

PRESIDENT'S REPORT TO THE BOARD OF GOVERNORS

December 2008

President's Report

I must send my regrets for having to miss the December 4 Board meeting, at this time I am attending conferences in India. While there, I will be taking part in the Federation of India Chambers of Commerce and Industry's Higher Education Summit, and I have been invited to make a presentation at an India-Canada Partnerships session. This will be a plenary session entirely dedicated to Canadian higher education and possible areas of collaboration with India. I will also attend an Association of Commonwealth Universities conference of executive heads held in Hyderabad. Another event I am looking forward to joining is an awards luncheon for the students enrolled in the UFV Chandigarh Business program. Connecting with this group will certainly be one of the highlights of my experience while in India. I look forward to sharing my experiences with the Board upon my return.

I attach the following information from our Faculties, as well as student recruitment and retention initiative summaries from some areas.

Development Office

- 1) The Alumni Association has established two new endowed awards with two gifts of \$12,500. Along with existing Alumni Association awards, they will now support one Leadership Award in each faculty.
- 2) The Abbotsford Chamber will be providing approximately \$40,000 over the next three years to establish three new awards. They have challenged Abbotsford businesses to match their support and are close to achieving that goal.
- 3) Farm Credit Canada has approved a grant of \$11,000 for the purchase of equipment for our agriculture department. Equipment purchased will enable studies on using beneficial organisms as a replacement for chemical pest control.
- 4) A \$10,254.91 gift was made from an estate and we have received notice that UFV is beneficiary of 30 percent of the residue of another estate.
- 5) Since April 1 \$118,000 has been collected in pledges for the Centre for Indo-Canadian Studies campaign.

Faculty of Arts

Recruitment and Retention:

Various departments within the Faculty of Arts have been working on recruitment and retention initiatives. Here are two examples:

- In October 2008, a team of one professor, one program advisor, and one fourth-year student

visited Walnut Grove Secondary, Rick Hansen Secondary, D.W. Poppy Secondary, Hope Secondary, and Samuel Robertson Technical Secondary to speak to law class students about the Criminology and Criminal Justice program. The School of Criminology and Criminal Justice will follow up to see whether there are increased numbers of applicants from these schools based on our visits.

- The Philosophy and Political Science department hosted an event for students on November 27. The department invited students who have declared the Applied Ethical and Political Philosophy (AEPP) minor, as well as students excelling in Philosophy or Political Science courses. In addition, students who have indicated an interest in Philosophy or Political Science and may be interested in the proposed minor or majors have been invited to attend, along with a few recent AEPP grads.

Criminology/Criminal Justice:

The BC Centre for Safe Schools and Communities at UFV is publishing a monthly electronic newsletter, available at the BC Centre for Safe Schools and Communities website: <http://www.bccssc.ca/bulletins-newsletters>.

Theatre:

The Theatre department recently finished a highly successful three week run of Michel Tremblay's Canadian comic classic *Les Belles Soeurs*, and on November 18 hosted visiting Indian scholar Dr. Shormishtha Panja for a guest lecture on Shakespeare in India.

An evening of student playwrighting, in co-operation with the English department, will take place December 5 at 7:30 p.m., in the Chilliwack campus theatre.

The next play in this year's series will be *Inuk*, by Canadian writer Henry Beissel, directed by UFV B.A. graduate Joanne Abraham. *Inuk* runs January 14 - February 1, and is an Inuit fable suitable for audiences of all ages. The school matinee performances are already fully booked.

Fourth year student Megan Mackenzie recently completed a stage adaptation of *Awake and Dreaming* by Kit Pearson (an award winning young people's novelist). Megan will direct and produce her adaptation in a UFV Theatre/English and Abbotsford Children's Theatre co-production. *Awake and Dreaming* will appear at the 14th annual UFV Directors' Theatre Festival at the end of April.

Faculty of Science

Biology:

Dr. Sharon Gillies was interviewed about her research on invasive plant species for a short spot to be shown on Shaw Cable. Dr. Gilles was filmed at her research field site where she and her students have been investigating the bio-control of purple loosestrife. The interviewer, Dr. Carin Bondar from the Centre for Applied Conservation Research (CACR) at UBC, is currently doing a series of short spots on Shaw cable featuring local researchers around the Fraser Valley. A DVD of the interview will be linked to the Biology department website in the near future.

Faculty of Professional Studies

School of Health Sciences:

Faculty in the Bachelor of Science in Nursing (BSN) program and the Practical Nursing (PN) program are planning for the potential for an increase in student seats. Additional faculty resources, student clinical experiences, staff support and space allocation will be required to support growth in these program areas. Growth in these programs may occur in advance of our relocation to a new building at the Canada Education Park.

The School of Health Sciences is introducing online delivery options within some of our program courses. We plan to continue to expand this delivery option in selected courses as a way of supporting a diversity of learning resources for our students.

The School of Health Sciences has spearheaded the establishment of the Fraser East Clinical Placement group comprised of multiple stakeholders from both education and practice involved in the planning of health sciences practicum placements. This newly formed group will provide leadership in determining principles and guidelines for processing placement requests within the eastern Fraser Valley. Accessing quality clinical practicum placement experiences is becoming increasingly challenging given the growth in nursing seats among post-secondary institutions. The Fraser East Clinical Placement group will provide direction for recognition of programs located in the Fraser East geographic area with long-standing relationships with placement agencies.

The School of Health Sciences continues the work of space planning in anticipation of our relocation to the Canada Education Park. We are embarking on a number of site visits to new post-secondary Health Sciences facilities such as the UBC Dental lab and the Douglas College Health Sciences facility in order to benefit from the experiences of others and generate ideas for the development of our new space. The nursing programs are planning for the incorporation of "simulation learning" to enhance students' application of skills and theory in their practicum experiences. Simulation learning involves advanced technology in the form of mannequin simulators and advanced software. Our new Health Sciences facility will reflect the latest in instructional technology.

School of Social Work & Human Services:

We had two successful Information Nights in both Chilliwack and Abbotsford with over 70 potential students attending. These were the highest numbers we have ever had for these nights.

We hosted a very successful 'Interactive Day' with many of our community partners who provide Field Education for our students. They each presented on their professional settings and provided information to current and prospective students on the potential careers.

We have started discussions with Douglas College regarding the potential for a Collaborative Bachelor of Social Work (BSW) degree.

We have started discussions with Fraser Health Mental Health and Addictions regarding a Mental Health Specialization within our BSW degree.

