



**AGENDA**  
**ACADEMIC PLANNING AND PRIORITIES COMMITTEE**

November 18, 2015  
2:30 to 4:30 pm, Room A229/225

**1. CALL to ORDER**

**2. ITEMS for ADOPTION**

- 2.1. Agenda – 2015 11 18
- 2.2. Minutes – 2015 10 21 ..... pg. 2

**3. BUSINESS**

- 2:35 pm 3.1. Provost's Report ..... pg. 4
- 2:45 pm 3.2. Psychology Program Review – J Nolte ..... pg. 16
- 3:05 pm 3.3. UFV India Global Education Strategic Plan – P Geller ..... pg. 23
- 3:35 pm 3.4. Appointment of Vice-Chair 2015/2016 – E Davis
- 3:40 pm 3.5. Recommended Revisions to APPC Terms of Reference and Membership Composition ..... pg. 30
- 4:05 pm 3.6. Useful Data from Institutional Research – V Dvoracek ..... pg. 34

**4. ADJOURNMENT and NEXT MEETING**

Next Meeting: December 16, 2015, 2:30 – 4:30pm, A225/229

**5. INFORMATION ITEMS**

- 5.1. APPC website: <http://www.ufv.ca/senate/standing-committees/appc/>



## MINUTES - Draft ACADEMIC PLANNING AND PRIORITIES COMMITTEE

October 21, 2015  
2:30 pm - Room A225/229

Present: E. Davis (chair), J. Hogan, R. McLeod, M. Bos-Chan, C. Slavik, H. Davis-Fisch, T. Cooper, A. Pritchard-Orr, C. Gingerich, J. Nolte, M. MacDougall, C. Laird, R. Petersen, A. Steegstra, A. Chan, M. Wideman, D. McGuire, S. Hardman, D. Alary, K. Isaac, S. Murray, P. Geller

Guest: Gabriel Murray, Tracy Ryder-Glass, Lucy Lee (Computing Science major)

Regrets: G. Palmer, A. Hodges, S. Sheffield, J. English, D. Griffiths, V. Dvoracek, A. Wiseman,

Recorder: J. Nagtegaal

### 1. CALL to ORDER

The meeting was called to order at 2:30 pm.

### 2. ITEMS for ADOPTION

#### 2.1. Agenda – 2015 10 21

MOTION:

It was moved and seconded that APPC approve the 2015 10 21 agenda as presented.

CARRIED

#### 2.2. Minutes – 2015 09 23

MOTION:

It was moved and seconded that APPC approve the 2015 09 23 minutes as presented.

CARRIED

### 3. BUSINESS

#### 3.1. Provost's Report

- The Ministry of Advanced Education has sent the six new UFV program proposals to the Degree Quality Assurance Board (DQAB) for further review. Not much is known on the reasons for this.
- An update on the UFV 2025 Visioning Committee was given. A summary of the themes found in the submissions (presentations, comments on blog, 'Have Your Say' survey, comment walls, department submissions, focus groups, etc.) was given. It was noted that the themes found in the submissions reflect the themes the UFV 2025 Visioning Committee found throughout the literature and their discussions.
- A Forum that will look at what five goals UFV needs to have in the 2016 – 2020 Education Plan to help move the University to the UFV 2025 Vision will be held on November 20 in B121. It will be an all-day, drop-in event.

#### 3.2. Appointment of Vice-Chair 2015/2016

No expressions of interest were shown. The appointment of the Vice-Chair will be on the next agenda to allow members to consider the appointment.

### **3.3. New Program – Major in Computing Science**

The Bachelor of Science, Major in Computing Science degree was discussed. Unlike the Bachelor of Computer Information Systems, the Computer Science program will be more recognizable for students wanting to go further in their education. It is expected that this program will have a draw for both domestic and international students.

#### **MOTION:**

It was moved and seconded that APPC recommends the approval of the new Computing Science major as recommended by UEC.

#### **CARRIED**

### **3.4. Formation of the APPC Expedited Review Standing Subcommittee**

T. Cooper, Faculty of Science; H. Davis-Fisch, Faculty of Humanities; and C. Gingerich, Faculty of Professional Studies volunteered to sit on the Expedited Review Standing Subcommittee. Their term will be from October 1, 2015 – September 30, 2016.

### **3.5. Review of Concept Papers**

The Concept Papers and the accompanying recommendations were reviewed.

As this was the first time going through this new approval process, it was noted that for the Concept Papers not recommended it was unclear what the next steps were (if any).

#### **MOTION:**

It was moved and seconded that APPC recommends approval of the recommended Concept Papers to Senate.

#### **CARRIED**

### **3.6. Program Report and Plan 2015**

The Program Report and Plan for 2015 was reviewed. It was noted that the Program Report and Plan would replace the annual Education Plan Update.

#### **MOTION:**

It was moved and seconded that APPC recommends the approval of the Program Report and Plan 2015, with the inclusion of the recommended Concept Papers for approval, to Senate.

#### **CARRIED**

## **4. ADJOURNMENT and NEXT MEETING**

The meeting was adjourned at 3:55pm.

Next meeting: November 18, 2015, 2:30 – 4:30pm, A225/229

## **5. INFORMATION ITEMS**

**5.1.** Advanced Medical Office Assistant Certificate

**5.2.** Paralegal Certificate

**5.3.** Department of Kinesiology & Physical Education Name Change

**5.4.** APPC website: <http://www.ufv.ca/senate/standing-committees/appc/>



# UFV 2025: A Vision for our Future

*by the UFV 2025 Visioning Committee*

*November 10, 2015*

## Table of Contents

Introduction .....	3
What we are doing well .....	4
What is changing? .....	6
What did we hear from you? .....	9
What are we going to be in 2025? .....	10
Next steps .....	11

## Introduction

The current UFV Education Plan covers the period 2011 to 2015. Hence, we are now in need of a new 5-year plan covering the period 2016 to 2020.

As indicated a year ago, we decided to approach this task a bit differently. Dramatic change is happening in both higher education and society in general. This is prompting universities to respond proactively by engaging in longer-term visioning exercises focused not on the minutia of courses and programs, but on the very nature and organization of universities.

Responding to and anticipating change proactively means taking the time to think about where we want to be in the future; envisioning UFV ten years out—in 2025—so we can engage in the more immediate tasks of education planning guided by a clear and—one hopes—inspiring vision of our destination. The *Education Plan, 2016-20* then becomes an exercise in planning concrete and measurable goals to get there.

The UFV 2025 Visioning Committee was brought together with the purpose of imagining and articulating a broad vision of the future of universities, the future of learning, and, within this broader vision, the future of teaching- and regionally-focused institutions—more specifically, the future of the University for the Fraser Valley. The Committee is composed of students, members of every Faculty/College at UFV, administrators, and one community member.<sup>1</sup> It has met regularly since January 2015, read widely on the future of post-secondary education, and received and analyzed numerous presentations, submissions, and online comments from students, faculty, and staff.

The Committee has now collectively distilled all of this into this document, a vision for UFV in 2025. It represents our first concrete step in moving towards our new *Education Plan*. It outlines what we do well at UFV, as well as the external changes that are influencing our programs, faculty, and students. It provides a summary of the feedback received from the community, the students, the staff, the faculty, and administrators regarding UFV in the future. These three pieces, put together, generate four vision statements that will guide the Education Plan for 2016 – 2020, as well as 2021 – 2025. These four vision statements will then lead us into the development of our Education Plan Goals. We outline the shape of this education planning process in the last section of the document.

But visioning and planning also require a clear understanding of what should not change. *Changing Lives, Building Community*, the title of our Strategic Directions Statement and the unofficial motto of UFV, captures the core values and commitments that have endured through the first forty years of UFV's existence. "Changing Lives" refers to our twin commitments to **transformation** and **students**, to putting students and their success first and enabling them to transform themselves. But it also refers to our transformative role as leaders of the development of the Fraser Valley. "Building Community" makes this civic and community service function even more explicit while underlining UFV's integrative role in providing a physical and intellectual public space in which the diverse communities of the Valley

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<sup>1</sup>The members of the UFV 2025 Visioning Committee are Adrienne Chan, Alisa Webb, Craig Toews, David Leis, Derrick Swallow (student), Garry Fehr, Ian Affleck, Judy Larsen, Maureen Wideman, Rod McLeod, Shawn Neumann (CEO of Domain 7 and alum), Shelley Canning, Sheryl MacMath, Sierra Nickel (student, replacing Derrick Swallow), Sukhdeep Brar (student), Tracy Ryder Glass, and Eric Davis (Chair).

can express and explain their identities for themselves and to each other. And it refers to our commitment to the building of community within UFV among faculty, staff, students, and administrators.

The UFV 2025 Visioning Committee believes that no matter how much we change over the next ten years, no matter which challenges we must overcome and opportunities we must seize, we will and must remain true to these values. They have enabled an identity and mission to endure through our evolution from Fraser Valley College to University College of the Fraser Valley to University of the Fraser Valley. We collectively chose to make profound organizational and mandate changes not to depart from these values, but to preserve them in a rapidly changing educational, political, social, and economic environment. All predictions are that the changes required in the next ten years are even more profound. As we navigate our way forward, our commitment to the values of **transformation**, **students**, and **community** must continue to guide us.

## What we are doing well

As UFV works towards a vision of what it will be in 2025, it is important to recognize the things we are currently doing well. Guided by a vision to provide the best undergraduate education in Canada and to act as leaders in the Fraser Valley, by a mission to serve the diverse needs of our region, and by values and goals which prioritize students and student learning, UFV is doing many things well. These provide a solid foundation on which to build.

Examining various surveys and reports, it is clear that *UFV provides quality education*. According to the BC Outcomes Surveys, our two-year out graduates are satisfied with the education they received, with 90% students stating they are satisfied or very satisfied with the education they received. For many programs, more than 95% of students note they are satisfied or very satisfied. Beyond the BC Outcome Survey, first-year and senior-year UFV students who responded to the 2013 National Survey of Student Engagement (NSSE) rated UFV very highly in effective teaching. More recently, the 2015 Canadian University Survey Consortium (CUSC) surveyed both graduating UFV students and UFV students in their “middle years” – those in their second and third years of study. 96% of graduating students and 90% of middle-years students were satisfied with the overall quality of their education at UFV. Within the same surveys, the students were asked to rate their professors. They rated them very highly in several areas, including knowledge of subject, accessibility outside of class, encouraging participation, and treating students as individuals rather than as numbers. Graduating student respondents rated their professors higher in all categories than other respondents across Canada. Middle-years students also rated their faculty very highly and were at least as satisfied and, in some cases, more satisfied than others across Canada. These findings are often echoed in program reviews, with students regularly praising their faculty and the quality of education at UFV.

When identifying the features of quality education, NSSE and CUSC respondents also pointed to the quality of interactions they have at UFV, whether with faculty, staff, or one another. NSSE respondents rated quality of interactions very highly; 75% of CUSC respondents felt that the university showed concern for them as students. The Faculty Survey of Student Engagement (FSSE) also supports quality interactions at UFV. Faculty, too, feel that they enjoy positive interactions with their students both in and beyond the classroom. Often, students and faculty point to small class sizes as facilitating such positive interactions. UFV respondents to the Canadian Satisfaction Survey further support that small class sizes have a positive effect on the overall quality of education provided at UFV.

It is apparent, also, that many *faculty are providing excellent opportunities for students* beyond the classroom. FSSE respondents, for example, pointed to their work supervising undergraduate research, internships, practicums, and field activities. Departmental and institutional reports highlight faculty who hire student researchers, who engage students in applied learning, and who encourage their students to cross the boundary between school and community in order to engage in social learning and civic engagement. Some do this by partnering with community groups. Many work to support UFV's indigenization goals as UFV strives to be a place of learning that recognizes, respects and includes Indigenous ways of knowing. Other faculty work to provide international experiences for students, whether through internships, practicums, study abroad, or study tours. Finally, some also engage students in producing publications, portfolios, productions, and exhibits for internal and external audiences. Students regularly note how valuable such experiences are and identify the need for more support and more opportunities across all programs.

*Faculty research also contributes to the overall quality of education* at UFV. Not only does faculty research enhance classroom learning and provide opportunities for students, researchers also build connections between UFV, the community, and beyond. They contribute to knowledge building, transfer of knowledge, and innovation. They explore the big challenges facing our community and our world, engaging students in the process.

*Learning beyond the classroom* is a growing trend at UFV. There is increasing recognition that student learning which takes place outside of the classroom and which is not for academic credit is also important and should be recognized, as evidenced by the creation of the co-curricular record (CCR). The CCR is an official transcript of students' out-of-classroom learning, measured against the institutional learning outcomes. Students can receive CCR credit for activities such as paid and unpaid work on campus, participation in campus activities, taking on roles in the Student Union or in UFV clubs, planning departmental or institutional events, athletics, or acting as peer mentors, tutors, or new student orientation leaders. To date, 5000 students have created a CCR and 1000 of those students have validated activities on their records. The number of validated activities is at 500 and growing. Students are drawing on their records to apply for graduate studies, professional programs, and employment.

*UFV also provides significant support for students* on campus. Students appreciate access to counsellors, librarians, educational technologists, Aboriginal Elders-in-Residence, and a wide range of advisors: academic, career, disability, international, and financial aid. PASS – Priority Access for Student Success – provides early intervention for students in need of support. Students also have access to a new Academic Success Centre and to various mentoring programs, whether program specific or institutional-wide, and to a growing range of workshops on student success and student leadership. Faculty respondents to the FSSE also note their role in supporting and advising students outside of the classroom.

*All of this contributes to student success*, as evidenced in a range of UFV Today posts, departmental updates, Board reports, and local news stories. UFV students do well in their classes and in their programs, engage in undergraduate research, represent UFV at domestic and international conferences, and win prestigious awards and honours at UFV and at the local, national, and international level. Some of our undergraduate student researchers receive awards typically given to graduate students. Our students also go on to professional programs and graduate studies, earn high marks on a variety of accreditation and entrance examinations, and make meaningful contributions to our communities. They participate in faculty- and/or community-based research projects and participate actively in UFV-led

initiatives. They perform well in a range of athletic programs and they represent UFV well as ambassadors, leaders, and entrepreneurs. We are proud of our students.

*Faculty, staff, and administrative support, engagement, and commitment are all possible because UFV is a great place to work.* In 2015, UFV was named one of BC's Top Employers. As noted in the press release, "UFV was selected for the list because of the overall employee experience it offers, including competitive salaries, an excellent benefits package, professional development support, commitment to employment equity and workplace diversity, campus amenities, family-support initiatives such as maternity and paternity top-up, and employee assistance programs. It was also chosen for fostering a work climate that encourages and enables its employees to do meaningful work contributing to the positive development of surrounding communities." This supportive environment allows all to develop and foster their passions, enhancing the educational and overall experience at UFV.

UFV students, faculty, staff, and administration regularly point to the things that UFV is doing well. The UFV 2025 Visioning Committee is committed to retaining and building on our strong foundation.

## What is changing?

The "strong foundation" of strengths identified in the previous section, as well as the core values of "students, community, and transformation" acknowledged in the "Introduction," will be invaluable as we navigate our way through a period of dramatic change and unprecedented pressures to change.

What is changing?

1. **Learners:** The digitization of everything and changing demographics are transforming the nature of both learning and learners.

While there are fewer full-time students, there are many more non-traditional students, including first-generation students, working adults, Indigenous students, immigrant and international students, students with disabilities, and female students. Students are becoming older and more diverse.

At the same time, the traditional student has become a digital native who, since a very early age, has regularly engaged in collaborative, participatory, social, and networked learning—the exact opposite of learning in a traditional lecture format.

2. **Learning:** We are in the midst of a paradigm shift from teaching to learning, from students as passive consumers of knowledge to active agents in their own learning, from universities organized around *instruction by faculty in the classroom*, to universities organized around *learning by students—everywhere*. This is driven partly by the changing nature and expectations of learners and partly by our more sophisticated understanding of student learning thanks to cognitive science research and the scholarship of teaching and learning. Increasingly, there are research-supported calls to adopt "learner-centred teaching": teaching focused on the development of skilled, autonomous learners. There is a growing emphasis on peer-to-peer rather than teacher to student relationships, and on *personalized learning*, adapting education to the distinct learning needs and styles of each learner while giving them greater control over the learning process.

The expectations of business and industry are changing and this affects learning and what learners want. According to numerous surveys, employers say they want employees who have graduated from universities that integrate applied and liberal learning, stress cross-disciplinary breadth over specialization, provide students with collaborative and community-engaged learning and research opportunities, as well as internships and co-op experiences, and enable them to develop transferable life skills like reliability and resilience, as well as transferable cognitive skills like problem-solving and communication. They value learning outcomes and e-portfolios because they want graduates who can demonstrate and apply their learning. Above all, perhaps, they want employees who want and have learned how to learn and re-learn, who can adapt to the constant change that characterizes the 21<sup>st</sup>-century working experience.

Learning in K-12 is changing. These changes not only echo the changes outlined for post-secondary education; in many cases, they are much further developed. The changes include the shift from a content-based to a competency-based system; personalized, self-paced learning (each student is designing their own educational path and is accountable for their own learning success; they get help from mentors, peers, and study groups to achieve their goals); flexible learning spaces; student-driven, teacher-facilitated learning; and interdisciplinary/cross-curricular communication. The expectations of K-12 graduates with these experiences will be another factor driving change in post-secondary education.

- 3. Faculty:** As the hierarchical model of pedagogy, where the teacher is broadcaster, is replaced by an increasingly horizontal and interactive model, faculty are more often playing the role of coaches, mentors, and facilitators. Their focus is less on content delivery and more on inquiry-based learning and mentoring undergraduate research.

Faculty are increasingly required to collaborate with others. Within institutions, they are working with librarians, learning technologists, advisors, career centre and faculty development staff to design the optimal learning conditions for students. They are also developing collaborative relationships with other institutions (post-secondary, K-12, and industry).

- 4. The discipline-based organization of universities:** Building the university around the student learning journey and an educational model that is learner-centered and increasingly learner-controlled means that the student's learning journey is becoming the key organizing principle of universities. This requires systematic collaboration across institutions, leading to a blurring of boundaries among departments, disciplines, Faculties, and support units. Hence, interdisciplinary collaboration is becoming a norm (both inside and outside the university, as off-campus learning requires collaboration with a variety of organizations, industries, and individuals).
- 5. Funding and the university business model:** When public funding over a three-decade span drops from about 80% to below 50%, and in many cases, well below 50% (while the costs of running a post-secondary institution grow ever larger), the traditional business model of public universities becomes unsustainable. This decline is an international phenomenon and shows no signs of reversing or even slowing.

Government also controls a university's other major source of funding—tuition—and significantly raising tuition is now politically impossible. Rising tuition rates and levels of student debt, combined with increasing pressures on family finances, are weighing heavily on student/family post-secondary education choices.

There is a trend towards performance-based funding: funding institutions based on outcomes like graduation rates, rather than inputs like applications or enrolments. This is most noticeable in 35 states in the U.S., but it is also beginning in Ontario and Alberta. In British Columbia, the Province ties 25% of our funding to programs deemed relevant to the labour market, which is perhaps one step shy of linking it to actual student employability outcomes. In Canada, provincial governments, including B.C., are also using the squeeze on financial resources to drive system differentiation (for example, distinguishing between teaching-focused and research-focused universities).

