

Environmental Scan In support of Strategic Planning



December, 2019

Prepared by the Office of Institutional Research and Integrated Planning



Vision, Mission, Values

UFV is built on our shared commitment to the university's purpose, principles, and our future direction. With the adoption of our new statements of vision, mission, and values in 2019, our university has set a course for lasting endurance that will benefit generations to come, both locally and beyond.

Our vision

UFV will be known as a gathering place for learners, leaders, and seekers. We will pursue diverse pathways of scholarship, leading to community connection, reconciliation, and prosperity, locally and beyond.

Our mission

Engaging learners, transforming lives, building community. yoystexw ye totilthet, ayeqet kw'e shxwaylexws, thayt kw'e st'elt'elawtexw

Our values

Integrity | letse o sqwelewel

We act honestly and ethically, upholding these values and ensuring our mission is delivered consistently.

Inclusivity | lexwsq'eq'ostexw

We welcome everyone, showing consideration and respect for all experiences and ideas.

Community | st'elt'elawtexw

We cultivate strong relationships, acting as a hub where all kinds of communities — educational, scholarly, local, global, and cultural — connect and grow.

Excellence | ey shxweli

We pursue our highest standard in everything we do, with determination and heart.

The Tangram



UFV uses the visual metaphor of the tangram when we represent our vision, mission, and values.

Like building blocks of a UFV education, tangram shapes can be assembled into thousands of unique configurations and results, reflecting how a single institutional vision can embody many experiences, perspectives, and outcomes.

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Executive Summary

We have collected and compiled data from a variety of sources: demographic data from the Fraser Valley and from University of the Fraser Valley (UFV) students, UFV student survey results, the labour market, external factors affecting the university, other BC post-secondary institutions, and UFV performance measures. We have tried to collect information that will be helpful to the strategic planning process into one single report.

Since the beginning in 1974 (as Fraser Valley College) and up until November 2019, UFV has awarded 53,903 credentials to 41,994 students. The number of credentials awarded has continuously increased, with almost 2,700 credentials to over 2,400 students this past year. Looking forward, the population in the Fraser Valley will continue to grow and will form the base of our enrolment. The university aged population in the Fraser Valley is projected to increase by 10% from 2018 to 2038. This is a larger increase than for the Douglas College and Kwantlen Polytechnic University regions or for BC overall.

The Indigenous¹ population in Canada, British Columbia, and the Fraser Valley Regional District is younger, and growing at a much faster rate than the non-Indigenous population. Over the last ten years, the Fraser Valley has seen larger growth, and has a younger average age, for its Indigenous population than is the case in either BC or in Canada. In terms of census metropolitan areas, Abbotsford-Mission has the fourth highest proportion of visible minorities in the country, behind only Toronto, Vancouver, and Calgary.

Kindergarten to Grade 12 (K-12) enrolment projections from Fraser Valley (FV) school districts mirror this growth – from 2018 to 2028, grade 12 enrolments in our local school districts (including Abbotsford, Chilliwack, Fraser-Cascade, Langley, Mission, and Ridge Meadows) are projected to increase by 10.1%. Chilliwack (39.8%), Ridge Meadows (21.4%) and Abbotsford (14.4%) school districts account for the largest shares of growth (among Fraser Valley school districts) during this time.

Over the last ten years (2008/09 to 2017/18), all FV school districts, with the exception of Mission, have seen an increase in six-year high school completion rates, with Ridge Meadows (15%), Chilliwack (13%), and Fraser-Cascade (11%) having the largest increases – both overall (all students) and for Indigenous students. Similar to the province as a whole, there has been a substantial increase in six-year high school completion rates for Indigenous students. In 2017/18, Ridge Meadows (85%), Abbotsford (80%), Chilliwack (79%) and Langley (76%) school districts saw six-year completion rates for Indigenous students that were higher than the provincial average (69%).

The Student Transition Project (STP) links data about students in the BC public post-secondary education system with information for the years in Kindergarten to Grade 12. Immediate transition rates of high school graduates to post-secondary are some 3 to 14 percentage points lower in the FV region than the provincial average during the time period of 2012/13 to 2017/18. Similarly, when we look at data five years after high school graduation (for the years 2013/14 through 2017/18), the provincial average (73.3%) is higher than the FV region by between 5.5 and 14.4 percentage points. Over three-quarters

¹ In this report, Indigenous is used as a collective noun for First Nations, Inuit, and Metis Peoples. The term Aboriginal has been replaced in all instances even though it is still being used in certain cases from the source of the data (e.g. Ministry Accountability Measures).

(79%) of students that transition to UFV from a BC high school are from one of the six Fraser Valley school districts.

There are a number of interesting trends at UFV during the 2013/14 to 2018/19 time period. One is the dramatic increase in the number of international students at UFV – from 932 to 2,289 – an increase of 145.6%, with the majority of international FTEs on the Abbotsford campus. Another is students' location; we see that a high concentration of UFV students are located closer to the biggest campuses in Abbotsford and Chilliwack, whereas student numbers living closer to the smaller campuses in Mission and Hope are declining. Regarding attrition, 40% of new UFV students leave within one year, with most of these students leaving between the fall and winter semesters. Over the past six years, the average time at UFV to graduation has increased for Bachelor Degree graduates (from 5.8 years in 2013/14 to 6.3 years in 2018/19) while the average time to graduation for Diploma graduates has declined (from 5.0 years in 2013/14 to 4.5 years in 2018/19).

UFV participates in national and international surveys including the Canadian University Survey Consortium (CUSC), and the National Survey of Student Engagement (NSSE). While the CUSC 2018 Graduating Student Survey, the CUSC 2019 First-Year Student Survey and the NSSE 2019 First-Year and Senior Student Survey vary in the topics and questions posed to students, they share some similar findings. For example, all three survey results identify that UFV students work while they study at a higher rate than their peers, are less likely to live in university residence, and are satisfied with their decision to attend UFV.

The impact of automation and the ability of workers to acquire meaningful, well-paid employment is a major concern for the labour market. As is the case everywhere, workers in BC will need to adapt and learn new skills. The Fraser Valley shares many characteristics with the overall economy in British Columbia. One notable difference for the Fraser Valley is the relatively high proportion of employment in the Agriculture sector.

We provide information on a list of external factors that are relevant to UFV. These topics include Indigenization and Reconciliation, emerging technologies in higher education, the agricultural sector in the Fraser Valley, campus planning, BC government priorities, and the impact of international policy on international enrolment.

Overall, the 21 BC post-secondary institutions that submit data to the Central Data Warehouse (nonresearch intensive institutions), report that their domestic headcounts are down almost 2% between 2015 and 2018 and their international enrolment is up 87%. During the same time period, UFV has seen a slight increase in domestic (1.9%) and an increase of 45% in international enrolment. Indigenous students have increased by almost 6% at the 21 CDW institutions. The UFV increase is higher than the overall total at 7.9% during the same time period.

The Strategic Enrolment Management (SEM) Plan (2014-2019) identified nine enrolment goals with accompanying targets. We include the most recent SEM plan update for 2018/19, as well as the Ministry Accountability Measures, in the Appendix.

Section I: Fraser Valley Demographics

Regional Population

Figure 1 shows population projections from 2018 to 2038, by college region, by age group. The population changes by selected age groupings of 15-19, 20-24, and 25-29 are shown for the Fraser Valley college region as well Capilano and Kwantlen (two college regions served primarily by a teaching university), along with the neighbouring college region serving Douglas College, and BC overall.

In the Fraser Valley college region, the 15-19 year old population is projected to continue to decrease until 2020, and then forecasted to grow from 2021 onwards; the 20-24 year old group is projected to continue to decrease until 2025, and then increase from 2026 onwards; and the 25-29 year old population is projected to grow until 2025, decrease between 2026 and 2030, and then increase from 2031 onwards.



Figure 1: Projected Change in Population in Select College Regions and BC, by Selected Age Groupings (15-19, 20-24, and 25-29), 2018-2038, as a Percentage of 2018 Populations

Source: BC Stats PEOPLE database by selected college regions, accessed May 3, 2019

Figure 2 shows the cumulative projected changes in population aged 15-29 by selected college regions and BC from 2018 to 2038. From 2018 to 2038, the Fraser Valley college region is expected to see an increase in its 15-29 year old population, distinguishing it from the other selected college regions. The Fraser Valley college region is projected to have the highest total growth in 15-29 year olds during this time period (10%); well ahead of the other college regions (Capilano; 1%, Kwantlen; 0%, and Douglas; 1%), and BC as a whole (-1%).



Figure 2: Cumulative Projected Change in Population, Ages 15-29 in Select College Regions and BC, 2018-2038 as a Percentage of 2018 Population

Source: BC Stats PEOPLE database by selected college regions, accessed May 3, 2019

The University of the Fraser Valley is situated well compared to many of its peer teaching universities, with population growth arriving sooner to our university than for most others in the province, keeping in mind that there will likely be increased competition for Fraser Valley college region students from other institutions in the future.

Indigenous Population

The Indigenous population in Canada, British Columbia, and the Fraser Valley Regional District is younger, and growing at a much faster rate than the non-Indigenous population. Over the last ten years, the Fraser Valley has seen larger growth and has a younger average age for its Indigenous population than either BC or Canada. Figure 3 provides a comparison of Indigenous population statistics from the 2016 Census data².

Figure 3: 2016 Census Data Comparison of Indigenous Population Demographics for Canada, British Columbia, and the Fraser Valley Regional District

			Fraser Valley
2016 Census Data	Canada	British Columbia	Regional District
Indigenous Population	1,673,785	270,585	22,205
Indigenous Share of Population (2006)	4.9% (3.8%)	5.9% (4.8%)	7.7% (5.7%)
Growth of Indigenous Population (2006 to 2016)	42.5%	38.0%	52.8%
Average Age of Indigenous Population	32.1 years	32.8 years	30.4 years

²2016 Census topic: Aboriginal peoples. Accessed June 2018 from: http://www12.statcan.gc.ca/census-recensement/2016/rt-td/ap-pa-eng.cfm

According to the report *Aboriginal peoples in Canada: Key results from the 2016 Census,*³ there were 1,673,785 Indigenous people in Canada in 2016, accounting for 4.9% of the total population. The share of the Indigenous population in Canada has increased: from 2.8% in 1996, to 3.8% in 2006, to 4.9% in 2016. The Indigenous population of Canada has grown by 42.5% since 2006 which is more than four times the growth rate of the non-Indigenous population over the same period. The two main factors attributed to the growing Indigenous population in Canada are (i) actual growth and (ii) changes in self-reported identification.

In the Fraser Valley, the Indigenous population for the 15-24 age-group is 11.1% compared to 8.3% for the province. The Indigenous population is much younger than the population as a whole. For example, the share of Indigenous population in the Fraser Valley is largest for the 5-to-9 age-group at 13% of the population, while for 75 and over it is only 2.2%. Figure 4 shows 2016 Census Indigenous population data by age group for BC and the Fraser Valley Regional District.

		BC		Fraser Valley		
	Population	Indigenous	% Indigenous	Population	Indigenous	% Indigenous
Age		Identity	Population		Identity	Population
Total - Age	4,560,235	270,585	5.9%	288,765	22,205	7.7%
0 to 24 years	1,231,845	115,060	9.3%	88,885	10,600	11.9%
0 to 14 years	689,860	69,930	10.1%	53,460	6,670	12.5%
0 to 4 years	220,280	21,780	9.9%	17,435	2,020	11.6%
5 to 9 years	236,225	24,205	10.2%	18,135	2,360	13.0%
10 to 14 years	233,365	23,950	10.3%	17,890	2,300	12.9%
15 to 24 years	541,985	45,125	8.3%	35,425	3,925	11.1%
15 to 19 years	257,280	23,215	9.0%	17,945	2,160	12.0%
20 to 24 years	284,710	21,915	7.7%	17,480	1,770	10.1%
25 years and over	3,328,390	155,520	4.7%	199,875	11,605	5.8%
25 to 64 years	2,532,980	134,735	5.3%	150,350	10,190	6.8%
25 to 54 years	1,863,055	105,840	5.7%	110,680	8,220	7.4%
25 to 34 years	611,065	38,150	6.2%	35,680	2,940	8.2%
35 to 44 years	583,040	32,105	5.5%	35,260	2,505	7.1%
45 to 54 years	668,950	35,580	5.3%	39,735	2,780	7.0%
55 to 64 years	669,920	28,900	4.3%	39,665	1,975	5.0%
65 years and over	795,410	20,790	2.6%	49,530	1,410	2.8%
65 to 74 years	481,300	14,645	3.0%	29,570	970	3.3%
75 years and over	314,115	6,140	2.0%	19,960	440	2.2%
15 - 54 years	2,405,040	150,965	6.3%	185,775	14,115	7.6%
Average Age	41.8	32.8		40.3	30.4	

Figure 4: 2016 Census Data for Indigenous Population (Totals and Percent) by Age Group for British Columbia and the Fraser Valley Regional District

³ Statistics Canada. *Aboriginal peoples in Canada: Key results from the 2016 Census*. 2017 https://www150.statcan.gc.ca/n1/daily-quotidien/171025/dq171025a-eng.htm. Accessed 2018.

Diversity in the Fraser Valley

Compared to Canada and BC, the Fraser Valley has a lower percentage of visible minority population with 20.3% total visible minority population (Figure 5). The majority are South Asian (13.8%) which is significantly higher than the proportion in BC or all of Canada.





Source: Statistics Canada. 2017. Census Profile. 2016 Census.

When looking at census metropolitan areas (Figure 6), Abbotsford-Mission has the fourth highest proportion of visible minorities in the country (29%), behind only Toronto (51%), Vancouver (49%), and Calgary (34%). This proportion is expected to rise to 43% for Abbotsford-Mission by 2036.



Figure 6: Percent of the Population Visible Minority by Census Metropolitan Area, 2016, Canada

Source: Statistics Canada, 2016 Census

In terms of ethnic origin (Figure 7), the most common for Abbotsford-Mission is English, with 24.6% of the population having at least some English heritage. This is followed by Canadian (20.3%), German (18.9%), East Indian (18.9%), Scottish (17.4%), and Irish (13.1%).



Figure 7: Percent of the Population by Ethnic Origin, 2016, Abbotsford-Mission

Regional K-12 Population

From 2018 to 2028, grade 12 enrolments in our local school districts (including Abbotsford, Chilliwack, Fraser-Cascade, Langley, Mission and Ridge Meadows) are projected to increase by 10.1%; from a total of 5,698 grade 12 enrolments in 2018 to 6,273 in 2028⁴. The Chilliwack school district accounts for the largest share of growth during this time period (39.8%), followed by Ridge Meadows (21.4%), Abbotsford (14.4%), Langley (14.4%), Mission (7.0%) and Fraser-Cascade (3.0%).

As shown in Figure 8, all of UFV's nearby school districts are projected to experience an increase in grade 12 enrolments by 2028, with Chilliwack school district having the largest growth, increasing by 23.0%, followed by the Fraser-Cascade school district (12.9%), Mission and Ridge Meadows school districts (10.7%), and Langley school district (5.2%). Figure 9 shows the percentage change in projected grade 12 enrolments year over year, displaying similar growth trends to the Fraser Valley College Region demographics.

Source: Statistics Canada. 2017. Census Profile. 2016 Census. Notes: This is a total population estimate. The sum of the ethnic groups in this table is greater than the total population estimate because a person may report more than one ethnic origin in the census. 'Ethnic origin' refers to the ethnic or cultural origins of the person's ancestors. An ancestor is usually more distant than a grandparent.

⁴Projection of Public School Aged Headcount Enrolments 2018/19 are available in the BC Data Catalogue, <u>https://catalogue.data.gov.bc.ca/dataset/projection-of-public-school-aged-headcount-enrolments</u>







Figure 9: Grade 12 Enrolment Projections for FV School Districts by Yearly Percent Change

Six-Year Completion Rates by Fraser Valley School District

The province has seen a 6% increase in the last decade in six-year high school completion rates, from 79% in 2008/09 to 85% in 2017/18.⁵ During the same time period, all Fraser Valley school districts, with the exception of Mission, have seen an increase in six-year completion rates, with Ridge Meadows

⁵ BC Schools Six-Year Completion rates are available in the BC Data Catalogue,

https://catalogue.data.gov.bc.ca/dataset/bc-schools-six-year-completion-rate/resource/e8ecf3ac-2cbf-442c-9280-2bbd7e1dcbff

(15%), Chilliwack (13%), and Fraser-Cascade (11%) having the largest increases. While Abbotsford school district has consistently maintained high six-year completion rates, (ranging from a low of 84% in 2008/09 to a high of 90% in 2012/13), this rate has been slowly declining over the past few years. Mission has seen a decrease of 3% in its six-year completion rate, from 78% in 2008/09 to 74% in 2017/18.

In 2017/18, the most recent year of publicly available data, Ridge Meadows had the highest six-year completion rate at 91%, followed by Langley with 86%, and Abbotsford with 85%; all of the remaining Fraser Valley school districts had completion rates lower than that of the province as a whole (85%). Six-year completion rates by school districts in the Fraser Valley are shown in Figures 10a and 10b below.

			Fraser-		Ridge		
Year	Abbotsford	Chilliwack	Cascade	Langley	Meadows	Mission	Province
2008/09	84%	69%	63%	80%	77%	78%	79%
2009/10	86%	69%	70%	83%	78%	80%	80%
2010/11	89%	72%	74%	84%	79%	77%	81%
2011/12	86%	75%	73%	85%	83%	77%	82%
2012/13	90%	78%	76%	85%	91%	77%	84%
2013/14	89%	80%	74%	87%	86%	79%	84%
2014/15	87%	80%	69%	87%	87%	79%	84%
2015/16	88%	79%	69%	85%	87%	75%	84%
2016/17	87%	80%	64%	85%	88%	74%	84%
2017/18	85%	82%	74%	86%	91%	74%	85%
Trend	\sim		\sim	\sim	$\overline{}$	$\sim\sim$	

Figure 10a: Six-Year Completion Rates by School Districts in the Fraser Valley, 2008/09 - 2017/18



Figure 10b: Six-Year Completion Rates by School Districts in the Fraser Valley, 2008/19 - 2017/18

Six-Year Completion Rates by Fraser Valley School District: Indigenous Students

The province has seen a substantial increase in six-year high school completion rates for Indigenous students over the past ten years – an increase of 20 percentage points since 2008/09 (from 49% in 2008/09 to 69% in 2017/18). Fraser Valley school districts have seen similar trends, with the largest percentage point increases observed in Chilliwack (28), followed by Ridge Meadows (26), Fraser-Cascade (23) and Langley (20) during the same time period. In 2017/18, Ridge Meadows, Abbotsford, Chilliwack, and Langley saw rates that were higher than the province as a whole.

0								
			Fraser-	_	Ridge			
Year	Abbotsford	Chilliwack	Cascade	Langley	Meadows	Mission	Province	
2008/09	62%	51%	41%	56%	59%	53%	49%	
2009/10	61%	45%	53%	62%	63%	64%	50%	
2010/11	68%	56%	50%	62%	62%	58%	54%	
2011/12	65%	53%	65%	65%	67%	57%	56%	
2012/13	78%	57%	68%	70%	74%	68%	59%	
2013/14	75%	66%	64%	68%	73%	74%	62%	
2014/15	75%	62%	48%	78%	72%	67%	63%	
2015/16	72%	66%	41%	73%	70%	65%	64%	
2016/17	77%	72%	57%	71%	84%	59%	66%	
2017/18	80%	79%	64%	76%	85%	56%	69%	
*Difference	18%	28%	23%	20%	26%	3%	20%	

Figure 11a: Six-Year Completion Rates by School District in the Fraser Valley, Indigenous Students, 2008/09–2017/18

*Note: 2017/18 - 2008/09



Figure 11b: Six-Year Completion Rates by School District in the Fraser Valley, Indigenous Students, 2008/09–2017/18

Transitions from Fraser Valley High Schools to Post-Secondary

This section focuses on the six Fraser Valley (FV) school districts – Chilliwack, Abbotsford, Langley, Ridge Meadows, and Fraser-Cascade – and district student transitions to post-secondary, in particular, to UFV. Approximately 79% of students that

transition to UFV from a BC high school are from one of the six Fraser Valley school districts.

