in the highest foundations level as per UCFV English Language Policy
	Increase offshore teaching programs	Capacity	Number of offshore teaching programs
	Explore partnerships with other universities to develop an Education Park in Chilliwack	Capacity	Number of foreign Universities operating at the Canada Education Park in Chilliwack
	Implement joint programs with universities abroad	Capacity	Number of faculty participating in exchange programs
		Capacity	Number of visiting scholars teaching and researching at UCFV
		Capacity	Number of UCFV students Studying abroad