- 6. The impact of information technology:** The application of computers to education is also changing the economics of post-secondary education, but the changes are larger than this. They encompass everything from the digitization of all aspects of university life and business, to the internet and universities' lost monopoly on knowledge and credentialing, to the role of social media and mobile devices in education, to ever-important and dramatically changing educational technology. Technology is breaking the barriers of time and geography, enabling learning and the acquisition of almost every credential anytime, anywhere, and sometimes at little cost to the student. Computers will provide a more mobile and personalized educational experience. Unlike previous technology (like the printing press or television), computers can not only store or move information; they can process, analyze, and act on it. They can analyze the unique strengths, weaknesses, learning history, and learning styles of each student and respond differently for each student. They can change the very design of a course to fit each learner. We have only begun to see the revolutionary implications of computers on individualized learning.

Of course, all of the above are placing greater demands on campus IT infrastructure and a university's budget.

- 7. Competition:** This is increasing and intensifying. Universities used to know their competitors; for the most part they were local and physical. Now they are ubiquitous, increasingly private, and increasingly online. At the same time, globalization is dramatically increasing the competitive environment while creating more access and learning opportunities. Maximum student mobility, requiring the recognition of all kinds of learning—formal and informal—is becoming an international norm and an absolute requirement if universities are to remain competitive. Hence, universities are streamlining requirements and prerequisites, ramping up prior learning assessment and recognition capacity, partnering with school districts to create a seamless K-16 system in the regions they serve, and much more. Lastly, it is unclear how far the “unbundling” of higher education will go: already much of the content, services and experiences of a university are offered by—and sometimes contracted out to—private companies and industries.
- 8. Accountability and Quality Assurance:** Against a backdrop of public and media questioning of the value and quality (and cost) of postsecondary education and, more specifically, a national discourse on the deterioration of the quality of undergraduate education, universities are being pressured to be more “accountable” to taxpayers, governments, parents, and students, and to provide assurances as to the quality of the education and services they provide. In response, universities are focusing more on quality and trying to demonstrate it—especially, for teaching-focused institutions, teaching quality. This is complicated by the political hegemony of a neo-liberal or managerialist perspective that understands teaching as performance and assesses its quality solely in terms of its relevance to the labour market and industry. Universities need to assess, measure, and demonstrate quality in their own educational terms (including learning outcomes) if they are to avoid having a

narrower understanding imposed on them. At the same time, universities are wrestling with the challenge of increasing quality without increasing costs.

As the following section indicates, students, faculty, staff, and administrators at UFV have recognized the changes outlined here.

## What did we hear from you?

Over the past year the UFV 2025 Visioning Committee solicited feedback from numerous sources. To gather faculty voices we solicited department feedback from all Faculties and also received submissions from staff and support units. To gather student, staff, and community voices we conducted a number of forums, an on-line “have your say,” a number of comment walls throughout UFV, a few student focus groups, a submission and presentation from the Student Union, and an EDUC/PHIL 362 student submission. To engage our administrative bodies we solicited presentations and written submissions from Advising through to University Relations and everything in-between. Even though we were gathering a variety of perspectives, there was a great deal of consistency across these different voices. The key themes that persisted throughout these diverse groups are detailed below and represent what we heard from you.<sup>2</sup> It is important to note that these descriptions are not comparative in nature. Some of what is listed below, we do well already; some require some work on our part to accomplish. *This feedback describes a UFV for 2025*; it does not compare it to UFV today.

- 1. We want a strong and vibrant UFV community:** UFV will not be somewhere we just attend classes. It will be a community that supports diverse students, learners, and faculty by providing more than just academic content: it will provide the university experience. UFV will be fully indigenized with Indigenous worldviews permeating classwork, recreation, ceremonies, and programs. There will be more community and gathering spaces, more food and library options and access, more recreation opportunities, and more events that engage and develop school spirit. It will support diverse transportation needs including bike lanes, affordable parking, and a comprehensive shuttle service. There will be a strong and accessible wi-fi service that connects students, faculty, and the surrounding U-district. It will engage the local Fraser Valley businesses and services on campus, supporting connections between community, students, and faculty. Faculty will be involved in student activities both inside and outside of the classroom. UFV will recognize that a university is responsible for more than academics.
- 2. We want to be connected to the field:** University will not just be about preparing for work; it will be about bringing the workplace into the university. Faculty will be engaged and connected with the field, not just academia. Students, no matter what their discipline, will have opportunities to complete work and field experiences, co-ops, and/or service learning while enrolled in their program. Research in our local community will involve faculty and students, with students having the opportunity to drive that research. The administrative units at UFV will be quick and nimble, able to respond to the emerging needs of local businesses and services in the Fraser Valley, BC, Canada, and the world. Partnerships with the local community, including the Stó:lō Nation, will be fostered and supported at every level. Departments will be involved in partnerships with trades, job markets, and alumni working in the field. UFV will be a part of the field, not separate from it.

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<sup>2</sup> Those who would like to consult the data analysis summaries created by the UFV 2025 Visioning Committee see H:/Temp/UFV 2025.

- 3. We want flexibility and accessibility:** UFV will support a diverse group of students, learners, and faculty which means that programming and administration will need to be responsive. We recognize the changing demographics of age, race, culture, ethnicity, and ability are factors to consider in our population. Programs will need to be flexible enabling different entry points; personalized advising, learning, and assessments; blended, on-line, and flipped classrooms; increased course offerings, including certificates, diplomas, and graduate programs; and the ability to evaluate more than just credits and hours. This will require that more information is available in a variety of formats, from a variety of locations. So, whether a student is meeting with someone in person at the UFV campus or is connecting on-line, they will be able to get the information and support they need. This includes registration, academic content, research support, digital library collections, and advising. To accomplish this, technology and IT support will be critical. They will be reliable, user-friendly, and comprehensive. In addition, administrative units like the registrar's office, finance, program development, ITS, ETS, etc. will need to be nimble and accommodating. The development of flexible programs, delivery methods, and supports means that all UFV services will figure out how to make things possible, rather than put up roadblocks that halt innovation.
  
- 4. We want to support lifelong learning:** UFV will support the lifelong learning of its students, faculty, staff, and alumni. The scholarship of teaching and learning will be a priority. Faculty will engage in continual professional development to ensure that classes are relevant, engaging, and active. Students will recognize faculty for their roles as coaches, facilitators, and guides, their implementation of active learning, and their effective use of technology. Students will be involved in research, both at UFV and in the community. Co-curricular records, e-portfolios, and capstone projects will be recognized as part of the learning journey. Faculty and students will learn from each other through engagement in interdisciplinary projects, programming, and research. Quality teaching will remain a priority, with small classes, involved faculty, and a strong academic community.

Whether faculty, students, community member, or staff, your voices were clear regarding a vision for UFV in 2025.

## What are we going to be in 2025?

The UFV 2025 Visioning Committee has reviewed the literature on the future of post-secondary education in North America, listened to student, staff, and faculty voices describe their concerns and dreams for the university, and engaged the surrounding communities to understand how they view the role of UFV in the region. We heard from UFV that we want a strong and vibrant UFV community; we want to be connected to the field; we want flexibility and accessibility; and we want to support lifelong learning. All of the information and data was integrated with the strengths and mandate of the institution to envision what UFV will and can be in 2025:

**UFV in 2025 will be a community- and regionally-based university that is learner- and student-focused, whereby the learning drives the system and structure of the institution. Students and local communities will view UFV as a centre for intellectual and social development throughout their lifetimes, and as a place to learn how they can be better global citizens.**

*A community and regionally based university* builds new relationships, and builds from existing relationships linking students, communities, and industry to be able to provide learning opportunities throughout the lifetime of our students. We use the word “community” because we have strong relationships with the communities around UFV. Furthermore, UFV will engage with our region through internal and public events, projects, and programs that resonate with the needs and interests of our UFV community (faculty, staff, administrators). Partnerships with business, industry, health, social services, and government will provide basic and applied research opportunities for students and results that will help grow the economy, strengthen our cultural capital, and maintain environmental sustainability. The university will easily respond and adapt to the changing needs of students and external pressures facing our region, and still provide a high quality education.

To accomplish this UFV will be a *learner- and student-focused university* where faculty engage students with interdisciplinary problem-based learning that brings the community inside the classroom and concurrently expands the classroom outside the walls of the university. Learning will include traditional face-to-face classroom and lab-based formats, a spectrum of technology-enhanced options, and applied opportunities that match learning outcomes. Learning will also be adaptable to the needs of an increasingly diverse student population that reflects the age, ethnicity, ability, and cultural characteristics of our growing communities. Faculty will want to be at UFV because they can be engaged in applied research, and they can work with students on a variety of learning projects. UFV will be a leader in the professional development of teaching and research skills matched with work-place principles that encourages the mentoring of students through teaching, research, and projects. UFV will continue to be recognized as a good place to work.

UFV will be a *university of social and intellectual development that supports lifelong learning and engaged citizenship*. The campus will be more than a space for commuter students to consume education components. Instead, UFV students will possess a sense of identity and belonging through the creation of spaces that encourage collaboration, provide places and opportunity for social activities and collaborative learning experiences. Students will come back to campus to participate in activities outside of formal learning and class requirements, while alumni and community members will engage in public events and activities because UFV is a part of their community and regional identity. UFV will provide education and services that meet more than just the education needs of students, but prepare them for sustainable, fulfilling livelihoods that also contribute to the social, economic and environmental well-being of the region.

However, this will only be possible if *learning drives the system and structure* of the university, rather than the structure shaping the learning. Programming and services will be relevant, flexible, timely, and accessible by all that comprise the broad spectrum of students. Programs will be flexible, interdisciplinary, and recognized by other universities as meeting the highest standards. Programming will be designed to meet the needs of the learner rather than prioritizing the needs of administration, faculty, and organizational structure.

## Next steps

The visioning exercise began with the question, *What should UFV look like in 2025?* The next step, creating the *Education Plan, 2016-20* begins with the question:

*What are the five goals that UFV must achieve from 2016-20 to set ourselves up for 2025?*

The entire UFV community must address this question. Consider this a call to action...help create our next Education Plan!

Your involvement in developing the UFV 2025 Vision was essential. It is a first of its kind for UFV and it could not have happened without the support, creativity, and involvement of staff, students, faculty, and the local Fraser Valley community. We heard from you through presentations, department submissions, forum discussions, an on-line “have your say,” a blog, comment walls, student focus groups, and student papers for a philosophy of education course. We listened to what you had to say. Thank you.

We now need to turn the four vision statements that comprise the UFV 2025 Vision into a set of 5 Education Goals for 2016–2020. Continuing in the same spirit, we want to build these goals on your voices. On November 20<sup>th</sup>, “Collaborative Goal Planning” opportunities will be occurring on the Abbotsford (B121) and Chilliwack (CEP Atrium at Starbucks) campuses. We encourage everyone to stop by sometime between 9:00 and 4:00 in Abbotsford and 1:00 and 4:00 in Chilliwack. (We may set up an online option, as well.) The four vision statements will be distributed throughout each room. We encourage you to collaborate, converse, and brainstorm implementable, observable, measurable, and powerful Education Goals for UFV. Example goals from other institutions will be posted to get your juices flowing. All goals from the brainstorming will be taken back to the UFV 2025 Visioning Committee to consolidate into our five Educational Goals for 2016–2020. Your participation is vital to making our next Education Plan a document that represents all of our voices. We look forward to hearing from you on November 20<sup>th</sup>.

# MEMO



**TO:** Eric Davis, Provost and VP Academic, Chair of APPC  
**FROM:** Jacqueline Nolte, Dean, College of Arts  
**DATE:** November 10, 2015  
**RE:** PSYCHOLOGY PROGRAM REVIEW

---

Attached are the following documents pertaining to the results of the review of the Psychology Department:

- A. The Dean's Summary Report
  - B. The Dean's Scope Letter
  - C. The Psychology Department Program Review – Self Study
  - D. External Review Report
  - E. The Psychology Department Response to External Committee's Report
- Please Note: appendices are available on flash drive

I would like to recommend the following motion to the Academic Planning and Priorities Committee:

**Motion:**

That APPC accept the Psychology Program Review as presented and recommend acceptance to Senate.

## Program Review of Department of Psychology

### Dean's Summary, November 2015

The department of Psychology delivers an Honours in Psychology, a Major and an Extended Minor in the BA and a certificate in Extended Studies in Arts: Psychology Honours. Program content is currently delivered by eleven full time faculty members and a range of sessional instructors. Psychology has 70 sections taught by fulltime faculty and 57 sections in the part time budget.

In January 2015, the External Review Committee submitted their review of UFV's Department of Psychology, following on from a site visit that occurred in September 2014. The committee comprised Dr. Marvin Krank, University of British Columbia, Dr. Michael Masson, University of Victoria and Sean Parkinson, UFV.

The committee affirmed the academic credibility of all of the programs reviewed as well as the strong student-centred approach exhibited by Psychology faculty. There were also a number of recommendations embedded in the report. The summary of the report is worth quoting in full

"In summary, the committee found an institution and department in the midst of structural change from a Community College to a teaching intensive Regional University. This evolution has been taking place over several decades, but has reached a critical point. The committee noted much strength that the department brings to the table (e.g., strong teaching commitment and student-centred approach). Nevertheless, there remain structural, administrative, and resource concerns that impede the full participation of the department in the emerging role of UFV. Psychology is a vital component of the undergraduate and graduate programs of Arts and Science across North America. This component includes strong student interest as well as practical contributions to society. The department has the potential to be a cornerstone for the Regional University. The committee has reviewed these issues and, from an outside perspective, made a number of Departmental and Institutional recommendations. These recommendations are designed to curb some of the negative patterns that have emerged, strengthen the existing program, build on the strengths of the discipline, and improve overall faculty development in the discipline. The committee found a strong core discipline that can be made much stronger with some appropriate structural changes in curriculum and resource allocation, some much needed infrastructure support for the current core curriculum, and some developmental support for faculty and programs."

#### **A. Committee recommendations, department response and dean's summary of actions on: CURRICULUM**

The committee commended the department on development of support for the Honours program; this has resulted in increased number of registrations in the Honours program. The committee also commended UFV on honorarium support for delivery of Directed Studies and Honours thesis supervision.

- **Recommendation:** the department should conduct an annual review of the strengths and weaknesses of the Honours program.
- **Action:** The department recognizes that conducting such a review annually will help maintain a healthy honours program as circumstances change. The department will keep track of the success of Honours students and the Dean's office will track enrolment and

retention in this program on an annual basis with a view to identifying student and faculty satisfaction with the program.

Department members continue to feel that UFV could do more in the way of faculty compensation for the increasing numbers of Honours students. They disagreed with the reviewers' suggestion that the department divert resources by restructuring Psych 101 and 102 to allow for the creation of fourth year seminar courses and advanced research methods training for Honours and Major students. Instead, the department requested that those teaching Honours be compensated with a full course load for every three students taught. This is an expense that Arts cannot bear. If the department wants to mature beyond its present service-profile toward greater emphasis on research opportunities for upper level students and opportunities for faculty wishing to engage in promoting undergrad research, it is the dean's belief that it needs to take the external reviewers' creative suggestions seriously or to help think through ideas for redistributing program resources toward this end.

- **Recommendation:** The Psychology department should review the Minors options in support of related disciplines to create greater options for non-majors in the discipline.
- **Action:** The department is not sure if reducing the 19 lower-level credits required for the extended minor is feasible but it is willing to engage in exploratory discussions on this issue. The Associate Dean of Students will be asked to work with the department to discuss the advantages and disadvantages of this Minor option.

The review committee had a number of recommendations regarding course structure that they considered in relation to resource allocation. These included:

- **Recommendation:** that the department work within the existing contract to initiate larger classes in first-year Psychology.
- **Recommendation:** that the department reduce written work in introductory classes so as to shift resources to upper level teaching
- **Recommendation:** that the university pursue the option of undergraduate teaching assistants to support delivery of introductory courses and allow allocation of more faculty time to support more advanced courses

The committee noted that the program and faculty workloads are heavily stacked on the first year, leaving less breadth and options at the upper year levels. Freed up resources could be diverted into pre-counselling courses, fourth-year seminars, and the teaching of advanced research methods. They observed that the imbalance of resources devoted to lower levels in turn affected the length of time students were taking to graduate, on average seven years. On p.11 they state, "[a]lthough this timeframe might be reasonable for the commuter and part-time student, university status will increasingly promote more full-time students. Compared to 2008, 1000 more full-time students and 600 less part-time students are attending UFV. In any event, students should be able to complete the program in four years." On p.12 they write, "[t]his service component of lower level Psychology courses is typical across many universities. What is not typical is the level of resources devoted to this role by Psychology at UFV.... Simply put, it is not the best use of Ph.D. trained Psychologists to edit grammar on written assignments for multiple sections of 30 first-year students. In Psychology programs, there are many majors and Honours students who require support in discipline-specific writing and research and opportunities for community practical experience. Given the distribution of Psychology students and their needs, more faculty resources should be apportioned to advanced courses and training opportunities and less to first year than is currently the case. It is worth noting that experience elsewhere has shown that this beneficial transition can occur without additional

resources and without reduction in the quality of the first-year experience in Psychology.” On p.13 they continue, “the department should begin scheduling larger first-year classes by combining sections. Such strategies are already being employed by other departments at UFV.... It is important that the Faculty Dean supports departmental initiatives in this area with clearly defined the trade-offs and tangible increases in options for majors and Honours students.”

It is interesting to note that the committee commented on the viability of using undergraduate TAs, in turn preparing them for post-graduate opportunities and communication skills beneficial in many of the work opportunities pursued by Psychology graduates.

As evident in the department’s response, the department recognizes the logic of the external review committee’s recommendation to free up resources by combining multiple sections of PSYC 101 and/or PSYC 102 into single large sections. However, department members are loathe to give up small class sizes where students are better able to initiate one-to-one interactions with their instructors than occurs at big research universities. It is worth noting that no data is quoted to support the claim that student in these small classes are more successful than students in larger classes who go on to enjoy more research opportunities and course choice at upper levels. The department interprets the CA to stipulate a limit they cannot exceed however the language also states that if individual members agree to an increase, this is possible. The members of the department expressed concern that savings obtained in this way would not go toward improving upper level offerings. The Dean is prepared to commit to redirecting freed up resources to the department operating budget and to working with the department on a financial model. Finally, the department members argue that because entry to the program is not competitive, many of the first-year students are fairly weak writers and “attending first year classes in psychology that have no writing component may be sending them the wrong message about the importance of writing in our program.” The department could make entry into the program competitive – in fact entry requirements into the Psych program have been tightened up. It is the dean’s belief that first year classes should be writing intensive to support small class size *or* they class size could be increased to enable reviewers’ recommendations to improve the quality of the program.

- **Action:** The dean will discuss with the department the fact that reviewers do not feel that the program in its current form is as credible as degrees offered elsewhere, the latter of which offer a broader range of upper level courses and advanced research methods classes.
- **Recommendation:** The Department should move forward with detailed planning for the introduction of the Applied Master’s in Counselling Psychology;
- **Recommendation:** The Faculty and Graduate office should provide tangible support to the development of the Applied Master’s in Counselling Psychology including faculty release time as needed, budget development, staffing plans, student demand and needs assessments, Ministry liaison, and other requirements to move forward to the degree approval process.
- **Action:** The Dean met with the program working group that has now decided to delay the program development due to one member having decided to retire, another having gone on maternity leave and a vacant position that needs to be filled. Since this meeting, the department has requested a further hire before such a program concept can be pursued. There is no budget for such a hire in the coming fiscal but this will be requested in the subsequent budget cycle.
- **Recommendation:** The Institution should initiate a review of on-line and hybrid course delivery and establish a regular evaluation process that includes the method of delivery.