Transition rates of high school graduates to post-secondary are lower in the FV region than the provincial average. Over the past ten years, Abbotsford has seen an upward trend of graduates who immediately transition. All six FV school districts have transition rates below the provincial average with Abbotsford being the closest of the six to the BC average. Langley, Ridge Meadows, and Fraser-Cascade are all approximately 10% less than the BC average. Based on the 10-year average, Chilliwack and

Student Transitions Project data

The Student Transitions Project (STP) links data about students in the BC public post-secondary education system with information from their years in kindergarten to Grade 12. The data in this report were extracted by University of the Fraser Valley's (UFV) Office of Institutional Research and Planning using the April 2019 data release from the STP. *This information is provided for internal planning purposes only*. Further information on the STP and student transitions can be found on their website: <u>http://www.aved.gov.bc.ca/student_transitions/</u>

British Columbia's Ministry of Education also utilizes the STP data and provides publicly available reports that can be filtered by school district. The reports include student transition trends by demographic groups and many other variables. The district reports can be found on the Ministry website: https://www.bced.gov.bc.ca/reporting/district.php

Mission see the lowest number of graduates that transition immediately to post-secondary (less than 40%). Figure 12 provides the percentage of high school graduates that transition immediately to any public post-secondary institution in BC between the academic years of 2012/13 and 2017/18.



Figure 12: Immediate Transitions by School District and Academic Year, 2012/13 to 2017/18 and 10 Year Average

Immediate Transitions by Institution Type (2008/09 to 2017/18)

If an eligible high school graduate in the Fraser Valley region transitions immediately to post-secondary, almost half enroll at UFV (48%) as indicated in green in Figure 13. UFV is the first choice for 5 out of the 6 districts with the exception being Ridge Meadows. In Abbotsford, Chilliwack, and Mission school districts, UFV receives 64% or more of students who immediately transition to post-secondary. The second choice differs depending on the district. Here are the details by school district using aggregated data from the most recent five years of data:

Chilliwack	After UFV (70%), no other institution has more than 5%.
Abbotsford	After UFV (71%), the next popular post-secondary institution has a 6% transition
	rate.
Langley	UFV is the first choice (25%) with the second most popular institution at 22%.
	More students in this region than in the other FV regions attend research
	universities.
Ridge Meadows	UFV is second (14%), behind the most popular post-secondary institution that
	sees 29% of immediate transitions. From 2005/06 to 2010/11, UFV was the
	most popular or close to the being the most popular institution.
Mission	After UFV (59%), the second choice receives only 7%.
Fraser-Cascade	After UFV (59%), the next most popular post-secondary intuition sees 11% of immediate transitions.



Figure 13: Immediate Transitions by School District and PS Institution Type, 2013/14 to 2017/18

Immediate Transitions to UFV by School District

Although fluctuations from year to year are evident, UFV has seen the number of students immediately transitioning from the Abbotsford and Chilliwack school districts remain relatively steady over the past 5 and 10 years. Langley has been flat and Ridge Meadows and Mission have seen the steepest decline. Langley saw increased transitions from 2009/10 to 2011/12 but, over the last few years, transitions have continually decreased. Fraser-Cascade is the only district that UFV has seen an increase over the last five years (6%) but the overall numbers are quite small (average of 28 students per year).



Figure 14: Trend of Immediate Transitions to UFV by School District

Overall, in the last five years, UFV has seen fewer students from the FV school districts make the immediate transition with 2017/18 dropping below the 1,000 student mark. In 2009/10, 84% of UFV's immediate transitions came from the FV school districts and, in 2017/18, this drops to 75%.



Figure 15: Immediate Transitions from FV School Districts

For some school districts, we have also seen a decrease in the percentage of transitioning students choosing UFV. The chart below controls for the number of graduates by providing the distribution. These trends indicate that from Abbotsford and Chilliwack, the number of high school graduates UFV receives has been fairly stable for the past ten years. However, Mission, Langley, and Ridge Meadows have all seen declining trends for the past few years (since about 2011/12). UFV has seen an increasing number of Fraser-Cascade students since 2014/15; the current level is in line with the percentage in 2008/09.



Figure 16: Percentage of Immediate Transitions to UFV by School District

Abbotsford school district graduates comprise the largest number of immediately transitioning students, more than doubling the numbers from Chilliwack. Langley graduates make up the third largest with Mission and Maple Ridge sending 80 to 100 students to UFV per year. Fraser-Cascade sends the majority of their grads to UFV but the numbers are relatively small when compared with the other districts.

School District	Average Number Grads who transition to UFV	Total Average Number of HS Grads who Transition to PS	% of HS Grads Transitioning to PS Choose UFV	% of Immediate Transfers to UFV by FV SD
Chilliwack	224	317	70%	20%
Abbotsford	494	692	71%	44%
Langley	179	621	29%	16%
Ridge Meadows	84	470	18%	8%
Mission	101	159	64%	9%
Fraser-Cascade	28	46	61%	3%
Total FV	1111	2305	48%	100%

Figure 17: Immediate Transitions to UFV by School District (Grads of 2008/09 to 2017/18)

Immediate and Delayed Transition Rates

Five years after high school graduation, the gap between provincial averages and the Fraser Valley school districts is somewhat less. Looking back at the high school graduates of 2007/08 to 2011/12, the following chart illustrates that the provincial average of post-secondary participation is 73.7% after five years (between 2013/14 and 2017/18) out of high school. Once again, Abbotsford school district graduates are the closest to the provincial average with Mission and Chilliwack having the lowest rates.



Figure 18: Five-Year Transition Rates to PS by School District and Academic Year

The most recent year of data (2017/18) indicates that there are differences in time delays for postsecondary participation by school district. The comparison with the provincial average in Figure 19 illustrates that the gap does narrow slightly for Chilliwack but becomes even wider for Abbotsford, Mission and Fraser-Cascade graduates.



Figure 19: Comparison to Provincial Average (PS Academic Year 2017/18)

Section II: UFV Demographics

UFV Student Demographics

This section provides a selection of data that covers the period of 2013/14 to 2018/19. Our intent was to highlight interesting data trends that could particularly help inform strategic planning.

Over the last 5 years, our students are continuing to look more like a traditional university student in several ways: they are younger and are more likely to be enrolled in a degree program. We also note the large increases in international students and online activity. There are also decreases in students who live closer to our smaller campuses in Mission and Hope.

1. We have had tremendous increase in the number of international students.

The number of international students has increased from 932 to 2,289, an increase of 145.6% (Figure 20a). International students now make up 14.7% of the student body (Figure 20b).

							5 Year %
Student Type	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	Change
Domestic	13,385	13,251	12,873	12,998	12,868	13,245	-1.0%
International	932	1,053	1,131	1,332	1,708	2,289	+145.6%
Subtotal	14,317	14,304	14,004	14,330	14,576	15,534	+8.5%
Chandigarh	91	131	243	273	277	306	+236.3%
Grand Total	14,408	14,435	14,247	14,603	14,853	15,840	+9.9%

Figure 20a: Unduplicated Headcount by Student Type

Notes: Students who transfer from Chandigarh to Canada are counted as International. From this point forward in the report, Chandigarh activity is excluded.

Figure 20b: Proportion of Headcount by Student Type

Student Type	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Domestic	93.5%	92.6%	91.9%	90.7%	88.3%	85.3%
International	6.5%	7.4%	8.1%	9.3%	11.7%	14.7%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

2. The distribution of activity between terms has been stable.

Summer registrations have the same proportion of annual registrations now as they did six years ago (Figures 21a and 21b). The fall term is consistently a couple of percentage points larger than the winter term. Winter semester has grown slightly, likely in part from the large international student intake in Winter 2019.

Semester	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Summer	10.8%	10.2%	10.9%	10.0%	10.1%	10.8%
Fall	43.2%	42.8%	43.2%	43.1%	43.8%	43.0%
Winter	39.6%	38.9%	39.6%	40.4%	40.7%	41.4%
Trades	6.4%	8.2%	6.4%	6.4%	5.4%	4.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Figure 21a: Proportion of Registrations by Semester





3. The proportion of credit level registrations has increased.

Credit level registrations have increased from 84.3% in 2013/14 to 87.5% in 2018/19 (Figures 22a and 22b). Similarly, the proportion of both Vocational and Developmental registrations have declined. Graduate level registrations have remained stable but, with the addition of new graduate certificates, will increase in 2019/20.

Course Level	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19		
Credit	84.3%	82.5%	85.3%	85.5%	86.4%	87.5%		
Vocational	8.6%	10.1%	8.2%	8.7%	7.4%	6.8%		
Developmental	6.8%	7.2%	6.2%	5.6%	5.8%	5.4%		
Graduate	0.3%	0.2%	0.3%	0.3%	0.3%	0.3%		
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%		

Figure 22a: Pro	portion of Regis	trations by	Course Level





4. Most of the increase in International FTEs are concentrated on the Abbotsford campus. Domestic FTEs have increased for Canada Education Park and decreased for the Abbotsford campus.

FTEs are largely concentrated at the Abbotsford campus, Canada Education Park (CEP), and Online (Figures 23a and 23b). The share of FTEs for Abbotsford and CEP have remained relatively constant, with the share of online FTEs increasing. For self-identified Indigenous students, FTE generation by campus (Figures 24a and 24b) follows similar trends in terms of which campus are growing or shrinking in FTEs. Self-identified Indigenous students produce a higher proportion of FTEs on the CEP, Mission, and Hope campuses than the overall student body. When looking at FTEs by Student Type for these three largest campuses (Figures 25a and 25b), Abbotsford campus has a relatively high international to domestic FTE ratio. As Figure 25c shows, international FTEs have increased significantly at all three of the largest campuses: Abbotsford (112.7%), CEP (282.7%), and Online (159.0%). For domestic FTEs (Figure 25d), Abbotsford campus has decreased (-2.7%) while CEP (7.3%) and Online (21.8%) have both increased.

							5 Year %
Campus	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	Change
Abbotsford	5,148.4	5,228.9	5,236.4	5,230.4	5,443.0	5,788.6	+12.4%
Canada Education Park	1,701.1	1,656.1	1,708.4	1,825.4	1,773.6	1,861.3	+9.4%
Online: UFV	492.6	503.7	520.8	516.4	577.8	659.3	+33.9%
Clearbrook Centre	200.1	226.5	197.9	222.8	181.1	186.1	-7.0%
Off site, in country activity	189.6	191.9	195.2	180.1	157.3	166.6	-12.1%
Mission	173.9	147.5	123.0	97.2	76.3	69.1	-60.3%
Aerospace Training Centre	31.8	34.0	34.8	36.1	29.4	39.3	+23.5%
Норе	21.9	32.8	39.3	16.3	12.3	7.3	-66.9%
Chilliwack	37.1	17.3	19.3	7.6			
Five Corners - Chilliwack		5.7	5.0	12.6	7.7		
Total	7,996.5	8,044.4	8,080.1	8,144.9	8,258.6	8,777.6	+9.8%

Figure 23a: FTEs by Campus

Campus	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Abbotsford	64.4%	65.0%	64.8%	64.2%	65.9%	65.9%
Canada Education Park	21.3%	20.6%	21.1%	22.4%	21.5%	21.2%
Online: UFV	6.2%	6.3%	6.4%	6.3%	7.0%	7.5%
Clearbrook Centre	2.5%	2.8%	2.4%	2.7%	2.2%	2.1%
Off site, in country activity	2.4%	2.4%	2.4%	2.2%	1.9%	1.9%
Mission	2.2%	1.8%	1.5%	1.2%	0.9%	0.8%
Aerospace Training Centre	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%
Норе	0.3%	0.4%	0.5%	0.2%	0.1%	0.1%
Chilliwack	0.5%	0.2%	0.2%	0.1%		
Five Corners - Chilliwack		0.1%	0.1%	0.2%	0.1%	
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Figure 23b: Proportion of FTEs by Campus

Figure 24a: FTEs by Campus, Self-Identified Indigenous Students

							5 Year %
Campus	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	Change
Abbotsford	198.1	223.7	216.9	207.1	210.9	220.5	+11.3%
Canada Education Park	112.3	124.6	135.4	104.5	119.8	149.1	+32.7%
Online: UFV	27.0	30.0	29.5	30.1	33.5	31.8	+18.0%
Off site, in country activity	30.7	21.2	19.0	21.8	13.4	23.0	-25.1%
Clearbrook Centre	12.0	11.3	9.7	13.7	7.8	11.7	-2.4%
Mission	7.1	7.6	7.5	5.8	4.6	6.2	-12.2%
Норе	5.1	2.6	7.8	4.3	2.7	2.8	-44.3%
Chilliwack	6.2	1.5	2.0	1.0			
Aerospace Training Centre	1.2	0.5	0.8	1.2	0.5	1.3	7.2%
Five Corners- Chilliwack		0.1	0.1	0.8	0.1		
Total	399.6	422.9	428.7	390.3	393.3	446.4	11.7%

Figure 24b: Proportion of FTEs by Campus, Self-Identified Indigenous Students

Campus	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Abbotsford	49.6%	52.9%	50.6%	53.1%	53.6%	49.4%
Canada Education Park	28.1%	29.5%	31.6%	26.8%	30.5%	33.4%
Online: UFV	6.8%	7.1%	6.9%	7.7%	8.5%	7.1%
Off site, in country activity	7.7%	5.0%	4.4%	5.6%	3.4%	5.1%
Clearbrook Centre	3.0%	2.7%	2.3%	3.5%	2.0%	2.6%
Mission	1.8%	1.8%	1.7%	1.5%	1.2%	1.4%
Норе	1.3%	0.6%	1.8%	1.1%	0.7%	0.6%
Chilliwack	1.5%	0.4%	0.5%	0.3%		
Aerospace Training Centre	0.3%	0.1%	0.2%	0.3%	0.1%	0.3%
Five Corners- Chilliwack		0.0%	0.0%	0.2%	0.0%	
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	5 Year % Change
Domestic	2010/14	2014/10	2013/10	2010/1/	2017/10	2010/15	change
Abbotsford	4472.2	4430.8	4435.4	4310.2	4328.4	4350.3	-2.7%
Canada Education Park	1688.2	1625.1	1669.0	1789.8	1741.8	1812.1	+7.3%
Online: UFV	449.2	462.4	478.4	468.2	500.2	547.0	+21.8%
International							
Abbotsford	676.2	798.1	801.0	920.2	1114.7	1438.3	+112.7%
Canada Education Park	12.9	31.0	39.4	35.6	31.8	49.2	+282.7%
Online: UFV	43.4	41.3	42.5	48.3	77.6	112.3	+159.0%

Figure 25a: FTEs for Largest 3 Campuses, by Student Type

Figure 25b: Proportion of FTEs for Largest 3 Campuses, by Student Type

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Domestic						
Abbotsford	67.7%	68.0%	67.4%	65.6%	65.9%	64.8%
Canada Education Park	25.5%	24.9%	25.4%	27.2%	26.5%	27.0%
Online: UFV	6.8%	7.1%	7.3%	7.1%	7.6%	8.2%
Domestic Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
International						
Abbotsford	92.3%	91.7%	90.7%	91.6%	91.1%	89.9%
Canada Education Park	1.8%	3.6%	4.5%	3.5%	2.6%	3.1%
Online: UFV	5.9%	4.7%	4.8%	4.8%	6.3%	7.0%
International Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%





Figure 25d: Domestic FTEs, by Campus



5. The proportion of Bachelor Students have increased, while the proportion of Developmental students have declined.

As shown in Figure 26a, bachelor degree students have increased by 17.2%, while developmental students have decreased by 35.2%. The proportion of diploma, and certificate students have remained stable (Figure 26b). The None category consists largely of continuing education students.

Credential Type	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	5 Year % Change
Bachelors	5.430	5.596	5.834	5.982	6.141	6.362	+17.2%
Diploma	4,934	4,614	5,278	4,703	4,555	5,258	+6.6%
None	2,090	2,192	1,900	2,161	2,161	2,389	+14.3%
Developmental	1,490	1,509	1,246	1,054	1,136	966	-35.2%
Certificate	1,012	1,061	1,120	1,163	1,105	1,109	+9.6%
Apprenticeship	245	280	315	307	369	378	+54.3%
Graduate	88	109	112	98	71	117	+33.0%
Short Certificate	14	8	54	46	33	70	+400.0%
Total	15,303	15,369	15,859	15,514	15,571	16,649	+8.8%

Figure 26a: Headcount by Credential Type

Credential Type	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Bachelors	35.5%	36.4%	36.8%	38.6%	39.4%	38.2%
Diploma	32.2%	30.0%	33.3%	30.3%	29.3%	31.6%
None	13.7%	14.3%	12.0%	13.9%	13.9%	14.3%
Developmental	9.7%	9.8%	7.9%	6.8%	7.3%	5.8%
Certificate	6.6%	6.9%	7.1%	7.5%	7.1%	6.7%
Apprenticeship	1.6%	1.8%	2.0%	2.0%	2.4%	2.3%
Graduate	0.6%	0.7%	0.7%	0.6%	0.5%	0.7%
Short Certificate	0.1%	0.1%	0.3%	0.3%	0.2%	0.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Figure 26b: Proportion of Headcount by Credential Type

Note: From this point forward, Continuing Education activity is excluded.

6. The share of online courses has increased.

Online course registrations have increased by 30.0% while in class registrations have gone up by only 6.1% (Figure 27a). As a result, the proportion of online registrations (Figure 27b) has increased from 6.5% in 2013/14 to 7.9% in 2018/19. Interestingly, Figure 28 shows that while females generated 54.2% of FTEs for in class activity, they accounted for 66.8% of online FTEs. This difference is driven entirely by female domestic students as the proportions for international females are roughly the same.

Figure 27a: Registrations by Online and In Class

Delivery	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	5 Year % Change
Online	4,604	4,887	4,820	5,050	5,522	5,984	+30.0%
In Class	65,738	66,280	65,133	65,110	65,683	69,737	+6.1%
Total	70,342	71,167	69,953	70,160	71,205	75,721	+7.6%

Figure 27b: Proportion of Registrations by Online and In Class

Delivery	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Online	6.5%	6.9%	6.9%	7.2%	7.8%	7.9%
In Class	93.5%	93.1%	93.1%	92.8%	92.2%	92.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Figure 28: Proportion of FTEs Generated by Female Students, by Online and In Class and Student Type, 2018/19

Delivery	Student Type	Proportion of FTEs Generated
	All Females	66.8%
Online	Domestic Females	58.7%
	International Females	8.1%
	All Females	54.2%
In Class	Domestic Females	45.7%
	International Females	8.5%

7. While the ratio of full time to part time students has remained constant, the proportion of part time female students has decreased while the proportion of part time males has increased.

The proportion of full time students (Figure 29b) has remained steady at around 54%. The gender split of these full time students have also remained constant. However, part time males have increased by 17.3% (Figures 29a and 29c) while the number of part time females has actually slightly declined (these numbers are back to 2013/14 levels after a substantial decline in 2014/15).

