

**University of the Fraser Valley  
Strategic Enrolment Management Plan  
2014-2019**



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## **Executive Summary**

At UFV we adopted a definition of Strategic Enrolment Management (SEM) that recognized the connection between our SEM Plan and our strategic and academic plans:

*Strategic enrollment management (SEM) is a concept and process that [through strategic planning of enrolments] enables the fulfillment of institutional mission and students' educational goals.<sup>1</sup>*

For our process this included viewing SEM within a larger planning process:

*[Strategic] Enrollment management is a comprehensive and coordinated process that enables a college to identify enrollment goals that are allied with its mission, its strategic plan, its environment, and its resources, and to reach those goals through the effective integration of administrative processes, student services, curriculum planning, and market analysis.<sup>2</sup>*

We grounded our entire SEM plan in what we aspire to be as an institution and how our programming brings that vision to life. Key Enrolment Indicators (section 3) emerged from our strategic plan and informed our enrolment goals. They define optimum enrolment mix and guide us in measuring the impact of our plan. The entire lifecycle of the student was taken into consideration when setting Key Enrolment Indicators.

A SEM plan must be evidence-based. An Environmental Scan (section 4) captured both external and internal factors that influence enrolment and student success. This data influenced targets that were set for the Strategic Enrolment Goals. Enrolment Goals (section 5) captured our institution's desired future based on our vision and were informed by our environmental scan. Our Enrolment Goals included the following:

*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.*

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<sup>1</sup> Bontrager, Bob. "Enrollment Management: An Introduction to Concepts and Structures", *College and University Journal*, Vol. 79, No. 3, Winter 2004, p. 12.

<sup>2</sup> Kerlin, Christine (2008), "Community College Roadmap for the Enrollment Management Journey," *College and University Journal*, Vol. 83, No. 4, p. 11.

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.

In the next section of the plan (section 6), we discuss Campus Infrastructure and the need to ensure that the necessary staffing, structure, service and systems are in place to support our Enrolment Goals.

Finally, we explain that the next step of our SEM planning will be the development of Strategies and Tactics: the means by which our enrolment goals will be achieved. They will be driven by leadership and developed by Faculties and support units. Strategies and Tactics (section 7) are developed institution-wide. Their development is where the

“heavy lifting” within SEM occurs. This is where support units find opportunities to collaborate, where faculties develop interdisciplinary studies and where support units and faculties come together in support of student success. Given the operational nature of Strategies and Tactics, they will be developed upon final approval of the SEM plan. Assessment, to ensure our Strategies and Tactics achieve what they intend to, is critical and a recommendation is made in the plan for the creation of an oversight committee to monitor the operationalization of the SEM plan.

We wish to acknowledge several individuals, along with their office staff, involved in the development of this plan: the Provost and Vice President, Academic; Vice President, Students; Vice-Provost and Associate Vice President, Academic; Deans; Associate Deans; Associate Vice President, Institutional Research; Associate Vice President, Research, Engagement and Graduate Studies; University Librarian; Associate Vice President, Human Resources; CFO and Vice President, Administration; Executive Director, University Relations; and University Secretariat and Registrar. In addition, we had extensive discussions at the Academic Planning and Priorities Committee and Senate and we would like to thank the members of both bodies for their contributions.

## PREAMBLE

*The University of the Fraser Valley is situated on the unceded traditional territory of the Stó:lō peoples. The Stó:lō have an intrinsic relationship with what they refer to as S'olh Temexw (Our Sacred Land), therefore we express our gratitude and respect for the honour of living and working in this territory.*

## 1. STRATEGIC ENROLMENT MANAGEMENT

Strategic Enrolment Management (SEM) first emerged in the 1970's at Boston College with a growing realization of market fluctuations and recruitment pressures. By the 1980's tuition price sensitivity and the integration of financial aid with admissions expanded the SEM focus. By the 1990's SEM had developed into a strategic component of institutional planning. However, the focus of SEM planning remained front-ended within the student life cycle as seen in Figure 1 below<sup>3</sup>:

*Figure 1 – Traditional Enrolment Perspective*



As institutions developed more sophisticated student information systems, a data-rich environment expanded the focus from recruitment and admissions to retention and student experience. SEM planning now considers the entire life cycle of the student as depicted in Figure 2 below<sup>4</sup>:

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<sup>3</sup> Bontrager, Bob, "The Core Concepts of Strategic Enrollment Management", paper delivered at the AACRAO Annual Conference, March 30, 2014.

<sup>4</sup> *Ibid.*

Figure 2 – SEM Perspective on Enrolment



At UFV we adopted a definition of SEM consistent with the figure above:

*Strategic enrollment management (SEM) is a concept and process that [through strategic planning of enrolments] enables the fulfillment of institutional mission and students' educational goals.<sup>5</sup>*

For our process this included viewing SEM within a larger planning process:

*[Strategic] Enrollment management is a comprehensive and coordinated process that enables a college to identify enrollment goals that are allied with its mission, its strategic plan, its environment, and its resources, and to reach those goals through the effective integration of administrative processes, student services, curriculum planning, and market analysis.<sup>6</sup>*

In addition to being grounded in our strategic and academic plans, our SEM plan is intended to be intentional, practical, data- and goal-driven, action-oriented and student success focused.<sup>7</sup>

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<sup>5</sup> Bontrager, Bob. "Enrollment Management: An Introduction to Concepts and Structures", *College and University Journal*, Vol. 79, No. 3, Winter 2004, p. 12.

<sup>6</sup> Kerlin, Christine (2008), "Community College Roadmap for the Enrollment Management Journey," *College and University Journal*, Vol. 83, No. 4, p. 11.

<sup>7</sup> Gordon, Jody and Sigler, Wayne, "SEM Core Concepts", Presentation at the AACRAO SEM conference November 4, 2012 and at the AACRAO SEM conference November 10, 2013.

## 2. SEM PLANNING AT THE UNIVERSITY OF THE FRASER VALLEY

In June 2013, the UFV Board of Governors directed the President and Vice-Chancellor to develop a SEM plan that will guide the University's enrolment planning for the next five years. Our SEM plan must be grounded in our Strategic Plan and informed by our Academic Plan.

### 2.1. Our Strategic Plan

At UFV our Strategic Plan – Changing Lives and Building Community ([UFV Strategic Plan](#) 2010 – 2015)<sup>8</sup> – states that we will:

1. provide the best undergraduate education in Canada;
2. be a leader of social, cultural, economic, and environmentally-responsible development in the Fraser Valley; and
3. be innovative, entrepreneurial, and accountable in achieving our goals

As this is what we aspire to be, our SEM plan, and the strategic enrolment goals we desire, must be a reflection of who we are.

### 2.2. Our Academic Plan

At UFV, in addition to our strategic plan, our Academic Plan ([UFV Education Plan](#) 2011 – 2015)<sup>9</sup> provides us with further direction in developing a SEM plan. The Academic Plan sets out strategic priorities for new and continuing program development. It also provides a context (political, mandate and prioritization) for the development of programming. A number of strategies for improving the academic experience for students are articulated in the plan that provides direction to the SEM planning process. This plan formed the foundation for the setting of the strategic enrolment goals and will underpin the strategies and tactics that will be deployed in order to achieve them.

### 2.3. The SEM Plan

The BC University Act defines UFV as a special purpose, teaching university with a focus on the Fraser Valley. This mandate sets the foremost criterion on setting the priorities for the University. The University is also responsive to current governmental priorities, which include internationalization and providing greater access to various groups of students (e.g., Aboriginal students and adults that seek basic education). The BC Government has also set targeted growth areas in line with shortages in the labour markets and occupations, and some UFV programs reflect these governmental priorities.

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<sup>8</sup> Retrieved from [http://www.ufv.ca/president/ufv\\_strategic\\_directions/](http://www.ufv.ca/president/ufv_strategic_directions/)

<sup>9</sup> Davis, Eric (2011), "Students and Community: Education Planning at UFV, 2011-2015," retrieved from <http://www.ufv.ca/media/assets/provost/2011+-+2015+Education+Plan.pdf>

Other key performance measures that the Government is monitoring inform UFV program assessment, renewal and development. These measures are total student spaces (FTEs); spaces in nursing and other health programs; spaces in developmental programs; and aboriginal student count and aboriginal student percent of the total student body. The measures also include employment rate of graduates and several criteria regarding student satisfaction with education.

UFV growth cannot be funded by the Ministry allocation, and tuition for most programs is capped at the rate of inflation. The growth in priority areas will need to be supported through international students, continuing studies and possible redistribution of FTE's through the reorganization of Path programs as well as the result of program assessment and renewal.

The SEM plan is aligned with the **UFV Strategic Plan** 2010 – 2015 and the **UFV Education Plan** 2011 – 2015 and strives to advance UFV's mission. The general directions set by UFV's Strategic Plan all imply student success and the building of an efficient and vibrant University community. It is vital that enrolment management nurture such relationships between students, the community, and the University.

Enrolment management, program assessment and renewal and integrated planning all constitute important parts of the UFV 2011 – 2015 Education Plan. With the no-growth FTE funding, the education plan delineates ways of reallocating resources and focuses on improving first-year students' experiences, transition, support services and program flexibility. The Education Plan also calls for setting a strategy in enrolment management and planning. This strategy is the objective of the current SEM Plan.

One of the directions of the UFV Strategic Plan is building community and engaging different partners. Providing access to programs for local students through multi-campus operations is a commitment that UFV adheres to, though this may require a reallocation of resources from other areas of the budget.

While SEM is not a quick fix or an overnight process, it is about establishing clear *goals* for the number and types of students needed to fulfill the institutional mission and it is about promoting *students' academic success* by improving access, transition, persistence, and graduation.<sup>10</sup>

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<sup>10</sup> Gordon and Sigler (2013, 2014).

The framework we utilized for establishing this SEM plan is described below.<sup>11</sup>

Figure 3 – SEM Planning Framework



Our Strategic Plan and our Academic Plan together formed the foundation for our planning process. What we aspire to be as an institution and how our programming brings that vision to life grounds our entire SEM plan. Key Enrolment Indicators emerge from our strategic plan and are informed by our enrolment goals. They define optimum enrolment mix and guide us in measuring the impact of our plan. Key Enrolment Indicators take into consideration the entire lifecycle of the student (as noted in Figure 3 above).

A SEM plan must be evidence-based. An Environmental Scan captures both external and internal factors that influence enrolment and student success. This data influences targets that are set within the Strategic Enrolment Goals. Enrolment Goals capture our institution’s desired future based on our vision and informed by our environmental scan. Campus Infrastructure ensures that the necessary staffing, structure, service and systems are in place to support our Enrolment Goals. Finally, Strategies are driven by leadership and developed by Faculties and Support units and Tactics are how we will achieve our enrolment goals driven by Faculties and Support units.<sup>12</sup>

Strategies and Tactics are developed institution wide. It is where the “heavy lifting” within SEM occurs. This is where support units find opportunities to collaborate, where

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<sup>11</sup> Bontrager (2014).

<sup>12</sup> Gordon and Sigler, *Ibid*.

faculties develop interdisciplinary studies and where support units and faculties come together in support of student success. Given the operational nature of Strategies and Tactics they will be developed upon the approval of the SEM plan. Assessment, to ensure our Strategies and Tactics achieve what they intend, is critical.