- **Action:** The department is open to this as long as faculty members who offer those courses are an integral part of the review process. The dean's office will work with the department on this review process.
- **Recommendation:** The department should review the effectiveness of the first-year statistics course relative to offering the course in second year in conjunction with the methods course.
- **Action:** The department believes encouraging students to take their statistics course early in their program is highly effective.
- **Recommendation:** The department should review the integration of the lecture and lab components of the second year methods course.
- **Action:** the department is open to a re-examination of the integration of the two components of PSYC 202, especially in the light of student concerns raised in the review. Current instructors are not keen to undertake the burden of teaching a labour-intensive course as well as a review of it and are requesting some form of compensation. The dean will assess work hours involved.
- **Recommendation:** The University should pursue changes in its waiting list policies to ensure that the maximum number of students is served.
- **Action:** This is already being implemented by a scheduling and registration task force at the university level. The department head and the departmental assistant share a seat on this task force.

**B. Committee recommendations, department response and dean's summary of actions on:  
HUMAN RESOURCES: STAFFING AND DEVELOPMENT**

- **Recommendation:** The Faculty should take immediate steps to fill the vacant faculty position in Psychology with someone who can teach pre-counselling courses and support the development of the Master's in Counselling Psychology.
- **Action:** A posting has been approved and has gone out. The department will be asked to identify hiring priorities for a future hire.
- **Recommendation:** The Faculty should consolidate resources to regularize the current part-time sessional lab instructor position.
- **Action:** The dean has asked for an estimate of the number of hours required to assess the viability of this recommendation
- **Recommendation:** The Faculty should provide resources to support the peer tutor system in Psychology.
- **Action:** The department recognizes that the Academic Success Centre has assumed this role but it is currently piloting recruiting upper-level mentors to serve as leaders for student study groups in first year.

**C. Committee recommendations, department response and dean's summary of actions on:  
FACULTY DEVELOPMENT**

- **Recommendation:** The Institution should review and, where appropriate, implement changes in current processes, including appeals, for promotion, tenure, sabbatical leaves,

and various sources of release time to ensure proper peer review and decision-making with due consideration to discipline-specific academic criteria.

- **Action:** The Associate Dean of Faculty is available to assist faculty with their application processes. The issue of appeals will be conveyed to the respective committees.
- **Recommendation:** The Psychology department should develop a collegial system for mentoring new and existing faculty to support research and professional development.
- **Action:** The department notes that there is a fairly small group of research-active faculty members who can be approached for help on an informal basis. With hiring of new faculty, formal mentorship can be considered.

#### **D. Committee recommendations, department response and dean's summary of actions on: INFRASTRUCTURE AND SPACE**

- **Recommendation:** The Faculty and University should develop a plan to increase the available space and specialized equipment to support student-centred and on-site Psychological research and applications for majors and honours students.
- **Action:** The department will be asked to submit a space planning package to be sent to Camus Planning through the Dean.
- **Recommendation:** The department should explore ways to increase the number of labs, research opportunities, community outreach opportunities, and other experiential components available to students in the third and fourth years of the program.
- **Action:** The department notes that neither students nor faculty receive credit for enriched learning endeavours mentioned above. It should be noted that students can receive co-curricular credit and that the department could explore developing a research shell course for students to attain credit. Tuition from such a course could in turn serve as compensation for faculty. Flexible workload might be also be a route toward acknowledgement of faculty workload in the future .
- **Recommendation:** The department should develop a third year statistics course that incorporates the use of statistical packages such as SPSS and reduces reliance on calculators;
- **Recommendation:** The Faculty should develop and implement a plan to enhance computer access and support for the instruction of statistics in Psychology.
- **Action:** The department will discuss this. The costs associated with introducing a lab component to PSYC 110, with software such as SPSS, will be explored but the Ministry tuition limit policy might prove a hurdle in relation to funding such labs. Upper level students can also be encouraged to make use of the Kipp lab.
- **Recommendation:** The institution should initiate an academic review of the operation of Blackboard and other on-line resources to ensure they are being implemented in a manner that effectively supports the needs of students and instructors.
- **Action:** The reviewer's recommendations will be conveyed to Teaching and Learning, along with the view held by members of the department that Blackboard as it is currently being used by UFV is not the optimal vehicle for obtaining these benefits.

#### **E. Committee recommendations, department response and dean's summary of actions on: DEPARTMENTAL INFRASTRUCTURE SUPPORT**

- **Recommendation:** The institution, in consultation with the department, should introduce steps to ameliorate current conditions and develop a long-term plan to upgrade the departmental offices and research space on campus to be commensurate with the standards of teaching intensive universities.
- **Actions:** UFV is operating at 117% beyond capacity. The Dean and Manager of Academic and Administrative Services will conduct a review of the office spaces of the Psychology department. Since the review, the department head has moved into an office with a window. However, it is worth noting that the department has stated that “the quality of office spaces is a relatively minor factor affecting faculty presence on campus and cites faculty place of residence (outside of Abbotsford) and low morale as a reason time is not spent on campus.” At the same time, the department acknowledges that more research space would be welcome. It is not clear from the department response if there would be any commitment by faculty to use additional research space were it provided. The dean will talk to the faculty about this conundrum.
- **Recommendation:** The Department should introduce steps to encourage more on-campus presence and interaction with students.
- **Action:** Department members argue that their enthusiasm for their students and program is expressed in ways “other than spending a lot of time in our offices”. The dean will work with the head to envisage ways of supporting the student association and student culture along with an assessment of faculty office time and service commitments. The dean will ask the head to share ideas on building a collegial and respectful work environment.

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# MEMO



To: Eric Davis, Chair, Academic Planning & Priorities Committee  
From: Peter Geller, Vice Provost & Associate Vice President, Academic  
Date: 06/11/2015  
Re: **UFV IGE Strategic Plan (2016-2021)**

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UFV has been offering academic programming at the SD College campus in Chandigarh, India since 2006, beginning with the Bachelor of Business Administration. The Bachelor of Computer Information Systems was offered for the first time in the fall of 2015, with plans to offer the Post-Degree Management Certificate beginning in January 2016.

As UFV nears the tenth year of operations in Chandigarh, it is opportune to take a strategic look at the future. To this end, UFV India Global Education (UIGE) has developed a Strategic Plan to guide its operations over the next five years (2016-2021).

## **Motion**

That APPC accept the UFV IGE Strategic Plan (2016-2021) as submitted and recommend acceptance to Senate.



# UFV INDIA GLOBAL EDUCATION

*DRAFT STRATEGIC PLAN - 2016-2021*

## UNIVERSITY OF THE FRASER VALLEY INDIA GLOBAL EDUCATION (UFV IGE) STRATEGIC PLANNING

### UFV Activity in India

The University of the Fraser Valley has a longstanding connection with India, and particularly the Punjab region. UFV's Centre for Indo-Canadian Studies (CICS) was established in 2006 with considerable community support. The creation of the CICS responded to the need identified by the community to conduct economic and social analysis to promote cooperation between Canada and India, and to advance international trade and development between the two countries. This was followed up in 2007 with the establishment of the BC Regional Innovation Chair on Canada-India Business and Economic Development which was supported by the BC government and private donors.

In terms of academic relationships, there has been considerable interchange between UFV faculty and faculty members at Indian universities. Formal discussions began in 2003 between Panjab University, Chandigarh and University College of the Fraser Valley – as we were then known - on educational collaborations. This resulted in an MOU in 2004, which included exploration of faculty and student exchange and curriculum development.

It was also at this time that the idea of delivering UFV academic programming in India took shape, and in 2006 UFV and Goswami Ganesh Dutta Sanatan Dharma College (SD College), located in Chandigarh and affiliated with Panjab University, signed an agreement for the delivery of the Bachelor of Business Administration (BBA) program to Indian students at SD College. Recruitment of the first cohort (or "batch") of students took place in April of that year, with classes beginning in the fall. New cohorts have begun each year, with the first graduating class convocating in June of 2010. The first cohort of Bachelor of Computer Information System (BCIS) students began in the fall of 2015. Plans are underway to offer the Management Post-Degree Certificate in January 2016.

Both the BBA and BCIS are offered as cohort programs, and include a foundation program prior to the first term, which is focused on Canadian university expectations. Students elect to either complete their degree in Chandigarh or transfer to UFV in Canada to complete their program. Most students transfer in years 3 or 4 of their degree.

### UFV IGE Strategic Planning Process

UFV operates in India through UFV India Global Education (UIGE), a non-profit entity registered in India. The strategic planning process for UIGE began in the summer of 2015. A three-day planning session with members of the UIGE Staff was held in August and facilitated by Lorne Mackenzie, a faculty member in the School of Business and currently the Chandigarh Academic Liaison.

The following framework guided the planning:

### **Situation Assessment**

- Identify main strategic issues (risks, opportunities, threats, and weaknesses) that need to be addressed in the plan.
- Identification of significant strengths UFV IGE can build on.

### **Vision Statement**

- What do we want UFV IGE to look like at the end of the next 5 years (2016-2021)?
- What do we want to be RECOGNIZED for? How will we distinguish/position UFV India Global Education?
- The Vision statement above all needs to be: forward looking and provide direction; focused; and ensure the journey is feasible.

### **Mission Statement**

- Why does UFV IGE exist? For what higher purpose? Once we clearly state our mission it will guide our actions every day.

### **Our Values**

- What is important to us?
- How do we want to work together?
- What is our most important shared value?

### **Strategic Goals**

- What are the most important 3-5 strategic goals to accomplish by 2021 which will achieve our Vision?

### **Key Strategies** (to achieve each goal)

- How will we accomplish the 3-5 strategic goals?
- Develop key strategies to accomplish each goal

Discussion and refinement of the draft UIGE Strategic Plan took place during a second planning session in October with UFV IGE staff, the Vice-Provost, and the Deans of the Faculty of Professional Studies and the College of Arts. The draft Strategic Plan is being presented for information and discussion to various groups (including the India Management Committee, Chandigarh Professional Studies Advisory Committee, Deans Council, Administration Council) in the fall of 2015. In terms of approval processes, as an operational plan, the UIGE Strategic Plan is being presented to Senate for information and the Board for approval.

# UFV INDIA GLOBAL EDUCATION

## VISION, MISSION STATEMENT & VALUES

### VISION

UFV India aspires to provide the best applied undergraduate education in Northern India. We will be recognized for our ability to prepare students for employment, future education and to facilitate the transfer of students wishing to study and gain work experience in Canada and other countries. We will be innovative, entrepreneurial and accountable in achieving our goals.

### MISSION STATEMENT

UFV India provides the knowledge, practical skills and abilities that students require for employment, entrepreneurship, further education, leadership and responsible citizenship – locally and globally.

### VALUES

- Student success – we are committed to the success of our students
- Academic excellence – we are committed to academic rigour and excellence in teaching and learning
- Collegiality – we maintain a collegial and respectful environment
- Ethical and equitable institutional culture – we encourage, practice, support and promote a culture of integrity, diligence, accountability and transparency.



# STRATEGIC GOALS

## **1. Provide the best applied undergraduate education in Northern India**

We are committed to excellence in teaching. We will focus on engaging students actively in their education through a high level of interaction with faculty members and opportunities for practical experience and global engagement. To accomplish this we will equip our students with global competencies and place a strong emphasis on work-integrated learning through co-curricular programming, internships, co-operative education, applied projects and the Junior Achievement(JA) company program. We are also committed to providing an exceptional student life program that offers a vibrant campus experience.

### **KEY STRATEGIES**

- Implement a sustainable industry engagement program to include co-op, internships and job placements
- Implement an exceptional student life program
- Implement co-curricular programming
- Implement the JA program as an ongoing co-curricular program
- Improve job placement
- Establish counselling services for students
- Develop a study abroad program
- Introduce student portfolios
- Improve and grow student recognition programs
- Develop program specialisation within the BBA program
- Strengthen the pre-university foundation programs

## **2. Grow UFV India enrolment and financial resources**

Our goal is to grow enrolment in order to establish a secure base and provide the necessary financial resources to support program development and delivery. This will be accomplished through strategic partnerships, strengthening UFV India's brand awareness and new academic programming initiatives. We will also leverage our platform to generate additional non-tuition financial resources.

### **KEY STRATEGIES**

- Develop domestic and international educational and corporate partnerships
- Develop and implement new programming
- Leverage our platform to generate additional non-tuition financial resources to support program development and delivery. This will be accomplished by offering management consulting and other services to both domestic and international organizations

- Develop and implement an Executive Education program
- Secure recognition for the UFV credential in India
- Grow and expand the agent network
- Increase UFV India's brand awareness
- Implement a communication strategy that fully leverages the compiled student database

### **3. Strengthen the capabilities and competencies of UFV India Global Education**

We are committed to strengthening UFV India Global Education. We will do this by implementing best practices in key areas such as faculty development, program advising, human resource management and other areas of the organization. We are resolute in our desire to build an exceptionally strong culture. We will be recognized for our operational excellence in the areas of recruiting, marketing and administrative practices.

#### **KEY STRATEGIES**

- Implement a faculty development program
- Hire additional full-time faculty
- Increase the pool of sessional instructors
- Implement system of assessment and promotion for UFV IGE faculty
- Implement automated course/faculty scheduling
- Strengthen program advising
- Develop and implement a five year strategic enrolment plan
- Establish a strong capability in the area of internal and external communications
- Improve information technology services to the organization
- Develop and implement the best human resource practices
- Improve the efficiency of financial planning and execution
- Strengthen the organizational culture
- Develop a strong alumni program
- Further integrate UFV IGE with UFV Canada
- Secure sufficient facility space to accommodate forecasted growth
- Strengthen planning and execution in all areas
- Introduce technology for online applications and payment gateway



# MEMO

**To:** Eric Davis, Chair, Academic Planning and Priorities Committee (APPC)  
**From:** Gerry Palmer, Chair, Senate Governance Committee  
**Date:** October 27, 2015  
**Re:** Recommended revisions to APPC terms of reference and membership composition

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At its October 27, 2015 meeting, the Senate Governance Committee (SGC) reviewed the SGC Subcommittee on Terms and Composition's recommended revisions to the APPC terms of reference and membership composition. This is part of the three-year review of Senate Standing Committees by SGC.

SGC recommends the revisions identified with track changes in the attached APPC terms of reference. The changes are intended to simplify language and ensure consistency with the University Act and Senate Bylaws and also included consideration of APPC's feedback and questionnaire summary regarding both committee composition and responsibility.

SGC asks that APPC review the recommended revisions and provide feedback to SGC by January 22, 2016.



## ACADEMIC PLANNING AND PRIORITIES COMMITTEE

### TERMS OF REFERENCE

~~1. Advise Senate on the mission, goals, objectives, strategies, and priorities of the university.~~

Following consultation with relevant standing committees [and areas of the university](#), as deemed appropriate by the Academic Planning and Priorities Committee:

- ~~1. Advise Senate on the mission, goals, objectives, strategies, and priorities of the university.~~
- ~~2. Advise Senate on the establishment, ~~revision~~ or discontinuance of educational programs and other curricular changes requiring Senate approval including program changes that occasion a change to the alignment of programs with institutional priorities. \*~~
- ~~3. Following consultation with relevant standing committees, as deemed appropriate by the Academic Planning and Priorities Committee, a~~ Advise Senate on the development of and priorities for the implementation of new programs leading to certificates, diplomas, and degrees.
- ~~4. Following consultation with relevant standing committees, as deemed appropriate by the Academic Planning and Priorities Committee, a~~ Advise Senate on the establishment or discontinuance of academic faculties, ~~schools, divisions, and departments~~ of the university.
- ~~5. Following consultation with relevant standing committees, as deemed appropriate by the Academic Planning and Priorities Committee, a~~ Advise Senate on the number of students that may be accommodated in the university and the development and review of policies and procedures for managing enrolments in educational programs and courses.
- ~~6. Following consultation with relevant standing committees, as deemed appropriate by the Academic Planning and Priorities Committee, a~~ Advise Senate on the [policies and procedures relating to the library and resource centres, establishment, revision, or discontinuance of centres, institutes, chairs, professorships, and fellowships.](#)
- ~~7. Following consultation with relevant standing committees, as deemed appropriate by the Academic Planning and Priorities Committee, review and a~~ Advise Senate on policy and procedures related to affiliation, articulation, partnerships, and other contractual agreements with post-secondary institutions and other organizations.
- ~~8. Following consultation with relevant standing committees, as deemed appropriate by the Academic Planning and Priorities Committee, a~~ Advise Senate on policies and processes for the development, review, implementation, and communication of educational plans that support the priorities of the university.

**Commented [LD1]:** A newly-approved *Research Centres and Institutes (211) policy* and the accompanying *Proposal Template for Establishing New University Research Centres or Institutes* now set the authority for centres and institutes related to research as the Senate Research Committee.

9. ~~Following consultation with relevant standing committees, as deemed appropriate by the Academic Planning and Priorities Committee, a~~Advise the Budget Committee of Senate on the academic priorities for the allocation of funds.
10. ~~Following consultation with relevant standing committees, as deemed appropriate by the Academic Planning and Priorities Committee, a~~Advise Senate on policy and procedures for the systematic review of courses, programs, and educational services.
11. Review the reports and recommendations of program reviews/evaluations and advise Senate on actions.
12. Establish such subcommittees as needed to fulfill the committee's responsibilities.
13. Other duties as assigned by Senate.
14. Provide annual written reports to Senate.

## COMPOSITION

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Chair: Provost and Vice-President, Academic (*ex officio*, voting)

Vice-Chair: A voting member of the committee, nominated and approved by the committee

### Voting Members:

- ~~• Vice Chair of Senate~~
- ~~Chairs or designate vice-chairs\*\*\*~~ One appointed member from of the following standing committees of Senate: Budget, Undergraduate Education, Graduate Studies, ~~and Research, and Governance~~
- Seven faculty members, approved by Senate, at least four of whom shall be members of Senate \*\*
- Two staff members approved by Senate
- Two ~~undergraduate~~ students approved by Senate
- ~~• One graduate student approved by Senate~~
- Two deans or associate deans approved by Senate

### Ex Officio Non-Voting Members:

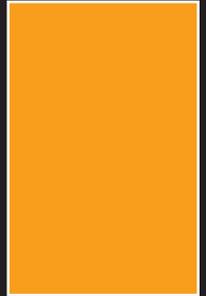
- ~~• Associate Vice-President, Employee Services (or designate)\*\*\*~~
- ~~• Associate Vice-President, Research, Engagement & Graduate Studies (or designate)\*\*\*~~
- Director, Teaching and Learning
- ~~• Executive Director, International Education~~
- Vice-Provost and Associate Vice-President, Academic
- Senior Advisor on Indigenous Affairs
- ~~• Director, Enrolment Management~~
- Associate Vice-President, Institutional Research and Planning
- University Librarian (or designated Librarian)\*\*\*
- University Secretary/Registrar (or designate)\*\*\*
- Program Development Coordinator

Administrative Support: Office of the Provost and Vice-President, Academic

\* Text indicates interim revision approved by Senate, October 10, 2014.

\*\* Normally, there shall be at least one member from each of the faculties, selected to ensure that the composition of the committee reflects the diversity of disciplines at the university.

\*\*\* Normally the designate shall be appointed for a one-year term to ensure continuity.