							5 Year %
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	Change
Full Time	6,621	6,775	6,772	6,758	6,874	7,134	+7.7%
Female	3,636	3,657	3,634	3,673	3,745	3,959	+8.9%
Male	2,985	3,118	3,138	3,085	3,129	3,175	+6.4%
Part Time	5,631	5,312	5,306	5,372	5,466	5,999	+6.5%
Female	3,455	3,241	3,187	3,208	3,195	3,446	-0.3%
Male	2,176	2,071	2,119	2,164	2,271	2,553	+17.3%
Total	12,252	12,087	12,078	12,130	12,340	13,133	+7.2%

Figure 29a: Unduplicated Headcount by FT/PT and Gender

Note: A Full Time Student is defined as one who generates at least 0.6 of an FTE in a fiscal year.

Figure 29b: Proportion	of Unduplicated Headcount by	/ FT/PT and Gender
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	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Full Time	54.0%	56.1%	56.1%	55.7%	55.7%	54.3%
Female	29.7%	30.3%	30.1%	30.3%	30.3%	30.1%
Male	24.4%	25.8%	26.0%	25.4%	25.4%	24.2%
Part Time	46.0%	43.9%	43.9%	44.3%	44.3%	45.7%
Female	28.2%	26.8%	26.4%	26.4%	25.9%	26.2%
Male	17.8%	17.1%	17.5%	17.8%	18.4%	19.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Figure 29c: Headcount by FT/PT and Gender



8. Students are getting younger, specifically part time students.

The UFV student body is becoming younger, particularly part time students (Figures 30a and 30b). The average age of part time female students has fallen from 31.4 to 29.1, and for part time males it has gone from 28.3 to 25.5. Interestingly, female students are older than male students, on average 1.7 years for full time students and 3.2 years for part time. Overall, the average age for the student population has decreased from 27.8 years to 26.2 years. When looking just at Bachelor Degree Students (Figures 31a and 31b), this group has also gotten younger, but this decrease has been more gradual than the entire student body as a whole.

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	5 Year % Change
Full Time	25.2	25.0	24.9	24.6	24.3	24.6	-1.9%
Female	26.1	25.9	25.7	25.4	24.9	25.3	-2.2%
Male	24.2	24.0	24.0	23.7	23.7	23.8	-1.7%
Part Time	30.1	30.0	28.9	28.5	28.0	27.6	-7.8%
Female	31.4	31.1	30.1	29.9	29.3	29.1	-6.4%
Male	28.3	28.4	27.1	26.4	26.2	25.5	-9.2%
All Students	27.8	27.6	26.9	26.6	26.3	26.2	-5.1%

Figure 30a: Average Age by FT/PT and Gender

Figure 30b: Average Age by FT/PT and Gender



	2012/11	204 4/45		204 6 /47	2047/40	2010/10	5 Year %
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	Change
Full Time	24.0	23.7	23.6	23.9	23.6	23.8	-0.9%
Female	24.9	24.4	24.3	24.5	24.3	24.6	-0.9%
Male	23.0	22.9	22.9	23.1	22.8	22.7	-1.0%
Part Time	27.1	27.1	27.2	27.4	27.2	26.8	-0.8%
Female	28.1	28.5	28.3	28.9	28.6	28.0	-0.3%
Male	25.4	25.2	25.6	25.2	25.3	25.2	-0.7%
All Bachelor	25.3	25.1	25.1	25.3	25.1	25 1	-0.8%
Degree Students	23.5	23.1	23.1	23.5	23.1	23.1	-0.076

Figure 31a: Average Age by FT/PT and Gender, Bachelor Degree Students

Figure 31b: Average Age by FT/PT and Gender, Bachelor Degree Students



9. About three quarters of international students are from India.

India is now our most common country of origin for international students, making up 73.5% of the International student body (Figures 32a and 32b). This is a change from 2013/14 when China was the most common country of origin and India only made up 25.4% of international students.

							5 Year %
Country	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	Change
India	237	326	390	638	1,039	1,682	+609.7%
China	412	477	493	419	359	296	-28.2%
Korea (S), Republic of	54	48	41	36	34	31	-42.6%
Saudi Arabia	62	50	45	33	24	13	-79.0%
Japan	25	31	24	29	32	31	+24.0%
Vietnam	5	3	5	5	18	39	+680.0%
United Kingdom	2	5	7	10	18	19	+850.0%
United States of America	2	4	10	11	18	13	+550.0%
Philippines	2	1	1	9	10	11	+450.0%
Other	131	107	114	141	154	152	+16.0%
Total	932	1,052	1,130	1,331	1,706	2,287	+145.4%

Figure 32a: International Student Headcount by Country of Origin

Figure 32b: Proportion of International Student Headcount by Country of Origin

Country	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
India	25.4%	31.0%	34.5%	47.9%	60.9%	73.5%
China	44.2%	45.3%	43.6%	31.5%	21.0%	12.9%
Korea (S), Republic of	5.8%	4.6%	3.6%	2.7%	2.0%	1.4%
Saudi Arabia	6.7%	4.8%	4.0%	2.5%	1.4%	0.6%
Japan	2.7%	2.9%	2.1%	2.2%	1.9%	1.4%
Vietnam	0.5%	0.3%	0.4%	0.4%	1.1%	1.7%
United Kingdom	0.2%	0.5%	0.6%	0.8%	1.1%	0.8%
United States of America	0.2%	0.4%	0.9%	0.8%	1.1%	0.6%
Philippines	0.2%	0.1%	0.1%	0.7%	0.6%	0.5%
Other	14.1%	10.2%	10.1%	10.6%	9.0%	6.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

10. A high concentration of UFV students are located close to the biggest campuses in Abbotsford and Chilliwack. Student numbers close to the smaller campuses in Mission and Hope are declining.

As shown in Figure 33a, the number of students located in Abbotsford and Chilliwack have increased. Other notable cities that have seen increased in the number of students include Surrey (38.6% increase), Agassiz-Harrison (33.3% increase), and Delta (78.0% increase). On the other hand, student numbers have dropped from Maple Ridge (24.7% decrease), Hope (13.4% decrease), and Vancouver (38.5% decrease). There have also been slight decreases in Langley and Aldergrove. When grouped by closest UFV campus (Figure 33b), the number of students living closest to the large campuses in Abbotsford and Chilliwack have increased, while the smaller campuses of Mission and Hope have declined (7.7% and 13.4% decreases respectively). Looking at the location of domestic students specifically (Figure 34a), Surrey has increased by 10.0%, suggesting much of the overall increase is due to international students. There is also a decline in domestic students from Abbotsford, but an increase from Chilliwack. When looking at the closest campus for Domestic students (Figure 34b), only Chilliwack has grown (5.8% increase). The smaller campuses of Mission and Hope have seen the largest declines (9.0% and 13.4% decreases respectively) in domestic students located near them.

							5 Year %
City	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	Change
Abbotsford	4,782	4,646	4,681	4,879	4,977	5,328	+11.4%
Chilliwack	2,313	2,267	2,332	2,264	2,275	2,423	+4.8%
Other ^a	1,120	1,206	1,165	1,118	1,263	1,278	+14.1%
Langley	1,010	970	917	915	914	968	-4.2%
Surrey	709	737	747	792	860	983	+38.6%
Mission	804	805	803	786	780	824	+2.5%
Maple Ridge	522	489	461	423	385	393	-24.7%
Aldergrove	247	225	234	219	227	235	-4.9%
Agassiz-Harrison	114	127	130	141	138	152	+33.3%
Норе	119	140	113	129	117	103	-13.4%
Vancouver	122	105	101	76	66	75	-38.5%
Rest of Greater Vancouver ^b	90	70	70	68	74	78	-13.3%
Coquitlam	72	84	72	64	48	57	-20.8%
Burnaby	65	61	65	56	47	49	-24.6%
Delta	41	38	49	58	58	73	+78.0%
Pitt Meadows	44	41	50	55	50	47	+6.8%
Richmond	45	43	50	48	35	27	-40.0%
Port Coquitlam	33	33	38	39	26	40	+21.2%
Total	12,252	12,087	12,078	12,130	12,340	13,133	+7.2%

Figure 33a: Student Location by City

Notes: This data is based on student self-reported mailing address.

^aIncludes any city outside of the Fraser Valley and Metro Vancouver Regional Districts.

^bIncludes New Westminster, White Rock, North Vancouver, Port Moody, West Vancouver, Anmore, Belcarra, and Tsawwassen.

Figure 33b: Student Location by Closest Campus

							5 Year %
Closest Campus	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	Change
Abbotsford Campus	7,216	7,012	7,024	7,214	7,332	7,913	+9.7%
Chilliwack Campus	2,427	2,394	2,462	2,405	2,413	2,575	+6.1%
Mission Campus	1,370	1,335	1,314	1,264	1,215	1,264	-7.7%
Hope Campus	119	140	113	129	117	103	-13.4%

Note: Does not include "Other^a" from Figure 33a.

							5 Year %
City	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	Change
Abbotsford	4,258	4,112	4,092	4,131	4,085	4,056	-4.7%
Chilliwack	2,299	2,253	2,312	2,251	2,252	2,401	+4.4%
Langley	1,000	962	908	909	905	955	-4.5%
Mission	797	796	788	771	770	800	+0.4%
Other ^c	890	878	846	745	683	650	-27.0%
Surrey	672	684	687	717	744	739	+10.0%
Maple Ridge	519	486	460	420	381	391	-24.7%
Rest of Greater Vancouver ^d	409	374	381	371	340	374	-8.6%
Aldergrove	243	223	231	214	219	225	-7.4%
Agassiz-Harrison	114	127	130	141	138	152	+33.3%
Норе	119	140	113	129	117	103	-13.4%
Total	11,320	11,035	10,948	10,799	10,634	10,846	-4.2%

Figure 34a: Student Location by City, Domestic Students

Notes: This data is based on student self-reported mailing address.

^cIncludes any city outside of the Fraser Valley and Metro Vancouver Regional Districts.

^dIncludes Vancouver, Coquitlam, Pitt Meadows, Delta, Burnaby, Port Coquitlam, White Rock, New Westminster, North Vancouver, Richmond, Port Moody, West Vancouver, Anmore, Belcarra, and Tsawwassen.

							5 Year %
Closest Campus	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	Change
Abbotsford Campus	6,538	6,315	6,249	6,287	6,243	6,302	-3.6%
Chilliwack Campus	2,413	2,380	2,442	2,392	2,390	2,553	+5.8%
Mission Campus	1,360	1,322	1,298	1,246	1,201	1,238	-9.0%
Hope Campus	119	140	113	129	117	103	-13.4%

Figure 34b: Student Location by Closest Campus, Domestic Students

Note: Does not include "Other^c" from Figure 34a.

Retention Rates

Overall, 40% of new students leave within one year. Figure 35 shows that most of these actually leave between the fall and winter semesters. A small number (less than 100 per year) of students who were not retained between the fall and winter come back for the following fall semester. Domestic students are retained at higher rates than international students. Students with transfer credits are retained at a higher rate than those without any transfer credits. Students in Bachelor Degree programs are retained at much higher rates (90.9% for Fall to Winter and 76.7% for Fall to Fall). In this case, most Bachelor Degree students leave between the winter and following fall semesters, opposite of the trend observed for the other student types. Diploma students are retained at rates slightly lower than the overall average, with less than 60% of students being retained between their first Fall semester and the following Fall term.



Figure 35: Institutional Retention Rates by Student Type for Fall 2013 to Fall 2018 Cohorts

How short term retention rates are being defined

The short term retention rates described in this section are determined in the following way. Fall to Winter retention measures the percentage of new students (a student is defined as new if it is their first academic term attended at UFV) entering in the fall semester who are retained in the following winter (defined as producing any FTEs in either the academic or non-academic winter term). Similar definitions are used to produce the Fall to Fall retention rates for the same cohorts, describing if a student is retained in the following year.

Figure 36 shows that the retention for new domestic students has been relatively stable, experiencing a slight increase over the 6-year time period. For international students (Figure 37), the retention rates are more volatile, having fluctuated up and down over time for both the Fall to Winter and Fall to Fall retention.

Domestic	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Trend
Fall to Winter Retention	75.3%	75.9%	76.4%	79.5%	78.7%	77.3%	5
Fall to Fall Retention	58.2%	59.9%	58.7%	63.1%	61.6%	59.7%	~
Cohort Headcount	2,106	2,008	1,960	1,989	1,975	2,176	\searrow

Figure 36: Short Term Retention Rates for New Domestic Students

Figure 37: Short Term	Retention Rate	s for New Ir	nternational s	Students
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International	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Trend
Fall to Winter Retention	73.9%	80.6%	79.5%	72.1%	62.6%	74.9%	\sim
Fall to Fall Retention	61.4%	60.9%	64.2%	52.5%	49.0%	58.8%	~
Cohort Headcount	153	258	215	240	294	291	\sim

Both Fall to Winter and Fall to Fall retention rates have slightly increased for students starting at UFV without prior transfer credits (Figure 38). For students with transfer credits (Figure 39), the Fall to Winter retention has been stable, but the Fall to Fall retention has declined to less than 70% compared to 74.1% for the Fall 2013 cohort.

Without Transfer Credits	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Trend
Fall to Winter Retention	72.9%	74.7%	74.1%	76.3%	75.3%	75.6%	~~
Fall to Fall Retention	53.8%	57.6%	55.1%	59.8%	58.5%	57.8%	~
Cohort Headcount	1,746	1,770	1,689	1,728	1,876	2,096	\sim

Figure 38: Short Term Retention Rates for New Students Without Transfer Credits

Figure 39: Short Term Retention Rates for New Students With Transfer Credits

With Transfer Credits	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Trend
Fall to Winter Retention	83.0%	82.5%	86.0%	86.8%	83.0%	84.9%	5
Fall to Fall Retention	74.1%	68.3%	73.9%	69.5%	66.7%	<mark>69.8%</mark>	\sim
Cohort Headcount	513	496	486	501	393	371	$\overline{}$

For Bachelor Degree students (Figure 40), both retention rates have remained constant over the 6-year span. In comparison, the retention rates for Diploma program students (Figure 41) are increasing slightly for Fall to Winter, but decreasing slightly for Fall to Fall.

Figure 40: Short Term Retention Rates for Students in Bachelor Degree Programs

Bachelor Degree	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Trend
Fall to Winter Retention	91.4%	91.0%	91.2%	91.6%	90.4%	90.2%	~
Fall to Fall Retention	76.1%	76.4%	76.9%	78.5%	75.9%	76.6%	~
Cohort Headcount	736	746	772	817	851	969	/

Figure 41: Short Term Retention Rates for Students in Diploma Programs

Diploma	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Trend
Fall to Winter Retention	74.7%	75.8%	75.3%	74.8%	76.2%	76.4%	~
Fall to Fall Retention	60.3%	62.7%	55.9%	59.8%	60.5%	58.2%	~
Cohort Headcount	920	866	858	921	835	866	\sim

Graduation Rates

In this section, graduation rates are observed from a perspective of 7 years out. Specifically looking at new, direct entry students into Bachelor Degree programs for a given fiscal year. Figure 42 shows the graduation rates after 7 years for 3 cohorts of students who directly enter into a Bachelor Degree program. This data shows a clear trend. Less students are graduating from the program in which they directly enter (36.4% for the 2011/12 cohort compared to 39.7% for the 2009/10 cohort). However, this trend is flipped when looking at graduating in any Bachelor Degree program or graduating at UFV in any program, with the 2011/12 cohort having higher rates in both these measures. The trend for retaining students are declining while the proportion of those who leave UFV entirely without graduating is relatively stable at around 40%.

Fiscal Year of Direct Entry	Cohort Headcount	Graduated in Program	Graduated with Bachelor Degree	Graduated at UFV	Institutionally Retained	Institutional Leaver
2009/10	784	39.7%	46.9%	53.6%	6.8%	39.7%
2010/11	888	39.4%	46.3%	53.0%	6.6%	40.3%
2011/12	879	36.4%	48.0%	54.8%	4.9%	40.3%
Total	2,551	38.5%	47.1%	53.8%	6.1%	40.1%

Figure 42: Graduation Rates after 7 Years, Direct Entry into Bachelor Degree Program

Overall, looking at these three cohorts as a whole, 38.5% of students who directly entered a Bachelor Degree program ended up graduating in that program within 7 years. Another 8.6% graduated in a different Bachelor Degree program, and 6.7% graduated in a non-Bachelor Degree program at UFV. 6.1% of these students were retained after 7 years. Of those who are institutionally retained, 75% of them are still in Bachelor Degree programs, with 18% in Diploma programs after 7 years. The most common Bachelor Degree programs for these retained students are the BA (27% of all students retained) followed by the BSC (12%). Overall, 40.1% of students from these cohorts are no longer at the university after 7 years and did not end up graduating from any UFV program.

How graduation rates are being defined

If after 7 years, a student has graduated in the program they directly entered, they are considered as "Graduated in Program". If after 7 years, a student has graduated in any Bachelor Degree program, they are considered as "Graduated with a Bachelor Degree". If after 7 years, a student has graduated in any program at UFV, they are considered as "Graduated at UFV". If a student has not yet graduated from UFV in any program but still generates FTEs in the fiscal year 7 years following their direct entry into a Bachelor Degree program at UFV, they are considered as "Institutionally Retained". If a student has not yet graduated from UFV in any program at UFV, they are considered as "Institutional year 7 years following their direct entry into a Bachelor Degree program at UFV, they are considered as "Institutional year 7 years following their entry into a Bachelor Degree program at UFV, they are considered as "Institutional Leaver". Therefore, every student is captured in one of the categories: institutional leaver, institutionally retained, or graduated at UFV. Graduated with a Bachelor Degree is a subset of graduated at UFV and graduated in program is a subset of both graduated with a Bachelor Degree and graduated at UFV.

Time to Graduation

Over the past 6 years, the average **time at UFV** to graduation (Figure 43) has increased for Bachelor Degree graduates while the average time to graduation for Diploma graduates has declined. For Bachelor Degree grads, this trend is greater when specifically looking at students without transfer credits. The average time to graduation has increased from 5.9 years in 2013/14 to 6.6 years in 2018/19 for Bachelor Degree grads who have no prior transfer credits. Transfer students in these programs have been stable over this time period, and (as expected) graduate quicker, taking these students an average of 5.5 years in UFV to graduate. For Diploma graduates, similar trends have occurred for both students with and without transfer credits. Again, transfer students taking less time at UFV to graduate. Non-transfer students graduating with a Diploma took an average of 4.7 years to graduate compared to 3.8 years for transfer students of the 2018/19 diploma graduating class. Overall, over this 6-year time frame, the average time at UFV to graduation for Bachelor Degree grads has increased by half a year while it has declined by half a year for Diploma graduates. Given UFV's full-time/part-time flexibility, perhaps it is not surprising that it takes more than 4 years on average for students to complete a Bachelor Degree or Diploma program.

	Transfer							
Credential	Credits?	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	Trend
Bachelor Degree	No	5.9	6.0	6.2	6.4	6.3	6.6	
Bachelor Degree	Yes	5.4	5.3	5.0	5.2	5.7	5.5	\sim
All Bachelor Degree		5.8	5.8	5.9	6.0	6.1	6.3	
Diploma	No	5.1	5.4	5.4	5.2	4.7	4.7	\frown
Diploma	Yes	4.3	4.3	3.5	4.2	4.1	3.8	\sim
All Diploma		5.0	5.3	5.1	5.0	4.6	4.5	\frown

Figure 43: Average	Time at UEV to	Graduation by	Credential and	Transfer Credits
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Graduating students form the cohort that measures time to graduation. For Bachelor Degree programs (Figure 44), based on the time to graduate for the most recent year of graduates (2018/19), the Bachelor of Computer Information systems has the shortest average time to graduate (4.7 years), followed by Bachelor of Kinesiology (5.1 years), Bachelor of Science (5.4 years), Bachelor of Business Administration (5.7 years), then Bachelor of Arts (Criminal Justice) (5.9 years). The programs that take the longest are the Bachelor of General Studies (8.7 years), Bachelor of Arts in Adult Education (8.5 years), and Bachelor of Education (7.9 years). In terms of trends, Bachelor of Arts, Bachelor of Science in Nursing, and Bachelor of General Studies have seen an increase in time to graduate. On the other hand, the Bachelor of Kinesiology and Bachelor of Computer Information Systems have decreased in time at UFV to graduation over the 6-year span.