### **3. KEY ENROLMENT INDICATORS**

Our Key Enrolment Indicators (KEIs) can be divided into the following broad categories:

- Student Type – such as high school direct entry, transfers, undergraduate, graduate, continuing studies, qualifying studies
- Desired Student Groups – including racial/ethnic diversity, academic ability, special skills, first generation
- Geographic Origin – such as local, regional, national, international
- Recruitment Rates – by student type and desired student groups
- Persistence Rates – by student type and desired student groups
- Graduation Rates – by student type and desired student groups
- Institutional Capacity

The most critical factor for the collection of KEIs is that the data represents the full lifecycle of the student (see Figure 2 above).

### **4. ENVIRONMENTAL SCAN**

UFV measures its success by the successes of its graduates and the successful development of the communities they serve. In achieving its goals, UFV has committed to being innovative, entrepreneurial and accountable. The University of the Fraser Valley, as established by the University Act of British Columbia, is mandated to serve the post-secondary educational needs of its region – the Fraser Valley. UFV provides post-secondary academic, trade, technical, career and adult basic education programs that lead to certificates, diplomas, and degrees, at both the undergraduate and master's level. Faculty and staff are also engaged in foundational and applied research and other scholarly activities that support UFV program areas and the development of the Fraser Valley.

UFV has experienced a consistent growth in enrolment since its start as a college in the 1970s. More recently, demographic changes, intense competition for students, and the combination of largely flat governmental funding and tuition rates along with increasing student demand require a strategic approach to enrolment planning and management.

The goal of UFV’s SEM plan is to provide a long-range plan for student enrolment. This plan will enable the university to establish, achieve and maintain optimum enrolment and a balanced mix of quality programs.

The Student Relationships Continuum identifies institutional divisions and departments vital for enrolment management.

*Figure 4 – The continuum of student relationships and the corresponding institutional departments*

Awareness	Marketing and Communications
Interest	
Inquiry	
Application	Admissions
Acceptance	Registrar
Retention	Academic Departments/ Student Services
Loyalty	
Giving Back	Alumni

#### 4.1 Factors Affecting UFV Enrolment Planning

This section summarizes UFV strategic goals and institutional priorities, as well as other external and internal considerations to be taken into account in enrolment management planning.

##### 4.1.1 Student Demand for Seats and Programs

Population growth is expected provincially. British Columbia’s population growth rate has exceeded Canada’s population growth rate in 20 of the last 26 years. This trend is expected to continue for the next 25 years. Projections indicate that BC’s population will increase by 32.7% between 2012 and 2036. However, the population mix will continue to age, with the median age increasing from 40 to 45 years over this period.

The majority of applicants to UFV reside locally and in the UFV catchment area. Applicants from the Fraser Valley proper - Abbotsford, Chilliwack, Mission, Hope and Agassiz - represent 54% of the total. If the neighbouring cities of Langley, Maple Ridge, and Surrey are also included, then this represents almost 85% of applicants.

While the general population in the Fraser Valley is growing, the post-secondary-aged population (15-19 year-olds) has been declining and is projected to further decline until it reaches its nadir in 2015. BC Stats projections indicate that the number of 15-19 year-

olds will rise following 2015 and will reach its 2008 level by 2024. Another age group that is also important for post-secondary enrolment, 20-24 year-olds, is projected to decline as well, reaching its 2013 levels in 2032 only. Net migration is the main driver for population growth in the Fraser Valley. While at present the births in the region account for more than a 30% of the total net population increase, the net migration to the region is projected to account for more than 90% of population increase by 2036. A large portion of UFV enrolment has been part-time, “non-traditional” students, and this trend is likely to continue.

The growth rate in number of possible “traditional” students, i.e., high school graduates, has been somewhat variable for the last 20 years. Currently Grade 12 enrolment is still experiencing some growth in the Fraser Valley region (11% more Grade 12 students in 2013 than a decade ago) but the growth rate has been at a low point for the last three years (Table 2).

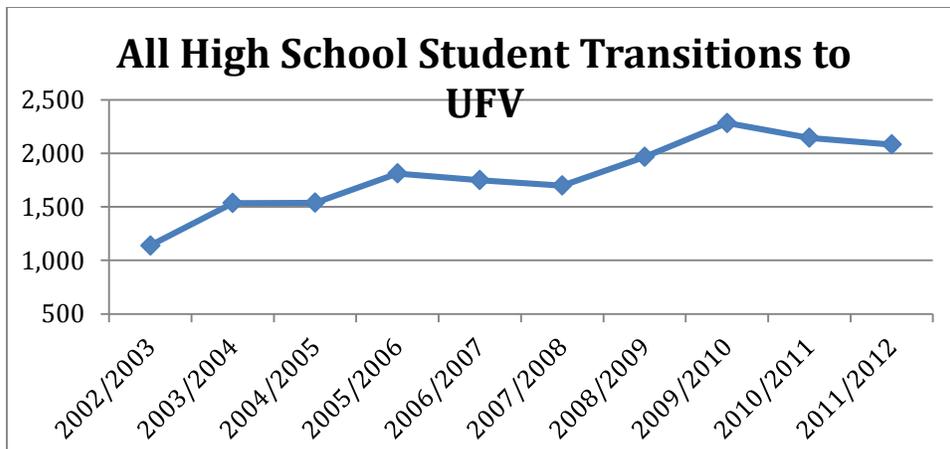
**Table 1 – Trends in Grade 12 enrolment in the Fraser Valley College Region K-12 schools (BC Ministry of Advanced Education)**

	<b>Enrolment</b>	<b>Growth Rate</b>
1992/1993	4911	8%
1993/1994	4806	-2%
1994/1995	5402	11%
1995/1996	5516	2%
1996/1997	5762	4%
1997/1998	6695	14%
1998/1999	6944	4%
1999/2000	7200	4%
2000/2001	7569	5%
2001/2002	7873	4%
2002/2003	8215	4%
2003/2004	8010	-3%
2004/2005	7909	-1%
2005/2006	7931	0%
2006/2007	7572	-5%
2007/2008	8743	13%
2008/2009	9208	5%
2009/2010	9636	4%
2010/2011	9500	-1%
2011/2012	9202	-3%
2012/2013	9219	0%

On average, around 75% of BC high school graduates transition into post-secondary education within a decade (this includes immediate and delayed transition). In the Fraser Valley, the transition rate is somewhat lower at around 70%. Immediate transitions to post-secondary average just over 50% provincially and 43% in the Fraser Valley. The number of students transitioning from high school to UFV has almost doubled over the

last decade. The increase has varied across program areas and this variance provides some indication of demand across program areas. Program areas that have seen significant changes include large increases in Business and Management, Health, and Human and Social Sciences. Arts and Science remain the largest program areas and they have seen a moderate increase over the last decade.

**Table 2 – High School Student Transitions to UFV<sup>13</sup>**



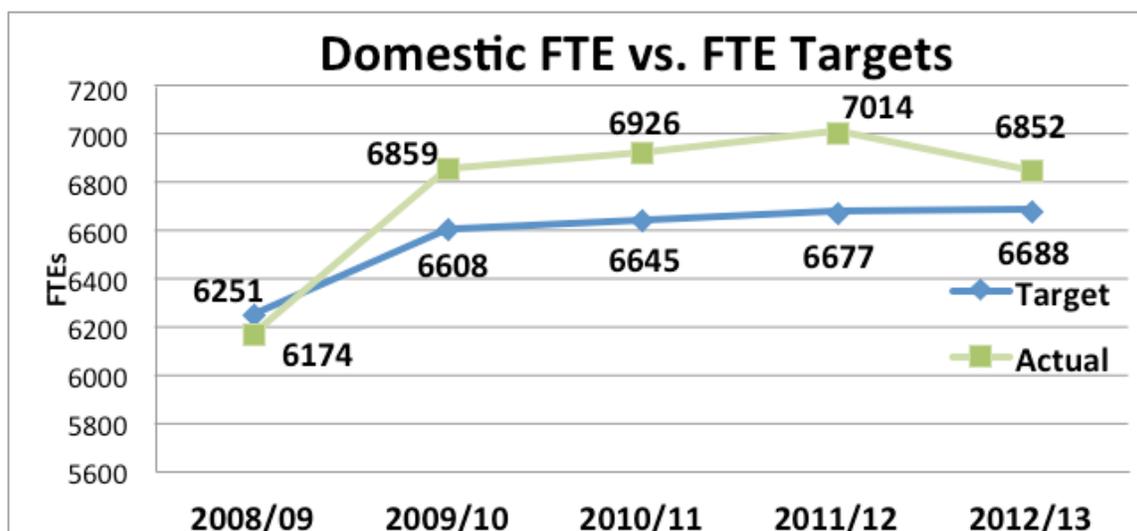
The Fraser Valley is a region of historically low university participation rates in comparison to the rest of BC (85% of the provincial average rate if we consider any post-secondary credential and 56% of the BC average for university degrees), the PSE participation rate in the Fraser Valley (and in BC) has been rising (of course, the historical participation rate will be slower to adjust than the transition rate.). The demand for seats at UFV has been very strong though the number of applications to UFV has actually dropped in the last 3 years. This discrepancy is largely due to increasing numbers of students coming in as direct entry into degree programs rather than laddering through certificates and diplomas.

In each of the last four years, UFV has produced more FTEs than the government funded target for domestic students: by 1% in 2009/10, 4% in 2010/11, 5% in 2011/12 and 2% in 2012/13. The total of all student enrolments, which includes international students, was 8107 FTE in 2012/13 fiscal year, resulting in an overall growth of 8% during the period 2008 – 2013. During this time, the number of international students has increased by 40% to 973 and the number of self-identified Aboriginal students has increased over 70% going from 362 to 622. This demonstrates UFV’s commitment to providing access to post-

<sup>13</sup> BC Ministry of Advanced Education, Students Transition Project

secondary education in the Fraser Valley and indicates continued demand for its programs and services from the community it serves.

**Table 3 – Total Domestic FTE vs. FTE targets in 2008-2013**



The total of all student enrolments, which includes international students, was 8107 FTE in 2012/13 fiscal year, resulting in an overall growth of 8% during the period 2008 – 2013.

**Table 4 – All FTE by Division**

Faculty	2008 - 2009			2009 - 2010			2010 - 2011			2011 - 2012			2012 - 2013			Grand Total
	Dom	Intl	Total													
HUMN	1381	98	1480	1522	96	1618	1551	127	1678	1581	135	1716	1520	127	1647	8139
HESC	641	6	646	703	6	708	741	7	748	753	7	760	683	5	688	3550
PRST	1008	117	1125	1112	139	1251	1135	161	1296	1179	207	1386	1160	222	1382	6440
SCIE	980	115	1095	1025	148	1173	1080	186	1266	1086	187	1273	1114	198	1312	6120
SOSC	1249	55	1303	1412	62	1473	1456	78	1534	1433	89	1522	1439	91	1530	7362
TATT	754	3	757	688	4	692	667	4	671	721	4	724	637	3	640	3485
ACOS	652	290	942	684	302	986	674	325	999	625	209	834	654	193	848	4609
Other	28	20	49	20	4	24	35	6	40	34	11	45	56	4	60	218
<b>Grand Total</b>	<b>6694</b>	<b>704</b>	<b>7398</b>	<b>7166</b>	<b>761</b>	<b>7926</b>	<b>7338</b>	<b>895</b>	<b>8232</b>	<b>7412</b>	<b>848</b>	<b>8260</b>	<b>7263</b>	<b>844</b>	<b>8107</b>	<b>39923</b>

#### 4.1.2 Institutional Capacity

At present, UFV requires significant efforts to maintain its institutional capacity. One of the current issues is an acute need for space at the Abbotsford campus. The growth in student population and utilization at UFV’s Abbotsford campus has created challenges in

terms of existing infrastructure. The space utilization rate at the Abbotsford campus is currently over 117% and expected to increase in the future. The space crunch in Abbotsford presents real challenges for the university. It is difficult to schedule all classes at times that are optimal for students. Perhaps most importantly, a common feature of university life is informal meetings and discussions of students and faculty – among themselves or with each other. These interactions typically happen in an empty classroom or in other spaces.