DATA FOR THE VISIONING COMMITTEE

# UFV 2025

Institutional Research and Planning



**Table of contents**

	page
Introduction	
I. Student data	1
II. Student retention	9
III. BC Stats: Student Outcomes data	13
IV. Other institutions in BC	17
V. Skills Gap project	23
VI. External surveys	27

## **Introduction**

We have collected and compiled data for the Vision 2025 visioning committee. Much of this data is already available from other sources such as UFV's Accountability Report, the UFV Factbook, and BC Student Outcomes, but this document provides some select data in a single file. We have tried to collect information that will be helpful to the committee in its work, we hope you find it useful.

**I. Select Data from the Factbook**

This section provides a selection of data that is largely already available in the Factbook. The data covers the period from 2009-10 to 2014-15. Our intent was to select data that will be particularly informative for the committee.

Over the last 5 years, our students have come to look more like traditional university students in several ways: they increasingly come straight from high school; they have, on average, accumulated more credits; they are more likely to be full time; and they are younger.

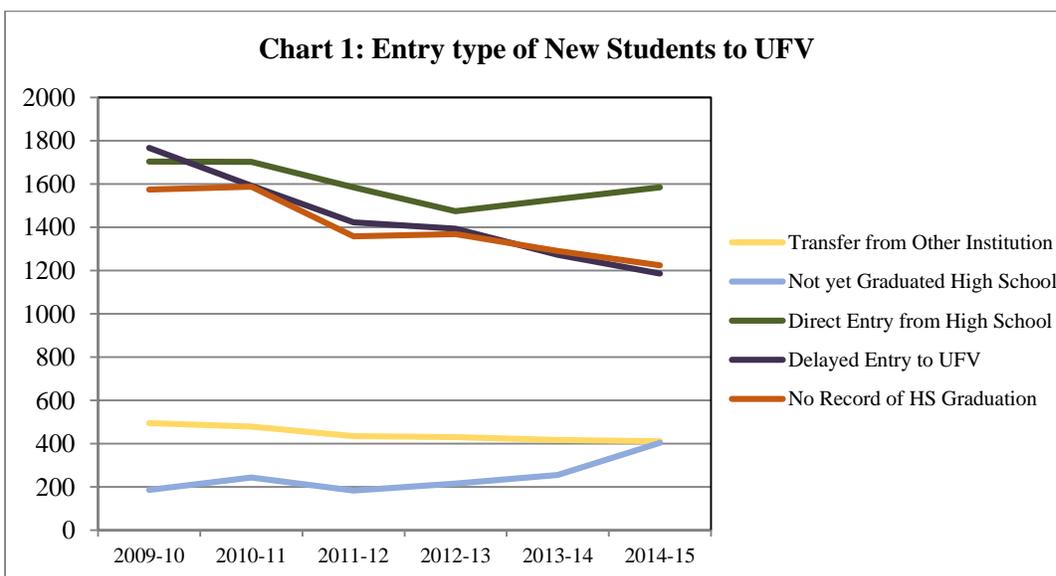
We also note the increase in international students, the stable share of online activity, and the consistent shares of students attending UFV in Abbotsford and Chilliwack.

*1. The share of students coming to UFV directly from high school has increased.*

The share of students entering UFV directly from high school has risen from 29.8% in 09/10 to 32.9% in 14/15. Students who have “no record of high school graduation” are comprised of international students, CE students (who don’t need to show high school prerequisites to take their courses) and adult learners in developmental courses.

**Table 1 Proportions: New Students to UFV by Entry Type**

Entry Type	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Transfer from Other Institution	8.6%	8.5%	8.7%	8.8%	8.7%	8.6%
Not yet Graduated High School	3.3%	4.4%	3.7%	4.4%	5.4%	8.4%
Direct Entry from High School	29.8%	30.4%	31.8%	30.2%	32.1%	32.9%
Delayed Entry to UFV	30.9%	28.4%	28.5%	28.5%	26.7%	24.7%
No Record of HS Graduation	27.5%	28.3%	27.3%	28.0%	27.1%	25.4%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>



2. The ratio of returning to new students has increased.

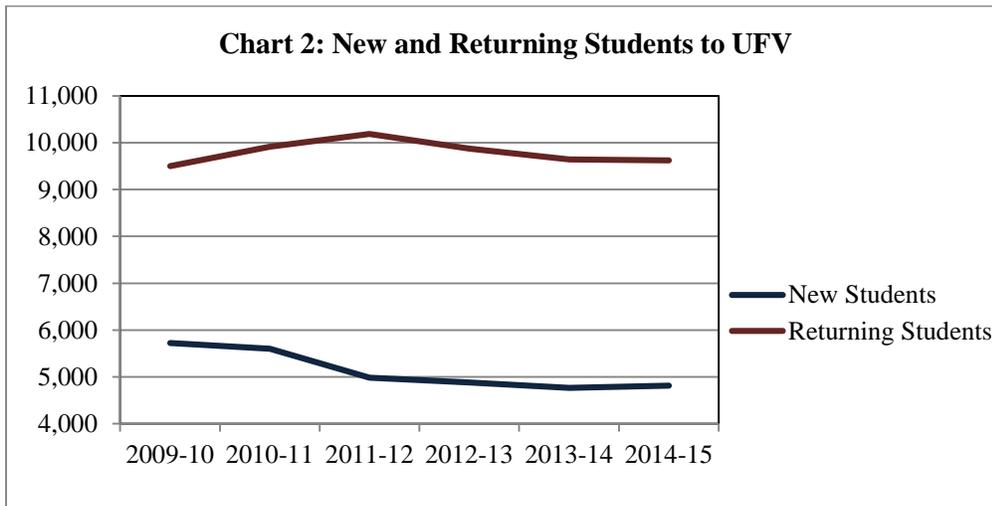
The share of Returning Students has increased from 62.4% to 66.7%. The total headcount of students has fallen from 15,228 to 14,433, the number of new students has fallen from 5,727 to 4,811, while the number of returning students has increased from 9,501 to 9,622.

**Table 2: Proportions, New and Returning Students**

Type	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
New %	37.6%	36.1%	32.9%	33.1%	33.1%	33.3%
Returning %	62.4%	63.9%	67.1%	66.9%	66.9%	66.7%

**Table 2a: New and Returning Students**

Type	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
New Students	5,727	5,605	4,985	4,883	4,766	4,811
Returning Students	9,501	9,915	10,189	9,873	9,642	9,622
Total	15,228	15,520	15,174	14,756	14,408	14,433

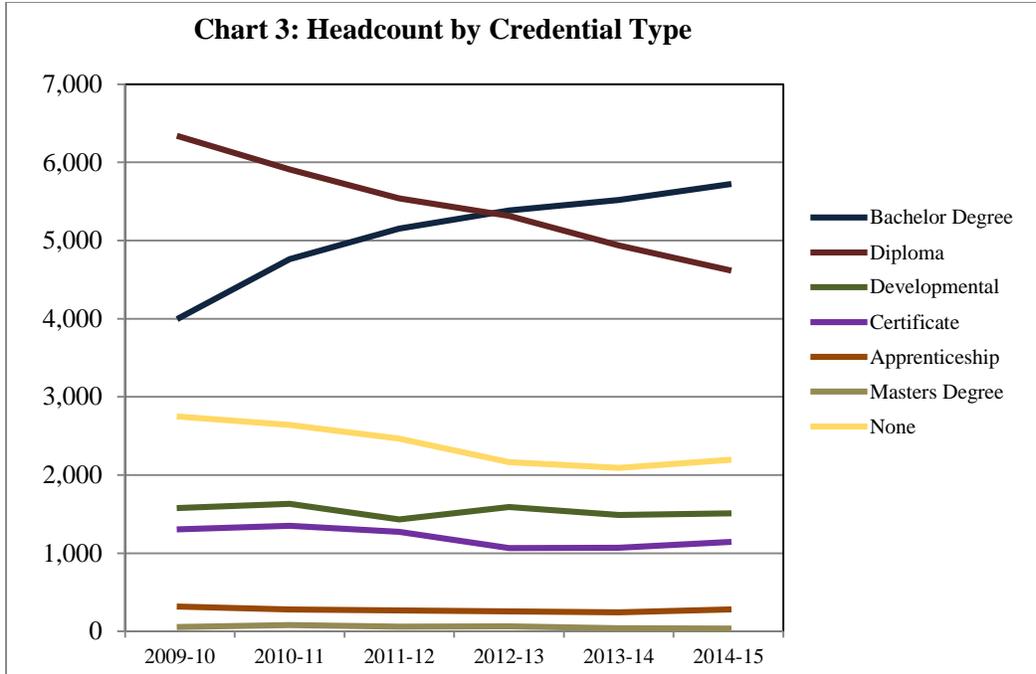


3. The number of Bachelor students has increased; the number of diploma students has declined.

Studies students are classified as diploma students and studies students have declined (the new Qualifying Studies will replace the current Studies or Path designations). The “None” category has also declined, these students are largely continuing education students.

**Table 3: Headcount by Credential Type**

Credential	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Bachelor Degree	4,013	4,763	5,153	5,383	5,518	5,718
Diploma	6,330	5,909	5,538	5,317	4,936	4,624
Developmental	1,579	1,632	1,433	1,593	1,490	1,510
Certificate	1,306	1,350	1,275	1,068	1,072	1,145
Apprenticeship	318	279	270	257	245	280
Masters Degree	55	82	59	65	42	36
None	2,749	2,643	2,465	2,164	2,090	2,193
<b>Total</b>	<b>16,350</b>	<b>16,658</b>	<b>16,193</b>	<b>15,847</b>	<b>15,393</b>	<b>15,506</b>

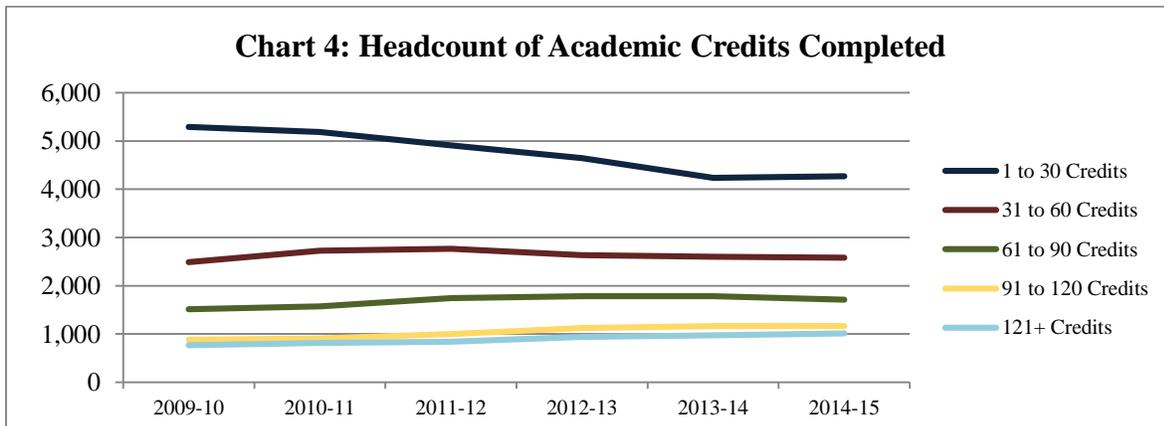


4. The number of credits completed by the average student has increased.

The portion of students with 60 or more credits (students that would be in the third year of a bachelor’s degree program) has increased from 28.9% to 36.2%. The number of students with 30 or fewer credits has declined from 48.4% to 39.8%.

**Table 4: Proportion of Headcount by Academic Level Credits Completed**

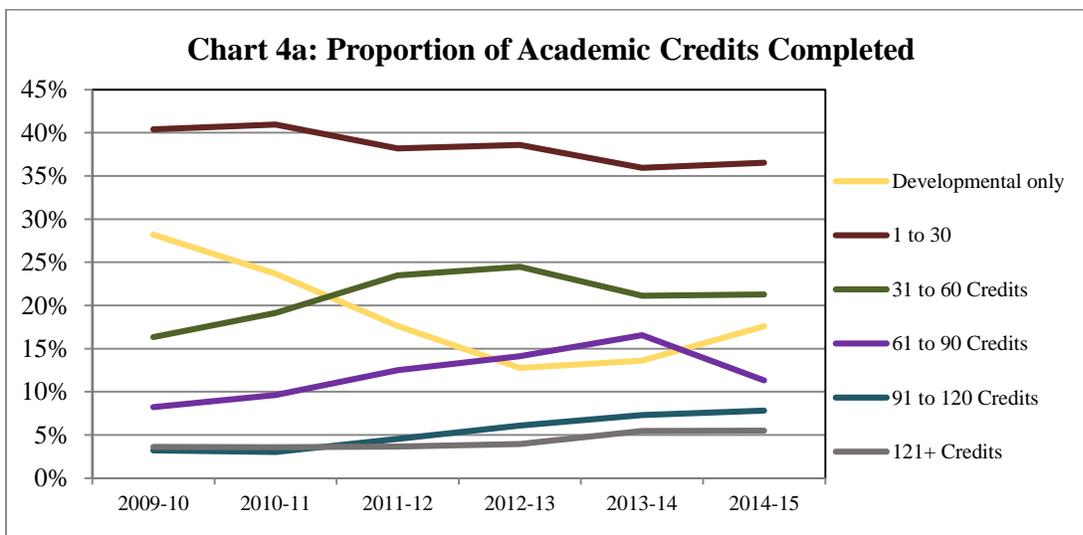
Credits Completed	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
1 to 30 Credits	48.4%	46.3%	43.6%	41.7%	39.4%	39.8%
31 to 60 Credits	22.7%	24.3%	24.6%	23.7%	24.2%	24.0%
61 to 90 Credits	13.8%	14.0%	15.5%	16.0%	16.6%	15.9%
91 to 120 Credits	8.0%	8.1%	8.9%	10.1%	10.8%	10.8%
121+ Credits	7.1%	7.3%	7.5%	8.5%	9.1%	9.4%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>



For international students, this effect is even more pronounced; the portion of international students with more than 60 credits has risen from 15.1% to 24.6%.

**Table 4a: International Proportion of Headcount by Academic Level Credits Completed**

Credits Completed	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Developmental only	28.2%	23.7%	17.6%	12.8%	13.6%	17.6%
1 to 30	40.4%	41.0%	38.2%	38.6%	35.9%	36.5%
31 to 60 Credits	16.3%	19.1%	23.5%	24.5%	21.1%	21.3%
61 to 90 Credits	8.2%	9.6%	12.5%	14.1%	16.6%	11.3%
91 to 120 Credits	3.2%	3.0%	4.5%	6.1%	7.3%	7.8%
121+ Credits	3.6%	3.6%	3.7%	4.0%	5.4%	5.5%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

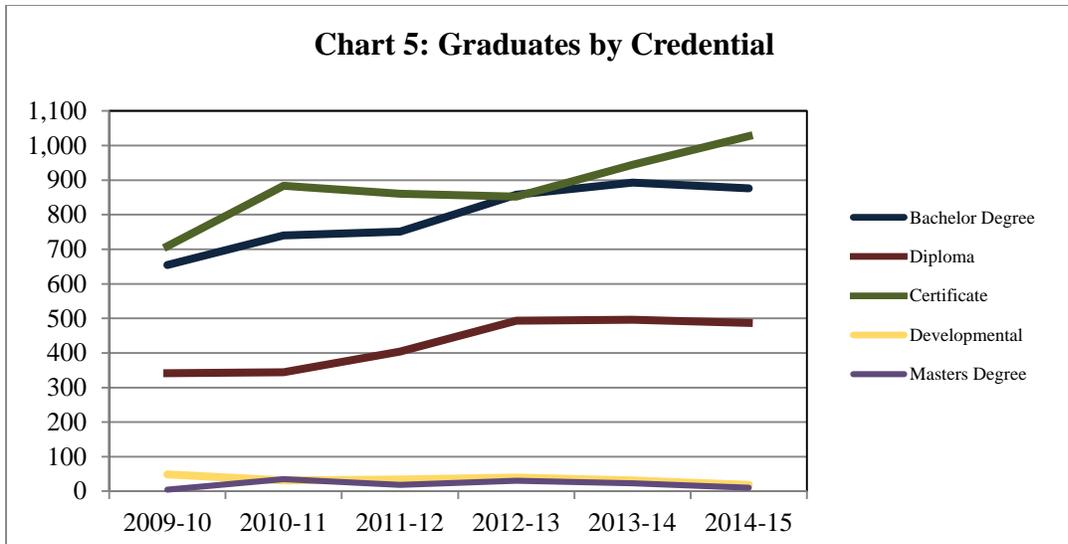


5. The number of graduates is rising, the share of graduates by credential is remaining constant.

While the number of graduates has increased substantially, from 1,758 to 2,418 an increase of 37.5%, the proportions of type of credential have remained relatively constant.

**Table 5: Proportion of Graduates by Credential Type**

Credential	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Bachelor Degree	654	740	751	858	893	876
Diploma	341	344	404	493	496	487
Certificate	709	884	861	852	944	1027
Developmental	49	31	34	40	31	18
Masters Degree	5	35	18	30	23	10
<b>Grand Total</b>	<b>1,758</b>	<b>2,034</b>	<b>2,068</b>	<b>2,273</b>	<b>2,387</b>	<b>2,418</b>



**Table 5a: Proportion of Graduates by Credential Type**

Credential	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Bachelor Degree	37.2%	36.4%	36.3%	37.7%	37.4%	36.2%
Diploma	19.4%	16.9%	19.5%	21.7%	20.8%	20.1%
Certificate	40.3%	43.5%	41.6%	37.5%	39.5%	42.5%
Developmental	2.8%	1.5%	1.6%	1.8%	1.3%	0.7%
Masters Degree	0.3%	1.7%	0.9%	1.3%	1.0%	0.4%
<b>Grand Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

6. The share of online classes has remained constant.

The number of online classes seem to have reached a steady level. Over the last 6 years the number and proportion of online course enrolments has grown modestly; from 4,472 enrolments to 4,885, and from 6.5% of enrolments to 6.7%.

**Table 6: Registrations by Online and In Class**

Delivery	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Online	4,472	4,504	4,723	4,426	4,602	4,885
In Class	64,239	6,7118	68,467	66,819	66,747	67,622
<b>Total</b>	<b>68,711</b>	<b>71,622</b>	<b>73,190</b>	<b>71,245</b>	<b>71,349</b>	<b>72,507</b>

The ratio of online relative to face to face activity is higher for students living in Metro Vancouver and non-local cities than for students living in the Fraser Valley.