Lisa Moy has successfully defended her dissertation and is our newest faculty member to attain Doctoral status.

Teaching and Development**Upgrading and University Preparation (UUP):**

The former College and Career Preparation (CCP) department started the fall 2008 term with a new name – it is now known as the Upgrading and University Preparation (UUP) department. The new name, which was chosen after consulting and surveying students, faculty, and staff, has been well received by others in the institution and the communities we serve.

Due to additional funding from the Ministry of Advanced Education and Labour Market Development, Julia Dodge, UFV's Regional Literacy Coordinator (RLC), has been given a full-time position. The mandate of the RLC is to coordinate a range of services and programs (school, post-secondary institutions, community, and workplace) to enable a cohesive learner-centered system of adult literacy programming throughout the region. Due to Julia's work, the department continues to provide off-campus programming throughout the region. In Chilliwack, UPP has partnered with Community Services and School District 33 (Chilliwack) to offer an upgrading class at McCammon Elementary this semester; next semester a class will be offered at Gateway Elementary. In Abbotsford, our partnerships with Community Services and School District 34 (Abbotsford) have enabled us to offer an upgrading class at Abbotsford Community Services this semester and one at Harry Sayers Elementary next semester. In addition, the UUP department has partnered with community groups to provide tutor training in Abbotsford, Agassiz, Chilliwack, Hope, and Mission during the fall 2008 and winter 2009 semesters.

One of our key department members, Joyce Ashley, will be retiring at the end of the fall semester. Joyce started in Student Services at UCFV in 1990. Since then, she has completed a diploma in Social Services and joined the CCP/UUP department to work as its Abbotsford instructional assistant. Joyce is so knowledgeable about the department and UFV; students think she is the department head.

English As a Second Language (ESL):

ESL continues to see an increase in the combined number of international and domestic student registrations since fall 2007, which were also an increase over fall 2006. This is reflected in the increased number of course sections which in fall 2006 were 72, in fall 2007 were 76, and in 2008 were 81. While the effects of the global economic downturn have yet to be felt, reports from UFV International indicate that international student applications for the winter 09 have remained steady.

Domestic student enrolment continues to climb modestly, and this is primarily reflected in the number of evening sections which increased from five in fall 2007 to eight in fall 2008.

Tuition free ESL classes in the community English Language Services for Adults (ELSA)—especially the recent addition of classes at the high intermediate level—appear to have had some affect on registrations for our lower level classes. In addition, tuition free Adult Basic Education (ABE) (UUP) classes have become attractive to domestic English language learners who could benefit from ESL support while taking ABE (UUP) classes, but who are reluctant to register in ESL classes for which they must pay tuition. Adult Basic Education Student Assistance Program (ABESAP) funding is available, but the application process is onerous for English language learners and not all students are eligible for funding.

In the effort to increase awareness of UFV ESL support for domestic students, we have begun a number of recruitment initiatives including information send outs and visits to secondary local area secondary school. (These and other initiatives for both domestic and international students will be explained in more detail in the Teaching and Development Recruitment and Retention Summary- Section ESL pgs. 6-8).

Room availability continues to be a challenge, particularly during the fall and winter terms. While postponing a class until the following term may be a (last choice) option for domestic students, it is not a viable alternative for international students who pay flat fees and who must fulfill the requirements of their student visas.

Of the 93 sections in our winter 09 timetable, 40 do not yet have room assignments. This is partially due to the fact that the timetable was submitted late as we were working on the change in our delivery model, but it does illustrate the issue of room availability at the Abbotsford campus and the limits to the growth of our department as long as the current situation exists. (We expect that rooms may be found in the week before term start up through section cancellations).

Teaching and Development Recruitment and Retention Summary

Approximately 40 percent of UFV's first year students leave the institution within the first year of their studies.¹ Students depart for a variety of reasons some of which are personal or external to UFV. However, at an institutional level, there is an opportunity to engage and enhance the experience of our students and reduce the likelihood of departure. In particular, by providing students with a learning environment that socially and academically engages them we address the root causes of departure – intention, commitment, adjustment, difficulty, incongruence, isolation, and obligations.²

Teaching and Development departments and areas are involved in previously existing and the development of new activities related to recruitment, engagement, and student success. The following provides an overview on some of these activities.

Assessment Services:

Portfolio Learning and Leadership Initiative

Assessment Services is now into the second year of our portfolio learning and leadership development project with the PLA (Prior Learning Assessment) Centre in Halifax, Nova Scotia. Several senior staff and faculty members have now met requirements for PLA Centre Portfolio Practitioner certification by facilitating cohort groups of staff and faculty through the portfolio process. This initiative is designed to build the leadership capacity necessary to provide our students with mentored portfolio learning throughout their academic programs. Students will benefit by participating in a process which encourages critical reflection and growth. Big Picture Goal: UFV as Canada's first Portfolio University.

PLAR Website & Online Portfolio Tutorial

Assessment Services is developing a new website (www.ufv.ca/rpl) designed to recruit and retain students. The site includes Prior Learning Assessment and Recognition (PLAR) information and resources for prospective and current students, as well as faculty and staff. The site features a

¹ Data provided by UFV's Office of Enrolment Management

² Tinto, V. (1993). *Leaving College: Rethinking the causes and cures of student attrition* (2nd ed.). Chicago: University of Chicago Press.

portfolio tutorial featuring student success stories and examples taken from portfolios produced by students, faculty and staff. The site is currently in progress, to be launched January 2009. Message to prospective students: UFV respects the learning that students bring to our institution; we will assist adult learners to earn credit for what they already know and can do.

Career Centre:

- What to Do With Your English Degree event: was a joint event between the Career Centre, Alumni Relations and the English department featuring a panel of UFV alumni with English degrees discussing their career pathways, and providing advice on how to start building towards your career while still at school. We know that events like these are helpful to retention. While the event was targeted at UFV students, through the work of Pam Jones, Transition Coordinator, 30 secondary students interested in a Bachelor of Arts/English degree, along with their teachers and several secondary school career counselors, also attended. Excellent connections were made with the students and their high school counsellors in particular.
- The Career Centre has two Work Study students now working as Peer Coaches. These students have been providing basic training in resume writing, and meeting with students one-to-one and in small groups for initial support in writing resumes. Not only do the coaches develop valuable and marketable skills, but the connection to the students they coach builds a stronger relationship with the Career Centre specifically and UFV in general.
- New Co-op pre-employment curriculum: this semester, we piloted the 'first draft' of our new curriculum, a series of preparatory workshops designed for career exploration and development and strengthening of job search skills. We have moved to a series of workshops in order to build engagement of students with the Co-op program, including their coordinator, as well as to develop a sense of a Co-op community at UFV.
- Co-op pub night: this year we have aimed to offer some socially-oriented events for Co-op students. Our goal is to enable new students to connect with more experienced Co-op students, to encourage more engagement by new students with the program, and to build a Co-op community.
- In January, we will resume our Career Centre To Go program, where we will deliver Career Services and advising to students in areas such as the Learning Commons and Alumni Hall. During the Winter 08 semester we piloted this initiative, and found that any student we interacted with through CCToGo became a regular visitor to the Career Centre and mentioned our services to other students. Again, this has helped to improve student engagement.