Overall, diploma programs (Figure 45) have a shorter time to graduation than Bachelor Degree programs. The shortest time to graduation Diploma program for the 2018/19 grad class is the Associate of Science Degree (3.2 years), followed by the Graphic and Digital Design Diploma (3.3 years), Practical Nursing Diploma (3.3 years), Automation and Robotics Technician Diploma (3.5 years), and the Diploma in Computer Information Systems (3.7 years). The Diploma programs that have the longest average time at UFV to graduation are the Diploma is Liberal Arts (5.9 years), Diploma in Social Services (5.5 years),
and Diploma in Theatre (5.0 years). When looking at trend over the past 6 years, the average time to graduation for the Diploma in Social Services and Diploma in Agriculture Technology has increased. Over this time period, the Diploma in General Studies, Associate of Arts Degree, Diploma in Criminal Justice, Diploma in Library & Information Technology, Practical Nursing Diploma, and Diploma in Visual Arts have all decreased in terms of average time at UFV to graduation.

								Total
Bachelor Program	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	Trend	Graduates
Bachelor of Arts	5.8	5.6	6.0	6.0	6.1	6.3	<u> </u>	1,414
Bachelor of Business Administration	5.6	5.3	5.7	5.8	5.6	5.7	\checkmark	978
Bachelor of Science	5.4	5.5	5.1	5.6	5.4	5.4	\sim	544
Bachelor of Arts (Criminal Justice)	5.8	5.6	5.7	5.9	6.0	5.9	\checkmark	453
Bachelor of Kinesiology	5.5	5.9	5.3	5.3	5.1	5.1		441
Bachelor of Science in Nursing	6.0	5.8	6.1	6.3	6.1	6.7	\checkmark	418
Bachelor of General Studies	5.6	7.5	6.2	6.8	8.1	8.7	\sim	390
Bachelor of Education			7.5	6.6	7.6	7.9	\checkmark	274
Bachelor of Social Work	6.4	6.7	8.5	6.2	6.5	6.7		273
Bachelor of Computer Information Systems	5.5	5.7	4.5	4.7	5.4	4.7	\sim	266
Bachelor of Arts (Child & Youth Care)	7.2	5.0	5.9	5.8	7.3	7.0	\searrow	168
Bachelor of Fine Arts	5.6	6.5	6.7	5.5	6.6	6.0	\sim	120
Bachelor of Arts in Adult Education	7.4	7.8	6.4	12.6	11.0	8.5	\sim	78
Bachelor of Business Administration in Aviation	-	-	-	-	-	-		30
BA in Global Development Studies	-	-	-	-	-	-		19
Bachelor of Agriculture Science				-	-	-		7
Bachelor of Media Arts						-		1

Figure 44: Average Time at UFV to Graduation by Bachelor Program

Note: Data suppressed for programs that did have more than 30 graduates over the last 6 years.

								Total
Diploma Program	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	Trend	Graduates
Diploma in General Studies	5.7	4.7	4.7	5.0	4.5	4.6	\searrow	491
Diploma in Business Administration	4.4	4.9	4.9	4.6	4.4	4.4	\sim	473
Diploma in Liberal Arts	5.6	5.6	5.8	6.2	6.1	5.9		460
Diploma in Social Services	4.8	5.9	5.8	5.1	6.0	5.6	$\sim\sim$	265
Associate of Arts Degree	5.1	5.9	6.0	6.4	4.8	4.3		234
Diploma in Computer Information Systems	3.7	6.2	4.7	3.3	3.8	3.7	\sim	205
Diploma in Criminal Justice	6.3	5.7	5.2	6.1	4.6	4.8	\leq	194
Diploma in Library & Information Technology	5.3	5.6	4.8	4.2	5.1	4.5	\sim	171
Graphic and Digital Design Diploma	3.4	3.8	2.9	4.0	3.2	3.3	\sim	119
Practical Nursing Diploma	4.4		4.4	4.5	5.3	3.3	\sim	86
Diploma in Agriculture Technology	3.4	2.8	3.9	4.7	2.3	4.8	\checkmark	77
Diploma in Visual Arts	6.2	5.0	4.9	4.8	6.1	4.7	\searrow	53
Associate of Science Degree	2.0	5.5	2.3	4.1	2.3	3.2	\sim	34
Engineering Physics Diploma in Mechatronics			4.7	3.6	5.8	4.8	\sim	33
Diploma in Theatre	4.1	5.7	6.0	7.9	3.7	5.0	\sim	32
Automation and Robotics Technician Diploma			3.0		2.8	3.5	/	31
Diploma in Fashion Design	-	-	-	-	-			30
Diploma in Aviation	-	-	-	-	-	-		25
Diploma in Early Childhood Education	-		-	-				20
Aboriginal Culture & Language Support Diploma				-				1

Figure 45: Average Time at UFV to Graduation by Diploma Program

Note: Data suppressed for programs that did have more than 30 graduates over the last 6 years.

Section III: UFV Student Survey Results

UFV participates in several national and international surveys: annually in the Canadian University Survey Consortium (CUSC) and every three years in the National Survey of Student Engagement (NSSE). These surveys provide valuable information that can be used to refine curriculum, pedagogy, and administrative and service process. We provide a brief discussion and survey results from each of the three most recent surveys; the CUSC 2019 First-Year Student Survey, the CUSC 2019 Graduating Student Survey, and the NSSE 2019 First-Year and Senior Student Survey.

CUSC 2019 First-Year Student Survey

The Canadian University Survey Consortium (CUSC) survey rotates through three cohorts – first-year, middle, and graduating students – and the 2019 cohort was first-year students. The survey involved 46 Canadian institutions, with 28 being in Group 1 (primarily undergraduate and have smaller student populations) that UFV belongs to.

The 2019 Survey of First-Year Students was distributed to 53,028 students, resulting in feedback from 18,092 students across Canada from 46 institutions.

	Sample	Completed surveys	Response rate
University of the Fraser Valley	743	168	22.6%
Canada	53 <i>,</i> 028	18,092	34.1%

Below, we provide some of the CUSC 2019 Survey of First-Year Students results, comparing UFV results to those of all respondents. UFV results that showcase our unique qualities or that are surprising are highlighted in light green:

1. Meeting expectations



2. Satisfaction with overall quality of teaching



3. Success feeling like I belong at this university



4. Satisfaction with decision to attend this university



5. Profile of respondents



<u>6. Top motivators for attending university</u> Most important reason (single response).



7. Top reasons for choosing this university

Most important reason (single response).



8. Most important sources of information about this university

Those who rated the source as important or very important (on a four-point scale).



9. This university was their first choice



10. Average number of universities applied to



11. Orientation

Those who were satisfied or very satisfied (on a four-point scale) with experiences related to orientation. Only those who participated in orientation responded to these questions.

Participated in	65%
orientation	69%
_	Fraser Valley





Fraser Valley Canada

12. Perceptions of effort

Those who rated agree or strongly agree (on a four-point scale).



13. Perceptions of university education

Those who rated agree or strongly agree (on a fourpoint scale).



14. Commitment to this university



15. Concern shown to me as an individual



16. Expectations of costs

Those who indicated more or much more than expected.



17. Expectations of academics

Those who indicated more or much more than expected.



In what follows, we provide some CUSC 2019 results that seem surprising or where UFV differs significantly compared to their Group 1 peers and to all survey respondents.

Live with parents, guardians, or relatives	86% of UFV respondents live <i>with parents, guardians, or relatives</i> compared to 45% in Group 1 and overall.
Be employed	67% of UFV respondents are <i>employed</i> , compared to 41% for Group 1 and 36% nationally, with UFV students working an average of 16.1 hours per week, compared to 14 hours per week for Group 1 and 13.8 hours per week overall.
Be a first-generation student	32% of UFV respondents listed their parents' highest level of education as <i>some college or university</i> or <i>high school or less</i> compared to 21% for Group 1 and 20% overall.
Be under 18 years old	89% of UFV respondents reported being age <i>18 and under</i> (as of September 1, 2018), compared to 79% for Group 1 and 77% overall.
Consider cost of tuition when selecting a university	79% of UFV students responded that the <i>cost of tuition and fees</i> was important when selecting their university, compared to 58% for Group 1 and 52% overall.
Consider location when selecting a university	71% of UFV students ranked <i>living close to home</i> as important when selecting their university, compared to 46% for Group 1 and 45% nationally.
Use parking facilities	63% of UFV survey respondents use <i>parking</i> facilities, compared to 38% for Group 1 and 27% overall.

UFV First Year students are **more likely** to:

UFV First Year students are **less likely** to:

Become involved in campus activities	Only 29% of UFV participants responded that they had at least some success <i>becoming involved in campus activities</i> , compared to 52% in Group 1 and 50% overall.
Be given the chance to evaluate the quality of teaching	Only 15% of UFV respondents said they <i>were given the chance to evaluate the quality of teaching in their courses,</i> compared to 54% for Group 1 and 57% overall.
Have received a financial award	Only 17% of UFV respondents said that they had <i>received a financial award from their university</i> [UFV], compared to 57% for Group 1 and 64% overall.
Plan to complete degree at UFV	70% of UFV participants stated that they <i>plan to complete their degree at their institution</i> [UFV], compared to 75% for Group 1 and 83% overall.

When asked to rate the likelihood that they would recommend their university on a scale from 0 (not at all likely) to 10 (extremely likely), using the Net Promoter Score calculation, UFV first-year respondents were not as likely to recommend UFV (-4) as their peers in Group 1 (+22), or overall (+14); 30% of UFV respondents gave a detractor score (rating of 0 to 6), compared to 17% in Group 1 and 19% overall (Table 1).

Table 1: Recommend university to others						
	All		Group			
	students	1	2	3	UFV	
	(n=18,092)	(n=6,335)	(n=6,712)	(n=5,045)	(n=168)	
Promoter (rating of 9 or 10)	33%	39%	31%	31%	26%	
Passive (rating of 7 or 8)	48%	45%	49%	49%	44%	
Detractor (rating of 0 to 6)	19%	17%	20%	20%	30%	
Net promoter score (promoter minus detractor)	+14	+22	+11	+12	-4	

Note: The net promoter score may not exactly equal the difference between 'promoter' and 'detractor' due to rounding.

CUSC 2018 Graduating Student Survey

The 2018 cohort was graduating students enrolled in bachelor's programs across 32 participating Canadian institutions, with 16 being in Group 1 (primarily undergraduate and have smaller student populations), that UFV also belongs to.

The 2018 survey of graduating students was distributed to 50,710 students, resulting in feedback from 14,760 students across Canada from 32 institutions.

	Sample	Completed surveys	Response rate
University of the Fraser Valley	1,024	179	17.5%
Canada	50,710	14,760	29.1%

Below, we provide some of the CUSC 2018 Survey of Graduating Students results, comparing UFV results to those of all respondents along with select results for questions that may not be asked of first-year student participants. UFV results that showcase our unique qualities or that are surprising are highlighted in light green:







3. Feel as if I belong at this university



4. Satisfaction with decision to attend this university



5. Profile of respondents



6. Employment (outside of co-op programs)

7. Study patterns



8. Top 5 perceptions of professors

Those who rated agree or strongly disagree (on a fourpoint scale

9. Bottom 5 perceptions of professors

Were consistent in

their grading

Were intellectually

stimulating

Provide useful

feedback

Provide prompt

feedback

Took personal interest

in academic progress

Those who rated agree or strongly disagree (on a four-point scale)

87%

83%

86%

85%

83%

73%

67%

Fraser Valley Canada

78%

77%

65%



10. Services and facilities

Top 5 most used facilities or services.



Those who rated satisfied or very satisfied (on a four-point scale).



Those who rated much or very much (on a four-point scale).





11. Growth and development

Top 5 most important areas.

44%

12. Student debt



13. Top sources of financing for current year



14. Debt impact on future education



15. Education plans next five years



16. Receive good value for money



17. Post-graduation employment



18. Concern shown to me as an individual

19. Recommend university to others



In what follows, we provide some CUSC 2018 results to questions that are not included in the CUSC 2019 first-year survey, and also those that seem surprising or where UFV differs significantly, compared to their Group 1 peers and to all respondents.

Live with parents, guardians, or relatives	Almost half (49%) of UFV graduating respondents are living with parents, guardians, or relatives, (compared to 42% in Group 1 and 37% overall); and interestingly, 12% of UFV respondents are living in a personally-owned home (compared to 9% in Group 1 and 6% overall).
Be a first-generation student	A larger proportion of UFV graduating respondents are first generation (20%) compared with Group 1 (16%) and all respondents (14%).
Be employed	A much larger proportion of UFV graduating respondents work and go to school at the same time (82%) compared with those in Group 1 (67%) or overall (60%) with UFV respondents working an average of 19.4 hours per week (compared to 18.6 in Group 1 and 17.8 overall).
Pay for their education from current employment	More UFV graduating respondents indicated that they use <i>earnings from their current employment</i> (68%) to pay for their education as compared to Group 1 (53%) or overall (47%).
Take longer to graduate	A greater proportion of UFV graduating students had been attending UFV since 2013 or earlier (66%) as compared to Group 1 (46%) or overall (45%).

UFV graduating respondents are **more likely** to:

UFV graduating respondents are less likely to:

<u> </u>	
Use public	Only 8% of UFV graduating respondents indicated that they use public
transportation	transportation to commute to campus (compared to 29% in Group 1 and 45% overall); and three-quarters (75%) of UFV respondents commute to campus in a car by themselves, compared to 51% in Group 1 and 27% overall.
Be given the chance to evaluate the quality of teaching	UFV graduating survey participants indicated that there is much less opportunity to evaluate their instructors in all courses (16%) in comparison to their peers in Group 1 (65%) and overall (71%).

More UFV graduating survey respondents reported that they had completed some form of work and learning program experience than their peers; 64% compared to 56% overall, or 52% for Group 1 students. Compared to all survey participants, UFV students were more likely to have completed a practicum (43% compared to 15% overall) or work experience (22% compared to 18% overall) as opposed to a co-op (9% compared to 17% overall) or paid or unpaid internship (5% vs 17% overall). However, more UFV respondents have participated in work experience (22%), co-op (9%), practicums (43%) and service learning (13%) compared to their peers in Group 1 (14%, 7%, 28% and 10%, respectively) as shown in Figure 46 below.



Figure 46: Work Integrated and Experiential Learning, CUSC 2018 Graduating Students

Over half (58%) of UFV graduating survey participants reported experiencing some type of delay in completing their program at their university (58%); a much larger share than their peers in Group 1 (40%) or overall (37%). UFV survey participants most commonly noted the reason for delay in completion of program as *required courses not available* (39%) in comparison to Group 1 (23%) or overall (18%). UFV students indicated financial issues as the reason for delay in completion at double the rate, 16% vs 8%, to students in either Group 1 or overall shown in Figure 47 below.



Figure 47: Delay/Reasons for Delay in Completion of Program, CUSC 2018 Graduating Students

In the 2018 graduating survey, students were asked to rate the likelihood that they would recommend their university on a scale from 0 (not at all likely) to 10 (extremely likely), and then used the Net Promoter Score calculation, where detractors (rating of 0 to 6) are subtracted from promoters (rating of 9 or 10), to determine an overall score. UFV resulted in a score of +17; larger than that of its peer Group 1 (+15) and overall (+1) (Table 2).

Table 2: Recommend university to others						
	All	Group				
	students	1	2	3	UFV	
	(n=14,760)	(n=3,531)	(n=6,238)	(n=4,991)	(n=179)	
Promoter (rating of 9 or 10)	29%	38%	28%	27%	36%	
Passive (rating of 7 or 8)	43%	39%	43%	44%	45%	
Detractor (rating of 0 to 6)	28%	23%	30%	29%	19%	
Net promoter score (promoter minus detractor)	+1	+15	-2	-2	+17	

National Survey of Student Engagement 2019

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 in Canada and the US 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) in 2019. The NSSE 2019 survey groups include first-year and senior students. A NSSE 2019 Response Summary is provided in Figure 48 below.

Figure 48: NSSE 2019 UFV Response Summary

	Survey Sample	Total Respondents	Response Rate	Female	Full-time
First-year	2310	621	27%	65%	81%
Senior	785	237	30%	65%	82%

UFV rated highly in three areas: Effective Teaching Practices, Quality of Interactions, and Discussions with Diverse Others. Both of the NSSE 2019 survey groups, first-year and senior students, rated the educational experience at UFV highly, with 79% of first-year and 86% of senior-year students rating their experience as good or excellent (Figure 49). Both groups of students also rated UFV highly in regard to the quality of their interactions with various groups on campus, including other students, faculty and support staff. When UFV students were asked if they could start over again, if they would go to UFV, 82% of first-year students and 84% of senior students said definitely or probably (Figure 50). Further, 81% of first-year students said that they planned to return to UFV in the following year. Both senior and first-year students, however, were less likely than students at a comparable set of Canadian universities to agree that UFV encouraged students to attend campus activities or provide opportunities for social involvement.

Figure 49: Percentage Rating Their Overall Experience as "Excellent" or "Good"







Below we include some interesting results that highlight unique characteristics of our first-year and senior students, in comparison to students at comparable Canadian universities (Group 1).

- 43% of senior respondents reported that they had *participated* (or were in progress) *in an internship, co-op, field experience, student teaching, or clinical placement,* compared to 46% in Group 1.
- 26% of senior respondents said that they had done *work* (or were in progress) *with a faculty member on a research project, compared to* 25% in Group 1.
- UFV respondents work a higher average number of hours per week than their Canadian university peers. The average number of hours worked per week by UFV first-year respondents was almost double that of first-year respondents in the Canadian university comparison group; 13.7 compared to 7.3, respectively. UFV senior students worked an average of 18 hours per week, compared to 10.7 hours per week for Group 1.
- UFV first-year student respondents spend an average on 6.2 hours per week *commuting to campus*, compared to 5.1 at comparable Canadian universities, whereas UFV senior students spend less time on average *commuting to campus* than their peers at Canadian universities; 5.3 hours per week compared to 5.9, respectively.
- UFV senior students spend an average of 5.9 hours per week *providing care for dependents (children, parents, etc.)*, compared to 3.8 hours per week for Group 1. Similarly, UFV first-year students spend more time per week *providing care for dependents* than their Canadian university peers, with an average of 4.6 hours per week compared to 3.0 for Group 1. It is not surprising then, that UFV first-year and senior students spend less time relaxing and socializing than their peers at Canadian universities; 12.5 hours per week compared to 13.9 for first-year students, and 11.0 hours per week compared to 12.6 for senior students.
- 33% of first-year and 32% of senior UFV student respondents reported the *highest level of education completed by their parents (or those that raised them)* as graduated from high school or less (compared to 21% for Group 1 first-year and senior respondents).
- Only 3% of UFV first-year students reported living in university residence compared to 43% of Group 1 students.

Section IV: Labour Market Trends

How is BC's economy changing?

Over the next decade, it is projected that the demand for workers in the province will rise. Certain industries that are anticipated to particularly increase their job opportunities include digital media, life sciences, and green technology⁶. Additionally, select industries in the service sector (such as health care, high-tech and retail sales) and in the goods sector (like natural resources, which is projected to grow through innovation) are also expected to see growth in job opportunities.

The province is strengthening trade relations with countries such as Japan, India, China and Korea with the effect of becoming a trade and transit hub for not only goods, but also services and people traveling between North America and Asia. International ties provide additional markets for businesses in the province. BC is also expanding its focus on small business and services. Currently, the service industry provides roughly 80% of all jobs in BC.