Growth in Abbotsford has occurred at a greater rate than in Chilliwack and Mission. Although multi-campus facilities exist and assist in engaging local communities, classrooms and offices on a less busy campus are imperfect substitutes for a shortage of such rooms on a busier campus. Moreover, excessive commuting may hinder the student experience and the building of a strong student community.

Provincial Budget 2013 announced funding for post-secondary will be reduced over the next three years without an adjustment to student targets. At the same time, student tuition rates are capped, and the University needs to fund general operating and employee wage increases from existing funding envelopes. The result will be an increased reliance on external funding sources and entrepreneurial endeavours, funding sources and activity that bring a higher level of risk and uncertainty. Considering this financial squeeze, it is imperative to strategically set targets for development, program areas and student enrolment.

#### *4.1.3 Other Priorities*

Among other priorities, the following two constitute the most notable in terms of enrolment management and planning.

##### **Increasing Aboriginal participation**

Our Ministry identified Aboriginal student population has almost doubled over the last decade (from 579 or 4.1% of the student body in 2004/05 to 986 and 7.1% in 2012/13). The general Aboriginal population in the region has grown four times faster than the non-Aboriginal population. UFV is the closest university to more than 6% of the self-declared Aboriginal peoples of BC. Indigenizing is one of the strategic directions taken by UFV ([Indigenizing Our Academy: Strategic Planning Indigenous Post-Secondary Education at UFV](#)), and is consistent with the governmental priority to increase access to education among Aboriginal people.

##### **Focus on internationalization**

Internationalization of UFV has been an important aspect of university life, and it is included into the UFV 2011 – 2015 Education Plan. Since becoming a university in 2008, the annual growth rate for international students is 9.6%. Looking further back, there

were 238 international students at UFV in 2000/2001, whereas in 2012/13 we had close to 1000.

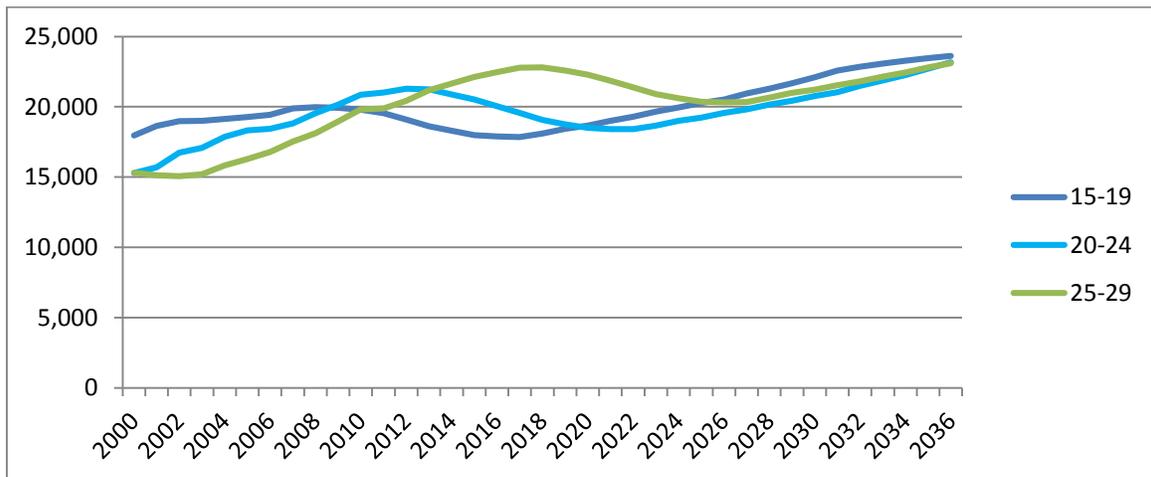
#### 4.2 Student Enrolment

##### Student Demand

Since 2011, the number of applications to UFV has increased a modest 2.6%. This understates the demand for seats since increasing numbers of students are coming in as direct entry into degree programs rather than laddering through certificates and diplomas.

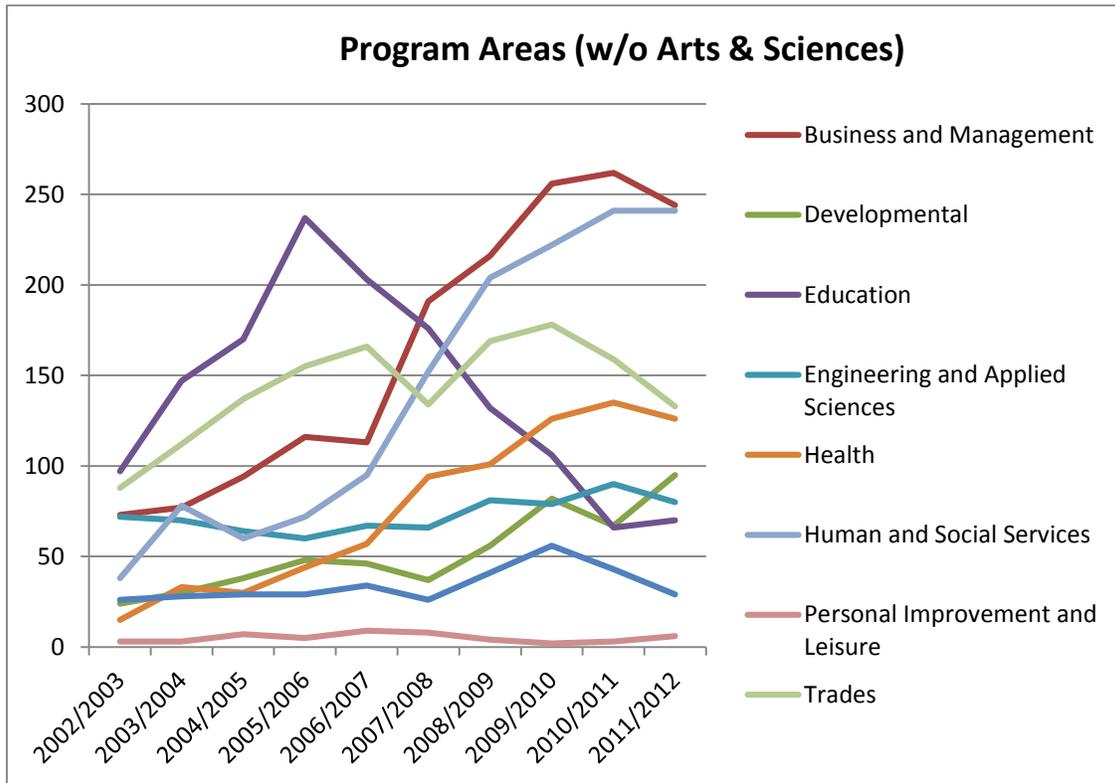
The data below shows applications for New and Continuing students by semester and calendar year. Applications have increased the most in the summer term, followed by winter and fall. The science faculty has seen the largest increase in applications.

**Table 5 – Projection of the Fraser Valley Population by Age Group (2002-2036)<sup>14</sup>**

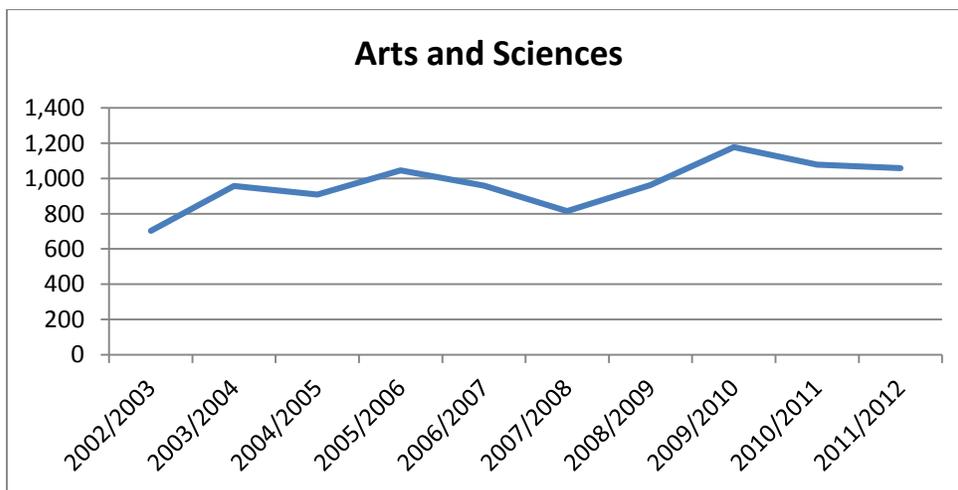


<sup>14</sup> Source: BC Stats, Ministry of Labour and Citizen’s Services, 2011

Table 6 – High School Transitions to UFV by Program Area: 2002-2011<sup>15</sup>



Arts and Sciences programs are on different scale, hence on a separate graph, and relatively stable:



<sup>15</sup> Source: BC Ministry of Advanced Education; Student Transitions Project

**Table 7 – Application Tracking**

**Winter applications as of January 1**

Faculty	2011 New	2011 Con't	2011 Total	2012 New	2012 Con't	2012 Total	2013 New	2013 Con't	2013 Total	2013 vs 2012 Total	2013 vs 2011 Total
ACOS	884	93	937	790	103	893	780	181	961	7.6%	2.6%
ARTS	258	150	408	288	257	545	305	276	581	6.6%	42.4%
HESC	39	63	102	15	57	72	24	55	79	9.7%	-22.5%
PRST	89	60	149	92	32	124	80	38	118	-4.8%	-20.8%
SCIE	91	49	140	119	124	243	160	100	260	7.0%	85.7%
TATT	5	1	6	2	0	2	2	1	3	50.0%	-50.0%
VPAC	5	0	5	7	0	7	9	0	9	28.6%	80.0%
<b>Total</b>	<b>1,331</b>	<b>416</b>	<b>1,747</b>	<b>1,313</b>	<b>573</b>	<b>1,886</b>	<b>1,360</b>	<b>651</b>	<b>2,011</b>	<b>6.6%</b>	<b>15.1%</b>

**Summer applications as of June 15**

Faculty	2011 New	2011 Cont'n	2011 Total	2012 New	2012 Cont'n	2012 Total	2013 New	2013 Cont'n	2013 Total	2013 vs 2011 Total	2013 vs 2011 Total
ACOS	389	68	457	416	55	471	370	123	493	4.7%	7.9%
ARTS	73	45	118	102	122	224	105	110	215	-4.0%	82.2%
HESC	7	24	31	5	40	45	12	33	45	0.0%	45.2%
PRST	53	93	146	75	91	166	47	110	157	-5.4%	7.5%
SCIE	24	23	47	39	33	72	58	40	98	36.1%	108.5%
<b>Total</b>	<b>546</b>	<b>253</b>	<b>799</b>	<b>637</b>	<b>341</b>	<b>978</b>	<b>592</b>	<b>416</b>	<b>1,008</b>	<b>3.1%</b>	<b>26.2%</b>