**Table 6a: Proportion of Students by Delivery Method in 2014-15**

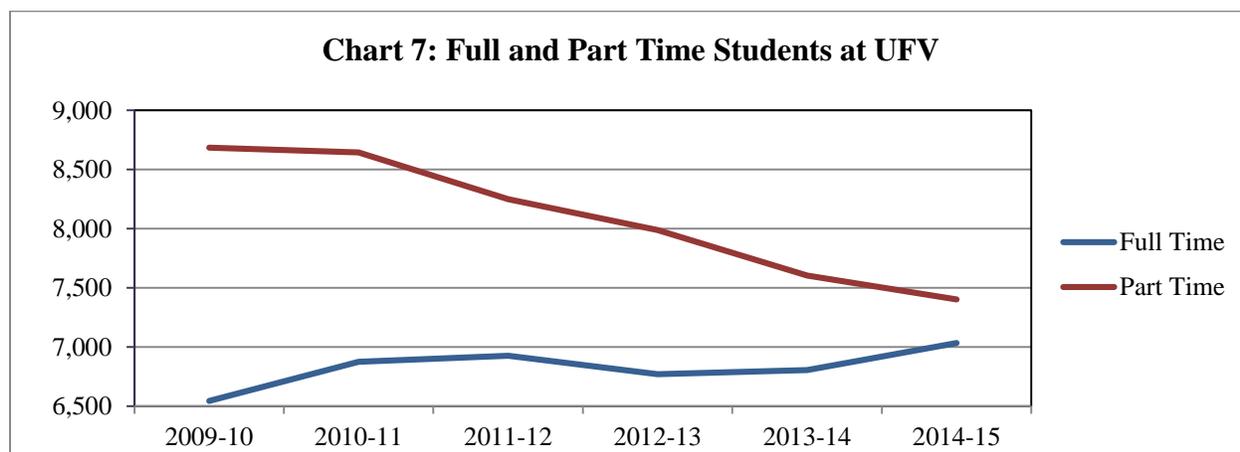
Residence	Face to Face	Online
Fraser Valley	72.6%	61.9%
Metro-Vancouver	22.3%	31.5%
Non-Local	5.1%	6.6%
<b>Total</b>	<b>100%</b>	<b>100%</b>

7. The share of full time students (9 or more credits in a term) has increased.

The share of full time students has increased from 43% to 48.7%; correspondingly, part time students have shrunk from 57% to 51.3%.

**Table 7: Proportion of Full and Part Time Students**

Type	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Full Time	43.0%	44.3%	45.6%	45.9%	47.2%	48.7%
Part Time	57.0%	55.7%	54.4%	54.1%	52.8%	51.3%

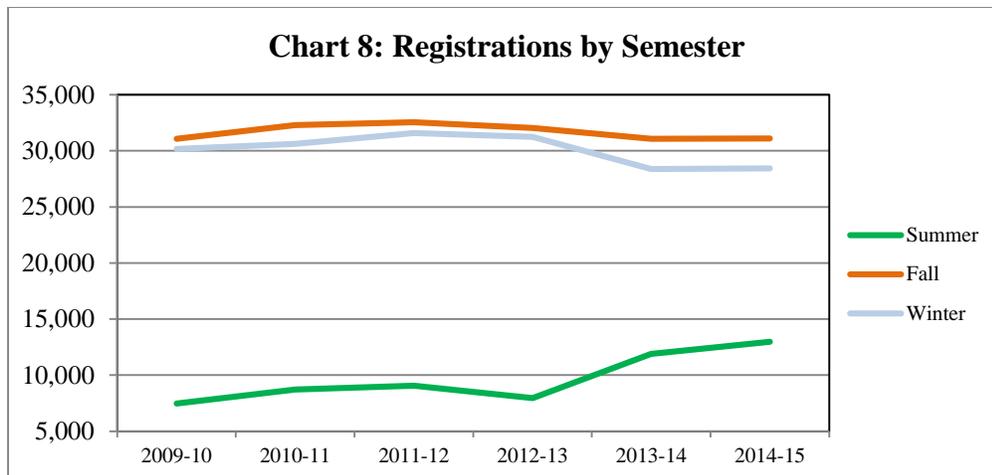


8. The summer semester has grown.

Summer registrations have increased from 10.9% of annual registrations to 17.9%. The fall term is consistently a couple of percentage points larger than the winter term.

**Table 8: Proportions of Registrations by Semester**

Semester	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Summer	10.9%	12.2%	12.4%	11.2%	16.7%	17.9%
Fall	45.2%	45.1%	44.5%	45.0%	43.5%	42.9%
Winter	43.9%	42.7%	43.1%	43.8%	39.8%	39.2%
<b>Total</b>	100%	100%	100%	100%	100%	100%



9. The share of FTEs produced in Abbotsford and in Chilliwack has remained constant.

The share of FTEs in Abbotsford (Abbotsford, Aerospace Training Centre, Clearbrook Centre, and Marshall Road) has gone from 67.8% to 67.2% while the share of FTEs in Chilliwack (Canada Education Park, Chilliwack, and Five Corners Chilliwack) has gone from 20.7% to 20.6%.

**Table 9: Proportions of FTEs by Campus**

Campus	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Abbotsford	65.6%	66.2%	64.4%	65.0%	63.6%	63.8%
Aerospace Training Centre	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%
Canada Education Park	7.8%	7.3%	8.1%	19.8%	21.0%	20.2%
Chilliwack	12.9%	12.5%	13.3%	0.9%	0.5%	0.3%
Clearbrook Centre			0.7%	2.2%	2.4%	3.0%
Five Corners- Chilliwack						0.1%
Hope	0.2%	0.3%	0.3%	0.3%	0.3%	0.4%
Marshall Road	1.8%	2.4%	1.7%	0.5%	0.0%	
Mission	2.4%	2.2%	2.2%	2.2%	2.1%	1.8%
Off site, in country activity	2.2%	2.4%	2.1%	1.9%	2.3%	2.3%
Online: UFV	5.9%	5.6%	5.9%	5.5%	6.0%	6.1%
Out of country activity	0.8%	0.8%	1.0%	1.2%	1.2%	1.6%
<b>Total</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

10. Students are getting a little younger, particularly part time students.

The UFV student body is becoming younger, specifically part time students. The average age of part time female students has fallen from 35.5 to 33.6, and for part time males it has gone from 32.7 to 30.1. Interestingly, female students are on average 2 to 3 years older than male students. A much larger proportion of students have their own families with children (14%) than Canadian students overall (6%); this comes from the 2014 Canadian University Survey Consortium.

**Table 10: Average Age by FT/PT and Gender**

FT/PT	Gender	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Full Time	F	26.4	26.2	26	25.9	26.1	26
	M	23.8	23.9	23.9	23.8	24.1	23.8
Part Time	F	35.5	35.5	35	34.7	34.8	33.6
	M	32.7	31.8	31.8	31.1	31.7	30.1

11. *We have had a large increase in the number of international students.*

The number of international students has increased from 777 to 1,035, an increase of 33.2%.

**Table 11: Unduplicated Headcount by Student Type**

Student Type	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Chandigarh	65	50	73	89	91	131
Domestic	14,386	14,545	14,198	13,781	13,399	13,267
International	777	925	903	886	918	1,035
<b>Total</b>	<b>15,228</b>	<b>15,520</b>	<b>15,174</b>	<b>14,756</b>	<b>14,408</b>	<b>14,433</b>

**Table 11a Proportions: Unduplicated Headcount by Student Type**

Student Type	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Chandigarh	0.4%	0.3%	0.5%	0.6%	0.6%	0.9%
Domestic	94.5%	93.7%	93.6%	93.4%	93.0%	91.9%
International	5.1%	6.0%	6.0%	6.0%	6.4%	7.2%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## **II. Student Retention**

In this section we provide data on retention rates at UFV from two sources; (i) retention rates related to UFV's Strategic Enrolment Management (SEM) Plan, and (ii) a report produced by UFV Institutional Research and Planning in 2014 on Student Retention and Engagement.

### *1. SEM Plan retention*

One goal in UFV's SEM Plan (2014-19) speaks to improve overall student success by setting specific goals for retention at UFV. The targets for student Retention from fall 2018 to fall 2019 are (i) 66.7% for New Students; and (ii) 70% for Total Students.

**The retention rates for students for the last two years are:**

<b>Year</b>	<b>Continuing</b>	<b>New</b>	<b>Total</b>
2012/13 (fall 2012 to fall 2013)	69.8%	65.7%	68.9%
2013/14 (fall 2013 to fall 2014)	69.4%	67.2%	69.0%

Over the previous year, the retention rate for New Students rose, while the one for Continuing Students fell slightly. The rate for New Students is above the 2019 target at 67.2%, while the rate for Total Students is slightly below at 69.0%.

### *2. UFV 2014 Report on Attrition and Retention*

In August of 2014, IRP produced a report that analyzed and compared retention data for two cohorts: (i) students from the 2010-11 academic year that enrolled in the fall 2010 term, and (ii) students from the 2012-13 academic year that enrolled in the fall 2012 term.

In the attrition study, "Leavers" were defined as students who were enrolled in one fall term but did not return to UFV in the following fall term, while "Persisters" were students enrolled in a fall term who did return the following fall. New students were defined as students who have not registered at UFV in any courses prior to the fall term. Students who graduate in the same year in which they began were not included in the cohort (the students may have completed a one-year program or entered with transfer credits).

**The 2012-13 retention and attrition data show that students who leave UFV between one fall term and the next are more likely to be:**

- New students (44.5%) compared to continuing students (33%)
- Achieving a lower GPA: 29% of Leavers have a GPA less than 2 compared to 12% of Persisters
- Domestic students (36%) versus international students (31%)
- Part time students (56%) versus full time (25%)
- Mature learners, the average age of Leavers is 26, of Persisters 23.2

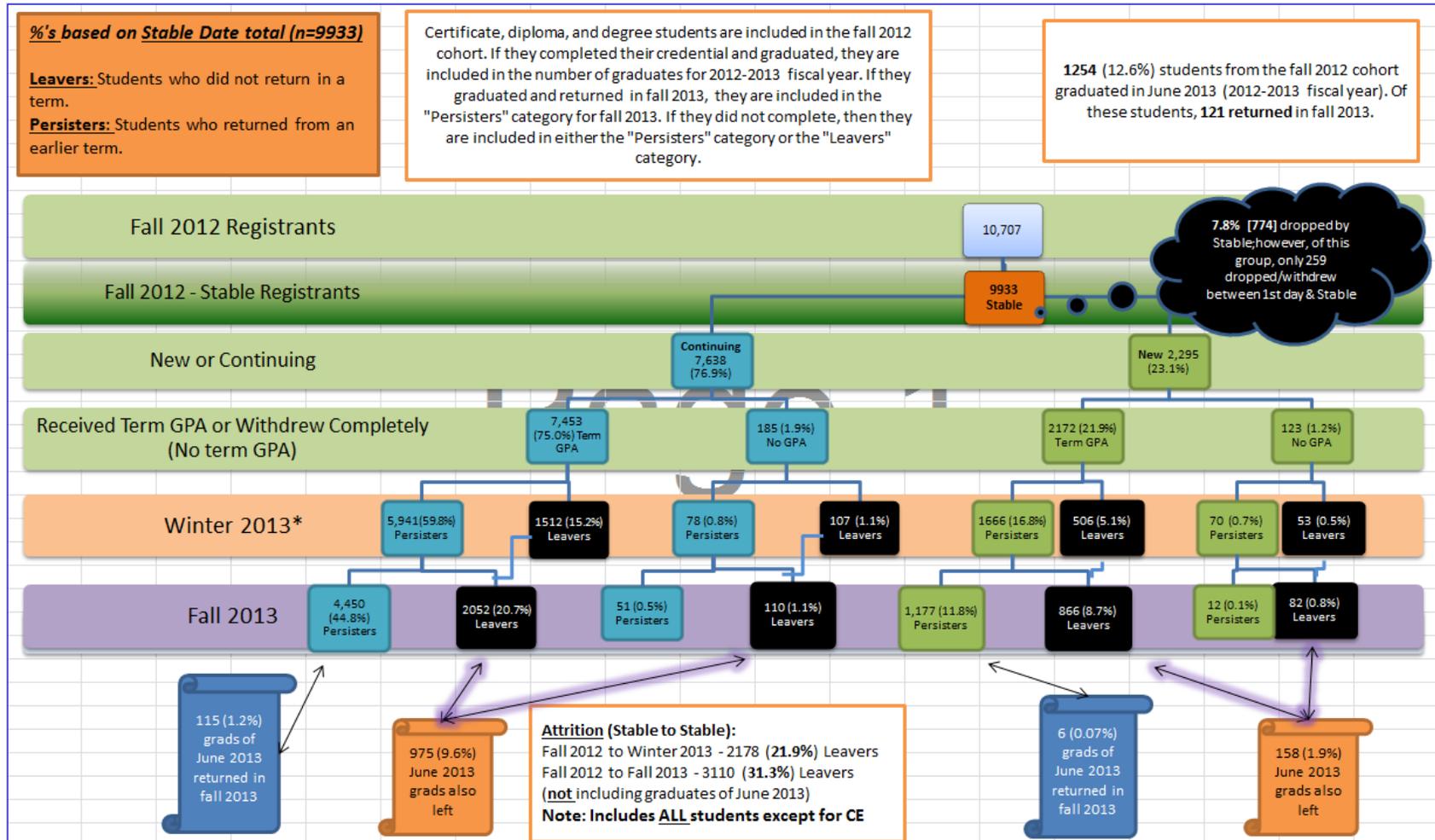
**Notable differences between the 2010-11 attrition study and the 2012-13 data include:**

- Fall 2010 to fall 2011 attrition showed that a greater proportion of males did not persist to the following fall 2011 (Leavers) versus females. Fall 2012 to fall 2013 attrition revealed a decrease in male Leavers, putting the sexes proportionately the same in terms of fall to fall attrition
- A 10% decrease in the International student attrition percentage for students in degree programs is noted in the fall 2012 to fall 2013 cohort over the fall 2010 to fall 2011 group (from 28% in 2010-11 to 18% in 2012-13)
- A decrease of 6% in attrition of Aboriginal students in degree programs from the 2012-13 data compared with the 2010-11 data (from 27% in 2010-11 to 21% in 2012-13)

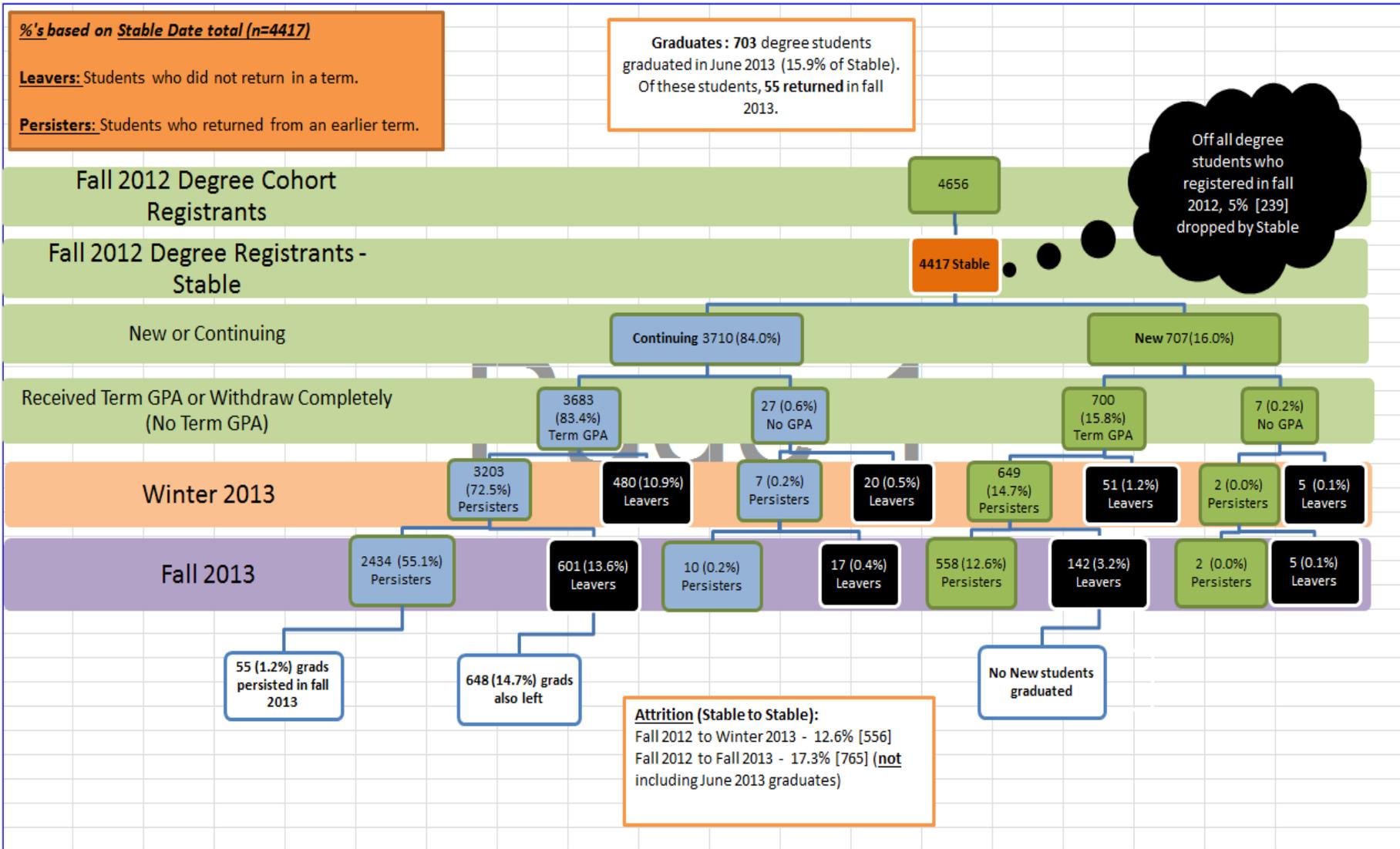
UFV attrition models for fall 2012 to fall 2013 are provided below.

**UFV Attrition Models**

Fall 2012 Stable to Fall 2013 Stable Attrition  
All Students (not including CS)



Profile of all DEGREE students  
 As of Stable Fall 2012



### III. BC Student Outcomes Annual Surveys

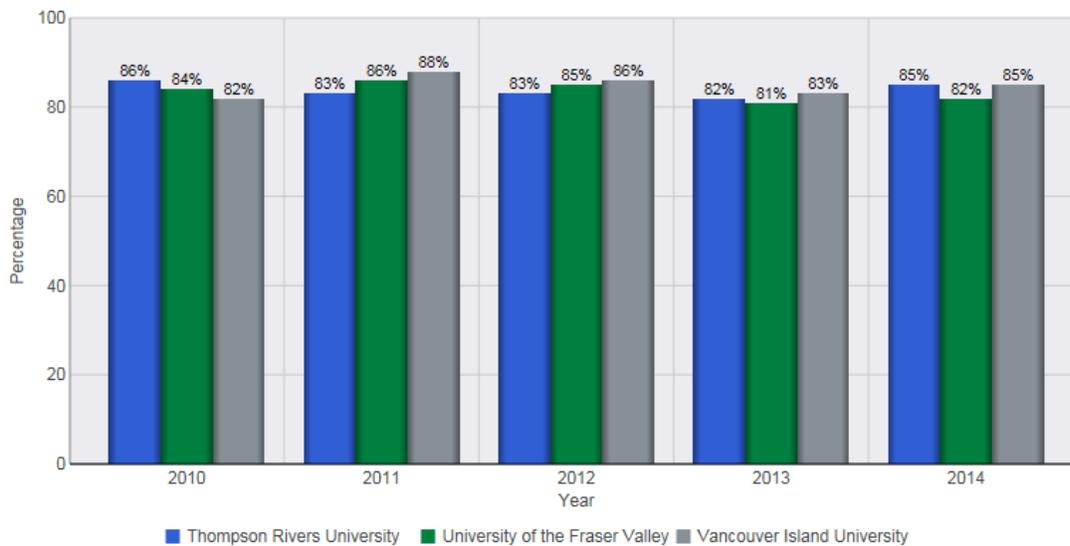
BC Student Outcomes collects data through annual surveys to help shape the future of the public post-secondary education system in British Columbia. Former students are asked about their current employment, if they have taken further education since leaving, and if they were satisfied with the education they received. The annual surveys include the Diploma, Associate Degree, and Certificate Student Outcomes Survey; the Baccalaureate Graduates Survey; and the Apprenticeship Student Outcomes Survey. We provide some select data; the entire dataset is available at the BC Student Outcomes website.