English As A Second Language (ESL) Department:

The following outlines student recruitment and retention initiatives in the preceding 12 months undertaken by the ESL department or in co-operation with other departments.

Change in Program Delivery Model

Classes at 30-60 level will now be offered in two seven week terms within the standard 14 week semester. This will enable lower level learners who are struggling with advancement to complete all of their core ESL subjects within one term, and will allow learners who are progressing through the program well to move into Foundation studies more quickly. Another benefit to students is that those who are in classes in the new format will only have a maximum of three

exams for which to study at the end of each seven week session. The change was in response to student concerns about the length of time it was taking to move through the ESL program to obtain ESL certificates and/or to enter a program of studies at the university level. The 2x7 model will be offered in winter 09.

Common Exams

Also in winter 09, final exams for each skill course at each level will be the same for all sections of the course and will be marked anonymously by a team of markers made up of section instructors. This will help to clarify course outcomes for all students and ensure that at the beginning of each term classes are made up of students who have the skills to succeed.

Marking Scheme

Beginning in the summer term of 2008, the ESL department grading scheme was changed to reflect that of the majority of programs at UFV (and institutions in BC and across Canada) so that students no longer needed to obtain 70 percent to advance. (The new cut off mark is 55 percent). The old scheme was changed as it was seen to be unfair, misleading as to students' actual proficiency levels, and detrimental to students' developmental GPA – the latter a primary concern for students at the 70 and 80 level since a GPA of less than 2.33 means that students may not begin taking university classes.

Community Outreach

The ESL department head is a member of the Abbotsford School District ESL Advisory Committee which was formed in 2007 to guide and inform ESL delivery models for K-12 in the Abbotsford district. An additional result of this involvement is that district teachers, advisors, and support staff are now more aware of ESL support services and classes at UFV for recent high school graduates and older members of the community.

We have also begun contacting counsellors and advisors at both public and private secondary schools in Abbotsford and Chilliwack to inform them about ESL at UFV and how we can help students reach their academic or career goals. We hope to follow up with visits to ESL students at these schools later in the winter term as they approach graduation.

Our department is expanding its visits to adult students in English Language Services for Adults (ELSA) programs in the community to include those in Langley and Mission as well as the Abbotsford and Chilliwack areas.

International Recruitment

In fall 2007 we completed a yearlong application process to obtain CLC (now Languages Canada) accreditation. This national body promotes Canada as a destination for international studies. Its website and other promotional sources are well used by potential students looking for quality education programs abroad.

We continue to work closely with UFV International in the area of student recruitment. In the last 12 months, ESL department members have given seminars, assisted with curricula, taught at or visited various schools and colleges and attended a number of education fairs in China, India, and the United Arab Emirates.

Online Instruction

In the spring of 2008, the ESL department formed an online committee to coordinate online course components and course delivery. Various instructors in the department have been incorporating online instruction since 1994. However, it was felt that a more coordinated

approach was necessary to meet two main goals: to offer courses to domestic students who are unable to attend classes at the Abbotsford campus and to offer courses to international students in their home countries. To this end the department has recently received permission to hire an additional permanent instructor with demonstrated qualifications in and experience with ESL online instruction. (This position has been made possible, and necessary, by the retirement of two full-time permanent instructors in the last two years as well as the voluntary workload reduction of two long-time permanent instructors).

Enrolment Management:Highlights of retention initiatives:Mission Campus – Strategic Enrolment Strategy

Earlier this year, Enrolment Management analyzed the profile of students taking courses on the Mission campus, Mission and area students, and the timetable of the course offerings. This profile assisted with the development of an enrolment management strategy that included the following objectives:

- Maximize space utilization on Mission campus and increase the course fill rates
- Keep students on campus and generate more student activity in Mission

The plan primarily included revising the schedule of the existing courses and creating awareness of the course offerings. The plan was supported by the Strategic Enrolment Initiatives Committee and was carried out by several partners including the Marketing department, Mission campus staff, Recruitment, and department heads. Compared to last fall, credit level registrations on the Mission campus have increased by 38 percent (almost 300 registrations) and course fill rates by 13 percent.

Discussion Paper #2 on retention (in progress)

This paper summarizes the current literature on retention and student success. It also provides a description of the main predictors that lead to student departure and best practices in student retention. UFV's retention and student profiles are also included to provide a deeper understanding of our own situation. This report will provide the foundation for the development of an institutional retention strategy.

Adult Learners Report (in progress)

The Fraser Region Consortium (consisting of representatives from UFV, SFU, KPU, and Douglas) is completing a paper on Adult Learners in the Fraser Valley. The report synthesizes information from existing sources about the enrolment patterns of adult learners. This paper is expected to be completed shortly and will provide assistance with developing retention strategies for our adult student population.

High School Transition:

The following are highlights of the activities of the Regional Student Transition Coordinator (RSTC) for the period of September 2008 to November 2008. As this position is relatively new, much of the work done is foundational in nature and many of the initiatives mentioned below are in progress, requiring time and process before they can be considered complete.

- Began formal partnership with UFV and the six school districts of Fraser Cascade, Chilliwack, Abbotsford, Mission, Maple Ridge-Pitt Meadows and Langley on September 29

with a meeting of the Regional Student Transition Advisory to determine job description, Terms of Reference and to discuss a short term action plan for the RSTC.