BC Labour Market Outlook

Job skills

The 2018 BC Labour Market Outlook⁷ (the 2019 version is expected to be released in December 2019) reveals a significant demand for social skills. Active listening was identified as a crucial skill for 73% of total projected job openings. For 40% of projected job openings by 2028, decision making, judgement, and social perceptiveness were considered "very important", with critical thinking being another skill in high demand.

Automation

The *BC Labour Market Outlook: 2018 Edition* lists the automation of work as an emerging theme for the workplace. New, developing, and improving technologies have revolutionized the way we work and live. They have the potential to improve our standard of living and increase productivity in the province's economy. Automation is the use of technology to replace, change or assist physical or mental tasks currently done by human beings. It makes life easier, but at the same time, it comes with an underlying concern that machines may replace people and that young people will find it difficult to acquire meaningful, well-paid employment.

The Labour Market Outlook projects that most workers in BC will be impacted, in some way or another, by automation, with the greatest impact being on lower skilled occupations. The rate at which workers will be replaced through automation depends critically on the skills⁸ and education a positon requires.

⁶ WorkBC, <u>https://www.workbc.ca/Labour-Market-Industry/B-C-s-Economy/B-C-s-Economy.aspx</u>

⁷ WorkBC, BC Labour Market Outlook: 2018 Edition

⁸ Skill-level categories are defined in the *BC Labour Market Outlook: 2018 Edition*: O = usually requires a combination of education and experience, A = usually requires a Bachelor's, Graduate or First Professional Degree, B = usually requires diploma, certificate or apprenticeship training, C = usually requires secondary school and/or occupation-specific training, D = usually requires on-the-job training.

Figure 51 illustrates the impact of automation on jobs, indicating the likelihood of a position being partly or completely replaced through automation. For positons that require a Bachelor's, Graduate or First Professional degree (skill level A), only 6% of workers have a high chance of having their position being replaced through automation. This share dramatically increases to 43% for occupations requiring a diploma, certificate or apprenticeship training (skill level B), and goes all the way up to 71% for work requiring secondary school and/or occupation-specific training (skill level C). This expected impact of automation will result in the need for workers in British Columbia to adapt and learn new skills in an evolving labour market. However, the Outlook also emphasises automation's ability to improve job performance and create different, more rewarding aspects of jobs, as well as the possibility of higher wages.



Figure 51: Estimated Automation Impact on Employment by Skill Level

Source: BC Labour Market Outlook: 2018 Edition

Regional Outlook: Mainland/Southwest

The Mainland/Southwest region is as specific as the BC Labour Market Outlook gets to looking at the Fraser Valley. This region is made up mainly of Greater Vancouver and the Fraser Valley. In this region, the industries that are the largest employers are Wholesale and Retail Trade, Health Care and Social Assistance, and Professional, Scientific and Technical Services. Overall, a total of 588,470 job openings are expected by 2028, with two thirds of these openings being a result of replacing existing workers, with the remainder due to new positions. Employment demand is projected to increase 1.2% on average each year through 2027. This growth rate is slightly larger than the 1.1% average expected growth rate for the province.

1 ne 10 in	dustries forecast to have the most job openings in the Mainland/Southwest region:
1.	Other retail trade (excluding cars and personal care)
2.	Construction
З.	Legal, accounting, design, research and advertising services
4.	Food services and drinking places
5.	Ambulatory health care services
6.	Management of companies and enterprises & administrative support
7.	Computer systems design and related services
8.	Wholesale trade
9.	Hospitals
10.	Repair, personal and non-profit services

Nursing and Residential Care Facilities is expected to be the fastest growing industry grouping for the region, but the growth in British Columbia's tech industry is apparent, with Computer Systems Design and Related Services projected to be another rapidly growing industry to 2028.

Fraser Valley Compared to Mainland/Southwest and BC

While Mainland/Southwest is fairly representative of BC (Figure 52), the Fraser Valley itself shows some differences, mainly since it made up only 6% of the total BC employment in 2016. The Fraser Valley has significantly less employment in the Information, Culture and Recreation sector, the Professional, Scientific and Technical Services sector, and the Finance, Insurance, Real Estate and Leasing sector. On the other hand, the Manufacturing sector is larger in the Fraser Valley compared to the larger Mainland/Southwest region and the province as a whole. However, the largest difference is the proportion of employment in the Agriculture sector which makes up 6.6% of overall employment in the Fraser Valley compared to 1.0% in Mainland/Southwest and 0.9% in BC.

Figure 52: Proportion of Employment by Sector



Source: BC Stats, January 2019; Statistics Canada. 2017. Census Profile. 2016 Census. Note: Sectors with less than 1000 employed in the Fraser Valley were excluded

Fraser Valley Agriculture

As highlighted in UFV's Accountability Report, one of the defining characteristics of the economy in the Fraser Valley is its large agricultural sector. Gross farm receipts in the Fraser Valley are almost double those of Ontario's Niagara region, which is Canada's second most productive agricultural area.

The Fraser Valley has two major competitive advantages in agriculture. High quality soils and temperate climate make for excellent growing conditions, while its closeness to Metro Vancouver-not only as a market, but also as a transportation hub connected to other markers—provides an economic advantage.

Figure 53 illustrates the Fraser Valley's importance to provincial agriculture. The Fraser Valley Regional District contributes 39% of provincial farm receipts—this represents 50% more than the next highest region of Greater Vancouver, and almost as much as the next two largest regions combined.

Farms in the Fraser Valley tend to be larger than the average in BC. The Fraser Valley's share of farms in BC is 14.7%, less than half of its share of farm revenue. Farms in the Thompson-Okanagan and in the rest of BC tend to be smaller than average. Figure 54 shows the number of farms in BC by region.



Source: Agriculture Census 2016, Stats Canada, CANSIM Table 004-0233



Figure 54: Number of Farms in BC by Region, 2016

Source: Agriculture Census 2016, Stats Canada, CANSIM Table 004-0233

Fraser Valley Residents Working Elsewhere

Some residents of the Fraser Valley work locally, but others work in the Metro Vancouver region as can be seen in Figure 55 below. The table indicates that roughly one-third of Abbotsford workers travel to Metro Vancouver, and 12% of Chilliwack workers do the same, the latter percentage reflecting almost as large a commuting population as represented by Chilliwack workers who travel the much shorter distance to Abbotsford.

Commute	Number of commuters	As % of working population	As % of within- community workers
Abby \rightarrow Chilliwack	2,550	4%	6%
Abby \rightarrow Vancouver	20,500	32%	50%
Chilliwack \rightarrow Abby	4,895	15%	20%
Chilliwack \rightarrow Vancouver	3,850	12%	16%

Figure 55: Commuting Patterns in the Fraser Valley

Source: Statistics Canada, 2016 Census, catalogue number 98-400-X2016327

Overall, Figure 56 shows that one quarter of the employed labour force in the Fraser Valley commute to work in a destination outside the Valley. It appears that a significant portion of local residents, whether by preference or necessity, work outside of the region.



Figure 56: Commuting Destination for Employed Labour Force, Fraser Valley

Source: Statistics Canada - 2016 Census. Catalogue Number 98-400-X2016329.

The Benefit of Post-Secondary Education

In 2014, the Conference Board of Canada found that University degree holders earn \$138 for every \$100 earned by a person who has a high school diploma. Further, in 2014, a study conducted by BC Stats looked at the additional lifetime earnings of completing a post-secondary education credential in BC (over a high school diploma). It found (Figure 57) the additional lifetime earnings for having completed a certificate or diploma to be between \$178,000 and \$370,000; a registered apprenticeship \$524,000; an undergraduate degree \$827,000; and a master's degree to be more than \$1,000,000.⁹

Figure 57: Additional Lifetime Earnings for Completing a Post-Secondary Education Credential

	1 0	,
Certificate or Diploma		\$178,000 to \$370,000
Registered Apprenticeship		\$524,000
Undergraduate Degree		\$827,000
Master's Degree		more than \$1,000,000

Source: BC Stats, 2014

Figure 58 shows the differences in annual employment income in the Fraser Valley by age group. While this reinforces the findings above, it also shows a difference in earnings over time. Apprenticeship and Trades credentials have the highest median wages in the Fraser Valley for ages 25-34 with \$46,328. This then jumps to \$54,803 for the 35-44 age group. University credentials at or above a bachelor level have a larger increase in median income between age groups with Bachelor degrees earning \$12,000 more and above Bachelor earning \$25,000 more.



Figure 58: Median Employment Income by Highest Educational Attainment and Age Group, Fraser Valley

Source: Statistics Canada - 2016 Census. Catalogue Number 98-400-X2016261.

⁹ BC Stats. *Summary of Lifetime Earnings*. 2014. <u>https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/lifetime-earnings.pdf</u>. Accessed 9 August, 2018

In addition to higher wages, post-secondary education also benefits other aspects such as employment rate (Figure 59). There is a clear increase in employment rate with increasing levels of post-secondary education. Some post-secondary experience results in a slight increase, but obtaining any post-secondary credential leads to at least a 10% boost to employment rate.





When looking at the Fraser Valley, a similar effect is apparent (Figure 60). Post-secondary credentials have a higher participation rate in the Fraser Valley labour market. Interestingly, while apprenticeship and trades credentials offer a significant benefit to earnings, the unemployment rate is not much different to those with a high school diploma. On the other hand, Bachelor degrees and degrees above the bachelor level have an unemployment rate of 4.4% and 3.6% respectively compared to the 5.7% for high school diplomas or 5.6% average for the province.

Source: Statistics Canada. Table 14-10-0020-01 Unemployment rate, participation rate and employment rate by educational attainment, annual



Figure 60: Labour Force Measures by Highest Educational Attainment, Fraser Valley, Ages 25-54 Years

Source: Statistics Canada - 2016 Census. Catalogue Number 98-400-X2016365.

Supply of Post-Secondary Credentials in the Labour Market

Figure 61 shows, an increasing proportion of BC's working age population has some kind of university degree (Bachelor's or above). Overall, there has been a significant drop off in the population with no post-secondary experience (from 38.0% in October 2014 to 31.7% in October 2019). Also less common over this time frame is students attending post-secondary without completing some sort of credential (decreasing from 8.4% to 7.3%).



Figure 61: BC Population 15 Years and Older by Highest Educational Attainment

Source: Statistics Canada. Table 14-10-0019-01 Labour force characteristics by educational attainment, monthly, unadjusted for seasonality (x 1,000), November 2019

Note: Some post-secondary means worked toward, but did not complete a degree, certificate, or diploma.

Looking forward, the BC Post-Secondary Supply Model (PSSM) provides projections of the new supply of skilled labour that will exit BC's public post-secondary education system between 2017/18 and 2026/27 with a credential that takes three months or longer to complete¹⁰. This model predicts that within 2 years of exiting the post-secondary system, approximately 84% of students will enter the labour market, and not pursue further studies. Some 73% will enter the labour market in BC. Of those, over 70% are expected to find work in high-skilled occupations (those defined by the National Occupational Classification as normally requiring post-secondary education). As Figure 62 shows, the number of baccalaureate degree graduates is projected to decline through 2027, along with the other post-secondary credential types as well.



Figure 62: BC Public Post-Secondary Domestic Graduate Projections by Credential Type, Ages 17-29

While post-secondary credentials are becoming increasingly common in the province, Figure 63a shows that as a region, the Fraser Valley has a significantly smaller portion of population (aged 25-64) with university credentials at or above a bachelor level. Correspondingly, the Fraser Valley has a much higher proportion of the population aged 25-64 who have either a high school diploma or no certificate than the averages for BC. The Fraser Valley also has a higher proportion of people with apprenticeship or trades certificates or diplomas compared to the province as a whole. When looking at highest educational attainment by gender (Figure 63b), there are distinct differences between the genders, but these differences appear to be consistent for both the Fraser Valley and BC. A higher proportion of females have college certificates or diplomas, university certificates or diplomas, bachelor's degrees, and credentials above a bachelor's degree. On the other hand, males have a higher proportion of apprenticeship or trades certificates or diplomas, high school diplomas, and no certificates.

Source: BC Stats, December 2017.

¹⁰ BC Stats, December 2017. Note: International students and not for credit or skills upgrading programs are not included. Likewise, the graduate projections do not include students who complete certificate, diploma, advanced certificate, advanced diploma, post-degree certificate, post-degree diploma, graduate certificate, or graduate diploma programs at public research universities or Royal Roads University.



Figure 63a: Proportion of Population aged 25-64, by Highest Educational Attainment

Source: Statistics Canada. 2017. Census Profile. 2016 Census.





Source: Statistics Canada. 2017. Census Profile. 2016 Census.

Figure 63c focuses on specifically the age group 25-34 by highest educational attainment. This shows that even the younger population in the Fraser Valley are still behind the province in terms of post-secondary credentials, but are slightly higher than BC for apprenticeship or trades certificates or diplomas and university certificates and diplomas. Comparing this age group to the larger 25-64 age group, there is a higher proportion of bachelor degrees, while a lower proportion of college certificates or diplomas as well as a lower proportion with no certificates, and this is the case for both BC and the Fraser Valley.



Figure 63c: Proportion of Population aged 25-34, by Highest Educational Attainment

Source: Statistics Canada - 2016 Census. Catalogue Number 98-400-X2016242.

Post-secondary credentials provide a clear benefit, in terms of higher wages and lower unemployment rates. As a province, the population is becoming increasingly educated. However, projections suggest that the number of domestic graduates from BC public post-secondary institutions will decline over the next decade. The Fraser Valley seems to be behind the province as a whole in terms of the proportion of the population with post-secondary credentials (both in the 25-64 and 25-34 age groups), particularly university degrees at or above bachelor level. Overall, this seems to suggest that the Fraser Valley will likely not experience a labour market flooded with post-secondary credentials that may diminish the clear value of obtaining such a credential.

UFV's Impact

The results from the BC Student Outcomes surveys show that UFV degree students, graduating in the time period of 2014-2016 have a median salary of \$48,000 two years following their graduation¹¹. Figure 64a shows that earnings are higher for those graduating with a degree in Education (in this case, these are only baccalaureate graduates from the Adult Education program), followed by Health, then Engineering and Applied Sciences. Figure 64b shows that for these degree graduates, overall their labour force participation rate is 90%. This measure is 99% for graduates with a degree in Health, and 98% for both Business Management and Engineering and Applied Science grads 2 years following graduation. Figure 64c gives a more detailed breakdown, including showing which program is included in each program grouping.



Figure 64a: UFV 2014-16 Bachelor Degree Graduates: Median Annual Salary

Figure 64b: UFV 2014-16 Bachelor Degree Graduates: Percent in the Labour Force



Source: BC Student Outcomes Dashboard

Source: BC Student Outcomes Dashboard

¹¹ BC Student Outcomes Dashboard, Baccalaureate Graduates Survey. Note: BC Student Outcomes Surveys are conducted 2 years following graduation.

Program Grouping	Program	In Labour Force	Employed	Salary (median)	Weekly hours worked (median)
Arts and Sciences	Biology, Chemistry, Criminal Justice, English, History, Geography, Physical Geography, General Studies, Mathematics, Physics, Philosophy, Political Science, Psychology, Sociology	86%	80%	\$43,101	40
Business and Management	Business Administration	98%	93%	\$49,400	40
Education	Adult Education	90%	90%	\$76,050	37
Engineering and Applied Sciences	Computer Information Systems	98%	98%	\$65,000	40
Health	Nursing	99%	99%	\$68,037	38
Human and Social Services	Child and Youth Care, Kinesiology, Social Work	87%	87%	\$50,000	35
Visual and Performing Arts	Visual Arts	92%	92%	\$42,120	33
UFV Total – Degree Programs		90%	84%	\$48,000	40

Figure 64c: UFV 2014-16 Bachelor Degree Graduates: Employment Data by Program Grouping

Source: BC Student Outcomes Dashboard, Baccalaureate Graduates Survey

From the BC Student Outcomes Diploma, Associate Degree, and Certificate Survey¹², and Apprenticeship Survey¹³, the median hourly wage for UFV students graduating from a diploma, associate degree or certificate between 2015-2017 was \$17, and \$27 for Apprenticeship program graduates (Figure 65).



Figure 65: UFV 2015-2017 Graduate's Median Hourly Wage by Program Credential Type

Source: BC Student Outcomes Dashboard, Diploma, Associate Degree, and Certificate Survey, and Apprenticeship Survey, 2015-2017 graduates

\$10

\$15

\$20

\$25

\$30

\$5

\$0

¹² These students are surveyed approximately 18 months after completing programs at public colleges, institutes, and teaching-intensive universities.

¹³ These students are surveyed within two years of completing or leaving their programs.

Abbotsford-Mission Labour Market

Unemployment in Abbotsford-Mission has steadily declined since 2009 (Figure 66a), following fairly close to the provincial rate since then¹⁴. Over this time period, Abbotsford-Mission has mostly had a higher unemployment rate than the province as a whole. More recently (Figure 66b), there have been periods where it has been less than the provincial rate.



Figure 66a: Unemployment Rate, BC and Abbotsford-Mission

Source: BC Stats, November 2019



Figure 66b: 3-Month Moving Average, Actual Unemployment Rate, BC and Abbotsford-Mission

Source: BC Stats, November 2019

¹⁴ BC Stats, November 2019

Over the last 5 years, overall employment in Abbotsford-Mission has increased 6.8% (Figure 67). The Information, Culture and Recreation, Health Care and Social Assistance, Trade, Manufacturing, and Construction sectors have increased by more than the overall growth rate. However, Public Administration, Other Services, Accommodation and Food Services, Educational Services, Business, Building and Other Support Services, Professional, Scientific and Technical Services, and Agriculture sectors have all shrunk in employment size in Abbotsford-Mission.



Figure 67: Percent Change in Employment from 2013-2018 by Sector, Abbotsford-Mission

Source: Statistics Canada. Table 14-10-0098-01 Employment by industry, annual, census metropolitan areas (x 1,000)

Industry in Local Communities

Except for Hope, the top four industries for employment are constant for our local communities: Retail Trade, Construction, Health Care and Social Assistance, and Manufacturing, most often in that order¹⁵. Health Care is in the top four for the small community of Hope. Hope only deviates from this pattern in that Accommodation and Food Services replaces Manufacturing in the "big quartet", which is not surprising given that Hope is a transportation and travel hub, being an end point of both the Coquihalla and Crowsnest highways. Not surprisingly, Transportation and Warehousing is more important for Hope than for any other community, coming in fifth in terms of employment, pushing Manufacturing down to sixth. Across all communities, Education is also a major industry/employer, coming in roughly as the sixth-most common source of employment in our local communities.

¹⁵ Trade and Invest British Columbia, <u>https://www.britishcolumbia.ca/invest/communities/</u>, accessed March 2017. Data from 2011 National Household Survey.

Differences Between Communities

Abbotsford

Agriculture is more important for Abbotsford than for any other community¹⁶. Its importance as an industry that employs the fifth-most number of people may be under-represented as some support activity may show up in other areas, such as Manufacturing. For example, one of the larger employers in Abbotsford is BW Global Structures, which is a manufacturing firm, but one that manufactures and exports prefabricated greenhouses, an activity clearly related to the agricultural activity in the area. Agriculture may act as a seed industry for other industries, which may then continue independently of local, or any, agriculture. Agriculture-related business licenses still compose a large chunk of current Abbotsford business licenses. Transportation and Warehousing are more important for Abbotsford than for most other local communities except Hope and Mission. The aviation industry may be partially driving this. Three of largest private-sector employers in Abbotsford (Cascade Aerospace, Marshall Aerospace and Alpine Aerotech) are aviation-related firms. However, basic trucking is clearly important here, as evidenced by transport truck driving being the second-most common occupation in Abbotsford, after retail sales and ahead of cashier.