**Fall applications as of September 1**

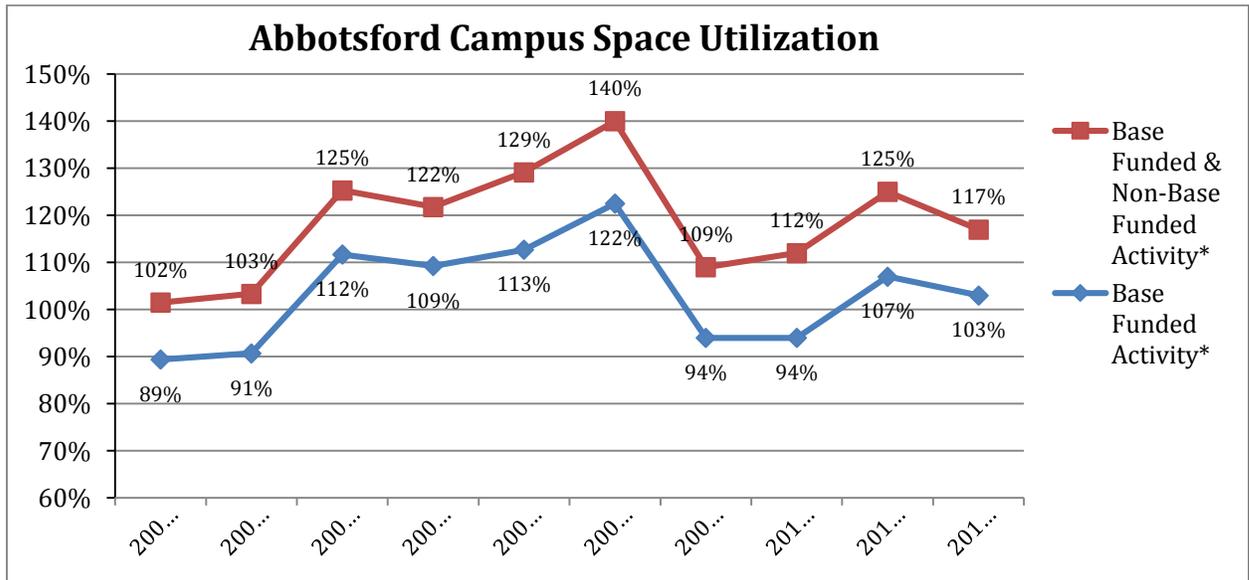
Faculty	2011 New	2011 Cont'n	2011 Total	2012 YTD New	2012 YTD Cont'n	2012 YTD Total	2013 YTD New	2013 YTD Cont'n	2013 YTD Total	2013 vs 2012 Total	2013 vs 2011 Total
ACOS	1,134	96	1,230	1,195	118	1,313	1,060	121	1,181	10.1%	-4.0%
ARTS	1,482	457	1,939	1,265	407	1,672	1,243	474	1,717	2.7%	-11.4%
HESC	168	43	211	108	30	138	105	29	134	-2.9%	-36.5%
PRST	895	606	1,501	818	538	1,356	845	538	1,383	2.0%	-7.9%
SCIE	697	104	801	824	94	918	884	112	996	8.5%	24.3%
TATT	33	4	37	33	2	35	37	3	40	14.3%	8.1%
VPAC	3	0	3	10	0	10	13	0	13	30.0%	333.3%
<b>Total</b>	<b>4,412</b>	<b>1,310</b>	<b>5,722</b>	<b>4,253</b>	<b>1,189</b>	<b>5,442</b>	<b>4,187</b>	<b>1,277</b>	<b>5,464</b>	<b>0.4%</b>	<b>-4.5%</b>

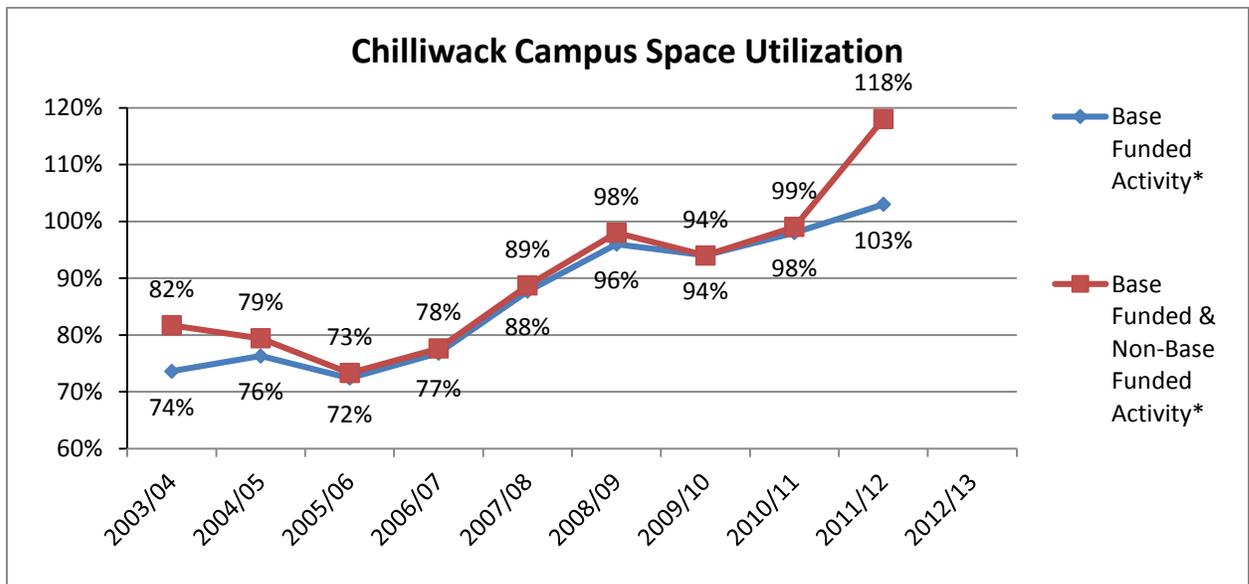
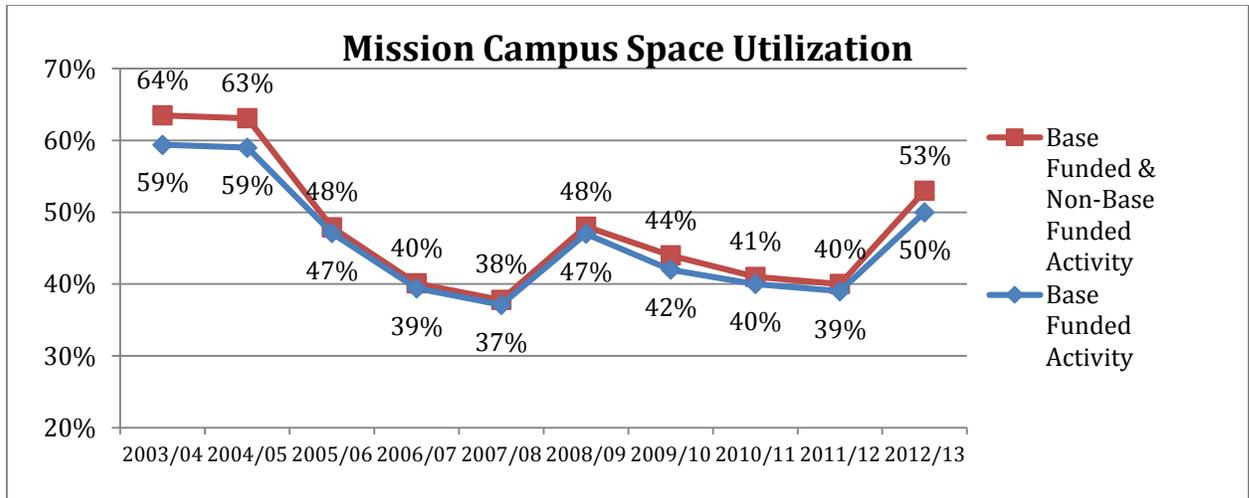
Calendar Year applications

Faculty	2011 New	2011 Cont'n	2011 Total	2012 YTD New	2012 YTD Cont'n	2012 YTD Total	2013 YTD New	2013 YTD Cont'n	2013 YTD Total	2013 vs 2012 Total	2013 vs 2011 Total
ACOS	2,407	257	2,624	2,401	276	2,677	2,210	425	2,635	-1.6%	0.4%
ARTS	1,813	652	2,465	1,655	786	2,441	1,653	860	2,513	2.9%	1.9%
HESC	214	130	344	128	127	255	141	117	258	1.2%	-25.0%
PRST	1,037	759	1,796	985	661	1,646	972	686	1,658	0.7%	-7.7%
SCIE	812	176	988	982	251	1,233	1,102	252	1,354	9.8%	37.0%
TATT	38	5	43	35	2	37	39	4	43	16.2%	0.0%
VPAC	8	0	8	17	0	17	22	0	22	29.4%	175.0%
Total	6,329	1,979	8,268	6,203	2,103	8,306	6,139	2,344	8,483	2.1%	2.6%

The high demand for certain programs and courses has resulted in waitlists for a number of courses, especially first-year courses in departments such as Communications, English, Business Administration, Criminology, and Psychology.

Table 8 – Campus Utilization





Additional student data is available in the [UFV Factbook 2011-12](#). This document provides data in categories including (1) Student Headcount, (2) Course Registrations, (3) Full-Time Equivalent students, (4) Graduates, and (5) Demographic data on students.

#### 4.3 Student Outcomes and Behaviours

UFV participates in a range of surveys that provide a variety of measures including student outcomes, student satisfaction, and student engagement. The surveys differ in geographical scope, ranging from provincial to national to international. The following three surveys are from BC Student Outcomes, a series of surveys conducted by BC Stats and the Ministry of Advanced Education. More detailed data is available in the file *UFV Survey Results Summary* and on the BC Student Outcomes website at <http://outcomes.bcstats.gov.bc.ca/Default/Home.aspx>.

### **APPSO**

The Apprenticeship Student Outcomes (APPSO) Survey queries former apprenticeship students who have completed the final year of their apprenticeship technical training. Between 2009 and 2013, 97% of these UFV graduates were in the labour force, 94% were employed, and 3% reported being unemployed. In addition, 98% of UFV students claimed they were “Very Satisfied” or “Satisfied” with the education they received.

### **DACSO**

The Diploma, Associate Degree, and Certificate Student Outcomes (DACSO) Survey has collected outcomes and evaluated former students who have been out of their programs for approximately 9 to 20 months. Between 2009 and 2013, 85% UFV graduates were in the labour force, 77% were employed, and 9% reported being unemployed. Furthermore, 93% of UFV student claimed they were “Very Satisfied” or “Satisfied” with the education they received.

### **BGS**

The Baccalaureate Graduates Survey (BGS) has been designed to gather information on baccalaureate graduates' education satisfaction levels, education financing and student debt, as well as further education and employment outcomes. Between 2008 and 2013, 87% UFV graduates were employed, 5% were not employed but looking, and 9% were not employed and not looking. In addition, 98% of UFV students claimed “Very Satisfied” or “Satisfied” with the education they received, while 99% UFV students rated quality of instruction as “Very Good” or “Good”.

In addition to these three BC surveys, UFV participated in two national surveys (Canadian Student Satisfaction Survey and Canadian University Survey Consortium) and one international survey (National Survey of Student Engagement). Details regarding these surveys follow.