- Met with the six district administrators to determine five priorities within each district which would allow the development of a strategic plan for the RSTC.
- Met with nine school administrators and their teams of teachers, counsellors and career advisors to do informal needs assessment and to discuss possible connection between programs, courses and activities within these schools.
- Met with other newly hired Regional Student Transition Coordinators from around the province to discuss best practices and initiatives being undertaken within their regions.
- Presented in October to a group of Langley School District Administrators and their Transition Teams doing professional development on the theme of “Transitions and the Importance of a Post-Secondary Education”.
- Presented in November to Chilliwack district middle and high school principals’ meeting on the theme of “Transition Opportunities at UFV”.
- Met with faculty department heads to discuss my activities and how my role can assist their programs.
- Implemented the Science Transition Team whose mandate is to raise awareness about science and to do outreach presentations to high schools classes about science at UFV.
- Research and Development of a Grade 11 Early Application model which encourages students to apply to UFV in their grade 11 year, allowing an earlier engagement and support of students by Admissions, Advising, Faculties and Programs and encouraging an earlier declaration of intent for students.
- Research and Development of an expanded Regional Open House for all high school students in our region to come and experience and interactive day of exploration of programs and extra- curricular opportunities at UFV. Students would attend during the day and the community would attend after 3:00 pm.
- Committee member coordinating the Science Fair, hosted by and at UFV, with an eye to how this event can also serve as a recruiting tool for students and families.
- Exploration of a partnership to create a University Academy with Maple Ridge-Pitt Meadows district at Maple Ridge Secondary School.
- Working to expand, package, brand and market our existing Concurrent Studies and Regional Career program, allowing students to take one course or an entire certificate program while in high school, effectively giving students a cost-effective jump start on their future educational goals.
- Facilitated the participation of high school students in *The Leadership Challenge*, a program funded by a partnership with Envision Credit Union implemented by Student Life for UFV students.
- Facilitated the participation of high school students in the English department’s annual event for UFV students entitled, “What Can I do with a Degree in English?”
- Participant in the Info nights held at UFV.
- Panelist representing UFV at Aldergrove Secondary School for portfolio presentations and exit interviews for Grade 12 students.

Learning Commons:

Supported Learning Groups (SLG) Pilot Initiative

On behalf of the Learning Commons Group, a subcommittee consisting of Kim Isaac (Director, Library Services), Donna Alary (Director, Enrolment Management) Wendy Watson (Director, Assessment Services), and Najmi Alibhai (Counsellor, Student Services) are piloting a supported learning initiative which is providing learning strategy support to students in Mathematics (Math

104 and Math 105) Computer Information Services (Comp 150) and Geography (Geography 101 and 130).

The Learning Commons Group chose the Supported Learning Group's (SLG) model after researching this supported learning program which originated at the University of Missouri, Kansas City (UMKC) almost thirty years ago. The program targets traditionally difficult first year courses (i.e.: courses with significant attrition and failure rates). Weekly group sessions are facilitated by a trained student leader who has already successfully completed that course, providing students with learning strategies and support throughout the term. UMKC provides curriculum and materials to train and support student leaders.

This project will continue in the winter 2009 term and will include support in one additional discipline area.

Upgrading and University Preparation (UUP):

Community	Month	Activity
Abbotsford	April	<ul style="list-style-type: none"> • Contacted new and returning students by mail and phone to remind them to register for summer semester
	May	<ul style="list-style-type: none"> • Visited Peardonville House to provide UUP information to clients
	August	<ul style="list-style-type: none"> • Contacted new and returning students by mail and phone to remind them to register
	September	<ul style="list-style-type: none"> • UUP assessment and information session with to Abbotsford Community Services clients
	October	<ul style="list-style-type: none"> • Participated in the October 27, 2008 Abbotsford campus University Nights: meet and greet prospective students
	Ongoing	<ul style="list-style-type: none"> • Instructors and/or instructional assistant contact absentee students to find out why they are missing classes and what we can do to help them • Provide primary UUP advising and frontline support to students and others seeking information about UUP and other UFV programs • Support students by listening, encouraging, helping them with advising, mentoring re family issues or crises that occur. • Refer students with personal challenges to referrals to appropriate agencies and UFV support services
Chilliwack	March	<ul style="list-style-type: none"> • Attended the Community Employment Resource Centre Partners in Employment: updates and info to community partners/ brochures distributed • Conducted a campus information session and tour with eight women from Bridging the Gap
	April	<ul style="list-style-type: none"> • Contacted current and potential students by mail and phone to remind them to register for summer semester • Conducted a campus information session and tour for ten students from Central Gateway • Campus info/orientation event held April 3, Speakers from Student Services, Financial Aid, Aboriginal Resource Centre (ARC), Trudy Archie; info on courses, programs, advising, counselling, financial aid, summer semester • Ad in Chilliwack Progress for Summer 2009 courses • Transitions Fair
	July	<ul style="list-style-type: none"> • Conducted a campus information session and tour for five students from

		<p>Bridging the Gap</p> <ul style="list-style-type: none"> • Attended a Partners in Employment community meeting
	August	<ul style="list-style-type: none"> • Contacted new and returning students by mail and phone to remind them to register
	October	<ul style="list-style-type: none"> • Attended Partners in Employment October 28 meeting • Participated in the October 28, 2008 Chilliwack campus University Nights to meet and greet prospective students
	Ongoing	<ul style="list-style-type: none"> • Instructors and/or instructional assistant contact absentee students to find out why they are missing classes and what we can do to help them • Provide primary UUP advising and frontline support to students and others seeking information about UUP and other UFV programs • Support students by listening, encouraging, helping them with advising, mentoring re family issues or crises that occur • Refer students with personal challenges to referrals to appropriate agencies and UFV support services • Room available to UUP students where they can make coffee, use the microwave, and have lunch
Hope	March	<ul style="list-style-type: none"> • Attended the Camp Squeah Youth Strategy Planning Day to 1) discover and set a common vision, and 2) coordinate the roles of service providers in moving towards that vision. • Participated in the Chawathil Hall Career Fair, the annual Career Fair to promote educational opportunities in our area. Presentation and information table • Participated in the Shxw'Ow'Hamel First Nation Community Employment and Education fair • Arranged a sitting for the Composition Placement Test (CPT) at Hope Secondary to make connection with students
	April	<ul style="list-style-type: none"> • Contacted current and potential students by mail and phone to remind them to register for summer semester • Met with Bonnie Milward at Free Rein Associates' new location to discuss fall semester offerings • Met with Lunch With the Bunch seniors' group to advertise Adult Basic Education computer courses
	May	<ul style="list-style-type: none"> • Developed a new student orientation folder • Organized dates for sessions with new and returning student within the first two weeks of September
	August	<ul style="list-style-type: none"> • Contacted new and returning students by mail and phone to remind them to register
	September	<ul style="list-style-type: none"> • Orientation for new and returning students. Provided general information and information about myUFV, Library PIN • Met with Lunch With the Bunch seniors' group to advertise ABE computer courses Sept 08 • Submitted calendars and registration guides to Hope Library • Met with Thelma Florence from Chawathil First Nation to discuss UFV programming in Hope • Attended Hope Secondary Parent Advisory Committee meeting to connect with parents re the partnership between SD78 and UFV
	October	<ul style="list-style-type: none"> • Attended Healthy Community meeting Oct 08 at Free Rein Associates to