Chilliwack

Chilliwack employment is more heavily driven by government service than most other local communities, with Public Administration employing over 7% of the workforce and over 2,500 people¹⁷. Although Agriculture has declined over the years in importance for Chilliwack, it still provides a large section of employment, with over 1,200 people in 2011 finding work on farms, with Agriculture, Forestry, Fishing and Hunting accounting for almost 5% of employment.

Mission

Despite its reputation as a farming area, Agriculture employs less than 3% of workers in Mission¹⁸. In contrast, Transportation and Warehousing are even more important a source of employment than it is for Abbotsford, being the fifth-largest industry in Mission, and employing almost 7% of workers.

City of Langley

Wholesale Trade is more important a source of employment for the City of Langley than for any other community in the UFV area, being the fifth largest industry for the community, and

 ¹⁶ Trade and Invest British Columbia, <u>http://www.britishcolumbia.ca/invest/communities/british-columbia/lower-mainland-southwest/fraser-valley/abbotsford/</u>, accessed March 2017. Data from 2011 National Household Survey.
 ¹⁷ Trade and Invest British Columbia, <u>http://www.britishcolumbia.ca/invest/communities/british-columbia/lower-mainland-southwest/fraser-valley/chilliwack/</u>, accessed March 2017. Data from 2011 National Household Survey.
 ¹⁸ Trade and Invest British Columbia, <u>http://www.britishcolumbia.ca/invest/communities/british-columbia/lower-mainland-southwest/fraser-valley/chilliwack/</u>, accessed March 2017. Data from 2011 National Household Survey.

employs almost 7% of workers¹⁹. Agriculture is almost negligible, employing just over 1% of workers.

Langley Township

Langley Township resembles the overall picture of employment in our local communities, with the "big quartet" of Retail, Construction, Health Care and Manufacturing providing almost 40% of employment, followed by Education and Accommodation and Food Services²⁰. Wholesale Trade is more common than in most of the other communities, excepting City of Langley.

Hope

As noted above, Transportation and Warehousing is an unusually significant industry in Hope, where it is the fifth-largest industry, as it is Mission²¹. An even bigger source of employment in Hope is the Accommodation and Food Services industry, again consistent with its role as a travel hub. Although Manufacturing still employs over 6% of Hope workers, this makes it only the sixth-largest industry, although the other members of the "big quartet" maintain their top-four position.

Patterns across key industries

Agriculture

Despite a public reputation as an agriculture-dependent region, Agriculture is not a top-four employer for most communities served by UFV, although it may be an important generator of revenue and tax receipts. However, Abbotsford is still heavily dependent upon Agriculture, which employed nearly 8% of working residents in 2011; further, many secondary industries in Abbotsford, including Manufacturing, seem linked to agricultural activity, providing services or goods to farms.

Manufacturing

While the role of Agriculture in employment may be smaller than many expect, it is possible the role of Manufacturing is larger than many would expect. In most communities served by UFV, Manufacturing is among the top four industries for employment, with the exception of Hope. However, even in Hope Manufacturing still employed 6.4% of workers. Thus, Manufacturing was a significant source of employment in every community, and in most communities providing more employment than Agriculture.

¹⁹ Trade and Invest British Columbia, <u>http://www.britishcolumbia.ca/invest/communities/british-columbia/lower-mainland-southwest/greater-vancouver/city-of-langley/</u>, accessed March 2017. Data from 2011 National Household Survey.

²⁰ Trade and Invest British Columbia, <u>http://www.britishcolumbia.ca/invest/communities/british-columbia/lower-mainland-southwest/greater-vancouver/township-of-langley/</u>, accessed March 2017. Data from 2011 National Household Survey.

²¹ Trade and Invest British Columbia, <u>http://www.britishcolumbia.ca/invest/communities/british-columbia/lower-mainland-southwest/fraser-valley/hope/</u>, accessed March 2017. Data from 2011 National Household Survey.

Government

Government, often at the local level, but also provincial and federal, are a key source of employment, in health care, schools and prisons. Health Care was routinely one of the top four industries, although such employment would include some private sector workers, such as workers in private elder care facilities. Education was frequently in the top six of industries across communities. Public Administration – which presumably includes everything from city workers building park facilities to regional managers of provincial or federal agencies – is usually a top-six employer for most communities, and within the top four for a couple of the smaller communities.

Education

Although not usually in the top four of industries for employment, Education is still a large employer. The fifth most common occupation in the Fraser Valley is elementary school/kindergarten teacher, elementary/secondary teaching assistant is the 13th most common occupation, and secondary school teacher is the 23rd most common occupation.

Corrections

Although many of the industry-based data sources do not include a line for prisons, the Fraser Valley is home to seven penal institutions, from the minimum-security Ferndale Institution in Mission to the maximum-security Kent Institution outside of Agassiz. Based on the 2011 National Household Survey (NHS), correctional officer was the 22nd most common occupation throughout the Fraser Valley, exceeding secondary school teacher, nursery/greenhouse worker and mechanic.

Section V: External Factors

There are numerous external factors outside of higher education that have the potential to impact the Fraser Valley and our students. As a way of organizing the information, the Society for College and University Planning (SCUP) suggests grouping the trends into a framework called STEEP. This includes the following five main trends:

- 1.) Social
- 2.) Technology
- 3.) Economic
- 4.) Environmental
- 5.) Political

The STEEP trends and topics are used to inform and support strategic planning efforts. Within each category several topics are identified that pertain directly to UFV and our communities. The topics are examples of the major trends that UFV will need to consider, as we are creating our strategic goals and assessing potential opportunities and threats. A brief description and supporting articles are also provided for those that may want to delve deeper into any individual topics.

The intent is not to provide an exhaustive list of topics, but rather to provide a list of external factors that are relevant to our university and to spark further discussion.

Social Trends

Торіс	Description of article
Indigenization and Reconciliation	Post-secondary institutions across the country continue to respond to the Truth and Reconciliation Commission of Canada report released in 2015. The following article specifically highlights the efforts of several institutions.
	How post-secondary schools are working to Indigenize programs, campus life (The Hamilton Spectator; August 27, 2018)
International Student Experience	International students are invaluable members of post-secondary communities, which is why Canadian governments and institutions must do everything they can to ensure that these students experience a truly high-quality education in a welcoming and inclusive environment.
	Value Beyond the Dollars and Cents: International Students' Contributions to Canada and their Need for Supports (Canadian Alliance of Student Associations; September 4, 2018)

How people work internally (psychology) and with each other (sociology) – SCUP definition

Торіс	Description of article
Post- secondary Transitions: New BC K-12 curriculum	BC's K-12 education system has now implemented a new mandated curriculum that includes the core competencies of communication, thinking, and personal/social integrated into all subjects and grades. As early as Fall 2020, post-secondary institutions could start seeing the graduates that have had some of their education with the new curriculum.
	 <u>5 Key Changes in BC's New K-12 Curriculum: What are the Implications for Post-Secondary?</u> (VIU Centre for Innovation and Excellence in Learning) <u>BC students learning for 'real life' but teachers say reality needs funding</u> (CBC; September 4, 2018) <u>Cancelling provincial exams in BC sparks debate</u> (The Thunderbird, March 28, 2018)
Recruitment and retention of faculty and staff	The investment in our people (salaries and benefits) is by far our largest expense and arguably the most important. The recruitment and retention of highly qualified faculty and staff plays a key role in achieving any strategic goals. Diversity, equity, and inclusivity are also key values that we need to consider.
	<u>Comparing the average salaries of Canadian Professors</u> (Maclean's; April 6, 2018) <u>Increase faculty diversity</u> (The Cavalier Daily; October 9, 2018) <u>Two-thirds of contract faculty at UWindsor not the 'backbone of teaching'</u> , says VP (CBC; November 2, 2019) Number and salaries of full-time teaching staff at Canadian universities (final).
Equity and access	2018/19(Stats Can; November 25, 2019)What particular barriers do our more underrepresented groups face? Merner and Beatty-Guenther (2018) identify nine underrepresented groups: poverty, parental education, preparation, family, Indigenous identity, location, gender, ability limitation, and cultural distinctiveness. The Fraser Valley region is anticipated to see growth in some of the identified underrepresented groups, Indigenous peoples being one.
	Admissions Policies and Practices for Underrepresented Groups of Students (Merner & Beatty-Guenther, 2018) Abbotsford Indigenous, special needs students see record grad rates (The Abbotsford News; January 8, 2019)
	Equity, diversity and inclusion at Canadian universities: Report on the 2019 survey (Universities Canada; November 4, 2019)
Торіс	Description of article
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Students and work	According to the Canadian University Survey Consortium results from the 2019 First- Year Student Survey, 65% of the UFV respondents are working off campus compared to 32% at peer institutions. Of those that work, 45% indicated that their work had a negative impact on their academic performance and only 15% reported a positive impact.
	Working College Students (Inside Higher Ed; November 18, 2019)
	Affordability issues force BC post-secondary students to work more while studying (VanCity; September 20, 2017)

Technology Trends

How people use technology (including hardware and software), how society relies on technology, and how technology affects society – SCUP definition

Торіс	Description of Article
Cybersecurity	Phishing attempts, ransomware, and denial-of-service are three types of attacks that can potentially target universities. <u>UFV's ITS</u> lists numerous recent attempts that have occurred just in the past few months.
	Securing Canada's cyberspace (Public Policy Forum; February 6, 2017)
	Phishing Scheme Targets Professors' Desire to Please Their Deans – All for \$500 in Gift Cards (The Chronicle of Higher Education; January 23, 2019)
	<u>Keeping Up With the Growing Threat to Data Security</u> (Chronicle of Higher Education; April 9, 2017).
Online programming	Online FTEs have increased at UFV by 34% over the last five years. For the same time period, 57% of total domestic FTEs are female while 71% of the total online FTEs are taken by females. A basic search on UFV's program list on the website does not make it apparent what we offer in an online format.
	Why women dominate the online learning space (The Globe and Mail; November 6, 2018)

Торіс	Description of Article
Emerging technologies in higher education	On November 15 th , 2019, <u>Ken Steele presented</u> at UFV on higher education trends. Many of the topics he introduced focused on the impact of technology on teaching and learning. He also highlighted the expectations and experiences of future generations and the important role that technology and innovation play.
	5 Technology Tools in the Higher Education Classroom (EdTech; March 30, 2018)
	From AI to climate change: An integrated approach to university education (The Globe and Mail; November 9, 2019)

Economic Trends

Macro- or micro	peconomics	, including	g global trends	, anything relat	ted to jobs a	nd skills needed	l for jobs,
and industry shi	ifts – SCUP	definition					
		_					

Торіс	Description of article
Housing availability and affordability	The 2018 Canada Mortgage and Housing Corporation (CMHC) Rental Market Reports for the Abbotsford-Mission Census Metropolitan Area (CMA) states a vacancy rate of 1.0% of rental units as of October 2018. This is an increase from the Rental Market Report for 2017, which reported a record low vacancy rate of 0.2%. The addition of new rental supply in the CMA has helped to increase the 2018 vacancy rate. Vacancy rates for bachelor apartments and rental units with three or more bedrooms remain at zero percent, as they were a year ago. The cost of renting in the Abbotsford-Mission CMA has increased dramatically, 7.9%, between October 2017 and October 2018. <u>Commercial Real Estate: Investment booming in Fraser Valley</u> (Vancouver Sun; September 19, 2019) <u>Chilliwack the last bastion of housing affordability in the Lower Mainland</u> (The Abbotsford News; June 7, 2017)
Impacts of international economic policy	The renegotiation of existing agreements will have an impact on local industries and employment. Changes to tariffs or existing supply management systems could cause large disruptions to any industry that is targeted, and indirect impacts can be widespread. Donald Trump stomps on Canada's economy (The Economist; June 16, 2018)

Торіс	Description of article
Agricultural sector in the Fraser Valley	The Fraser Valley has two major competitive advantages in agriculture. High quality soils and temperate climate make for excellent growing conditions, while its closeness to Metro Vancouver—not only as a market, but also as a transportation hub connected to other markets—provides an economic advantage. The Fraser Valley Regional District contributes 39% of provincial farm receipts—this represents 50% more than the next highest region of Greater Vancouver, and almost as much as the next two largest regions combined. <u>Agricultural Economy in the Fraser Valley Regional District</u> (FVRD; no date)
BC Labour Market Outlook	Given the close interconnection between the Fraser Valley and the rest of the Lower Mainland, UFV must consider employment trends throughout this broader region when planning how to serve its students and community. The opportunities for UFV students are largely outside of agriculture, as important as farming is to the local economy. (See Section IV for further BC Labour Market Trends) British Columbia Labour Market Outlook: 2018 Edition (WorkBC, 2018)
Alberta Labour Market Outlook	Jobs, higher pay, and low housing costs have traditionally drawn BC residents towards Alberta. The <u>Western Investor</u> reported that, in the second quarter of 2011, over 12,000 BC residents moved to Alberta than the reverse. However, in the last several years, Alberta continues to face challenges and does not have the same draw to workers that it once had. <u>Alberta to face uphill battle; BC economy to thrive in 2019: RBC Economics</u> (Cision; December 12, 2018) <u>Wexit: Alberta's frustration fuels push for independence from Canada</u> (The Guardian; November 25, 2019)
Impact of automation on jobs	It is expected that the majority of workers in the province will likely be affected by automation in some way. In particular, the greatest impact will be on lower skilled occupations, many of which are in tight supply already. As a result, it will be key for those in the labour force to adapt to changing job requirements and to learn new skills and competencies. The <u>BC Labour Market Outlook</u> forecasts that 166,000 job openings over the next 10 years will be in occupations that have a high chance of being affected by automation. <u>Automation and AI: Why Technological Change Won't Create Mass Unemployment</u> (Fraser Institute; Fall 2019)

Торіс	Description of article
Increased focus on integration of job skills and learning	A report produced by Burning Glass Technologies has evaluated a slate of university majors according to the risk of underemployment facing the graduates of these programs. The report defines underemployment as employment that does not require the level of post-secondary education attained by the person holding that job. The report also recommends that a greater focus on skills development can play a
outcomes	report exists for the Canadian context, Burning Glass has partnered with Academica Group <u>to perform program and majors-based research at the regional level</u> with a growing group of Canadian institutions. (As reported in Academica Top Ten, November 6, 2018)
	Majors that Matter: Ensuring College Graduates Avoid Underemployment (Burning Glass Technologies; October, 2018)
	e-Campus Ontario leads micro-certification framework development in Ontario post- secondary system (Markets Insider; November 19, 2019)

Environmental Trends

Our external surroundings, including sustainability and our evolving workplaces, cities, and living spaces – *SCUP definition*

Торіс	Description of article
Transportation	The population growth in the Fraser Valley strains the existing infrastructure and public transportation challenges need to be addressed. Being a multi-campus institution, the mobility between campuses and parking are important issues. The <u>campus shuttle</u> is one example of how we are addressing this multi-faceted and complex issue.
	<u>Fraser Valley mayors call on province to widen Highway 1 through to Chilliwack</u> (CBC; January 23, 2018)
	Strategic Review of Transit in the Fraser Valley (Urban Systems, no date)

Торіс	Description of article
Sustainability on campus	Post-secondary institutions have an opportunity to lead sustainability initiatives as many students want to be active participants in the greater protection of our environment. <u>UFV's Centre for Sustainability</u> is an action group that initiates sustainability projects, programs and events. A recent qualitative study conducted by Institutional Research and Planning found that sustainability emerged as a main theme when students were asked to take photos of their campus environment. Students were very supportive of UFV's sustainability initiatives. <u>Campus Snapshot Study</u> (UFV Institutional Research and Planning; April, 2019) <u>How to Improve Sustainability in Higher Education</u> (QS; no date)
Climate change impact and action	Climate change has and will continue to impact our region. The sense of urgency is widespread and climate activists, like Greta Thunberg, are constantly being highlighted in the media as we all grapple with what to do and how we can contribute. The agricultural community in our region will also be facing particular challenges that are detailed in a report below. Top universities for climate action (The World University Rankings; April 3, 2019) <u>Higher Education Leads the Way for Climate Change Action</u> (HigherEd Jobs; October 11, 2019) <u>Fraser Valley: BC Agriculture and Climate Change Regional Adaptation Strategies</u> <u>Series</u> (BC Agriculture & Food Climate Action Initiative; May 2015)
	<u>Fraser Valley farming faces flood risk due to climate change</u> (The Western Producer; February 22, 2017)
Campus planning	Utilization of our existing buildings and land is an ongoing discussion as we experience enrolment growth, particularly in Abbotsford. Connections and coordination with the municipal plans are beneficial to the entire community. <u>UDistrict Neighbourhood Plan</u> (Abbotsford City Hall; May 2012)

Political Trends

Public policy, governmental systems,	the people within them,	, and the effects of government decisions o	n
our citizens and communities – SCUP	odefinition		

Торіс	Description of article		
BC government priorities	New government funding focuses investment into certain groups or particular programs that align with their priorities outlined in their <u>Service Plan</u> (February, 2018). This includes trades training for youth and women, on-campus housing, a tuition waiver program for former youth in care, increasing seats in health care assistant programs, new Early Child Education spaces, funding for more co-op and work-integrated learning opportunities, access to open textbooks, increasing the seats in tech programming, and eliminating interest on BC student loans (<u>announced at UFV</u>).		
	UFV has been provided expansion funding for tech FTEs (40 total FTEs in 2020/21; comprised of Applied Bioinformatics certificate (3 FTEs), Coding certificate (5), Digital Manufacturing diploma (10), Graphic and Digital Design minor/extended minor (15), Bachelor of Media Arts (7)). We have also been awarded expansion FTEs in Early Childcare Education (21 FTEs in 2020/21), and trades training for women (Trades Discovery program).		
	Opening doors to trades training for youth, women (BC Government; November 14, 2019)		
	Affordable on-campus housing coming to SFU, taking pressure off rental market (BC Government; November 1, 2019)		
	<u>Tuition waiver opens doors for 1,119 former youth in care</u> (BC Government; October, 26, 2019)		
	<u>New ECE spaces provide career paths for students, relief for families</u> (BC Government; September 5, 2019)		
	Students to get more co-op opportunities, life skills through work experience (BC Government; June 10, 2019)		
	New tech seats in niche programs give students more choices (BC Government; May 4, 2018)		

Торіс	Description of article		
Provincial funding models	Following the numerous examples already in place in many of the US states, Ontario is moving towards a performance-related funding model. Facing tougher budgetary times, Alberta is also considering this option.		
	Link K-12, university funding to performance, not just enrolment, suggests Alberta government panel (Edmonton Journal; September 3, 2019)		
	Ontario to introduce performance-related funding in HE (University World News; May 22, 2019)		
Federal policy: International education strategy and student visas	The 2014 federal government's international education strategy met the original goal of adding 450,000 international students by 2022 in 2018. Across Canada, the majority (54%) of international students come from two countries – India and China. (At UFV, in 2018/19, 86% of our international students came from either India or China.) The new federal plan moves away from emphasizing growth to diversification and quality. Changes to existing visa requirements or work study permits can also have an impact on student enrolment.		
	Building on Success: International Education Strategy (2019-2024), Government of Canada		
	Why universities are trying to recruit overseas students from as many places as possible (Maclean's; November 4, 2019)		
	Everything you need to know about Post Graduation Work Permit (Immigration News, no date)		
International policy: Impact on international enrolment	As we have seen in the past, other world events or policies can impact the international student market. Countries that normally receive a large amount of international students can create uncertainty and push students to alternative choices. Examples include the impact of Brexit in the United Kingdom and Trump's immigration policies in the US. More local issues such as the Avian Flu epidemic or a sudden natural disaster can, in short period of time, have a large impact on our international student enrolment.		
	Is the 'Trump Effect' Scaring Away Prospective International Students? (The Chronicle of Higher Education; November 13, 2018)		
	Thousands of Saudi Arabian students have to leave Canada because their governments are fighting, so they're frantically selling their furniture and cars (Business Insider; August 25, 2018)		

Торіс	Description of article
Tuition limit policy	In 2019/20, for the first time at UFV, total student fees at \$64.2M make up a larger portion of the budget than government operating grants at \$61.3M. The BC government introduced the tuition limit policy in 2005 to ensure that "programs are affordable and accessible for students." Any changes to this policy can have an immediate impact on enrolment. For example, in recent years, we have seen the impact on the introduction of fees for developmental level courses and then the subsequent removal of them.
	<u>Tuition Limit Policy</u> (BC Government; no date) <u>Alberta Budget 2019: Tuition fee freeze lifted as post-secondary grants cut</u> (Edmonton Journal; October 25, 2019)

Section VI: Comparisons with Other BC Post-Secondary Institutions

Student Headcount by Institution

Overall, the 21 BC post-secondary institutions that submit to the Central Data Warehouse (CDW), report that their domestic headcounts are down almost 2% between 2015 and 2018 and their international enrolment is up 87%. During the same time period, UFV has seen a slight increase in domestic (1.9%) and an increase of 45% in international enrolment (Figure 68a).