### **CSSS**

The Canadian Student Satisfaction Survey queries students at campuses across Canada to examine student perceptions and satisfaction with respect to a far-ranging set of issues related to their post-secondary experiences. This survey has replaced the old Globe and Mail survey and participation was voluntary. Of the 10 universities that chose to participate, the University of the Fraser Valley ranked 4<sup>th</sup> in overall satisfaction. Notably, in categories such as Atmosphere, City Aspects, Impact of city on choice of institution, and University’s commitment to environmental sustainability, UFV ranked 1<sup>st</sup>.

### **NSSE**

The National Survey of Student Engagement examined student participation in programs and activities that institutions provide for their learning and personal development. The

results provide an estimate of how undergraduates spend their time and what they gain from attending post-secondary education. At UFV, 87% of first year students and 85% of senior students rated their overall satisfaction experience with UFV as “Excellent” or “Good”. First year students rated UFV highly on the following: quality of interaction with academic advisor, discussion with people with religious beliefs, instructors’ feedback, and quality of interaction with faculty. Senior students rated us highly on discussion with people with religious beliefs, quality of interaction with faculty, community-based project, and student interaction.

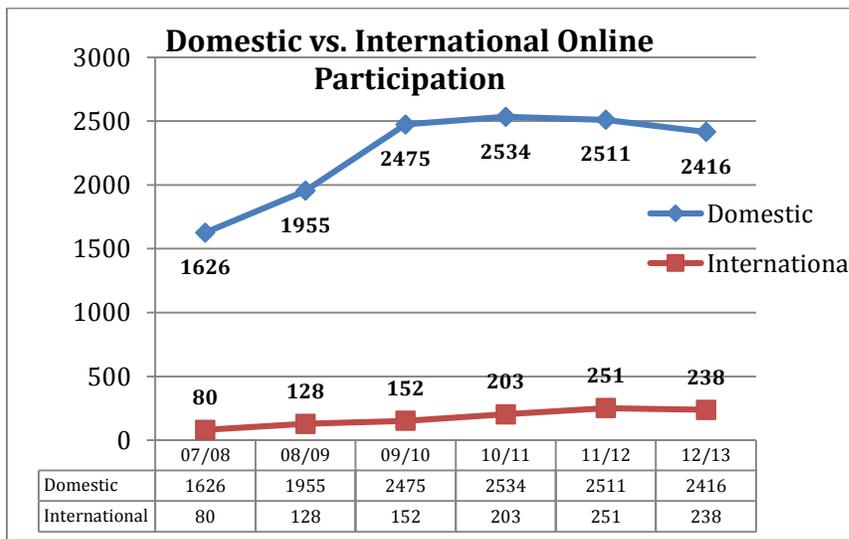
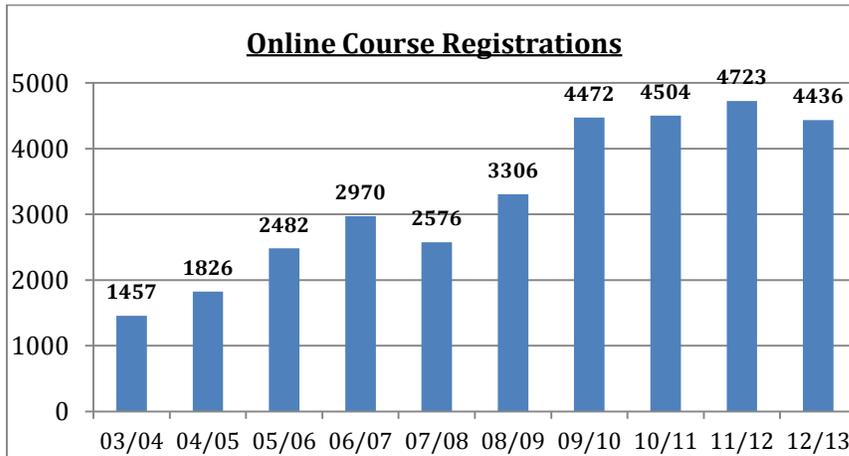
### **CUSC**

Canadian University Survey Consortium examined 35 participating Universities focusing on Canadian university student experience, providing answers to concrete questions such as the use of and satisfaction with services. About 94% of UFV students are very satisfied with their decision to attend their university, and 92% say their experiences exceeded their expectations. UFV students scored their university higher than average on faculty interaction, satisfaction with orientation, and admission process.

### *4.4 On-line Activity*

Online course registrations roughly tripled from 2003/04 to 2009/10 and have remained stable since then. The number of students reporting taking an online class has also increased; domestic student participation has increased some 50% over the last 5 years while international participation has roughly tripled.

**Table 9 – On-line Registrations**



#### 4.5 Institutional Retention

UFV conducted a study on retention and attrition from fall 2010 to fall 2011. Findings from this study include:

- The attrition rate for part-time students (less than 9 credits in a term) is much higher (51%) than that of full-time students (23%).
- The attrition rate for path students (41.5%) is much larger than that of degree students (19%).
- New students have a higher attrition rate (42.8%) than do continuing students (29.4%).
- Leavers tend to have lower GPA's than Persisters. The GPA's of Leavers is 2.29 while that of Persisters is 2.85. For students with a GPA less than 2, the attrition rate is 51.2%, much higher than the overall attrition rate of 33%.

- The more credits students have, the likelier they are to persist; for students with 1-30 credits, there are 1.6 Persisters for each Leaver while for students with 61-90 credits the ratio is 3.7.
- The attrition rate for Aboriginal students is slightly higher (41%) than for Non-Aboriginal students (33%).

## 5. STRATEGIC ENROLMENT GOALS

In terms of UFV's institutional history, we have experienced periods of considerable growth as our mandate has broadened from a college to degree granting university college (1992) to full university status in 2008. Now is an appropriate time to look ahead, within the five-year window of this SEM plan and set down strategic enrolment goals.

### 5.1 Domestic Enrolment

In British Columbia, funding is provided for pre-established student enrolment targets for public post-secondary institutions by the Ministry of Advanced Education (AVED), measured as full-time equivalent spaces (FTEs). As noted previously, UFV has produced more FTEs than the funded target in each of the last 4 years.

In recommending institutional goals for domestic enrolments, key components are:

- Ensuring that we are providing seats to our students as per our funded enrolment targets; UFV's target for 2013 -14 was 6,678 FTE spaces.
- As per principles established for UFV's budgeting process, for the past two years domestic enrolment targets have been set at no more than 105% of the AVED funded target.
- We are currently in the fourth year of no increase in provincial government funding for new student spaces and the second year of a reduction in block grant funding.

#### *Enrolment Goal*

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

Further factors to consider include:

- The projection of no growth in FTEs would be altered if Ministry funded FTEs change, either increasing or decreasing.
- Most Continuing Studies (CS) FTE are counted as domestic FTE as a bulk of the students who enrol in CS programs or courses are domestic students. If revenue generating or other Continuing Studies programs were to grow, this would further impact domestic FTE.

- Increasing International student enrolments in some areas would result in some increase in domestic enrolment (see section 5.5 on International Student Enrolment below).

## 5.2 Access Pathways for Success

As an open-access institution, UFV is committed to helping people with a wide variety of educational backgrounds (e.g., high school graduation; no high school graduation; previous post-secondary education at another institution) and cultural backgrounds (e.g., Aboriginal, first-generation, international) meet their educational goals. As such, it provides several pathways that students can follow to access their programs of choice, including direct admission to a diploma or degree; admission to a “bridging” program (e.g., *University Foundation Program; Program Paths*); or admission to an upgrading program (e.g., *English as a Second Language; Upgrading and University Preparation*). In 2007, Program Paths (Paths) were implemented to house students who were not admitted to a program but instead were being placed in General Studies. The purpose of creating path programs (e.g., Business, Studies, Science Studies) was to help students feel connected to a program; however, no academic units were given responsibility for them and these programs and students remained unmonitored and unconnected.

In September 2011, the Paths became the responsibility of the *Faculty of Access and Open Studies* (FAOS). Working with others from UFV, FAOS personnel learned that many Path students fail to seek advice from academic advisors to set goals and plan their programs of study; they also fail to seek the support they need to succeed in a post-secondary institution.

In the Winter 2014 semester, there were over 2000 students enrolled in 12 “studies” Paths, representing over 20% of the total Winter 2014 headcount of 8807. Because Path students are not in degree or diploma programs, we cannot track their progress towards completion — there *is* no “completion” for these students. Because we do not know the educational goals of these students, all we can do is monitor their GPAs and send them general information about the importance of maintaining a good GPA and the consequences of failing to do so; advise them to see an academic advisor to plan their programs of study; and provide information about the academic supports available at UFV.

For these reasons, UFV will develop and implement clearly-articulated processes and pathways that meet the diverse backgrounds, needs, and goals of its students. These processes and pathways will help ensure that students take the courses they need to meet program admission requirements and use the supports they need to be successful. To do

this, UFV will replace the *Program Paths* and the *University Foundation Program* with the *Qualifying Studies Program*.

Students in the *Qualifying Studies Program* will be

- required to meet with an academic advisor to develop an education plan;
- required to take courses that will help meet UFV's English language requirement;
- required to take an academic prep course that will prepare them for success in their academic studies;
- able to take courses required to meet the admission requirements of their program of choice (e.g., MATH 094 & 095);
- required to remain enrolled in the English language upgrading, prerequisite, and academic prep courses outlined in their education plans to remain eligible to take university-level courses;
- limited in the total number of courses they can take each semester (e.g., maximum of 5);
- able to take a maximum of 30 university-level credits while in the Qualifying Studies Program;
- required to meet the Undergraduate Continuance Policy; and
- required to apply and be accepted to a program prior to or upon completion of 30 university-level credits.

#### *Enrolment Goal*

*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.*

The implementation date for the Qualifying Studies Program is targeted for Fall 2015.

### **5.3 Graduate Student Enrolment**

UFV currently offers two graduate programs. They are applied programs that recruit from professionals who are working in the field, and they respond to a local and regional demand. Three program proposals are currently in development (as approved in the Education Plan).

Graduate enrolment will continue to be a small part of our total enrolment and activity, and will continue to support and enhance UFV's undergraduate student environment. Graduate students can enrich the environment by interacting with undergraduate students,

mentoring them, and stimulating the intellectual environment with their ideas, research projects, and practical/professional experiences.

All graduate programs will continue to be delivered within a net-revenue framework that accounts for all material and personnel resources. It is important that current and future graduate programs sustain a level of enrolment that will maintain program stability even when attrition occurs.

#### *Enrolment Goal*

*Graduate student enrolments will be maintained at such levels as to generate net revenue; and*

*Graduate programs will enrich undergraduate programming.*

#### **5.4 Aboriginal Student Enrolment**

UFV, located on traditional Stó:lō territory, recognizes and respects Indigenous ways of knowing. *The Indigenizing Our Academy Report* (2006) outlined the local Aboriginal community's desire for UFV to further develop Aboriginal Studies programming, enhance Aboriginal research capacity, boost Aboriginal enrolment and improve the retention and success of Aboriginal learners. UFV's policy *Fulfilling our Commitment to Aboriginal Peoples* (BRP-200.05), which was approved by the Board of Governors in October 2012, states that the "University of the Fraser Valley embraces its responsibility to peoples of Aboriginal ancestry to provide respectful, relevant and responsive post-secondary education and training that support their personal development, career success, and their participation in the social, cultural and economic development of our communities."