		<ul style="list-style-type: none"> network with other social service agencies Pumpkin carving and pizza event for Hope campus students
	November	<ul style="list-style-type: none"> Participated in Hope Secondary Hope Annual Fall Health Fair. Staffed an information table at this event directed at community members of all ages Submitted calendars and registration guides to Hope Library Submitted calendars, registration guides, and how to become a student information to Hope Secondary
	Ongoing	<ul style="list-style-type: none"> Instructors and/or instructional assistant contact absentee students to find out why they are missing classes and what we can do to help them Provide primary UUP advising and frontline support to students and others seeking information about UUP and other UFV programs Support students by listening, encouraging, helping them with advising, mentoring re family issues or crises that occur Refer students with personal challenges to referrals to appropriate agencies and UFV support services Weekly lunch and activities such as games, videos, discussions Provide and maintain coffee and tea service for students Room available to UUP students where they can make coffee, use the microwave, and have lunch
Mission	April	<ul style="list-style-type: none"> Attended Mission Community Skills Centre staff meeting to discuss UUP programs
	May	<ul style="list-style-type: none"> Participated in Mission UCFV information night meet and greet. Distributed program materials Connected with Mission Women Support Services via telephone, email, and mail documents Met with Mission Mental Health day coordinator to discuss UUP programs, left posters and business cards for clients Left posters and business cards at Sue's Copy Place Left posters and business cards at Mission Library
	August	<ul style="list-style-type: none"> Contacted new and returning students by mail and phone to remind them to register Contacted Theresa Neel, Leq'a:mel First Nation Education coordinator via phone and email to provide information about upgrading programs Put up posters and left business cards at Sue's Copy Place Left posters and business cards at Mission Library
	September	<ul style="list-style-type: none"> New/returning students general orientation and information introduced in classrooms (library services, bookstore hours, computer labs, registration, etc. includes handouts)
	Ongoing	<ul style="list-style-type: none"> Instructors and/or instructional assistant contact absentee students to find out why they are missing classes and what we can do to help them Provide primary UUP advising and frontline support to students and others seeking information about UUP and other UFV programs Support students by listening, encouraging, helping them with advising, mentoring re family issues or crises that occur Refer students with personal challenges to referrals to appropriate agencies and UFV support services Goodies appropriate to season offered in class Distribute business cards to students in all classes – these can easily be kept

in their wallets and don't get lost. The cards have a place for user name, password and email address on the front with our UUP logo, and information on how and where to get help and information concerning computers or accounts

- Room available to UUP students where they can make coffee, use the microwave, and have lunch

Writing Centre:

The work of the Writing Centre generally can be seen as a retention strategy. In particular, our efforts to collaborate more closely with faculty in their courses to offer students assignment specific writing instruction at the appropriate time have been very successful- and in the best interest of student success. The number of these workshops we delivered doubled this semester which seems to be an indication that a growing number of faculty also see them as improving the quality of their students' experience which indicates a level of UFV community buy in as well.

Student Services Recruitment and Retention Summary

Student Services Department met on October 21, 2008 to follow up on the Board of Governor's focus on retention and recruitment. The services generally offered by Student Services as well as special initiatives were compiled and presented through the lens of retention and recruitment. Stories brought to light the needs of many students and how the provision of services gives students the assistance they need to continue with their studies, complete their programs and proceed to leading successful lives. In an effort to take a holistic, broad university approach, the VP Academic, VP Administration, Deans and Associate VPs were invited and fully participated. The meeting served to greatly increase the understanding of student issues and how we can all work together to provide the best possible educational experience for our students.

This document provides an overview of specialized activities that each Student Services department is engaged in and planning to be engage in this academic year, which contribute to recruitment and retention. In addition, many of our departments participate in Information Nights, New Student Orientations, Parent Orientations, Welcome Back Barbeques and Program Information sessions throughout the year.

Educational Advising:

- Individual advising (in person, by email, or phone) is provided on Abbotsford, Chilliwack, and Mission campuses for:
 - Prospective and current students
 - Students transferring in or out of UFV
 - Students planning to enter professional programs (i.e. teacher, lawyer, doctor, physiotherapist)
 - Students wanting to know how they can use a particular degree
 - Varsity team athletes
 - Baker House residents
- High school visits provide brief appointments to students who have applied or are thinking about applying to UFV, as well as group sessions when requested.
 - Visits made in fall and spring to follow up on the presentations made by UFV Recruiting

- Chilliwack advisors visited area high schools three times throughout 07/08 seeing mostly grade 12 students and some grade 11, and will start again this fall
- Abbotsford advisors began visiting nine area high schools (including Mission) last spring and visits are scheduled for late October and November
- Presentations to Residence 101 classes, Career & Technical Centre classes, and the Abbotsford Public Library for potential students who speak Punjabi

Financial Aid and Awards:

- Assist and advise students regarding sources of financial aid whether it is for upgrading and ESL courses, part-time studies, or full-time studies. Every year, millions of dollars in federal and provincial loans, grants, bursaries, scholarships, and other awards are processed and disbursed to UFV students through Financial Aid and Awards.
- Utilize grant funding to embark on a student loan default prevention project. The goal is to connect with UFV students (who are also student loan borrowers) who have recently stopped/dropped out of studies without completing a program. When contact is established the aim is to determine what assistance these students require to return to studies and/or what information do they need to remain in good standing with their service provider as they commence with repayment of their loan.
- Work collaboratively with the Development office and Finance to ensure that UFV bursary and scholarship opportunities are equitable, attainable, and fully disbursed to our students. This effort will help UFV retain outstanding students.
- Communicate regularly with high school counsellors to inform them of UFV's entrance scholarship opportunities. This endeavour will assist UFV in recruiting exemplary first year students from our region and beyond.