Indigenous students have increased by almost 6% at the 21 CDW institutions (Figure 68b). UFV's increase is higher than the overall total at 7.9% during the same time period. As of November 1, 2018, UFV had 750 Indigenous students attending comprising 8.3% of the domestic student total.

		Oomestic	Student	5				Interna	tional				Tota	al Studen	t Headco	unt		
					Trendli	%					Trendli	%					Trendli	%
	2015	2016	2017	2018	ne	Change	2015	2016	2017	2018	ne	Change	2015	2016	2017	2018	ne	Change
COLLEGES																		
Camosun College	8,780	9,305	8,755	8,885	\leq	1.2%	1,245	1,490	1,580	1,630		30.9%	10,025	10,795	10,330	10,515	\sim	4.9%
Coast Mountain College	1,160	1,200	1,080	1,025	<	-11.6%	10	15	45	240		2300.0%	1,170	1,215	1,125	1,265	\sim	8.1%
College of New Caledonia	2,815	2,665	2,470	2,290	/	-18.7%	360	510	680	1,250	/	247.2%	3,175	3,175	3,150	3,540		11.5%
College of the Rockies	2,540	2,795	3,105	3,000	\langle	18.1%	280	295	420	455	\frown	62.5%	2,820	3,090	3,525	3,455		22.5%
Douglas College	11,925	11,940	11,775	11,500	/	-3.6%	2,345	2,480	3,035	3,695	_	57.6%	14,270	14,420	14,810	15,195	/	6.5%
Langara College	11,250	10,990	10,370	10,400	/	-7.6%	2,025	3,580	4,745	4,870	/	140.5%	13,275	14,570	15,115	15,270		15.0%
North Island College	3,265	3,245	3,215	3,020		-7.5%	260	265	280	440		69.2%	3,525	3,510	3,500	3,460		-1.8%
Northern Lights College	1,015	1,200	1,155	1,125		10.8%	365	430	425	515	~	41.1%	1,380	1,630	1,580	1,640	\sim	18.8%
Okanagan College	6,645	6,810	6,920	7,260	/	9.3%	550	695	895	1,410	-	156.4%	7,195	7,505	7,815	8,665	/	20.4%
Selkirk College	3,675	3,430	3,175	2,905	/	-21.0%	495	615	750	955	/	92.9%	4,170	4,045	3,925	3,860	/	-7.4%
Vancouver Comm College	6,545	6,395	6,180	6,390	\geq	-2.4%	365	485	650	925	_	153.4%	6,910	6,880	6,830	7,315		5.9%
TOTAL	59,615	59,975	58,200	57,800	\sim	-3.0%	8,300	10,860	13,505	16,385	/	97.4%	67,915	70,835	71,705	74,180	/	9.2%
INSTITUTES																		
BC Institute of Tech	21,135	21,200	20,680	19,615	/	-7.2%	1,530	2,475	2,665	3,495	/	128.4%	22,660	23,675	23,340	23,115		2.0%
Justice Institue of BC	5,000	4,255	4,680	5,545	\langle	10.9%	220	475	445	405		84.1%	5,220	4,730	5,125	5,945	\checkmark	13.9%
Nicola Valley Insititue of Tech	440	495	515	610	-	38.6%				10			440	495	515	615	-	39.8%
TOTAL	26,575	25,950	25,875	25,770	$\overline{}$	-3.0%	1,750	2,950	3,110	3,910	~	123.4%	28,320	28,900	28,980	29,675	~	4.8%
UNIVERSITIES (not including U	JBC, Uvio	, SFU, a	nd UNB	C)														
Capilano Univeristy	6,635	5,770	5,630	5,485	/	-17.3%	890	1,045	1,290	1,865	/	109.6%	7,525	6,815	6,920	7,345	\searrow	-2.4%
Emily Carr University	2,180	2,035	1,960	1,930	/	-11.5%	420	465	530	500	~	19.0%	2,595	2,500	2,490	2,425	/	-6.6%
Kwantlen Polytechnic Uni	12,240	11,970	11,865	12,005	\langle	-1.9%	1,460	1,925	2,965	4,080	/	179.5%	13,700	13,895	14,830	16,085	/	17.4%
Royal Roads University	2,150	2,155	2,190	2,025	$\overline{}$	-5.8%	885	895	820	810	\sim	-8.5%	3,040	3,050	3,010	2,835	/	-6.7%
Thompson Rivers University	13,790	14,275	14,735	15,285	_	10.8%	2,920	3,210	3,560	4,980	_	70.5%	16,710	17,485	18,295	20,260	/	21.2%
University of the Fraser Valley	8,895	9,000	8,965	9,065		1.9%	1,120	1,205	1,390	1,625		45.1%	10,015	10,205	10,360	10,690		6.7%
Vancouver Island University	7,365	7,570	7,695	7,735	/	5.0%	1,525	1,550	1,625	1,955		28.2%	8,890	9,120	9,320	9,690		9.0%
TOTAL	53,255	52,775	53,040	53,530	\checkmark	0.5%	9,220	10,295	12,180	15,815	/	71.5%	62,475	63,070	65,225	69,330	/	11.0%
Unique Headcount	137,540	136,845	135,295	135,080	~	-1.8%	18,985	23,745	28,340	35,540		87.2%	156,525	160,595	163,635	170,620	_	9.0%

Figure 68a: Domestic and International Student Headcounts by Institution on November 1, 2015 to 2018

Source: Post-Secondary Central Data Warehouse Standard Reports; Ministry of Advanced Education, Skills & Training; May 2019 Data Submission

		Indige	nous					Non-Ind	igenous			
	2015	2016	2017	2018	Trendli ne	% Change	2015	2016	2017	2018	Trendli ne	% Change
COLLEGES		ĺ	Ì					Î				
Camosun College	700	765	800	760		8.6%	8,085	8,540	7,955	8,125	\sim	0.5%
Coast Mountain College	535	530	560	585		9.3%	630	670	520	440	<	-30.2%
College of New Caledonia	805	665	615	585	/	-27.3%	2,010	2,000	1,855	1,700	/	-15.4%
College of the Rockies	275	270	320	315	$\left\langle \right\rangle$	14.5%	2,265	2,525	2,785	2,690		18.8%
Douglas College	480	500	515	470	\langle	-2.1%	11,445	11,440	11,255	11,030	/	-3.6%
Langara College	295	295	260	260	$\left \right\rangle$	-11.9%	10,955	10,695	10,110	10,140	/	-7.4%
North Island College	450	470	500	455	\langle	1.1%	2,820	2,775	2,715	2,565	(-9.0%
Northern Lights College	200	245	255	240		20.0%	815	955	900	885	\langle	8.6%
Okanagan College	725	780	815	865		19.3%	5,925	6,030	6,105	6,395	_	7.9%
Selkirk College	290	235	245	240	\$	-17.2%	3,385	3,195	2,930	2,665	/	-21.3%
Vancouver Comm College	340	340	310	300	\langle	-11.8%	6,205	6,055	5,870	6,090	\rangle	-1.9%
TOTAL	5,095	5,095	5,195	5,075	\sim	-0.4%	54,540	54,880	53,000	52,725	<	-3.3%
INSTITUTES												
BC Institute of Tech	660	660	645	630	/	-4.5%	20,475	20,540	20,035	18,985	/	-7.3%
Justice Institue of BC	245	290	375	415		69.4%	4,510	3,960	4,290	5,130	\mathbf{i}	13.7%
Nicola Valley Insititue of Tech	345	380	380	470		36.2%	95	115	130	140	/	47.4%
TOTAL	1,250	1,330	1,400	1,515		21.2%	25,080	24,615	24,455	24,255	/	-3.3%
UNIVERSITIES (not including U	JBC, Uvic	, SFU, ar	nd UNBC)								
Capilano Univeristy	350	340	310	360	\sim	2.9%	6,285	5,430	5,320	5,120	/	-18.5%
Emily Carr University	90	90	90	90		0.0%	2,090	1,945	1,870	1,840	/	-12.0%
Kwantlen Polytechnic Uni	415	390	395	385	\$	-7.2%	11,830	11,580	11,475	11,620		-1.8%
Royal Roads University	115	145	145	145		26.1%	2,040	2,010	2,045	1,880	1	-7.8%
Thompson Rivers University	1,390	1,490	1,570	1,625		16.9%	12,400	12,785	13,165	13,660		10.2%
University of the Fraser Valley	695	700	690	750		7.9%	8,200	8,300	8,280	8,315	~	1.4%
Vancouver Island University	1,135	1,125	1,175	1,210	/	6.6%	6,230	6,445	6,520	6,525	/	4.7%
TOTAL	4,190	4,280	4,375	4,565	_	8.9%	49,075	48,495	48,675	48,960	$\overline{}$	-0.2%
Unique Headcount	10,400	10,555	10,835	11,005		5.8%	137,540	136,845	135,295	135,080	~	-1.8%

Figure 68b: Indigenous Student Headcounts by Institution on November 1, 2015 to 2018

Source: Post-Secondary Central Data Warehouse Standard Reports; Ministry of Advanced Education, Skills & Training; May 2019 Data Submission

Credentials Awarded

Bachelor's degrees awarded

For the past three fiscal years, we have awarded around 1000 baccalaureate degrees each year and, in 18/19, awarded the fourth most out of all the BC institutions – Total average of 1001 (more than UNBC and TRU). KPU was next at 986, BCIT at 879 and TRU at 834.

Figure 69: Bachelor Degrees Awarded by Fiscal Year and Select Institution



Sources: CDW pivot tables and BC HEADset data.

FTE Utilization Rates

As a system, the post-secondary FTEs have declined almost 8,000 domestic FTEs between 2013/14 and 2018/19. Subsequently, overall FTE utilization rates have also dropped by 4.2%. UFV produced 250 FTEs less in 2018/19 than in 2013/14 and utilization rates have gone down by 3.9%. Figure 70b on the next page highlights selected peer institutions and their FTE utilization trends.

													5 Yr	
			Actua	l FTEs				Utili	zation (A	ctual/Tar	get)			Change
													Trandlina	(2016/19 over
Public Institution	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	Trenuine	2013/14)
British Columbia Institute of Technology	13,335	13,279	13,181	13,254	12,962	12,514	112.9%	112.7%	111.8%	109.5%	106.3%	100.3%	/	-12.6%
Camosun College	7,024	6,469	6,447	6,341	6,194	6,107	97.4%	91.8%	91.5%	89.7%	87.9%	85.1%	/	-12.3%
Capilano University	5,209	4,789	4,372	4,161	4,055	3,886	95.6%	87.9%	80.2%	76.4%	74.4%	70.9%	/	-24.7%
Coast Mountain College	1,126	970	900	959	779	699	66.4%	58.3%	53.7%	57.2%	46.1%	40.7%	$\left< \right>$	-25.7%
College of New Caledonia	2,022	1,871	1,752	1,630	1,590	1,460	64.3%	59.2%	55.4%	52.2%	50.6%	46.0%	/	-18.3%
College of the Rockies	1,750	1,526	1,645	1,578	1,579	1,573	100.1%	88.6%	95.5%	90.8%	90.9%	88.2%	\searrow	-11.9%
Douglas College	9,097	8,501	8,185	8,092	8,113	8,054	108.9%	101.8%	98.0%	96.9%	97.1%	96.4%		-12.5%
Emily Carr University of Art and Design	1,500	1,475	1,466	1,456	1,425	1,388	107.8%	106.0%	105.4%	107.8%	105.5%	102.7%	$\sim \sim$	-5.1%
Justice Institute of British Columbia	2,597	2,963	2,765	2,697	2,440	3,012	109.3%	123.8%	115.4%	112.7%	101.7%	125.8%	$\sim \sim$	16.6%
Kwantlen Polytechnic University	9,309	8,935	8,931	8,932	8,670	8,809	102.3%	98.1%	98.4%	98.4%	95.5%	96.8%	$\left\langle \right\rangle$	-5.5%
Langara College	7,232	7,054	6,853	6,669	6,497	6,543	102.5%	100.0%	97.1%	94.5%	92.1%	92.7%	/	-9.8%
Nicola Valley Institute of Technology	554	514	556	478	513	538	105.9%	95.5%	103.3%	88.8%	95.4%	92.9%	$\sim \sim$	-13.0%
North Island College	1,947	1,732	1,617	1,606	1,535	1,509	88.6%	78.4%	73.2%	71.1%	68.3%	65.5%	$\sum_{i=1}^{n}$	-23.0%
Northern Lights College	831	697	704	625	682	599	55.7%	47.1%	47.5%	41.9%	46.0%	40.1%	\searrow	-15.7%
Okanagan College	5,070	5,004	4,978	5,138	5,365	5,452	104.5%	105.3%	104.8%	108.5%	113.2%	112.8%		8.3%
Royal Roads University	2,440	2,089	2,101	2,168	2,154	2,062	123.2%	105.5%	106.1%	109.5%	108.8%	104.1%	\searrow	-19.1%
Selkirk College	1,755	1,813	1,987	1,962	1,739	1,516	75.9%	78.4%	85.6%	84.4%	74.6%	64.9%	\sim	-11.0%
Simon Fraser University	22,701	22,329	22,181	22,096	22,161	22,102	112.4%	111.1%	111.0%	111.0%	112.1%	111.4%	\searrow	-0.9%
Thompson Rivers University	8,474	8,283	8,463	8,367	8,561	8,755	104.3%	103.2%	105.6%	104.6%	107.3%	109.0%	\sim	4.7%
University of British Columbia	45,353	45,351	45,869	46,036	46,465	46,923	107.4%	107.0%	108.2%	108.5%	109.5%	110.3%		2.9%
University of Northern British Columbia	2,833	2,653	2,538	2,632	2,661	2,738	82.0%	76.8%	73.5%	76.4%	77.7%	79.8%	\searrow	-2.2%
University of the Fraser Valley	6,755	6,675	6,656	6,514	6,441	6,505	101.2%	100.0%	99.7%	97.6%	96.5%	97.3%	$\left. \right\rangle$	-3.9%
University of Victoria	16,649	16,594	16,691	16,922	16,767	16,796	100.7%	100.8%	102.8%	105.6%	105.7%	105.5%		4.8%
Vancouver Community College	6,112	5,196	4,387	4,154	4,006	4,145	93.5%	79.7%	67.3%	63.7%	61.4%	63.3%	/	-30.2%
Vancouver Island University	5,873	5,874	5,885	5,817	5,956	5,901	87.9%	89.6%	89.9%	89.5%	93.2%	92.5%		4.5%
Total	187,548	182,636	181,110	180,283	179,310	179,581	102.4%	100.0%	99.4%	99.0%	98.6%	98.2%	1	-4.3%
Source: BC Ministry of Advanced Education,	Skills and Tr	aining, Nov	ember 2019											

Figure 70a: Actual FTEs and Utilization Rates by Institution, 2013/14 to 2018/19

Figure 70b: FTE Utilization Rates of Selected Institutions



Appendix: Existing Performance Measures

I. UFV SEM Plan Update 2018/19

Each year, Institutional Research and Planning compiles the following information as an update to the SEM Plan goals.

SEM Plan Goals (2014-19)

5.1 Given current circumstances it is projected that domestic FTEs will remain constant over the period covered by this SEM Plan (2014-19).

5.2 To prepare students to qualify for and be successful in its post-secondary programs, UFV will create the Qualifying Studies Program with: (i) admission requirements; (ii) continuance requirements; and (iii) a fixed length of study.

5.3 Graduate student enrolments will be maintained at such levels as to generate net revenue; and Graduate programs will enrich undergraduate programming.

5.4 By 2019 UFV will increase the enrolment share of Aboriginal students (both self-identified and those identified by the ministry) to the proportion of the Aboriginal population within our region; and by 2019 UFV will increase the graduation share of Aboriginal students to the proportion of Aboriginal students at UFV.

5.5 By 2019 International Student Headcount should increase by 38%.

5.6 By 2019, UFV will increase the total number of incoming transfer students to 4%; and add one new block transfer agreement each year through 2019.

5.7 The targets for student Retention from Fall 2018 to Fall 2019 are: (i) 66.7% for New Students; and (ii) 70% for Total Students. Graduation targets for 2018/19 are: (i) 900 Bachelor's degrees; and (ii) 5200 for number of graduates weighted by the length of their program.

5.8 By 2019, in order to ensure our graduates are work-place ready, there will be: (i) A 10% increase in co-operative education work placements; (ii) An additional 10 work-study positions for each of the next 5 years; (iii) At least one validated co-curricular learning activity on the record for 80% of the graduating class; and (iv) A 20% increase in the number of academic programs that offer experiential learning opportunities.

5.9 The program areas identified for growth are Health and Wellness; Agriculture and the Environmentally-Responsible Development of the Fraser Valley; and Digital Media Technologies.

SEM Plan Goal 5.1 FTEs:

Given current circumstances it is projected that domestic FTEs will remain constant over the period covered by this SEM Plan (2014-19).

	AVED	Total	Change from	previous year	Change fror	n Base Year
Year	Funded	Domestic	Number	Percent (%)	Number	Percent (%)
FY 2013-14 (Base Year)	6,755	7,218				
FY 2014-15	6,675	7,166	-52	-0.7%	-52	-0.7%
FY 2015-16	6,656	7,158	-8	-0.1%	-60	-0.8%
FY 2016-17	6,514	7,110	-48	-0.7%	-108	-1.5%
FY 2017-18	6,441	7,006	-104	-1.5%	-212	-2.9%
FY 2018-19	6,505	7,159	153	2.2%	-59	-0.8%

Domestic FTEs

Domestic FTEs declined each year from 2013/14 to 2017/18. This past year domestic FTEs increased by 153, but are still down by 59 FTEs (0.8%) from the base year.

The SEM target is for domestic FTEs, but we provide international and overseas (Chandigarh) FTEs for additional information. (International FTEs in this table only include international students in Canada; the Overseas FTEs are in addition to this.) International targets are in Section 5.5 and are measured by fall headcount.

	International	Change from Base		Overseas	Change from	n Base Year
Year	FTEs	Number	Percent (%)	FTEs	Number	Percent (%)
FY 2013-14 (Base Year)	755			101		
FY 2014-15	886	131	17%	129	28	28%
FY 2015-16	900	145	19%	196	95	94%
FY 2016-17	1,016	261	35%	312	211	209%
FY 2017-18	1,240	485	64%	306	205	203%
FY 2018-19	1,619	864	114%	316	215	213%

International FTEs

5.2 Qualifying studies program

To prepare students to qualify for and be successful in its post-secondary programs, UFV will create the Qualifying Studies Program with: (i) admission requirements; (ii) continuance requirements; and (iii) a fixed length of study.