#### 1. Employment Rate (institutions and trend)

Source - Bachelor's Degree Survey (BGS)

The chart below shows the employment rate for Bachelor Degree graduates at UFV, Thompson Rivers University (TRU) and Vancouver Island University (VIU). The rate at UFV has been stable over the last five years, ranging from 81 to 86% and is comparable to the other two universities. The labour participation rate at UFV in 2014 was 87%, the employment rate was 82%, and so the unemployment rate for Bachelor's graduates was 87% minus 82% which is 5%. This is lower than the 6% provincial unemployment rate.

**Chart 1: Employment Rate Across Universities**



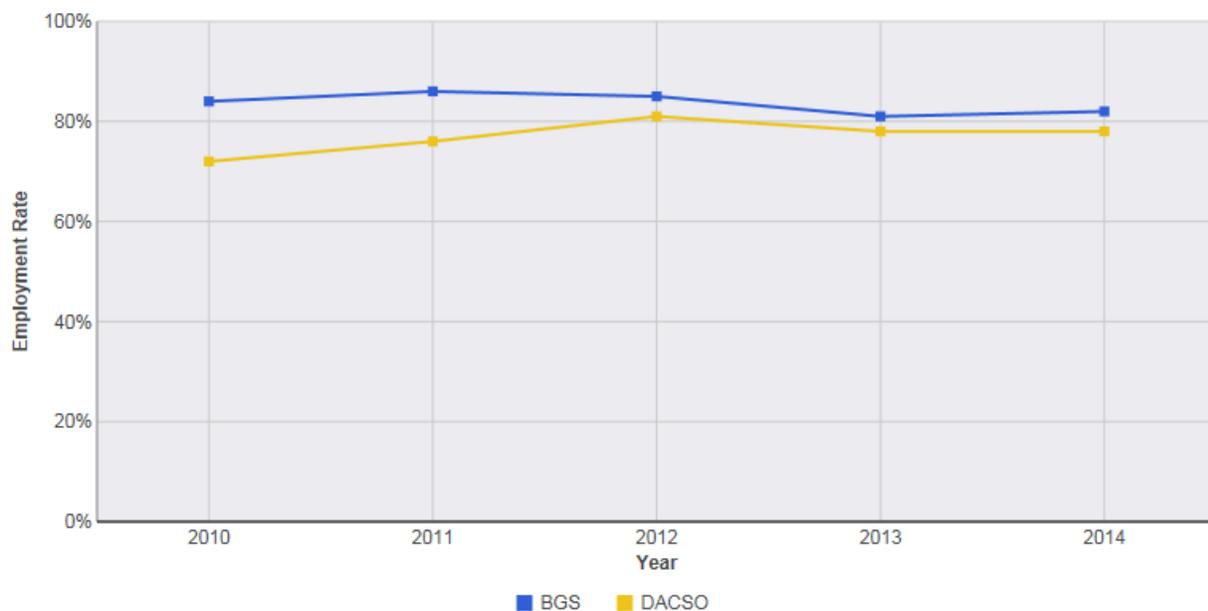
## 2. UFV Employment Rate (across surveys, across time)

Source - Bachelor's Degree Survey (BGS),

Diploma, Associate Degree, and Certificate Survey (DACSO)

The following chart shows that the employment rate for Bachelor degree students is consistently higher than that for Diploma and Certificate students. However, the difference has narrowed as the employment rate for Diploma and Certificate has increased from 2010 to 2012 and was stable in the following years.

**Chart 2: Employment Rate, UFV Degree vs Diploma**

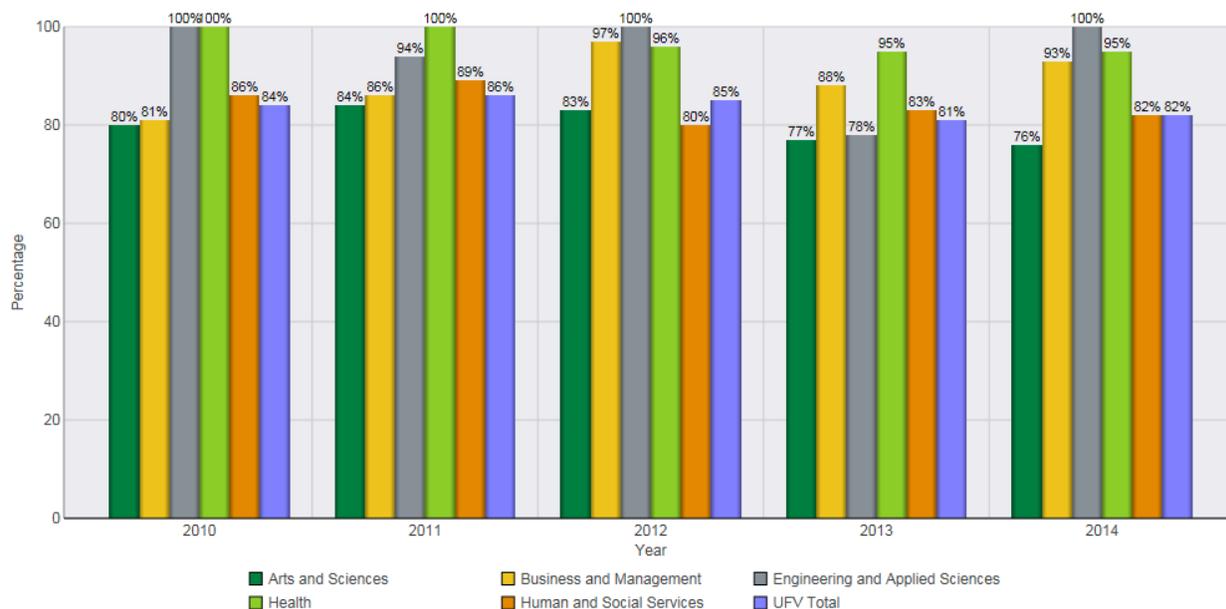


## 3. Employment Rate (across UFV programs)

Source - Bachelor's Degree Survey (BGS)

Health and Engineering Programs have had the highest employment rates with each of the programs experiencing several years of 100% employment. The employment rate in Business and Management programs has increased from 81 to 93% over the last five years.

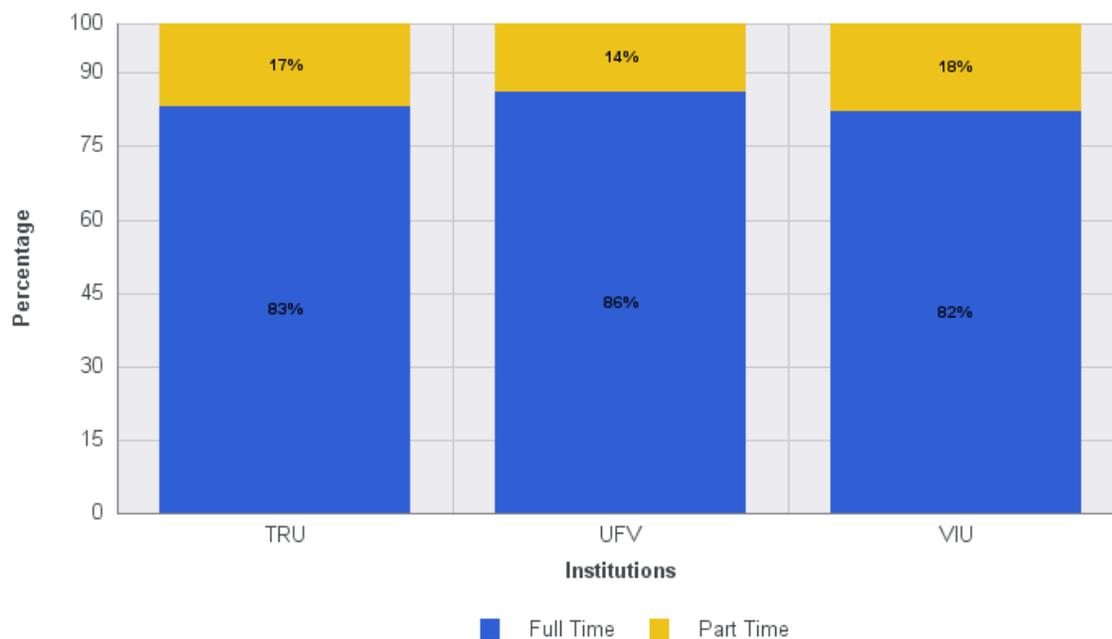
**Chart 3: Employment Rate, UFV across Programs**



Source - Bachelor’s Degree Survey (BGS)

The following chart represents the employment status at UFV in comparison with other, similar universities. At UFV, 86% of employed Bachelor’s Degree students report being employed full time in 2014, while 14% are part time. These rates are comparable to those at TRU and VIU.

**Chart 4: Employment Status 2014, UFV**

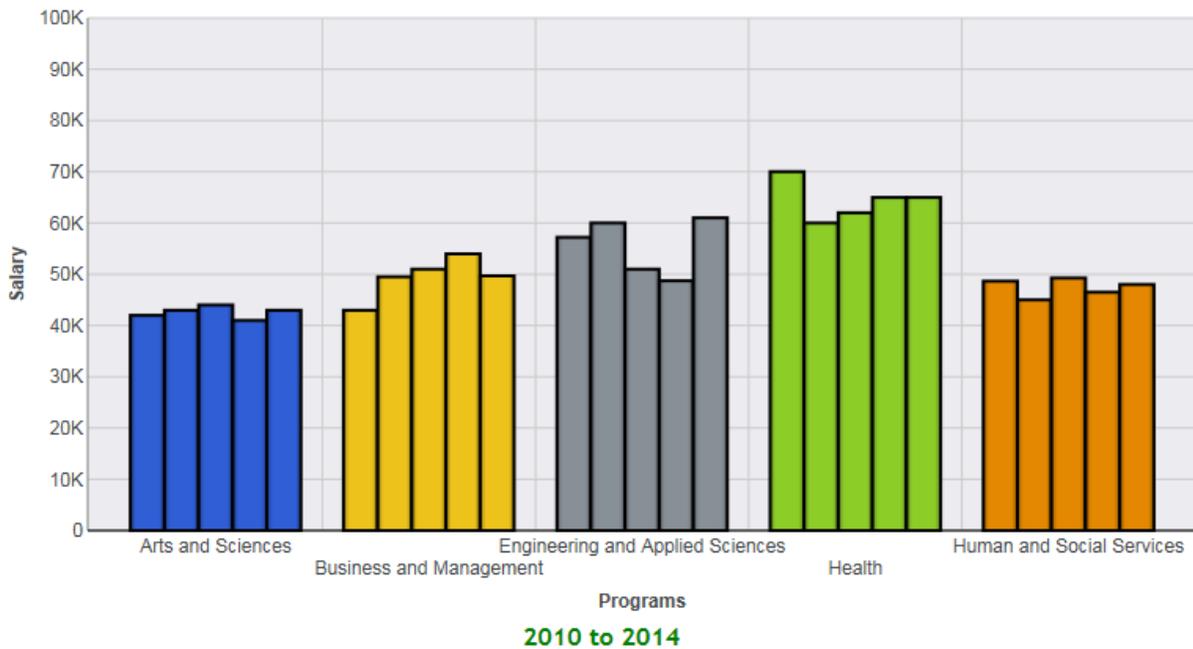


5. Salary (across UFV programs)

Source - Bachelor's Degree Survey (BGS)

The following chart provides salary comparisons for UFV programs over the last five years. Health and Engineering program graduates had the highest salaries as compared to other UFV program graduates. The average salary for Business and Management graduates has seen significant increase in the last five years.

**Chart 5: Bachelor Graduate Salaries by Program 2010 to 2014, UFV**



Data source: BC Outcomes, <http://www2.bcstats.gov.bc.ca/Dashboard/>

#### IV. Other Institutions

This section provides a selection of data obtained from the Advanced Ministry of Education’s website of publically available post-secondary data contained in the Post-Secondary Central Data Warehouse (CDW) found at <http://www.aved.gov.bc.ca/datawarehouse/>. The CDW contains student-level data submitted by 21 of BC’s public post-secondary institutions, including colleges, institutes, and seven universities. The research intensive universities, UBC, UVic, SFU, and UNBC, are not included in these reports. The fiscal year data in this section covers the period from 2011-12 to 2014-15.

##### 1. Student headcount by institution

From 2011-12 to 2014-15, the total student headcount for all BC public post-secondary institutions in the CDW has decreased by 6.9%. For domestic students, we see a decrease of 9.1%, while international students have seen an increase of 37%.

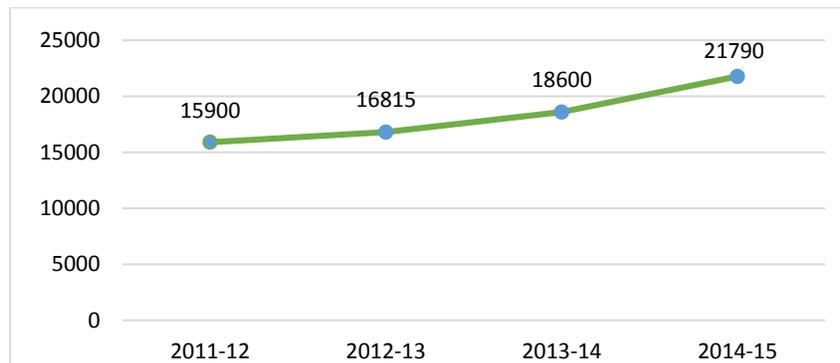
**Table 1 a: Percent Change in Student Headcount by Institution; 2014-15 vs 2011-12 fiscal year**

Colleges	Domestic Students		Domestic % change	International Students		International % change	Total Student Headcount		Total % change
	2011-12	2014-15	2014-15 vs 2011-12	2011-12	2014-15	2014-15 vs 2011-12	2011-12	2014-15	2014-15 vs 2011-12
Camosun College	18,940	17,345	-8.4%	635	1,485	133.9%	19,575	18,830	-3.8%
College of New Caledonia	9,890	8,430	-14.8%	350	450	28.6%	10,240	8,880	-13.3%
College of the Rockies	12,560	10,345	-17.6%	190	380	100.0%	12,750	10,725	-15.9%
Douglas College	24,345	22,110	-9.2%	1,370	2,070	51.1%	25,715	24,175	-6.0%
Langara College	20,175	17,985	-10.9%	1,735	2,840	63.7%	21,915	20,825	-5.0%
North Island College	9,615	8,355	-13.1%	115	280	143.5%	9,730	8,635	-11.3%
Northern Lights College	9,515	7,175	-24.6%	90	350	288.9%	9,610	7,525	-21.7%
Northwest Community College	6,615	5,110	-22.8%	5	5	0.0%	6,620	5,110	-22.8%
Okanagan College	19,465	18,535	-4.8%	870	955	9.8%	20,340	19,490	-4.2%
Selkirk College	10,780	11,295	4.8%	240	485	102.1%	11,015	11,775	6.9%
Vancouver Community College	22,935	17,380	-24.2%	550	645	17.3%	23,485	18,025	-23.2%
<b>Colleges Total</b>	<b>164,835</b>	<b>144,065</b>	<b>-12.6%</b>	<b>6,150</b>	<b>9,945</b>	<b>61.7%</b>	<b>170,995</b>	<b>153,995</b>	<b>-9.9%</b>
<b>Institutes</b>									
British Columbia Institute of Technol	38,580	39,505	2.4%	2,130	2,380	11.7%	40,710	41,885	2.9%
Justice Institute of British Columbia	32,465	25,335	-22.0%	200	100	-50.0%	32,670	25,435	-22.1%
Nicola Valley Institue of Technology	1,465	1,340	-8.5%*		65		1,465	1,405	-4.1%
<b>Institutes Total</b>	<b>72,510</b>	<b>66,180</b>	<b>-8.7%</b>	<b>2,330</b>	<b>2,545</b>	<b>9.2%</b>	<b>74,845</b>	<b>68,725</b>	<b>-8.2%</b>
<b>Universities (not including UBC, Uvic, SFU and UNBC)</b>									
Capilano University	13,580	11,585	-14.7%	785	995	26.8%	14,365	12,580	-12.4%
Emily Carr University of Art and Design	4,115	3,310	-19.6%	350	470	34.3%	4,465	3,775	-15.5%
Kwantlen Polytechnic University	18,440	17,605	-4.5%	1,400	2,140	52.9%	19,840	19,745	-0.5%
Royal Roads University	3,260	3,060	-6.1%	135	485	259.3%	3,400	3,545	4.3%
Thompson Rivers University	21,445	23,150	8.0%	2,560	2,610	2.0%	24,005	25,760	7.3%
University of the Fraser Valley	14,385	13,350	-7.2%	905	1,055	16.6%	15,290	14,405	-5.8%
Vancouver Island University	15,940	14,485	-9.1%	1,540	2,020	31.2%	17,480	16,505	-5.6%
<b>Universities Total</b>	<b>91,165</b>	<b>86,545</b>	<b>-5.1%</b>	<b>7,675</b>	<b>9,775</b>	<b>27.4%</b>	<b>98,845</b>	<b>96,315</b>	<b>-2.6%</b>
<b>Unique Headcount</b>	<b>314,810</b>	<b>286,255</b>	<b>-9.1%</b>	<b>15,900</b>	<b>21,790</b>	<b>37.0%</b>	<b>330,710</b>	<b>308,045</b>	<b>-6.9%</b>