Student Life:

- Baker House
 - Students living on campus are more engaged with the campus community
 - Residence 101 class provides support and connection for first year students
 - Programming that develops connection with the institution
- Student Orientation
 - Provides welcome and support to 45 – 50 percent of new students in the fall and winter, helping them begin their UFV experience with tools to succeed and making the shift to university a more comfortable experience
 - Provides opportunity for early connections between students, faculty, and staff
 - Provides opportunity for UFV departments to showcase their services
- Parent Orientation
 - Provides opportunities for parents to feel connected to UFV and supportive of their students
- Welcome Back Barbecues

- Hosted Welcome Back Barbecues on four campuses, which provide opportunities for students to feel connected to UFV through meeting faculty and staff
- Opportunities to connect with clubs and associations
- Meeting new friends and developing a sense of belonging
- Leadership
 - Leadership Challenge is an ongoing, year long program (funded by Coast Capital Savings) that supports and develops student leaders on campus, a select number of high school students, and our alumni. To date we have 48 UFV students registered, 5 students from local high schools, and 2 alumni
 - Leadership Conference provides skills and opportunities to develop effective leadership. The conference is geared to clubs and associations executive and helps them with developing effective teams, event planning, understanding diversity and the role of communication
 - Leadership Institute - a group of eight to ten UFV students volunteer their time to host an annual leadership conference in January. This year we are looking at joining forces with a student group – Students for Sustainability – and hosting a BC regional conference on Sustainable Campuses
- Clubs and Associations
 - We currently have 65 clubs and associations at UFV. Student Life supports these student organizations and their many initiatives. The value to students, the community, and UFV is immense
- Campus Recreation
 - Intramurals and recreational tournaments provide an opportunity for our students to relax and create friendships across departmental boundaries
- Events
 - Angel Tree is a campus wide initiative that provides Christmas gifts, food hampers and a Christmas Party for UFV students who are attending school and raising children
 - Volunteer Recognition is held early each April and recognizes students on campus who have made a difference with their volunteer contributions
 - The UFV Food Bank is in partnership with the Abbotsford Food Bank. Students in need can register with Student Life and are eligible to receive monthly food hampers
 - Empty Bowls is another campus initiative that creates awareness around poverty and supports the Abbotsford Food Bank through a donation of the proceeds. It provides students and student groups with the opportunity to connect with other UFV students while serving the greater community

Front Desk and Information Service:

- Engage with every person who phones or comes in to Student Services in a welcoming manner
- Provide friendly, helpful, one-to-one attention
- Provide assistance through information, appointment, or referral

Counselling Services – Abbotsford:

Counsellors enable students to get focused, stay engaged in and complete their programs. This is done throughout the student life cycle in key areas that reflect the whole student: academic learning with personal/social development and career and life goals.

- Recruitment - Helping high school students/graduates and mature students choose a clear career direction and UFV program.
 - Exploring career options and world of work through individual appointments
 - Facilitating career and life planning group workshop series
 - Developing self awareness for career, study, and life plans
 - Assisting in exploring suitable UFV programs matched to personality, interests, and abilities

- Retention
 - First year support: Helping students transition to university academic and personal life by developing effective study and self-management skills, and by assisting through crises.
 - Encouraging active and self-directed learning engagement with effective study tools through Orientation Day
 - Facilitating study skills and stress management workshops for programs (International Ed, Applied Business Technology (ABT))
 - Coaching study skills (individuals and groups)
 - Leading 'Study Smart' workshop series twice per year
 - Supporting learning strategies for difficult courses – Supported Learning Groups
 - Adjusting to post-secondary environment – Residence 101 class
 - Achieving work - life balance (individuals and groups)
 - Promoting coping skills for First Year transition (individuals and groups)
 - Fostering personal and social identity development, including self-management and autonomy
 - Supporting cultural adjustment and teaching inter-cultural communication skills
 - Supporting mental health/wellness (Depression Anxiety Education Screening Day, conducted annually)
 - Providing on-time crisis support
 - Counselling students with personal issues (relationships, stress, conflicts, etc)
 - Second and third year support: In addition to offering the same support services as students in their first year, counsellors help students refine learning skills and examine and renew their academic, career, and life choices. Supporting student mental health continues to be a focus for Counsellors throughout UFV students' education.
 - Revisiting mid-cycle students' career and academic plans and goals
 - Teaching studying techniques based upon individual learning styles
 - Encouraging self-discipline and persistence
 - Enhancing student to instructor communication
 - Assessing/renewing academic, career, and life choices for Co-op students in partnership with Career Centre
 - Fourth year support: In addition to offering the same support services as students in their first, second, and third years, counsellors help students integrate academic strengths with their career and life passions to transition confidently to their professional roles.
 - Integrating academic achievements, experiential learning and personality styles

- Investigating preferences, values and interests to facilitate deeper career and life decisions
- Exploring the world of work through volunteerism, informational interviews and research
- Faculty and staff support:
 - Consulting with faculty and staff by offering guidance and support when dealing with student issues ranging from personal crisis and mental health issues to learning difficulties
 - Facilitating workshops to increase skills in lay counselling, crisis/referrals, and setting boundaries

Counselling Services – Chilliwack:

- Using an individual appointment system, counsel prospective students on career choice. This includes an explanation of the UFV options that most closely relate to their short list of possible career areas. (Note: Grade 12 students often have one or more parents with them)
- Using an individual appointment system, counsel current students on study skills. (Students are asked to bring copies of text books, assignments, course packs and notes to allow attention to each student's specific needs, subject area, and deficiencies)
- Using an individual appointment system, counsel current students who have personal problems that put at risk their academic success. Typical problems include anxiety, depression, relationship issues, parenting problems, etc.
 - Anxiety issues sometimes relate to issues about unclear instructor expectations or presentations, lack of instructor availability, or lack of instructor preparedness, thus raising the topic of how students can make complaints.
 - Anxiety issues also may relate to financial stress, thus raising the topic of financial aid, emergency financial aid, and over-commitment to paid work outside school.
- Conducted or will conduct workshops on the topics of study skills, managing stress, and handling anxiety for each of the following programs or courses:
 - Bachelor of Science in Nursing
 - Practical Nursing
 - Home Support / Resident Care Attendant
 - Certified Dental Assistant
 - Electrical Work
 - University 101 CHARTS cohort
 - LPN Access to the Bachelor of Science in Nursing
- Maintained regular informal liaisons with educational advisors, A & R staff, Student Services front desk, Health program assistant, School of Social Work program assistant, Teacher Education Program advisor, UUP assistants, Student Union officers and various faculty, all with the goal of being equipped to effectively counsel students who bring issues related to those areas.
- Made a "Lecture 101" presentation at new student orientation prior to the start of the semester.

- Participated in a panel of student support providers at the parent orientation session held prior to the start of the semester.