On the provincial level, the BC Ministry of Advanced Education, Innovation and Technology released the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan, 2020 Vision for the Future* (June 2012). This *Framework and Action Plan* sets out principles and goals for addressing barriers facing Aboriginal students in the post-secondary system and working towards systemic institutional change. Objectives for 2020 include:

- Increase rate of Aboriginal learners transitioning from K-12 to post-secondary equal to the general population rates.
- Increase the number of credentials awarded to Aboriginal learners.

At UFV, students of Aboriginal ancestry can choose to self-identify so that they may benefit from supportive programs and services.<sup>16</sup> By doing so, students also enable UFV

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<sup>16</sup> Aboriginal ancestry for self-identification purposes, in accordance with the *Canadian Constitution Act* (1982), Section 35, Number 2 includes "the Indian, Inuit and Métis peoples of Canada."

to identify, review, and analyze data that will contribute to improved programs and services for Aboriginal learners. The number of self-identified Aboriginal students has increased over 70% in the period from 2007-08 to 2012-13, from 362 to 622.

The BC provincial government records Aboriginal student numbers, which includes linking post-secondary students to their K-12 records. Ministry-identified Aboriginal student numbers for UFV are consistently higher than the self-identified Aboriginal student numbers; at UFV, as at other post-secondary institutions in Canada and BC, some Aboriginal students are reluctant to self-identify (see below, Table 10: UFV Aboriginal Student Population). 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.

**Table 10 – UFV Aboriginal Student Population**

Total (domestic) student population						
	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Headcount	12581	13348	14392	14548	14200	13768
Registrations	54375	58104	62529	64257	65811	63845
Graduates	1990	2051	1945	2134	2062	1851
Aboriginal students (by self-identification)						
	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Headcount	362	432	556	543	623	622
Registrations	1866	2220	2712	2719	3240	3212
Graduates	52	54	69	60	80	82
Percentage Aboriginal students (by self-identification)						
	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Headcount	2.88%	3.24%	3.86%	3.73%	4.39%	4.52%
Registrations	3.43%	3.82%	4.34%	4.23%	4.92%	5.03%
Graduates	2.61%	2.63%	3.55%	2.81%	3.88%	4.43%
Aboriginal students (by Ministry identification)						
	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Headcount	661	677	722	779	893	986
Percentage	5.25%	5.07%	5.02%	5.35%	6.29%	7.16%

The Aboriginal population as a portion of total domestic students at UFV is close to the Aboriginal population share in the Fraser Valley. This is especially true if we use the Ministry identification number.

**Table 11 – UFV Aboriginal Student Population as Percentage of Population in the Fraser Valley**

College Region	Fraser Valley
Aboriginal People as Percent of Population	5.7
Aboriginal Youth as a Percent of Population	7.4

UFV is committed to preparing present and future generations of Aboriginal learners to become leaders in their communities and in the Fraser Valley and to improve the opportunities for work and community development for Aboriginal learners.

*Enrolment Goal*

*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 International Student Enrolment**

The number of international students at the University of the Fraser Valley has been increasing over the last 5 years (see Table 3), with the most significant growth in 2010-11. China remains the top country of origin with over 40% of the international student body, followed by India with 20% (including a number transferring from UFV Chandigarh’s Bachelor of Business Administration). In terms of academic programs, Business Administration, Computer Information Systems and Mathematics have the largest number of international student enrolments.

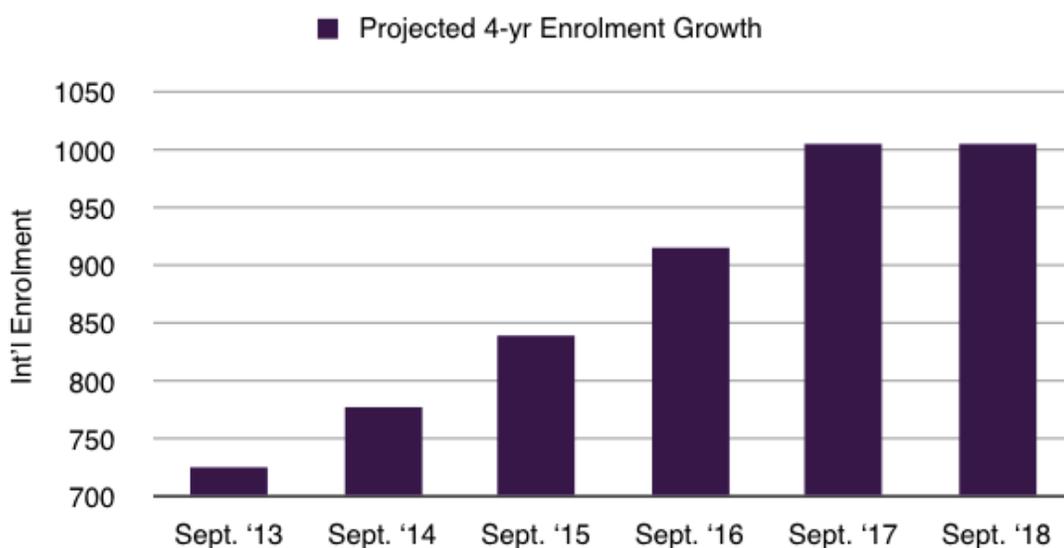
**Table 12 – International Student Headcount (unduplicated) for Fiscal Year (Summer/Fall/Spring Terms)**

	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Headcount	689	787	846	975	977	973
Registrations	4890	5761	6190	7348	7374	7396
Graduates	129	144	120	147	154	201

UFV will continue to grow the international student population, in keeping with the internationalization objectives of UFV’s Strategic Directions. In addition to the many benefits that diversity on campus can bring, recruiting and admitting well prepared and talented international students can also significantly enhance an institution’s academic reputation. In increasing the international student population attention will need to be paid to providing the supports and services to ensure academic success. Related to this is providing faculty development opportunities related to internationalization.

A further dimension of the increase of international students is the economic benefits that the growth of international students bring, from creating jobs and generating economic growth through international student expenditures in Canada to the role that international students and researchers play in fostering innovation and deepening the partnerships between Canadian and international postsecondary institutions. The growth of international students in post-secondary is a current goal both nationally and provincially: the federal government’s International Education Strategy seeks to double the number of international students coming to Canada by the year 2022 while the BC Jobs Plan sets a goal of a 50% increase in the number of international students studying in BC by 2016.

**Table 13 – International Student Enrolment Projected Growth – Unduplicated Headcount Fall term**



*Enrolment Goal*

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

It is anticipated that this international enrolment growth will occur from the geographic regions that have traditionally chosen UFV (and, indeed, Canada) as a study destination. Growth is also expected to continue in the same academic program areas where past growth has occurred, with a few notable exceptions:

- It is projected that the new BA Major in Economics will attract international students, some of whom would have formerly enrolled in other programs such as Business.

- Post-degree certificates (Data Analysis, Hospitality & Event Management) are projected to attract some international students.
- The development of a graduate-level degree in a Business field would be seen as a viable option for international students.
- Other new programs, including the Bachelor of Media Arts and the Mechatronics Diploma are attractive to international student markets.

Increasing engagement of students and faculty in international experiences is another element of the strategic objectives of internationalization at UFV. This includes expanding international aspects within the curriculum, professional development for faculty and staff, and opportunities for student mobility, including Study Abroad and international internships. In terms of student exchanges, approximately 40 students per year go abroad to study at partner institutions. UFV plans to double that number by 2019 while also expanding opportunities for shorter-term international experiences.

### *5.6 Transfer Student Enrolment*

Through the initiatives of individual institutions as well as that of the BC Council on Admissions and Transfer (BCCAT), BC's post-secondary system has worked towards increasing student mobility. A Memorandum of Understanding on Seamless Transfer, recently approved by the BC Association of Universities and Institutes (BCAIU), signals a particular commitment on the part of BCAIU members. Translating these policy initiatives into effective transfer arrangements will require careful research into the programs students want and the varying capacities of BC institutions to offer them.

The largest portion of students at UFV is continuing students (61.22%), followed by new to post-secondary students (27.14%). Students transferring from another institution and attending UFV for the first time had a 2.74% share.

In some disciplines and program areas, there is space in upper-level classes that could be filled by transfer students. New block transfer agreements will be pursued in the program areas where there is capacity and where such transfers will benefit students and serve both the sending and receiving institutions.

With the "quality point" system recently instituted by the Office of the Registrar, we now are able to ensure that transfer credits are not discounted: the transfer student with 60 credits has the same registration priority as the UFV student (all other things being equal). This positions us to be more aggressive about recruiting transfer students.

#### *Enrolment Goal*

*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 Institutional Goals for Retention and Graduation*

#### **Retention**

Students are more likely to drop out of postsecondary education during the first year than at any other time. If UFV is able to increase retention rates for first year students, the likelihood of students persisting to graduation will increase as well. Given this, Retention goals are set for both New students and for Total students.

The Retention rate for New students for the Fall 2008 cohort was 62.2%, for Fall 2012 it was 65.7%, and the 5 year average over this period was 64%. For Total students these rates were 66.4%, 69%, and 67.8% respectively. The Retention rates have been quite stable and rising slightly. To set targets, both current levels and trends over the last five-years are taken into account.

#### *Enrolment Goals*

*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**

Measuring program graduation rates at an open access university such as UFV is challenging. Many UFV students ladder from one program, say a Business Diploma, to a more advanced credential, like a Bachelor of Business Administration. Program graduation rates are best suited for institutions where the majority of students initially enrol in the program from which plan to graduate. Student transfers, both across programs and across institutions, further complicate the measurement of graduation rates.

For UFV, a better measure is the number of graduates produced. The Ministry measure of graduates counts all graduates equally. A more meaningful measure of graduates for use in a SEM plan is a measure that weighs each graduate by the length of their program: Bachelor's 4, Diploma 2, Master's 2, Certificate 1, and Developmental 1. As UFV continues its evolution as a university, more students will graduate with bachelor's degrees and relatively fewer with diplomas and certificates – the data since UFV gained university status in 2008 indicates this trend. Thus, a second graduation target for UFV is the number of bachelor degrees awarded.

The growth in the number of graduates is uneven. For the period of 2004-05 through 2012-13, the number of Bachelor's degrees awarded increased by 73% and the weighted graduates by 46%. But, from 2006-07 to 2009-10, Bachelor's degrees increased by only

2%, and from 2005-06 to 2009-10, weighted graduates increased by only 2.7%. The three year average for Bachelor’s degrees from 2010-11 through 2012-13 is 784 and for weighted graduates the average is 4,868. To set targets, current levels and counts since 2004-05 are considered.

*Enrolment Goal*

*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 Work-Integrated, Experiential and Co-Curricular Learning*

Some have argued that we are not experiencing a skills gap within our graduating classes, but instead an experience gap.<sup>17</sup> Therefore, we must continue to grow the opportunities for enrolment in and engagement with experiential learning. This can include enrolment in formalized co-operative education work experience; internships, practica and service learning; placement in an on-campus work-study part-time employment opportunity; or engagement in a variety of volunteer positions formally designated by the university as co-curricular learning.