In 2013/14 and 2014/15 UFV had students enrolled in studies (path) programs. Beginning in 2015-16, studies (paths) were discontinued (with the exception of Nursing Studies now called Nursing Track) and Qualifying Studies commenced. Thus, the headcount numbers below are for

studies (path) for the years 2013-14 to 2014-15 and for Qualifying Studies for 2015-16 to 2018-2019.

		Change from	previous year	Change fror	n Base Year
Year	Study Students	Number	Percent (%)	Number	Percent (%)
FY 2013-14 (BY)	3,531				
FY 2014-15	3,186	-345	-9.8%	-345	-9.8%
FY 2015-16	2,195	-991	-31.1%	-1,336	-37.8%
FY 2016-17	2,377	182	8.3%	-1,154	-32.7%
FY 2017-18	2,372	-5	-0.2%	-1,159	-32.8%
FY 2018-19	2,862	490	20.7%	-669	-18.9%

Headcount for students in the studies (path) programs and in Qualifying Studies

The number of students in path programs declined for the first two years following the base year by 345 and then 991 students. The decline of 991 was consistent with moving from the old studies (path) in 2014-15 to the new qualifying study student policy in 2015-16. The number of qualifying students increased by 490 in the past year, but is still down by 324 students (-10.2%) from the last year with path students, 2014-15.

5.3 Graduate enrolments:

Graduate student enrolments will be maintained at such levels as to generate net revenue; and Graduate programs will enrich undergraduate programming.

Year	Master of Arts (Crim Justice)	Master of Social Work	Grad cert in Child Life & Community Health	Grad cert in Program Evaluation	Total
FY 2013-14 (BY)	23	19			42
FY 2014-15	12	24			36
FY 2015-16	16	23			39
FY 2016-17	30	22			52
FY 2017-18	29	17			46
FY 2018-19	26	52	8	9	95

Graduate student headcount

5.4 Aboriginal enrolment:

By 2019 UFV will increase the enrolment share of Aboriginal students (both self-identified and those identified by the ministry) to the proportion of the Aboriginal population within our region; and by 2019 UFV will increase the graduation share of Aboriginal students to the proportion of Aboriginal students at UFV.

UFV students are asked if they identify as "Aboriginal," "First Nations," "Metis," or "Inuit." For this historical reason the term "Aboriginal" is used in place of the preferred "Indigenous."

	Ministry		Total	Aboriginal students % of FTEs	
	Identified	Self-Identified	Domestic	Ministry /	Self Identified /
Year	Aboriginal FTEs	Aboriginal FTEs	FTEs	Domestic FTEs	Domestic FTEs
FY 2013-14 (BY)	561	383	7,218	7.8%	5.3%
FY 2014-15	556	398	7,166	7.8%	5.6%
FY 2015-16	578	402	7,158	8.1%	5.6%
FY 2016-17	589	375	7,110	8.3%	5.3%
FY 2017-18	527	385	7,006	7.5%	5.5%
FY 2018-19	521	448	7,159	7.3%	6.3%

Aboriginal student FTEs

In the above table, the FTE numbers in the second column are for Ministry Identified Aboriginal students while in Column 3 are the Self-Identified Aboriginal students. The number of students that self-identify as Aboriginal at UFV is lower than the number of students identified as Aboriginal by the Ministry. This year, the number of Self-Identified Aboriginal students increased by 63 while the Ministry Identified actually fell by 6.

This year, the Ministry Aboriginal FTE count at UFV is 521 (this includes seats funded by the Industry Training Authority) which represents 7.3% of UFV's total domestic FTEs of 7,159. The Aboriginal population in the Fraser Valley has significantly increased from the 2006 census that was used when the SEM plan was created in 2013. Based on the 2016 census, the share of Aboriginal students at UFV is slightly less than the share of Aboriginal Population in the Fraser Valley of 7.7%. The share of Aboriginal Population in the Fraser Valley of 7.7%. The share of Aboriginal Population in the Fraser Valley for younger age groups is higher than for the general population: 8.3% for 15-54 the age-group, and 9.7% for the 15-34 age-group. According to BC Stats data based on headcount (not FTEs), 8.15% of post-secondary students in BC are Aboriginal, while at UFV it is 8.27%.

UFV's Aboriginal Access Services, along with other areas of the university, is working to increase the self-identification of Aboriginal learners to better reflect the number of Aboriginal students at UFV.

	Aboriginal	Total	Aborginal Graduates /	Aborginal Students /
Year	Graduates	Graduates	Total Graduates	Total Students
FY 2013-14 (BY)	116	2,387	4.9%	5.3%
FY 2014-15	135	2,431	5.6%	5.6%
FY 2015-16	136	2,786	4.9%	5.6%
FY 2016-17	147	2,632	5.6%	5.3%
FY 2017-18	144	2,604	5.5%	5.5%
FY 2018-19	149	2,645	5.6%	6.3%

Aboriginal graduates

In measuring graduates, we use self-identified Aboriginal students since we do not know the identity of Ministry identified Aboriginal students. Aboriginal students graduate at a similar rate to non-Aboriginal students, though this past year; Aboriginal Graduates were slightly less than the share of Aboriginal students (5.6% versus 6.3%).

5.5 International students

By 2019 International Student Headcount should increase by 38%.

International Student Headcounts:

In discussion with UFV International in 2016/17, this count was changed from fiscal year to fall semester. This is a more accurate and intuitive way to measure the rate of change in international students. Below are headcounts for UFV International Students studying in Canada, Overseas Students (Chandigarh), and Visiting Exchange Students (that are not counted as international fee-paying students). UFV has achieved this SEM plan goal; international student enrolment has increased 221% from the base year.

	UFV	% change from	Overseas	% change from	Visiting Exchange
Semester	International	base year	Student	base year	Students
Fall 2013	735		89		5
Fall 2014	841	14%	124	39%	6
Fall 2015	906	23%	232	161%	14
Fall 2016	974	33%	240	170%	31
Fall 2017	1142	55%	270	203%	63
Fall 2018	1354	84%	260	192%	55
Fall 2019	2362	221%	304	242%	65

International student headcount

5.6 Transfer students

By 2019, UFV will increase the total number of incoming transfer students to 4%; and add one new block transfer agreement each year through 2019.

UFV incoming transfer students in this context refer to domestic students. The data includes academic credit registrants only and numbers are by student headcount. The current target of 4% is consistently met each year.

					% Transfer
	Domestic	New	Total	% Domestic	of New
Year	Transfer	Domestic	Domestic	Transfer	Domestic
FY 2013-14 (BY)	485	3,281	10,786	4.5%	14.8%
FY 2014-15	485	3,135	10,483	4.6%	15.5%
FY 2015-16	542	3,022	10,321	5.3%	17.9%
FY 2016-17	581	3,011	10,218	5.7%	19.3%
FY 2017-18	480	2,944	10,138	4.7%	16.3%
FY 2018-19	508	3,185	10,307	4.9%	15.9%

Domestic Transfer Students

5.7 Retention and graduation

The targets for student Retention from fall 2018 to fall 2019 are: (i) 66.7% for New Students; and (ii) 70% for Total Students.

	Continuing	New	Total
FY 2012-13 (From 201209 to 201309)	70.3%	64.6%	68.9%
FY 2013-14 (From 201309 to 201409) (BY)	69.8%	66.3%	69.0%
FY 2014-15 (From 201409 to 201509)	72.3%	67.8%	71.3%
FY 2015-16 (From 201509 to 201609)	72.1%	65.4%	70.5%
FY 2016-17 (From 201609 to 201709)	72.2%	68.5%	71.3%
FY 2017-18 (From 201709 to 201809)	70.5%	67.8%	69.9%
FY 2018-19 (From 201809 to 201909)	73.2%	66.9%	71.6%

Student Retention Rates

Comparing to the Base Year, 2013-14, student retention rates are higher for Continuing, New, and Total students. In 2018-19, UFV achieved its retention goal for both New and Total Students.

Graduation targets for 2018/19 are: (i) 900 Bachelor's degrees; and (ii) 5200 for number of graduates weighted by the length of their program.

Graduation numbers:

Bachelor's degrees awarded over the last eight years

	FY 2011-12	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
Bachelor Degree	751	858	893	876	1,044	988	1,038	1,039

Starting in 2015-16, UFV has met its Bachelor's degree target each year.

The credential weights for programs are: Bachelor's Degree 4, Certificate 1, Developmental 1, Diploma 2, and Master's Degree 2.

	Bachelor				Masters	Weighted
Year	Degree	Certificate	Developmental	Diploma	Degree	Graduates
FY 2013-14 (BY)	893	929	46	496	23	5,585
FY 2014-15	876	1,028	30	487	10	5,556
FY 2015-16	1,044	1,111	42	570	19	6,507
FY 2016-17	988	1,070	27	532	15	6,143
FY 2017-18	1,038	1,058	35	446	27	6,191
FY 2018-19	1,039	1,104	42	508	11	6,340

Number of graduates weighted by the length of the program

UFV has met its target of 5,200 for the number of graduates weighted by the length of their program in each year.

II. Ministry Accountability Measures

Each year BC public institutions must report on progress toward the goals and system objectives of the Ministry of Advanced Education, Skills and Training, as identified in the Accountability Framework performance measures document. For UFV this includes eight performance measures, and corresponding targets. The performance measure results indicate the outcomes for the reporting period along with an assessment of whether the targets were exceeded, achieved, substantially achieved, not achieved or not assessed.

A summary of the (eight) Ministry performance measures, targets, and results for fiscal years 2016/17 to 2018/19 are provided in the tables that follow (Figure A1 and Figure A2), as well as projected results for measures one to four for 2019/20. We also provide brief comments on differences observed in the results. Figure A3 provides the target assessment scale and descriptions.

Performance measure ¹		Reporting Year								Trend			
			2016/17				2017/18				2018/19		
	2016/17	2016/17	Utilization	2016/17	2017/18	2017/18	Utilization	2017/18	2018/19	2018/19	Utilization	2018/19	2016/17 -
	Target	Actual	Rate	Assessment	Target	Actual	Rate	Assessment	Target	Actual	Rate	Assessment	2018/19
1) Student Spaces ²													
				Substantially				Substantially				Substantially	
Total student spaces	6,676	6,514	97.6%	achieved	6,676	6,441	96.5%	achieved	6,688	6,504	97.3%	achieved	
Nursing and other allied health programs	475	499	105.1%	Achieved	475	475	100.0%	Achieved	475	494	104.1%	Achieved	
Developmental programs	519	298	57.4%	Not achieved	519	286	55.2%	Not achieved	519	315	60.7%	Not achieved	
2) Credentials Awarded ^{3, 7}													
Number	2,103	2,120		Achieved	1,885	2,010		Achieved	1,987	1,987		Achieved	
3) Aboriginal Student Spaces ⁴													
Total Aboriginal student spaces	495	589		Exceeded	479	527		Exceeded	500	521		Achieved	
Ministry (AEST)		527				485				474			
Industry Training Authority (ITA)		62				41				48			

Figure A1: Accountability Framework Performance Measures 1-3

Performance Measure ¹	Reporting Year						
	2019/20	2019/20	Utilization	2019/20			
	Target	Projection	Rate	Projected Assessment			
1) Student Spaces ²							
Total student spaces	6,720	6,566	97.7%	Substantially achieved			
Nursing and other allied health programs	475	442	93.0%	Substantially achieved			
Developmental programs	325	295	90.8%	Substantially achieved			
2) Credentials Awarded ³							
Number	1,972			TBD			
3) Aboriginal Student Spaces ⁴							
Total Aboriginal student spaces	TBD	TBD		TBD			
Ministry (AEST)							
Industry Training Authority (ITA)							

- The only measure in which UFV has not achieved its target during the past three fiscal years is for *Student Spaces in Developmental programs*; however, for 2019/20, the developmental target has decreased (from 519 to 325) and we are projecting this target to be substantially achieved.
- Institutions currently determine their own target for Aboriginal student spaces; UFV's target is based on the SEM Plan goal of having the proportion of Aboriginal students at UFV equal the proportion of the Aboriginal population in the Fraser Valley. In 2018/19 UFV achieved this target (of 500) by producing 521 Aboriginal student FTEs.
- While UFV's target for total student spaces has increased since 2016/17, (from 6,676 in 2016/17 to 6,720 in 2019/20) the corresponding utilization rate has remained flat.

FIGULE AZ. ACCOUNTADING FLATTEWOLK FEITOLINATICE MEASULES 4-0	Figure A2: Accountability	/ Framework Performance Measures 4-8
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Performance Measure ¹	Reporting Year Tre							Trend						
	2016/17	2016	6/17	2016/17	2017/18	2017	/18	2017/18	2018/19	2018	/19	2018/19	2019/20	2016/17 -
	Target	Act	ual	Assessment	Target	Act	ual	Assessment	Target	Act	ual	Assessment	Target	2018/19
4) Student Satisfaction with Edu	ication⁵													
		%	+/-			%	+/-			%	+/-			
Former diploma, associate														
degree and certificate students	> 0.0%	91.6%	1.9%	Achieved	> 0.0%	89.1%	2.0%	Achieved	> 0.0%	90.7%	1.5%	Achieved	> 0.0%	
Former apprenticeship students	2 90%	96.8%	3.5%	Exceeded	2 90%	100.0%	0.0%	Exceeded	2 9078	96.1%	3.9%	Exceeded	2 90%	_
Bachelor degree graduates		96.6%	1.2%	Achieved		96.4%	1.4%	Achieved		93.3%	1.7%	Achieved		
5) Student Assessment of the Q	uality of In	struction⁵	5											
		%	+/-			%	+/-			%	+/-			
Former diploma, associate														
degree and certificate students	> 90%	93.9%	1.6%	Achieved	> 90%	94.3%	1.4%	Achieved	> 90%	94.6%	1.2%	Achieved	> 90%	
Former apprenticeship students	2 50%	100.0%	0.0%	Exceeded	Exceeded	100.0%	0.0%	Exceeded	2 5070	100.0%	0.0%	Exceeded	2 50/0	
Bachelor degree graduates		96.6%	1.2%	Achieved	97.7%	1.1%	Achieved		96.4%	1.3%	Achieved			
6) Student Assessment of Skill Development ^{5,6}														
% +/- % +/- % +/-														
Former diploma, associate														
degree and certificate students	> 95%	85.6%	2.5%	Achieved	> 95%	86.4%	1.8%	Achieved	> 95%	85.4%	1.6%	Achieved	> 95%	
Former apprenticeship students	2 0570	92.2%	5.9%	Exceeded	2 0070	84.5%	6.2%	Achieved	2 05/0	86.6%	5.6%	Achieved	2 0070	
Bachelor degree graduates		91.7%	1.9%	Exceeded		88.7%	1.9%	Achieved		87.0%	2.0%	Achieved		
7) Student Assessment of Usefu	Iness of Kn	owledge	and Skil	ls in Performi	ng Job⁵									
		%	+/-			%	+/-			%	+/-			
Former diploma, associate								Substantially						
degree and certificate students	> 0.0%	88.2%	4.3%	Achieved	> 0.0%	84.0%	4.0%	achieved	> 0.0%	86.5%	3.8%	Achieved	> 0.0%	
Former apprenticeship students	2 90%	90.9%	6.2%	Achieved	Achieved ≥ 90%	97.1%	4.0%	Exceeded	2 9078	97.9%	3.1%	Exceeded	2 90%	
Bachelor degree graduates		88.3%	2.5%	Achieved	87.9%	2.8%	Achieved		87.9%	2.6%	Achieved	1		
8) Unemployment Rate ⁵														
		%	+/-			%	+/-			%	+/-			
Diploma, associate degree and														
certificate graduates	< 9.4%	6.5%	3.2%	Exceeded	< 9.4%	7.5%	2.8%	Exceeded	< 6.6%	5.1%	2.4%	Exceeded	< 7.5%	
Former apprenticeship students	<u> </u>	3.5%	3.9%	Exceeded	,/0	N/A	N/A	Not assessed	2 0.070	0.0%	0.0%	Exceeded	27.570	
Bachelor degree graduates		6.1%	1.8%	Exceeded		3.2%	1.5%	Exceeded		6.1%	1.8%	Exceeded		

- Results for Bachelor degree graduates have decreased slightly over the past three years in the following measures (from 2016/17 to 2018/19):
 - Student satisfaction with education; from 96.6% to 93.3%
 - Student assessment of skill development; from 91.7% to 87.0%
 - Student assessment of usefulness of knowledge and skills in performing job; from 88.3% to 87.9%
- Results for former apprenticeship students have increased in *student assessment of usefulness of knowledge and skills in performing job*; from 90.9% in 2016/17 to 97.9% in 2018/19, and decreased in *student assessment of skill development*; from 92.2% in 2016/17 to 86.6% in 2018/19.

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Target Assessment Scale	Description
Exceeded	110% or more of the target
Achieved	100% - 109% of the target
Substantially achieved	90% - 99% of the target
Not achieved	Less than 90% of the target
	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive
Not assessed	measures, and measures without targets

Figure A3: Ministry Performance Measure Target Assessment Scale and Notes

Notes

"TBD" = to be determined

- 1 Please consult the 2018/19 Standards Manual for a current description of each measure. See https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resourcesadministration/accountability-framework/standards_manual.pdf
- 2 Results from the 2017/18 reporting year are based on data from the 2017/18 fiscal year; results from the 2018/19 reporting year are based on data from the 2018/19 fiscal year.
- 3 Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2018/19 reporting year are a three-year average of the 2015/16, 2016/17, and 2017/18 fiscal years.
- 4 Results from the 2017/18 reporting year are based on data from the 2016/17 fiscal year; results from the 2018/19 reporting period are based on data from the 2017/18 fiscal year.
- 5 Results from the 2017/18 reporting year are based on 2017 survey data; results from the 2018/19 reporting year are based on 2018 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.
- 6 Interim FTE Student Enrolment Targets as of April 2, 2019
- 7 Credentials awarded to international students are excluded, except for those awarded to international graduate students at research intensive universities. Credentials awarded by other agencies, such as the ITA, are excluded. The institution-specific credential target is based on the average number of credentials awarded by an institution in the last three years and the year over year change in FTEs. See 2018/19 Standards Manual for details.

In addition to reporting the Accountability Framework Performance Measures (and results), institutions are asked to identify and describe the specific actions that have been taken, and accomplishments achieved, related to the priorities within UFV's annual Mandate Letter (for the current year) and also to describe actions that are planned or implemented related to the priorities within the institution's next fiscal year Mandate Letter.

For 2019/20, UFV's Mandate Letter priorities include:

1) Implement the education-related TRC Calls to Action relevant to your institution and actively participate in an engagement process with the Ministry and local, regional and other Indigenous partners to develop and implement a comprehensive strategy that increases student success and responds to the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples.

2) Work closely with government to support implementation of priority initiatives, including those outlined in the Minister's mandate letter. Specific actions include, but are not limited to:

a. Improving access to post-secondary education with a focus on vulnerable and underrepresented students.

b. Expanding programming aligned with high demand occupations and priority sectors (such as trades, technology and health).

c. Expanding co-op and work-integrated learning opportunities for all students.

3) Improve student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct, including creating greater awareness of available supports.

4) Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new BC Graduation Program.

5) Continue to actively participate in the implementation of the EducationPlanner BC common application system for all undergraduate applicants.

6) Work closely with the Ministry to develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education.

7) Meet or exceed the financial targets identified in the Ministry's three-year Service Plan tabled under Budget 2018, including maintaining balanced or surplus financial results.

8) Comply with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure courses and programs are affordable.