Disability Services:

- Deliver services and information to students with disabilities to provide an equal opportunity for success at the post-secondary level.
- Provide academic accommodations to assist with course, classroom, and exam activities in order to help meet academic demands.
- Encourage students with disabilities to use our services and receive support. Our efforts have been rewarded with increased numbers of students registered with our department. We have seen student numbers increase in the last five years from 328 to our current number of 653.
- Assist students in applying for financial or technical supports that are provided by government to encourage students with disabilities to attend post-secondary education.
- Make use of several methods of connecting with students. Our primary method has been making brief or extended classroom presentations for interested parties. These efforts have directly increased student connections and helped raise the profile of students with disabilities and our department.
- Foster strong connections with schools and teachers in our catchment area to assist students with disabilities who want to attend UFV and to ease transition to our institution.
- Regularly observe the impact of academic accommodations and increased assistance on student success. Large numbers of our students have come to us to say that they could not have completed their degree or program without our support. Our efforts also have an impact on student retention. As an example, we have worked closely in the last year with a student-athlete who was struggling in dealing with classes, a disability, and athletic commitments. This student had practically given up when he turned to Disability Services for assistance. In just one year, with the aid of our department and utilizing assistance that we were able to provide, we have witnessed this student increase his GPA more than one full point. This success has encouraged this student to continue on with school and to become more confident in his abilities to succeed.

Aboriginal Access Services Recruitment and Retention Summary**Aboriginal Access Services:**

Aboriginal Access Services exists at the University of the Fraser Valley for the primary purpose of providing improved access to post-secondary educational opportunities to students of self-identified Aboriginal ancestry and a derivative purpose of providing the supports and services necessary to curb attrition and improve retention. Because of this mandate all things we do in Aboriginal Access Services work towards the goals of recruitment and retention.

S'olh Shxwlèlì

S'olh Shxwlèlì also referred to as the Aboriginal Resource Centre (ARC) is located on both the Abbotsford and Chilliwack campuses. S'olh Shxwlèlì is a Halq'emeylem term that translated means *our places*. The significance of the term is that it provides a sense of belonging on campus for students of aboriginal ancestry. There has been a long history, in Canada, of Aboriginal education that has not met the needs of the students involved and that many aboriginal learners later ascribed to feelings of "not belonging" and not understanding how to reconcile the negative messages and experiences of the past with their experiences today in university and colleges and their hopes and dreams for post-secondary education and training. S'olh Shxwlèlì provides dedicated student space for study, socializing, cultural gatherings, and academic supports and is the home to the on-going services that assist students on a day-to-day basis.

Retention:

Elder-in-Residence

The Elder-in-Residence is a vital part of S'olh Shxwlèl'í providing spiritual advice and traditional teachings to all students and staff (faculty) that seek this out. The Elder-in-Residence has a *Meditation Room* in the Chilliwack S'olh Shxwlèl'í (G136) which is available to everyone of all faiths and is a quiet comfortable space. In Abbotsford, an *altar* is available in a discreet space within the Centre with smudge. The Elder offers a sweat lodge ceremony each third Sunday of the month. The sweat lodge ceremony takes place in Terry Prest's community of residence, Soowahlie near Cultus Lake. In addition, the Elder provides traditional teachings on specified days each month – these dates and times are routinely advertised in the S'olh Shxwlèl'í newsletter or advertised on posters throughout campus. These services by the Elder offer students a vital link to their culture and worldview that oftentimes in education institutions is said to be “lost” or “given up” while one attends university/college.

In addition, the Elder attends internal meetings, meetings with Aboriginal community advisors and external meetings. In the external meetings he carries a strong message into the community not only about what we do at the University of the Fraser Valley, but about the importance and critical need for community members to support those who choose to pursue post-secondary education. Oftentimes aboriginal post-secondary students are the first ones in their families to attend and therefore family responsibilities and pressure for things to stay the same are inescapable. The Elder works to create awareness among the community Elders and Leaders about the kinds of supports that University students need.

Academic Supports

Students are provided increased academic supports for their education. Academic workshops are offered at various times and days throughout the semester. These include workshops by: CIS; Writing Centre; Counselling; Educational Advising; and Aboriginal Leadership. One-to-one tutoring is available and paid for on an as needed basis. When students ask for a tutor we do our best to find a suitable tutor to assist the student. Laura Smith, hired as a sessional, provides assistance with writing assignments, and Stuart Charlie, hired as a contractor, provides Math assistance for upgrading students.

Many times students will come into S'olh Shxwlèl'í and ask for someone to read their paper, or help them to pick a topic, or ask for clarification of what an assignment is asking of them. The Coordinator and Assistants do their very best to provide this kind of help.

Internal Liaison

Students are able to contact Aboriginal Access Services staff when they are unable to attend class due to illness, crisis and emergency. Staff is then able to let instructors know. As well, students have asked for assistance when communicating with instructors – students sometimes know that they need help, but simply are unsure about asking for this support from instructors. Staff will assist students in formulating emails and/or calling instructors. Additionally, students often approach Aboriginal Access Services staff with concerns or issues and are then referred to other staff in Students Services or other departments. Part of our job as liaison is to ensure students are comfortable with a referral and confident enough to seek out additional help on their own.

Computer Access

S'olh Shxwlèl'í have special purpose computer labs on both the Abbotsford and Chilliwack campuses. There are five computers in Chilliwack and three in Abbotsford. The computers are

consistently busy which is indicative of the high numbers of Aboriginal students who lack this kind of access in their homes and particularly the scarcity of internet access on reserves in the province and in Canada.

Social / Emotional Supports

At S'olh Shxwlèlì various social gatherings are offered. For example, potluck lunches are offered twice a month where students are invited to participate in a community lunch. From time to time bannock and jam sessions are also offered as a way of bringing students together to get to know one another and to make everyone feel welcome and comfortable. In addition, there are Craft Nights for students who want to get together, keep their hands busy, and talk about their studies, families, or just visit. There are movie nights, and matinees, pie making lessons, powwow dance lessons, singing and drumming, and family nights. All activities are meant to contribute to student's sense of belonging, community and academic integration.

On a more casual basis a pot of soup is available quite often for students to help themselves. As well, S'olh Shxwlèlì offers "open cupboards" where students can find noodles, bread, can soup, peanut butter, cereal, and the Centers are known for their bottomless coffee and tea.