**Table 14 – Work-Study and Co-op Education Placements**

Work-Study Students					Co-op Placements				
Academic Year	Fall	Winter	Summer	Total	Academic Year	Fall	Winter	Summer	Total
2009/10	50	129	17	196	2009/10	14	18	37	69
2010/11	27	129	41	197	2010/11	30	29	33	92
2011/12	32	138	48	218	2011/12	28	26	45	99
2012/13	95	93	36	224	2012/13	27	32	48	107
<b>Total</b>	<b>204</b>	<b>489</b>	<b>142</b>	<b>835</b>	<b>Total</b>	<b>99</b>	<b>105</b>	<b>163</b>	<b>367</b>

Experiential learning occurs both inside and outside the classroom, and contributes to building student leadership skills and civic engagement. Service learning or community-based learning, for examples, provides opportunities for students to apply their learning in real-world settings and then reflect in the classroom on their service experiences.

The co-curricular record was launched in September 2013. As of May 2014, there have been over 3000 student accounts created and over 800 students have had activity

<sup>17</sup> Dehaas, Josh (2014), “Entry-Level Jobs Are Getting Harder to Find,” MacLeans, <http://www.macleans.ca/work/jobs/entry-level-jobs-are-getting-harder-to-find/> retrieved April 21, 2014.

validated on their record. There are over 200 unique activities recognized in the co-curricular database.

#### *Enrolment Goal*

*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 Areas of Program Focus**

In the face of fast-paced change and the social and economic needs of the 21<sup>st</sup> century, UFV is challenged to remain relevant and forward thinking. At the same, as a teaching-focused university that serves the needs of our region, UFV remains committed to maintaining access to students from differing backgrounds and with a focus on student success. In the context of relatively static enrolments, then, The SEM Planning Framework highlights three broad areas for new and existing program development:

- Health and Wellness;
- Agriculture and the Environmentally Responsible Development of the Fraser Valley; and
- Digital Media Technologies.

The areas are not tied to any particular department or Faculty and therefore the intent is for these programs to be multi-faculty or interdisciplinary.

In identifying these program areas, the following were taken into consideration:

- an environmental scan, including demographic trends in the Fraser Valley, current student numbers, and potential projections of FTEs;
- relationship to UFV's Strategic Directions, Education Plan, and Research Plan;
- relationship to societal needs and challenges; this included specific needs of the Fraser Valley as well as a review of provincial objectives, including the BC Jobs Plan;
- programs already in development or recently approved for delivery;
- capacity to develop programming in the area;
- breadth in the area: opportunities for inter-, multi- and transdisciplinary approaches that could engage all Faculties.

As noted above (section 5.1), UFV's domestic enrolments are projected to remain constant. However, it is anticipated that with the development of the Qualifying Studies

Program and elimination of Program Paths, there will be some shifting of FTEs from paths to specific undergraduate programs. This has been happening at UFV over the last several years as the university encourages students to transition and enrol in programs. In addition, revenue generated by Continuing Studies, Graduate Studies, International student enrolment, and new programs with differential tuition can be directed to these areas of program focus. FTEs can also be redirected as a result of program assessment and renewal.

In particular, the three program areas can be summarized as follows (and see section 5.9.1 Background for Areas of Program Focus for further discussion):

***A. Health and Wellness***

In Canada, health and wellness is a key goal for all members of society. Yet health systems are complex, comprised of skilled professionals and organizations that aim to deliver both high performing and sustainable health care. At the same time, health service delivery models that involve integrated health care teams and engage flexibility to better enable change and cost efficiency are increasingly deemed to be necessary, precipitating a shift towards a model of care involving self-management and home support. In light of this shift, health education and health promotion programming and initiatives that target illness prevention and management is required.

UFV can play a key role in educating the next generation of health and wellness personnel at a time when greater demand is forecast than ever before and health service delivery models are shifting. More broadly speaking, health education is both a personal and a societal issue. It is incumbent on UFV to have students leave our university understanding and practising wellness, making wise lifestyle choices which contribute to the development of not only a healthy, caring individual but also to the community.

***B. Agriculture and the Environmentally Responsible Development of the Fraser Valley***

As noted in UFV's Educational Plan (Students and Community: Educational Planning at UFV, 2011-15): The Strategic Plan commits us to becoming "a leader of social, cultural, economic, and environmentally responsible development in the Fraser Valley." Given the economic importance of agriculture and its environmental impact in the region, this goal will not be attainable without a greater institutional focus on this area. This is not only a challenge, but an opportunity. At a moment when food security and agricultural sustainability are among the most pressing issues facing the global community, agriculture is the most important industry in the region and the Fraser Valley has some of the most productive farmland in the country.

UFV's Strategic Research Plan 2010-15, while noting that the Fraser Valley is one of the most important agricultural regions of the country, points out that at the same time that agricultural production is intensified, the regional population is growing faster than almost anywhere else in the country. This raises some very important challenges in terms of sustainable development and the protection of the environment. Our research activities in the area of agriculture, social and economic development, sustainability, and food and water safety and security will be enhanced and accelerated.

An important element in enacting this component of UFV's research strategy is the program for UFV's Canada Research Chair (Tier II) in Food Security and Environment, which involves documenting regional foods in Canada, assessing environmental threats, and examining food security concerns at the local, regional, and national levels. Academic programming in Environmental Studies and Agriculture is currently in development, with Agriculture added as a priority in the 2013 Education Plan update. A review of the BC agriculture industry needs for training and applied research in the Abbotsford/ Chilliwack region was undertaken in 2013; the subsequent report by Toma and Bouma, which was presented to UFV and the Chilliwack Agricultural Commission, identified five key growth areas for the Fraser Valley (see Areas of Program Growth for further information).

Initiatives to engage faculty across the institution include the inter-faculty workshop focussed on programming to support the Agriculture Centre of Excellence (ACE) held in December 2013 and the establishment of an ACE Interim Steering Committee by the Provost. As recognized in the Education Plan and the Strategic Research Plan, in order to be successful programming will need to move beyond disciplinary silos and take seriously the necessity and benefits of cross-faculty collaboration.

### ***C. Digital Media Technologies***

Digital communication is a global phenomenon and digital media and technology have become powerful aspects of the young adult experience. Increasingly our students develop knowledge and skills through participation in media. A focus on digital technology will serve students in virtually all UFV academic areas, as students will benefit from working together and learning from real-world experience of how the new digital economy works. Students are increasingly required to learn technical skills, giving them access to a new form of literacy critical to their workplace needs.

Almost every occupation is moving to a digital platform or using digital technologies; it is thus critical that students learn how these technologies can be used and to engage practice with them. At the same time, digital media technologies allow for a focus on developing skills in critical thinking and lifelong learning, providing learners with the

flexibility and adaptability to be successful in their careers and as engaged citizens of the 21<sup>st</sup> century.

#### *Enrolment Goal*

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

It is recognized that the identification of the three program areas is just the beginning; in addition to program developments already underway, further work is required on both the broad concepts and also the specific academic programming opportunities. As an example, policy studies, in terms of public policy analysis and assessment, is a cross-cutting area that could be seen to apply to all three of the identified program areas, while health policy and environmental policy are active subfields. And as a university committed to teaching and learning, we will need to focus on competencies and abilities - the learning outcomes we want students to achieve - in order to move forward in these three areas of focus.

Health and wellness, Agriculture and the Environmentally-Responsible Development of the Fraser Valley, and Digital Media Technologies are defining the global future, while reaching into and impacting our local and regional communities. What is clear is that UFV needs to commit to meeting the challenges facing our students, our communities and our broader society. In developing educational programming in these areas, UFV has the opportunity to meet these needs.

#### *5.9.1 Background for Areas of Program Focus*

##### **A. Health and Wellness**

The desire for good health is ubiquitous. In Canada, health and wellness is a key goal for all members of society. Yet health systems are complex, comprised of skilled professionals and organizations endeavouring to deliver both high performing and sustainable health care. The University of the Fraser Valley can play a key role in educating the next generation of health and wellness personnel at a time when greater demand is forecast than ever before and health service delivery models are shifting.

In British Columbia, governments are challenged by increasing costs and the need for health care resulting from an aging population, a rising burden of illness from chronic diseases, mental illness and cancer, and advances in technology and pharmaceuticals driving expensive procedures and treatments. In the Fraser Valley region, a growing population and several social determinants of health and wellness are particularly important factors (e.g., delivering health care for Aboriginal and immigrant populations,

understanding and managing the health of low income populations for whom health access is an issue), contributing to a shifting approach to health and wellness.

The healthcare sector is a priority for the provincial government – the BC Jobs Plan identifies health care solutions as an area for growth, with potential to export these services to developing countries. The BC Ministry of Health Services has identified the need for serious focus on health service delivery models and health human resources as critical components of meeting the future needs of citizens of British Columbia.

In 2013, the BC government spent a total of \$17 billion on healthcare, which represents over 40% of total provincial spending. Healthcare spending is some 50% greater than total expenditure on education and over three times the expenditure on post-secondary education. The healthcare and social assistance sector in BC employs 252,000 people, second only to the trade sector.

The average growth of public health spending in BC was 5.2% per year from 2000 to 2013, and future growth is projected to be similar. Much of the pressure on healthcare costs comes from an aging population – the healthcare costs for someone over 80 are some five times those of people under 80. By 2036 in BC, people over age 65 will increase from 15% to 24% of total population, people over age 80 will increase from 4.2% to 7.4% of the total population, and the proportion of people between 18 and 64 will drop from 66% to 59%.

Health service delivery models that involve integrated health care teams and engage flexibility to better enable change and cost efficiency are deemed essential. This has precipitated a shift in thinking towards a home health model of care involving self-management and home support of an increasing segment of those suffering chronic disease. In support of this shift, health education and health promotion programming and initiatives that target illness prevention and management is required.

The concept of wellness is supported by health promotion. Wellness is a multi-faceted construct, generally understood to engage fully functioning body, mind and spirit. Unfortunately, large contingents of society, including children, are unwell. For example, children are overwhelmingly physically inactive and sedentary to the detriment of good health and to the point of a declared Canadian epidemic in childhood obesity. It is also the case that wellness of mind and spirit are neglected by segments of society. In BC, mental health services for children and adolescents are highly under resourced at a time when demand for service is increasing. Addiction services, homeless and impoverished populations, and environmental impacts are important health related factors of concern to the Fraser Valley region.

Health education is both a personal and a societal issue. It is incumbent on educational institutions to have students leave understanding and practising wellness, by making wise lifestyle choices which contribute to the development of not only a healthy, caring individual but also to the community.

### **B. Agriculture and the Environmentally Responsible Development of the Fraser Valley**

As noted in UFV's Educational Plan (Students and Community: Educational Planning at UFV, 2011-15: The Strategic Plan commits us to becoming "a leader of social, cultural, economic, and environmentally responsible development in the Fraser Valley." Given the economic importance of agriculture and its environmental impact in the region, this goal will not be attainable without a greater institutional focus on this area. This is not only a challenge, but an opportunity. At a moment when food security and agricultural sustainability are among the most pressing issues facing the global community, agriculture is the most important industry in the region and the Fraser Valley has some of the most productive farmland in the country.

UFV's Strategic Research Plan 2010-15, while noting that the Fraser Valley is one of the most important agricultural regions of the country, points out that at the same time that agricultural production is intensified, the regional population is growing faster than almost anywhere else in the country:

This raises some very important challenges in terms of sustainable development and the protection of the environment. Our research activities in the area of agriculture, social and economic development, sustainability, and food and water safety and security will be enhanced and accelerated.