**Table 1b: Student Headcount by Institution; 2011-12 to 2014-15 fiscal years**

Colleges	Domestic Students				International Students				Total Student Headcount			
	2011-12	2012-13	2013-14	2014-15	2011-12	2012-13	2013-14	2014-15	2011-12	2012-13	2013-14	2014-15
Camosun College	18,940	17,880	17,715	17,345	635	785	1,065	1,485	19,575	18,665	18,780	18,830
College of New Caledonia	9,890	8,370	9,215	8,430	350	405	390	450	10,240	8,775	9,610	8,880
College of the Rockies	12,560	11,405	10,680	10,345	190	230	320	380	12,750	11,635	11,000	10,725
Douglas College	24,345	22,280	22,695	22,110	1,370	1,600	1,885	2,070	25,715	23,880	24,580	24,175
Langara College	20,175	19,480	19,110	17,985	1,735	1,810	2,075	2,840	21,915	21,290	21,180	20,825
North Island College	9,615	9,020	8,905	8,355	115	145	200	280	9,730	9,170	9,105	8,635
Northern Lights College	9,515	8,420	7,970	7,175	90	130	160	350	9,610	8,545	8,130	7,525
Northwest Community College	6,615	5,185	5,635	5,110	5	10	5	5	6,620	5,195	5,640	5,110
Okanagan College	19,465	18,990	18,150	18,535	870	885	705	955	20,340	19,880	18,855	19,490
Selkirk College	10,780	10,010	10,795	11,295	240	235	345	485	11,015	10,245	11,140	11,775
Vancouver Community College	22,935	21,810	20,660	17,380	550	550	585	645	23,485	22,360	21,245	18,025
<b>Colleges Total</b>	<b>164,835</b>	<b>152,850</b>	<b>151,530</b>	<b>144,065</b>	<b>6,150</b>	<b>6,785</b>	<b>7,735</b>	<b>9,945</b>	<b>170,995</b>	<b>159,640</b>	<b>159,265</b>	<b>153,995</b>
<b>Institutes</b>												
British Columbia Institute of Technology	38,580	38,995	39,340	39,505	2,130	1,960	2,160	2,380	40,710	40,955	41,500	41,885
Justice Institute of British Columbia	32,465	26,730	27,685	25,335	200	210	115	100	32,670	26,940	27,805	25,435
Nicola Valley Institute of Technology	1,465	1,400	1,355	1,340	*			*	1,465	1,400	1,355	1,405
<b>Institutes Total</b>	<b>72,510</b>	<b>67,125</b>	<b>68,380</b>	<b>66,180</b>	<b>2,330</b>	<b>2,170</b>	<b>2,275</b>	<b>2,545</b>	<b>74,845</b>	<b>69,295</b>	<b>70,660</b>	<b>68,725</b>
<b>Universities (not including UBC, Uvic, SFU and UNBC)</b>												
Capilano University	13,580	13,910	13,335	11,585	785	810	855	995	14,365	14,720	14,190	12,580
Emily Carr University of Art and Design	4,115	3,835	3,655	3,310	350	370	405	470	4,465	4,205	4,065	3,775
Kwantlen Polytechnic University	18,440	18,290	18,035	17,605	1,400	1,655	1,930	2,140	19,840	19,945	19,970	19,745
Royal Roads University	3,260	3,335	3,110	3,060	135	260	365	485	3,400	3,595	3,475	3,545
Thompson Rivers University	21,445	21,630	23,620	23,150	2,560	2,545	2,605	2,610	24,005	24,175	26,225	25,760
University of the Fraser Valley	14,385	13,905	13,510	13,350	905	890	925	1,055	15,290	14,800	14,430	14,405
Vancouver Island University	15,940	15,635	15,765	14,485	1,540	1,695	1,930	2,020	17,480	17,325	17,690	16,505
<b>Universities Total</b>	<b>91,165</b>	<b>90,540</b>	<b>91,030</b>	<b>86,545</b>	<b>7,675</b>	<b>8,225</b>	<b>9,015</b>	<b>9,775</b>	<b>98,845</b>	<b>98,765</b>	<b>100,045</b>	<b>96,315</b>
<b>Unique Headcount</b>	<b>314,810</b>	<b>298,410</b>	<b>298,750</b>	<b>286,255</b>	<b>15,900</b>	<b>16,815</b>	<b>18,600</b>	<b>21,790</b>	<b>330,710</b>	<b>315,225</b>	<b>317,350</b>	<b>308,045</b>

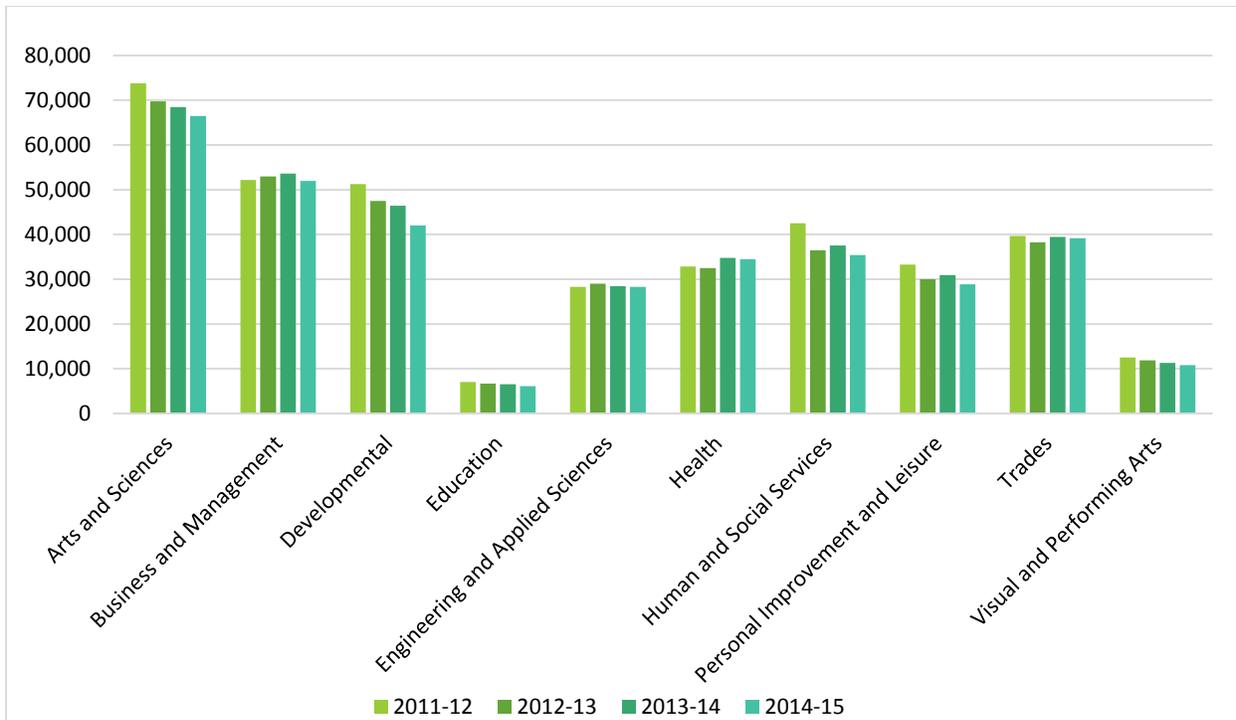
**Chart 1: Total International Student Headcount for all Public Post-Secondary Institutions in the CDW; 2011-12 to 2014-15 Fiscal Years**



## 2. Student headcount by program area

For CDW as a whole, 8 of the 10 program areas have experienced a fall in headcount from 2011-12 to 2014-15. The two exceptions that have seen an increase are Health, which has increased by 4.9%, and Engineering and Applied Sciences, which has remained stable. The programs with the greatest percent total student headcount decline are Developmental (18.1%), Human and Social Services (16.7%), Education (13.8%), Visual and Performing Arts (13.5%) and Personal Improvement and Leisure (13.3%).

**Chart 2: Student Headcount by Program Area by Fiscal Year for All Post-Secondary CDW Institutions; 2011-12 to 2014-15**



Note: Students enrolled in more than one program area in a given year are counted each time, resulting in higher totals than in the unduplicated Student Headcount by Institution table.

The total CDW student headcount for domestic students in Developmental programs has decreased by 22.4%, while international headcounts have increased by 23.3% (combining for the 18.1% decline). Developmental programming has experienced changes in funding in recent years.

In Table 2a we see that international student headcount by program has increased in all program areas, with the total decrease in student headcount by program overall at 8.0% (or 6.9% for unique student headcount, since some students change programs or institutions within a year and are counted twice).

**Table 2a: Percent Change in Program Area by Fiscal Year in 2014-15 Compared to 2011-12 for Domestic Students, International Students, and Total Student Headcount**

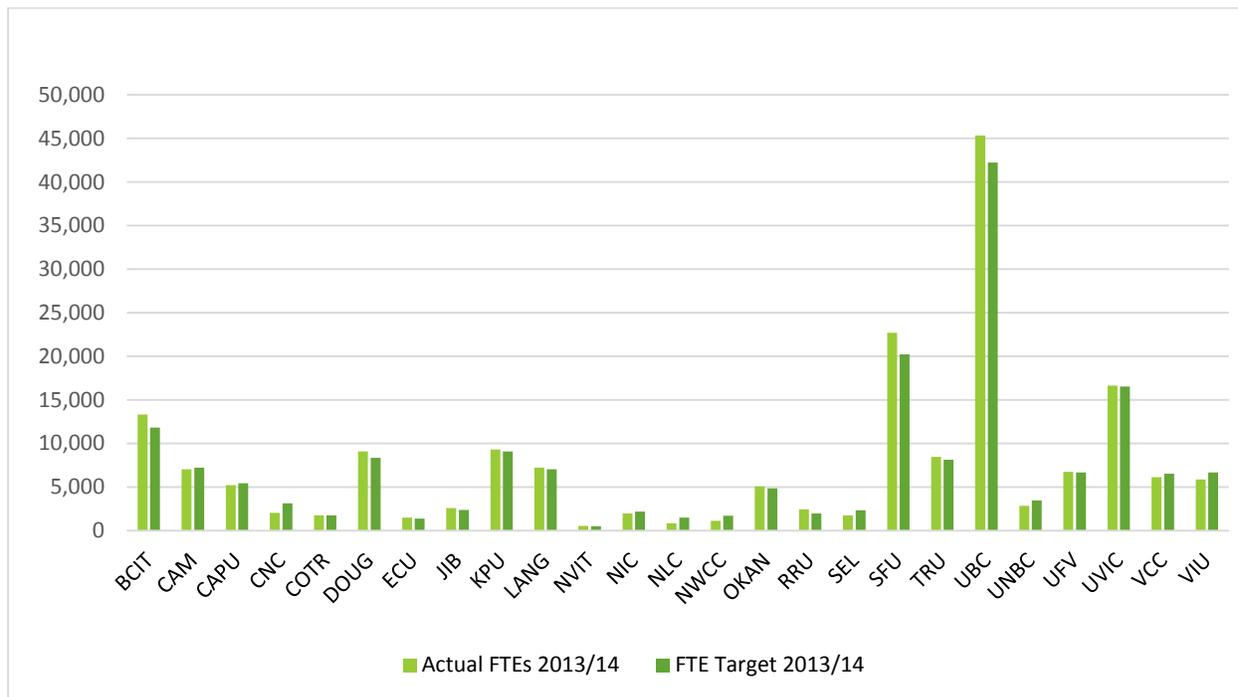
All Reporting Institutions	Domestic Student Percent Change	International Student Percent Change	Total Student Headcount Percent Change
Arts and Sciences	-12.1%	26.8%	-10.0%
Business and Management	-6.8%	51.0%	-0.4%
Developmental	-22.4%	23.3%	-18.1%
Education	-14.5%	27.3%	-13.8%
Engineering and Applied Sciences	-3.0%	98.8%	0.0%
Health	4.4%	90.0%	4.9%
Human and Social Services	-17.4%	67.1%	-16.7%
Personal Improvement and Leisure	-13.6%	153.8%	-13.3%
Trades	-1.8%	28.8%	-1.3%
Visual and Performing Arts	-16.1%	40.7%	-13.5%
<b>Total</b>	<b>-10.3%</b>	<b>39.7%</b>	<b>-8.0%</b>
<b>Unique Headcount</b>	<b>-9.1%</b>	<b>37.0%</b>	<b>-6.9%</b>

### 3. Historical full time equivalents (FTEs)

This section provides a selection of data for BC's public post-secondary institutions full time equivalent (FTE) enrolments obtained from the Government of BC's Data Catalogue located at <http://catalogue.data.gov.bc.ca/dataset/>. The data in this section covers the period from fiscal year 2009-10 to 2013-14.

Chart 3 shows a comparison of Ministry FTE targets, which include only domestic students, and actual FTEs for BC public post-secondary institutions for the most recent fiscal year available, 2013-14. Of the 25 institutions, 15 had actual FTEs that exceeded target FTEs while 10 institutions did not meet their FTE target.

**Chart 3: Comparison of Ministry FTE Targets and Actual FTEs for BC Post-Secondary Institutions; 2013-14 fiscal year**



While UFV has met or exceeded its FTE targets for each of the last six years, this is not the case for all public post-secondary institutions in BC. Table 3a illustrates that nine BC public post-secondary institutions (out of 25) have exceeded their targets each year for the period of data given; BCIT, Emily Carr University of Art and Design, Justice Institute of British Columbia, Langara College, Okanagan College, Royal Roads University, Simon Fraser University, University of British Columbia, and UFV. The majority of universities not meeting their FTE targets seem to be from smaller cities or in non-urban areas, the one exception being Vancouver Community College.

**Table 3a: Differences between Actual FTEs and Ministry Target FTEs for Public Post-Secondary Institutions in BC; 2009-10 to 13-14 Fiscal Year**

<b>Institution</b>	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>
<b>British Columbia Institute of Technology</b>	<b>215</b>	<b>613</b>	<b>881</b>	<b>1,133</b>	<b>1,523</b>
Camosun College	58	16	-67	-146	-189
Capilano University	-100	11	69	170	-241
College of New Caledonia	-840	-762	-829	-1,029	-1,124
College of the Rockies	9	154	12	-70	2
Douglas College	-680	-229	208	438	743
<b>Emily Carr University of Art and Design</b>	<b>133</b>	<b>127</b>	<b>66</b>	<b>67</b>	<b>109</b>
<b>Justice Institute of British Columbia</b>	<b>127</b>	<b>82</b>	<b>349</b>	<b>337</b>	<b>220</b>
Kwantlen Polytechnic University	-570	-153	159	148	212
<b>Langara College</b>	<b>82</b>	<b>460</b>	<b>536</b>	<b>314</b>	<b>176</b>
Nicola Valley Institute of Technology	-63	-68	-18	-4	31
North Island College	-331	-288	-326	-236	-251
Northern Lights College	-535	-589	-587	-623	-660
Northwest Community College	-72	-220	-425	-655	-570
<b>Okanagan College</b>	<b>218</b>	<b>413</b>	<b>518</b>	<b>546</b>	<b>219</b>
<b>Royal Roads University</b>	<b>33</b>	<b>146</b>	<b>350</b>	<b>460</b>	<b>460</b>
Selkirk College	-348	-498	-446	-608	-557
<b>Simon Fraser University</b>	<b>1,762</b>	<b>2,173</b>	<b>2,581</b>	<b>2,458</b>	<b>2,498</b>
Thompson Rivers University	-113	-224	-264	-19	351
<b>University of British Columbia</b>	<b>776</b>	<b>1,695</b>	<b>2,559</b>	<b>3,551</b>	<b>3,116</b>
University of Northern British Columbia	-391	-497	-571	-567	-622
<b>University of the Fraser Valley</b>	<b>251</b>	<b>281</b>	<b>337</b>	<b>164</b>	<b>77</b>
University of Victoria	-23	227	264	-4	121
Vancouver Community College	-552	-444	-389	-198	-425
Vancouver Island University	-209	-429	-581	-651	-805
<b>Grand Total</b>	<b>-1,162</b>	<b>1,997</b>	<b>4,386</b>	<b>4,977</b>	<b>4,414</b>

## **V. B.C.'s Skills for Jobs Blueprint**

This section provides a selection of information that is largely available in UFV's 2014-15 Accountability Report.

On April 29, 2014, the Province released the B.C.'s Skills for Jobs Blueprint (the *Blueprint*), which outlines a plan to re-engineer education and training to ensure that British Columbians will have the skills needed to fill the one million projected job openings in the province by 2022. In the fall of 2014, as part of the B.C. Skills for Jobs Blueprint, the Ministry of Advanced Education launched the Skills Gap Plan targeted funding initiative to assist BC's post-secondary institutions in linking their program offerings to the top 60 in-demand career opportunities around the province, as identified in WorkBC's British Columbia 2022 Labour Market Outlook, published in October 2014.

In support of the *Blueprint*, all public post-secondary institutions are developing annual plans which highlight areas of their programming that directly align with labour market priorities, such as the top jobs in demand, health human resource needs as identified by the Ministry of Health, regional or specialized labour market needs, programs for Aboriginal learners, and programs for persons with disabilities.

Operating grants to public post-secondary institutions are being re-engineered so that 25 percent of existing funding will support programs aligned with government identified in-demand jobs; currently, about ten percent of grants are targeted towards specific programs. Aligning the remaining 15 percent will happen over the next few years, through 2017/18.

UFV is well positioned to respond to the Skills Gap Plan. Our comprehensive program mix is well aligned with the top 60 high-demand occupations listed in BC's Labour Market Outlook, the specific needs of the region (including the agricultural industry), and targeted for Aboriginal learners.

As part of adopting the new Skills Gap Plan, UFV mapped its existing programs against the top 60 in-demand jobs (National Occupation Classifications - NOCs), using several different methodologies. One of the methods employed in this exercise found that 85% of UFV's current mix of programs matched with a top 60 in-demand occupation as listed in BC's Labour Market Outlook (listed in Table 2).

Each year through 2017-18, UFV will assign targeted student FTEs to programs aligned with in-demand jobs in our Skills Gap Plan, and submit them to the Labour Market Priorities Board for approval. Once approved, these become the university's Skills Gap Plan FTE targets. UFV's Skills Gap Plan FTE Targets for 2014-15 and 2015-16 have been approved by the Labour Market Priorities Board, and are summarized in Table 1. The Blueprint Baseline column represents the starting position for targeted FTEs. We are pleased to report that UFV met its Skills Gap Plan target for 2014/15.

**Table 1: Summary of UFV Skills Gap Plan FTE Targets**

<b>UFV Skills Gap Programs</b>	<b>Blueprint Baseline</b>	<b>2014/15 Skills Gap Plan</b>	<b>2015/16 Skills Gap Plan</b>	<b>Total Skills Gap Plan FTEs</b>	<b>Total Target Funded</b>
Bachelor of Science in Nursing (4-year)	114	30		30	144
Bachelor of Science in Nursing (3-year)	88				88
Licensed Practical Nurse	24				24
Health Care Assistant	18				18
<b>Total Health</b>	<b>244</b>	<b>30</b>		<b>30</b>	<b>274</b>
Carpentry certificate		15	-15	0	0
Construction Electrician certificate		15		15	15
Hospitality Event Planning certificate		15		15	15
Bachelor of Arts (Criminal Justice)		36	9	45	45
Diploma in Agriculture Technology		30		30	30
Bachelor of Business Administration			200	200	200
Applied Business Technology			50	50	50
Engineering Transfer			15	15	15
Bachelor of Computer Information Systems			70	70	70
<b>Total UFV Skills Gap Plan FTE Target</b>		<b>111</b>	<b>329</b>	<b>440</b>	<b>440</b>
<b>Total Target Funded</b>	<b>244</b>	<b>141</b>	<b>329</b>	<b>470</b>	<b>714</b>

**2014/15 Skills Gap Plan**

UFV’s 2014/15 Skills Gap Plan demonstrated a balance of program shifts and alignment with government priorities to support high-demand occupations and promote the economic growth of the Fraser Valley and British Columbia. In response to the Skills Gap Plan, UFV targeted 30 FTEs to its Diploma in Agriculture Technology as acknowledgement of its commitment to the region and the agricultural industry. UFV also recognized its responsibility to meet the needs of the health sector by committing an additional 30 FTEs in its Bachelor of Science in Nursing. The Fraser Valley has high student demand and strong employment opportunities for graduates with criminology education. Recognizing ongoing labour market demand for police and correction officers, UFV targeted 36 FTEs in its Bachelor of Arts, Criminal Justice. UFV will train electrical workers, carpenters, and restaurant managers through its Construction Electrician Certificate, Carpentry Certificate and Hospitality/Event Management Certificate for a total of 45 FTEs, recognizing the need for skilled-trade workers

**2015/16 Skills Gap Plan**

Business programs, especially accounting, are high demand occupations. For 2015/16 UFV will target 200 FTEs in our Bachelor of Business Administration program. Recognizing the significant need for 33 administrative assistants to 2022, UFV will commit 50 FTEs in our Applied Business Technology certificate program. The Fraser Valley has high student demand and strong employment opportunities for graduates with a computer information and computer systems education. Recognizing ongoing labour market demand for computer programmers and interactive media developers, UFV will target 70 FTEs in our Bachelor of Computer Information Systems. UFV offers the first year of the Bachelor of

Applied Science (Engineering) degree for students wishing to transfer to UBC or UVic with guaranteed admission to the second-year. To contribute to the need for civil engineers in BC through this effective and efficient sector-partnership, UFV will target 15 FTEs in the engineering transfer program.