Aboriginal Access Services staff is often called upon to lend an ear to students for a range of dialogue from class related issues, to community, to family and child rearing concerns. Always staff are cognizant of those times when passing a Kleenex that a student may need a comforting word or a stern "nuff now", providing the support and encouragement that is needed when the challenges of balancing the academic needs with personal needs seems daunting to students.

S'olh Shxwlèlì is a family friendly environment where students are known to meet up with their spouse, bring their children, parents and grandparents. Staff is always welcoming, willing to hold babies, play with the young ones, visit with the adults and sip tea with the Elders.

Special Events

Throughout the year a number of special events are planned to mark significant days in the Aboriginal calendars. Sto:lo New Year is celebrated in October and students and staff share a meal. Métis Day in November is always celebrated on the Abbotsford campus with fiddlers, jiggers and an offering of Métis fare like bannock, meatballs and pea soup. The celebration of Métis Day also includes information booths to provide historical and contextual meaning to the day. In June, immediately following convocation at UFV, we celebrate National Aboriginal Day with a mini Powwow on the Green in Abbotsford. Dancers, drummers and artisans are invited and a BBQ is provided for lunch. These events, in part, serve to reflect and include Aboriginal learners in the everyday life of the University of the Fraser Valley. Secondarily, these events educate and provide information for the larger community.

Convocation

Convocation ceremonies at the University of the Fraser Valley are marked by the leading of the stage procession both into and out of the ceremonies with local drummers and singers. UFV proudly uses a talking stick to serve as the mace for these ceremonies.

Watery Eaves

Aboriginal Access Services has worked to and secured funding to build a Longhouse structure on the Chilliwack Education Park (CEP) campus, pending the move of the main Chilliwack campus to the CEP. In support of this proposal the local Aboriginal communities have contributed \$250,000 in logs to partner in this project. The longhouse proposal will see built a replica of the longhouse that stood at or near this site long ago. Named Watery Eaves for its ability to collect

water in its inverted roof to later be used to scare off would be raiders will honour the territory of the Sto:lo people and provide an opportunity to educate all students, faculty, staff and community about the vibrant history of the Sto:lo people. It is expected that Watery Eaves will house programs, services, resources, an artists' gallery/studio, student centre, gathering place and Elder's lodge.

Access (Recruitment):

Aboriginal Access Services staff provides access supports to potential students from inception of the idea to the first day of classes. We assist students in gaining the information needed to choose their career often referring them to Counselling either in the high school, the community or here at the University. Students (of aboriginal ancestry) in the high schools as well as mature students oftentimes do not know *what they want to be; what they are good at; or even, what they could be.* In our referral process we inform students of some of the possibilities available to them, find out what they think they might be good at, provide some labour market information (i.e. what skills are in demand, what jobs pay), and find out from them the amount of time they think they will spend acquiring the skills they need to pursue jobs.

Aboriginal Access Services staff also assists students with application processes, i.e. applying to programs, filling out forms, writing letters of intent, gathering references and support letters and securing volunteer hours where applicable.

Career Fairs

Aboriginal Access Services staff attend community career fairs, visit Band offices, schools, and various community functions. A primary objective of such visits is to create an awareness of the changing face of Aboriginal Education initiatives that the University of the Fraser Valley is involved with including new programs that are designed to meet the needs and reflect the worldview of Aboriginal peoples. A popular part of such visits is the photo albums that we carry with us that show UFV students in action; it allows community people to find their friends and relatives amongst the photos and in turn may allow them to visualize themselves or others they know as attending the university.

School Tours

Aboriginal Access Services is approached throughout the year to provide tours for potential Aboriginal students from communities, First Nation schools, and public schools. S'olh Shxwlèl'í has been visited from as far away as Waterloo, Ontario. Staff in S'olh Shxwlèl'í welcome visits and provide tours of the UFV campuses sometimes including lunch or bannock and jam for students to remember us by.

Funding Liaison

Students often require assistance with funding applications and/or liaison assistance with their funding agency. Students who do not live on their reserve may be many thousands of miles from their band office and will require telephone access, fax, or email. Sometimes an application for education funding may be the first contact a student has with their band office. As well, band policies vary from one to another and students rely on Aboriginal Assess staff to explain policies to them or explain UFV policies and procedures to their band education staff. Similar services are provided for students seeking funding from other sources like the Métis Nation, or Human Resource and Social Development Centres, Employment offices and similar services. Aboriginal Access Services experiences few students applying for student loans, but these numbers are increasing.

Community Liaison

Aboriginal Access Services participates in on-going community liaison with local and outlying Aboriginal communities. This is facilitated through UFV advisory councils and participating on community boards and councils.

S'olh Shxwlèlí Si:yaye

S'olh Shxwlèlí publishes a monthly newsletter to provide students and community members with information about initiatives, important dates, and events at UFV as well as educational information. The newsletter is circulated to communities and students through the webpage. http://www.ucfv.ca/arc/S_olh_Shxwl_1__Siyaye.htm

Curriculum and Programs

Aboriginal Access Services supports the development of aboriginal course content and the development of programs that meet the unique needs of aboriginal learners.

Halq'emeylem Language

Sto:lo Studies certificate

Aboriginal Culture and Language diploma

Transition Year program

Visual Arts – Indigenous Arts certificate

Substance Abuse Counselling certificate – off campus cohort – Chehalis

Native Indian Teacher Education program (NITEP) (UBC partnership)

Chilliwack Field Centre

The development of these programs is a direct response to the needs and desires of aboriginal learners as expressed by the Aboriginal Community Council. These programs seek to provide educational programs and services that are respectful of, include the worldview of, and are relevant to the aboriginal communities the university serves.

Indigenizing Our Academy

Indigenizing efforts at the University of the Fraser Valley have their roots in Aboriginal Access Services, and means, in its simplest of terms “to make the academy both responsive and responsible to the Indigenous people”. Efforts for this are well underway, with on-going community consultation, new program development, new curriculum development, voluntary revision of existing curriculum and professional development opportunities that will provide instructors with a cultural knowledge that will provide comfort with course materials and in identifying needs of aboriginal learners in their classrooms.

Summary:

Aboriginal Access Services is an example of a recruitment and retention model that holds at its centre the need for an integrated Aboriginal education. Integration in this instance refers to a student's sense of belonging, comfort and commitment to their education, among other variables. Aboriginal Access Services seeks to assist students in achieving the grades necessary to continue, embrace personal development and take ownership in one's own learning, recognizing their role in their individual learning, while acquiring a sense of social belonging in the academy through personal contacts and enjoyment.

Submitted by:
Skip Bassford