An important element in enacting this component of UFV's research strategy is the program for UFV's Canada Research Chair (Tier II) in Food Security and Environment, which involves documenting regional foods in Canada, assessing environmental threats, and examining food security concerns at the local, regional, and national levels.

The Fraser Valley is ideally suited to agriculture since it has high quality soils, a moderate climate, water, and access to markets. Soils in the Fraser Valley are some of the richest in the country supporting a broad range of vegetables, field and cereal crops, small fruits, nursery products, sod, pasture and other crops. The local market has 2.5 million people today and will become a market of almost 3.6 million by 2041. From a regional district perspective, the Fraser Valley Regional District ranks number one in the province, generating almost \$1 billion in gross farm receipts in 2005 on only 1.6% of the province's Agricultural Land Reserve (ALR) lands. Agriculture creates 11,300 full time equivalent jobs and generates \$1.8 billion in expenditures in the City of Abbotsford.

Although Abbotsford is a key node for food processing and other agriculture activities, similar activities in other parts of the region, especially Chilliwack, also generate significant expenditures. Approximately 29% of Chilliwack's economic activity is directly attributed to agriculture. Using a conservative estimate for a multiplier, the estimated total value of agriculture in the FVRD as a whole is in excess of \$2.5 billion.

Internationally, B.C. products are widely seen as safe and secure and this makes them more attractive in Asia Pacific markets. The provincial government has made agriculture a priority in the province and in the Fraser Valley. In its BC Jobs Plan, the government identifies Agrifoods as one of eight sectors with greatest promise for job growth for today and tomorrow. Canada has a very well developed and respected agri-food sector that is export-oriented, highly innovative and reacts to international trends and market opportunities. However, the agri-food sector is changing. There are new and key drivers in the evolution of this sector that will affect Canadian farms, land use, productivity, labour and technology deployments.

A review of the BC agriculture industry needs for training and applied research in the Abbotsford/ Chilliwack region was undertaken in 2013. The subsequent report by Toma and Bouma identified the following five key growth areas for the Fraser Valley:

- Agri-business & Technology, including agri-business training including marketing, management, quality assurance, food safety management and skilled labor development;
- Food Ingredients and Value-Added Foods and foods for nutrition and for health, based on regional products such as dairy, poultry, berries, wines;
- Sustainable Production Practices for fruit and vegetable crops, poultry and livestock- processing, community and farm co-location for joint economic, social and environmental goals;
- Skilled Labor and Industry Practice Change, in productivity improvement, robotics and automation for creating solutions to scarce labour supply problems and related areas including mobility applications/ analytics, technology bundling, equipment and machinery; and
- Rural Entrepreneurship & Tourism, including marketing, management, customer service, foods, wine ventures, related beverages and small- scale ventures.<sup>18</sup>

An increased emphasis has been placed on biomass uses, biofuels, functional foods and more value-added products in the last decade. These are emerging areas, which in some

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<sup>18</sup> *Agri-food Directions to 2020: Trend and Technology Drivers: Summary Research Report* (Toma and Bouma Management Consultants, 2013; presented to the Chilliwack Agricultural Commission and UFV).

cases have high risk. In addition, a greater reliance on collaborations with the private sector, building a globally competitive business and increased innovation are key program themes.

UFV is actively developing the Agriculture Centre for Excellence, including in the areas of academic programming, research possibilities, and networking with other post-secondary institutions. In terms of capital development, the Ministry of Advanced Education provided \$1 million towards UFV's Agriculture Centre of Excellence; the total budget for Phase I of this project is \$2.5 million. This includes a state of the art facility for teaching and research that includes a barn for livestock and a greenhouse, the tallest in North America, featuring an innovative multi-wall polycarbonate construction.

As recognized in the Educational Plan (and the Strategic Research Plan), in order to be successful programming will need to move beyond disciplinary silos and take seriously the necessity and benefits of cross-faculty collaboration. Agriculture and the Environmental responsible development of the Fraser Valley are multifaceted program areas with a focus on sciences, land, production (farms, crops), marketing, transportation, and agribusiness. Enrolment growth in this area at UFV will engage many disciplines including, for example, Geography, Biology, History, Computer Information Systems, Health Studies, Social Cultural and Media Studies, and Business.

### **C. Digital Media Technologies**

Digital communication is a global phenomenon and digital media and technology have become powerful aspects of the young adult experience. Young people are engaged in multiple forms of digital media, mobile and web-based technologies. Increasingly our students develop knowledge and skills through participation in media.

Digital technology is a growing field of interdisciplinary learning worldwide. Many fields are now required to work on a digital platform. A focus on digital technology will serve students in virtually all UFV academic areas, as students will benefit from working together and learning from real-world experience of how the new digital economy works. Students are increasingly required to learn technical skills, giving them access to a new form of literacy critical to their workplace needs. Almost every occupation is moving to a digital platform or using digital technologies; it is thus critical that students learn how these technologies can be used and to engage practice with them. For example, all performing arts are increasingly digitally based, either in production or design.

Targeted system analytics will benefit UFV through the integration with predictive analytic models including mobile analytics (especially important with younger students), to ensure mobile and digital literacy. There are many synergies and convergences that are possible with different tools, web and technology creation, and can be combined with

social media network coding. There are a variety of packages and platforms available that can assist with these types of initiatives that have particularly compelling functionalities embedded. These innovations result in a very exciting time for technological convergence especially as it relates to growth and digital technology in the university.<sup>19</sup>

The planning for a Digital Hub at UFV has increased interest and thinking about Digital Media Technologies. These varied forms of technologies will support community knowledge, identity, and history. The Hub will provide centralization of media production facilities and will enhance collaborative learning, community based research and archives. Digital Media Technologies will enhance collaborative work among disciplines and students, and will bring together the departments/programs from various faculties to provide students and the community with a multiplicity of means to record their histories, tell their stories, imagine and develop creative industries, and enhance their aesthetic experience and creative abilities.

## **6. CAMPUS INFRASTRUCTURE**

Our enrolment goals are about ensuring student success. George Kuh's work on High Impact Practices (HIPS)<sup>20</sup> is informative because it rallies the institution around nine key components for ensuring student success. HIPS require that the necessary staffing, structure, service and systems are in place to support student success. Kuh argues that a student must engage in at least two of the nine practices (one in their first year and one during the upper years) to increase their likelihood of success. The HIPS include:

- First-year seminars and experiences
- Common intellectual experiences
- Learning communities
- Writing-intensive courses
- Collaborative assignments and projects
- Undergraduate research
- Diversity/Global learning
- Service Learning, community-based learning
- Internships
- Capstone courses and projects

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<sup>19</sup> Jenkins, H. (2009), "Confronting the Challenges of Participatory Culture: Media Education for the 21<sup>st</sup> Century." MIT Press.

<sup>20</sup> Kuh, George, "High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter", retrieved from <https://secure.aacu.org/PubExcerpts/HIGHIMP.html>

UFV already offers our students access to a number of these high impact practices noted above. Increasing participation, sustaining and expanding current offerings, and adding additional practices will form a significant part of the campus infrastructure inventory upon the approval of the SEM Plan.

While further planning under campus infrastructure needs to occur, we have already taken steps to move several key initiatives forward that aim to improve student retention and success. A review (both self-study and external) of all academic advising services has taken place and the offices of the VP, Academic and VP, Students are working with stakeholders to implement changes over the next few months that aim to improve support for all students.

Further to supporting changes in advising, UFV is in progress with the implementation of Degree Audit software. Degree audit software enables the student and their academic advisor to track their progress in their program of study, to guide the selection of courses for an upcoming registration period, to plan for courses several semesters out, to aggregate course selections to develop a more student centric schedule, and finally to develop “what if” scenarios should a student wish to change their program of study. This software significantly changes our planning for advising, scheduling and registration with the goal to improving student retention and success.

## **7. NEXT STEPS**

Upon receiving Senate endorsement and Board of Governors approval for the SEM plan, Faculties and Support Units will begin to connect current strategies and tactics to our enrolment goals. Through interdisciplinary approaches and working across divisional lines we will also develop new strategies and tactics that will ensure we achieve our strategic enrolment goals leading to student success.

As noted previously, the Fraser Valley is a region of historically low participation rates in post-secondary education in comparison to the rest of BC (85% of the provincial average rate considering any post-secondary credential and 56% of the provincial average for university degrees). However, as the participation rate in post-secondary education in BC has been rising over the past decade, so has that in the Fraser Valley. Given these trends, and given UFV’s Strategic Directions of being a leader of social, cultural, economic, and environmentally responsible development in the Fraser Valley, we are committed to encouraging participation in and completion of post-secondary education for the residents of the Fraser Valley. UFV has long-standing partnerships with our local School Districts in the Fraser Valley. We will need to build on these partnerships, including increasing outreach opportunities to K-12 students, such as the popular Science Rocks summer camp, the Math Mania evening program, and the after-school Arts Club.

A review and transformation of BC’s Graduation Requirements is currently underway. This provides an opportunity for UFV to actively engage in creating these new graduation requirements, including working towards more seamless transitions between the high school learning outcomes and the expectations of post-secondary requirements. UFV, in turn, through identifying and assessing Institutional Learning Outcomes and program learning outcomes for our graduates, is able to more accurately convey the value of our post-secondary certificates, diplomas and degrees to high school graduates.

Once a student elects to come to UFV, if they enter as first year they are more likely to drop-out or stop-out after first year than in any other year of their studies. Given this, and given the reorganization of the Paths programs into Qualifying Studies, it is expected that we will give considerable attention to improving the first year experience with a goal of improving persistence.

Critical to achieving our strategic enrolment goals, is to assess the impact of the tactics we deploy. To assist with the creation, rollout and assessment of tactics, it is expected that a SEM planning oversight committee be created. This committee will operate under the joint authority of the VP, Academic and VP, Students and brings representatives from across all Support Units and Faculties as well as students and alumni. It is expected that this committee will begin by creating an inventory of all existing strategies and tactics (including area of responsibility and forms of assessment if any) as a gap analysis. The committee will also begin to solicit new tactics focused on helping us achieve our strategic enrolment goals. Finally, this committee will make recommendations regarding the setting of priorities for strategies/tactics to the senior leadership.

Creating, implementing, and assessing our tactics must be a transparent process for our internal community. It is expected that an intra-net site is developed to assist with this transparency. Figure 5 below provides an example of the key elements the oversight committee will be responsible for tracking:

*Figure 5 – Strategies and Tactics – Deployment, Tracking and Assessment*

Strategic Enrolment Goals	Strategies	Tactics	Responsibility	Key Enrolment Indicators	Assessment
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It takes our entire university community to ensure student success. As we enter the next phases of the planning cycle (strategies and tactics) we now have the opportunity to draw on the collective knowledge and expertise of all Support Units and Faculties to realize our strategic enrolment goals. The success of our students is dependent on our ability to achieve these goals.

## 8. CONCLUSION

This SEM Plan was developed within parameters set by our [Strategic Directions Document](#) and [Education Plan](#) and informed by the vision articulated in our [Institutional Learning Outcomes](#). Strategically managing our enrolments in the manner directed by this Plan will greatly facilitate the achievement of all of these planning objectives and ensure that our graduates have both the citizenship abilities and employable and/or entrepreneurial skills needed by our society and economy. It is consistent with the [BC Jobs Plan](#), the BC [Skills for Jobs Blueprint](#), and our mandate to provide the best learning experience for students while serving the needs of the Fraser Valley.