In upcoming years, UFV's Skills Gap Plan will continue to align with our Education Plan and Strategic Enrolment Management (SEM) Plan goals and tell our story of how we serve our community and our students.

**For further information:**

Details of the Blueprint may be found at:

[http://www.workbc.ca/WorkBC/media/WorkBC/Documents/Docs/Booklet\\_BCBlueprint\\_web\\_140428.pdf](http://www.workbc.ca/WorkBC/media/WorkBC/Documents/Docs/Booklet_BCBlueprint_web_140428.pdf).

Details of WorkBC's British Columbia 2022 Labour Market Outlook may be found at:

<http://www.workbc.ca/WorkBC/files/5f/5fc26f16-3c0f-4884-ab99-b475ca7448b7.pdf>.

**Table 2: The top 60 in demand jobs (NOCs) that require Post-Secondary Training as identified in WorkBC's British Columbia 2022 Labour Market are:**

<b>National Occupational Classification (NOC) - Top 60 Jobs in Demand</b>	<b>NOC Ranking</b>
1241 Administrative assistants	1
1221 Administrative officers	2
7271 Carpenters	3
1111 Financial auditors and accountants	4
1311 Accounting technicians and bookkeepers	5
4212 Social and community service workers	6
4214 Early childhood educators and assistants	7
0711 Construction managers	8
7241 Electricians (except industrial and power system)	9
0631 Restaurant and food service managers	10
4021 College and other vocational instructors	11
7237 Welders and related machine operators	12
1224 Property administrators	13
4112 Lawyers	14
7252 Steamfitters, pipefitters and sprinkler system installers	15
7311 Construction millwrights and industrial mechanics	16
4011 University professors and lecturers	17
0016 Senior managers - construction, transportation, production and utilities	18
1122 Professional occupations in business management consulting	19
7312 Heavy-duty equipment mechanics	20
0712 Home building and renovation managers	21
0013 Senior managers- financial, communications and other business services	22
6321 Chefs	23

0714 Facility operation and maintenance managers	24
7251 Plumbers	25
2174 Computer programmers and interactive media developers	26
2131 Civil engineers	27
1123 Professional occupations in advertising, marketing and public relations	28
1225 Purchasing agents and officers	29
4311 Police officers (except commissioned)	30
4152 Social workers	31
5254 Program leaders and instructors in recreation, sport and fitness	32
1222 Executive assistants	33
4153 Family, marriage and other related counsellors	34
7205 Contractors and supervisors, other construction trades, installers, repairers and servicers	35
1242 Legal administrative assistants	36
1121 Human resources professionals	37
4163 Business development officers and marketing researchers and consultants	38
2133 Electrical and electronics engineers	39
2132 Mechanical engineers	40
7242 Industrial electricians	41
0731 Managers in transportation	42
0632 Accommodation service managers	43
7282 Concrete finishers	44
2241 Electrical and electronics engineering technologists and technicians	45
2263 Inspectors in public and environmental health and occupational health and safety	46
5121 Authors and writers	47
7231 Machinists and machining and tooling inspectors	48
7371 Crane operators	49
2253 Drafting technologists and technicians	50
4165 Health policy researchers, consultants and program officers	51
5242 Interior designers and interior decorators	52
7233 Sheet metal workers	53
9241 Power engineers and power systems operators	54
7253 Gas fitters	55
0211 Engineering managers	56
4312 Firefighters	57
6222 Retail and wholesale buyers	58
7204 Contractors and supervisors, carpentry trades	59
2264 Construction Inspectors	60

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## **VI. External surveys**

In addition to the Student Outcomes surveys discussed in a separate section, UFV participates in several national and international surveys. These surveys provide information on how UFV is performing relative to its peers, but more importantly, the university uses these results to refine curriculum, pedagogy, and administrative and service processes. We discuss five such surveys below.

### *1 a) Canadian University Survey Consortium: 2015 Graduating University Student Survey*

Each year UFV participates in the Canadian University Survey Consortium (CUSC) survey. This survey rotates through three cohorts and the 2015 cohort was graduating students. The survey involves 36 Canadian universities, with 16 being in the small university category, group 1, that UFV belongs to. In total, over 18,000 graduating university students enrolled in Bachelor's programs were surveyed. A total of 1,085 graduating students from UFV were surveyed, with a response rate of 40% (434 students); higher than the overall survey response rate of 31.5%. We refer to the results of the 36 universities as overall or national and the group of 16 universities that UFV belongs to as peer universities. We focus on results that seem surprising or where UFV differs significantly from overall or peers.

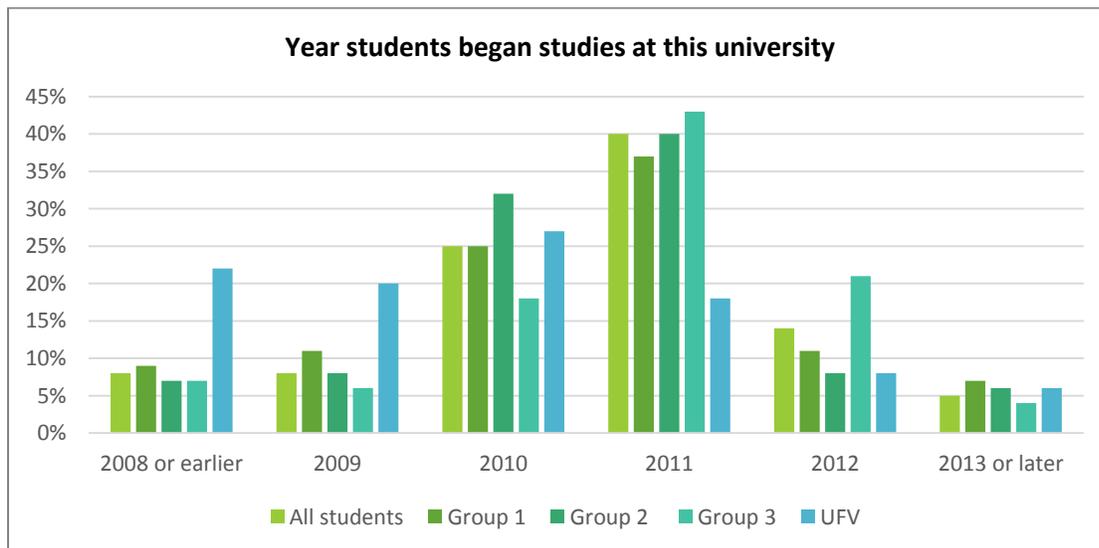
### **Profile of UFV graduating students that took part in the survey**

- There are almost twice as many females (66%) as males (34%) that completed the survey, compared to 60% and 40% nationally.
- The average age of a UFV graduating student is 27.3 years compared to 23.6 years nationally.
- 26% of students are married or common-law compared to 10% overall.
- 16% of students have children compared to 5% of all students surveyed.
- 9% are International students, compared to 7% overall.
- 5% have self-identified as Aboriginal compared to 4% overall.
- 17% have self-identified as having a disability, which is the same as overall. 70% of UFV graduating students report that *accommodation is adequate*, compared to 61% overall.
- 49% live with parents, guardians, or relatives compared to 37% nationally. 32% live in rented off-campus housing, less than the 52% nationally. Only 1% of UFV students live in on-campus housing while nationally it is 3% and in peer universities it is 5%.
- 75% drive alone to university, much more than nationally (27%) or in peer universities (48%).
- 20% of the parents of UFV students have high school or less which is greater than students nationally (13%). UFV student parents are less likely to be university or professional school graduates (27% vs 35%) or to hold graduate degrees (11% vs 18%) than students nationally.

### **Academic profile of UFV graduating students that took part in the survey**

- 71% of students are studying full-time, compared to 82% nationally.
- 29% of students transferred from another institution, compared to 19% overall.
- 41% of students interrupted their studies for one or more terms compared to 19% overall.

- 60% of students say they have been involved in some type of work and learning program experience (including practicum, work experience, service learning, Co-op, and paid or unpaid internship) compared to 55% overall.
- 63% of students say that they experienced some type of delay in completing their program at UFV, as compared to 36% of students overall, and of these 63%, 43% report the delay due to *required courses not available* as compared to 18% nationally.
- UFV has a larger than proportionate number of graduating students that have been at the university 5 years or longer. As shown in the graph below, 18% of students say they began their studies at UFV in 2011 (40% overall), 27% in 2010 (25% overall), 20% in 2009 (8% overall), and 22% in 2008 or earlier (8% overall).



- UFV students reported spending fewer hours in scheduled classes and labs than other students, 12.5 vs 14.5. UFV students also reported spending fewer total hours per week on academic work in and out of class than average, 29.1 vs 32.4. These results do not adjust for how many courses a student takes, and, since our students typically take fewer classes, the results may reflect this rather than our students studying less for each class.

**Other aspects of UFV graduating students that took part in the survey**

- UFV students are less likely than national students to participate in student clubs (16% vs 22%) or in on-campus student recreation and sports programs (5% vs 18%) while they are almost as likely (12% vs 14%) to attend campus social events.
- UFV students work more than others, an average of 21 hours per week versus 18 nationally. More than half (51%) of the UFV students that are currently employed report having work negatively impact their academic performance; the national number is slightly lower at 42%. In general, the negative impact of working increases with the number of hours worked.

- UFV students are more likely than nationally in planning to apply to professional programs following graduation, 31% vs 22%. UFV students are equally likely to nationally in planning to attend graduate school, 39% vs 38%.
- UFV students are generally satisfied with facilities and services, with most areas scoring in the 80 or 90% range. Two exceptions are food services at 53%, lower than nationally at 70%, and parking at 44%, which is actually higher than nationally at 42%.
- UFV students report similar use of academic services such as advising, co-op, and tutoring, but UFV students report using writing skills services at a much higher rate (19%), than nationally (7%) or peer group (5%).
- UFV students are more likely than nationally to have arranged employment prior graduation, 38% vs 31%.

### Results from evaluation of student experiences

#### Educational experiences

UFV students have a high perception of their professors. The result is so remarkable that we include the entire table. UFV students rate their professors as high or higher in all 15 categories whether comparing nationally or relative to UFV peer institutions.

Table 1: Perception of professors (% agree or strongly agree)					
	All students (n=18,144)	Group			UFV (n=434)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
Seem knowledgeable in their fields	97%	97%	97%	97%	99%
Treat students the same regardless of race*	95%	96%	95%	95%	96%
Treat students the same regardless of gender*	95%	95%	94%	95%	98%
Are reasonably accessible outside of class	93%	96%	93%	93%	97%
Encourage students to participate in class discussions	91%	95%	90%	90%	97%
Are fair in their grading	88%	92%	88%	86%	95%
Are well-organized in their teaching	85%	89%	84%	84%	93%
Communicate well in their teaching	85%	91%	84%	83%	94%
Are consistent in their grading	84%	88%	83%	84%	89%

Look out for students' interests*	84%	89%	83%	82%	92%
Treat students as individuals, not just numbers	84%	92%	84%	78%	97%
Are intellectually stimulating in their teaching	79%	86%	78%	75%	88%
Provide useful feedback on academic work	72%	83%	73%	64%	87%
Take a personal interest in academic progress	69%	81%	70%	60%	83%
Provide prompt feedback on academic work	67%	78%	70%	56%	81%
* These questions included an option for students to say "No basis for opinion" and those responses have been removed from the calculations.					

UFV students report that they are able to evaluate faculty in all or most courses 57% of the time, while at peer universities, students report 88% and nationally 92%.

UFV students are much less likely to disagree, 7% vs 14% nationally, with the statement, "Generally, I am satisfied with the quality of teaching I have received." UFV students have high perceptions of staff, finding them more helpful than the national average, 89% vs 82%.

UFV students are more satisfied than nationally with the concern shown by the university, 75% vs 58%, and they are more likely to be satisfied with their decision to attend UFV, 95% vs 89% nationally, and 93% for the peer group. 96% of UFV students are satisfied with the overall quality of their education, higher than nationally (86%), or peer group (91%).

**Satisfaction with decision to attend this university**

Almost 9 in 10 of all graduating students are satisfied with *their decision to attend their university*, including 34% who are very satisfied. Among the 1 in 10 who are dissatisfied, just 3% are very dissatisfied. At UFV, 95% of students are satisfied with *their decision to attend their university* which is 6% higher than the national results, and less than 1% are very dissatisfied, which is 2% lower than the national results.

Table 2: Satisfaction with decision to attend this university					
	All students (n=18,144)	Group			UFV (n=434)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
Very satisfied	34%	40%	33%	31%	32%
Satisfied	55%	53%	55%	56%	63%
Dissatisfied	8%	6%	8%	10%	4%
Very dissatisfied	3%	2%	3%	3%	<1%

### Overall quality of education at this university

More than 8 in 10 say they are satisfied with the *overall quality of education at their university*, including 23% who are very satisfied. Comparatively, 96% of UFV graduating students are satisfied with the *overall quality of education at their university*; which is 5% – 13% greater than the results for each of the three comparison groups, 91% (Group 1), 85% (Group 2), 83% (Group 3), and 86% for all students.

Table 3: Overall quality of education at this university					
	All students (n=18,144)	Group			UFV (n=434)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
Very satisfied	23%	30%	22%	20%	30%
Satisfied	63%	61%	63%	63%	66%
Dissatisfied	12%	7%	12%	15%	4%
Very dissatisfied	2%	2%	3%	3%	<1%

### Value for money

Although students are satisfied with the overall quality of their education, for many the value for the cost of their education may be an issue, as 68% agree that they *received good value for their money at their university*. This includes 15% who strongly agree. At UFV, 81% of respondents agree (13% greater than overall), including 22% that strongly agree, that they *received good value for their money at their university*.

Table 4: Received good value for money at this university					
	All students (n=18,144)	Group			UFV (n=434)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
Strongly agree	15%	18%	12%	17%	22%
Agree	53%	56%	51%	52%	59%
Disagree	24%	20%	27%	23%	17%
Strongly disagree	9%	7%	10%	8%	3%

### Recommend university to others

Overall, 88% of graduating students would *recommend their university to others*. Again, UFV's results are 2% to 6% higher than each of the three comparative groups, with 94% of graduating students responding that they would *recommend their university to others*.

Table 5: Recommend university to others					
	All students (n=18,144)	Group			UFV (n=434)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
Would recommend	88%	92%	87%	87%	94%
Would not recommend	12%	8%	13%	13%	6%

### *1 b) Canadian University Survey Consortium: 2014 Middle Year students*

In 2014, the CUSC cohort was of “middle year” students in their 2nd or 3rd year of studies. We briefly highlight some results from this survey. In terms of facilities and services offered, UFV students are more likely than students at other institutions to use almost all general facilities and services, most notably parking (79% vs 35%), the campus library electronic resources (82% vs 73%) and the book store (81% vs 74%). The facilities UFV students tend to use less are athletic facilities (11% vs 42%), campus medical services (2% vs 23%), other recreation facilities (13% vs 18%) and university residences (2% vs 14%). Students are satisfied with the majority of the services offered and UFV scores are generally higher than national scores.

Regarding academic services, UFV students are less likely to use Co-op services (7% vs 14%), tutoring (6% vs 12%), equally likely to use Academic Advising (47%), study skills workshops (10% vs 9%), and more likely to use writing skills (14% vs 10%). These services have an 88% satisfaction rate on average, with all services receiving a rating over 80%. For special services at UFV, students are generally less likely to report using these services than other institutions; 20% report using Financial Aid Office vs 26% nationally, and employment services are 8% vs 15%. The exception to this is career counselling, where 17% of UFV students reported usage vs 13% nationally.

UFV students have very high perceptions of their professors and in all 15 measures they are at least as satisfied as students in the national CUSC sample, if not more. For example, 95% of UFV students agreed or strongly agreed with, “Treat students as individuals, not just numbers” vs 83% nationally. However, UFV students are less likely to say they had the opportunity to evaluate their professor’s teaching with 25% saying they were able to evaluate teachers in all of their courses vs 65% nationally. There are several other categories where UFV students indicated a positive view about their education:

- 90% of UFV students vs 86% of students nationally are satisfied with the quality of their instruction
- 70% (vs 65%) of UFV students feel their education is worth the cost, 89% of UFV students felt that the institution met or exceeded expectations compared to 84% nationally
- 92% of UFV students were satisfied with their education compared to 88% nationally
- 92% (vs 91%) of UFV students would recommend the institution to others

One place for improvement is student retention, a goal in the SEM Plan: 83% of UFV students say they plan to come back next year vs 90% nationally.

### *2. National Survey of Student Engagement*

The National Survey of Student Engagement (NSSE) is an international survey that UFV participates in every three years. NSSE collects information at hundreds of universities about student participation in programs and activities and the results provide an estimate of how undergraduates spend their time and what they gain from attending university. UFV most recently participated in the NSSE survey (and associated FSSE survey discussed below) in 2013. Both of the NSSE 2013 survey groups, first-year and senior students, rated UFV highly in three areas: Effective Teaching Practices, Quality of Interactions,

and Discussions with Diverse Others. Effective teaching speaks to our primary focus on the excellence of undergraduate education. In Quality of Interactions, our students rated us highly on interactions involving a wide variety of counterparts including students, advisors, faculty, and staff. UFV prides itself on having a supportive and inclusive culture and our high rating for Discussions with Diverse Others provides evidence of this.

### *3. Faculty Survey of Student Engagement*

The Faculty Survey of Student Engagement (FSSE) is a North American survey of post-secondary institutions designed to complement the related NSSE survey. The FSSE survey measures faculty perceptions of how often students engage in different activities, the importance faculty place on various areas of learning and development, the nature and frequency of faculty-student interactions, and how faculty members organize their time.

The results indicated positive interactions between students and faculty and among students:

- 91% of faculty at UFV perceive faculty-student relations as positive;
- 79% perceive intra-student relations as positive;
- 98% of faculty spend time outside of class meeting with students; and
- 94% also spend time advising students, which includes career advice.

Almost half of faculty reported overseeing undergraduate research projects, and one third report supervising internships or field activities. Institutionally, three quarters of faculty would like UFV to increase emphasis on the amount of time students devote to their studies. Interestingly, a strong majority of faculty say students should spend four hours or more per week on a specific course while only around a third of faculty actually think students spend that much time per week on a specific course – we imagine these perceptions are not unique to our university. Almost universally, faculty consider their courses as a vehicle to teach students to think; 98% reported their courses are structured for students to “think critically and analytically.” The majority of faculty also felt that their courses are structured to teach students “job or work related knowledge and skills.”

### *4. Globe and Mail’s Canadian University Report*

The Globe and Mail annual university survey was discontinued in 2013. Higher Education Strategy Associates, the company that conducted the survey for the Globe and Mail, offered a similar survey, the Canadian Student Satisfaction survey (CSSS) to interested Canadian universities in 2014. UFV, along with nine other universities took part. UFV scored first, or tied for first, in satisfaction in areas including class size, interesting subject matter and course material, the university’s commitment to environmental sustainability, overall career preparation, and career and employment services. In 2015, the Globe and Mail has reinstated the Canadian University Report student survey and UFV is taking part. Results of this survey will be available in the fall of 2015.

*5. Ipsos Reid*

UFV participated in the 2014 Higher Education Reputation Syndicated Study conducted by Ipsos Reid. The survey asked Canadians about their opinions on Canadian post-secondary institutions. The results of this large, syndicated study showed that residents of the Fraser Valley rated UFV highly on measures including favourability and trust.