

# University of the Fraser Valley Institutional Accountability Plan and Report 2023/24



Prepared by the Office of Institutional Research  
and Integrated Planning

FROM THE OFFICE OF

Dr. Joanne MacLean  
*President & Vice-Chancellor*



July 12, 2024

The Honourable Lisa Beare  
Minister of Post-Secondary Education and Future Skills  
PO Box 9080 Stn Prov Govt  
Victoria, BC V8W 9E2

Dear Minister Beare,

The University of the Fraser Valley (UFV) is pleased to submit its 2023/24 Institutional Accountability Report and Plan.

This year is especially meaningful for UFV as we celebrate our 50<sup>th</sup> anniversary since our founding as Fraser Valley College in 1974. Over the past five decades, UFV has built a strong foundation of academic excellence, applied research, and community engagement. We have made significant strides in implementing our *Integrated Strategic Plan—IYAQAWTXW (House of Transformation)*, which guides us in our mission of engaging learners, transforming lives, and building community. Our commitment to this strategic vision is evident in the many initiatives and projects we have undertaken, which reflect our core values of community, inclusivity, excellence, and integrity.

Our dedication to Indigenization and reconciliation remains a primary initiative and is foundational to our mission. UFV's strategic Indigenization plan *Lálém ye mestíyexw* ("House of the Peoples"), continues to guide UFV's commitment to Reconciliation, Indigenizing our Academy, and improving our ability to be both responsive and responsible to Indigenous Peoples' goals for self-determination and well-being. We continue to recruit Indigenous students, faculty, and staff and engage in efforts to reflect Indigenous voices and create culturally sensitive and safe learning environments.

For 2023/24, UFV increased domestic FTEs by over 350, achieving a 98.1% utilization rate, 5 percentage points higher than the previous year. Additionally, there was a substantial increase of 698 international FTEs, reflecting a 48% growth. We are pleased students are choosing to attend UFV and these increased enrolments align with the targets set in our 2023 – 2030 Strategic Enrolment Management Plan.

We are also proud of our graduates. For several consecutive years, the unemployment rate for our Bachelor Degree graduates has been below 5%, with the 2023/24 rate at 4.1%. This underscores that UFV's programs equip students with the necessary training and skills to successfully transition into the labour market.

Our efforts are focused on creating a student-ready university framework that fosters a welcoming, compassionate, and barrier-free environment for all students. UFV launched its new Institutional Learning Outcomes this year. While EDI is infused throughout this document, Outcome 7 speaks to it directly: "Advocate for Equity, Diversity, and Inclusion." This proactive approach ensures that UFV remains responsive to the needs of both our domestic and international student populations, providing pathways to success that are accessible and equitable.

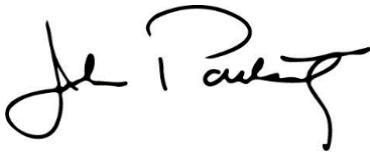
UFV's campuses continue to see significant and exciting new development that will better serve our students, faculty, and community. Mission campus renovations completed this spring with the space having been reimagined to support educational programming focused on children, youth, and families, including a learning commons centred on Truth and Reconciliation. Growth on the Abbotsford campus has begun with an expansion of the student dining hall and a new student housing facility that will triple our capacity to offer a full on-campus experience to students. Consultations for the Chilliwack Campus Plan are underway, and we eagerly anticipate our progress in 2024/25.

UFV remains committed to accountability and transparency, ensuring that we meet the evolving needs of our students, faculty, staff, and community.

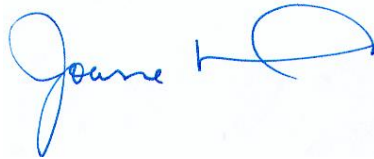
As we commemorate our 50<sup>th</sup> anniversary, we look forward to a future filled with promise and possibility, grounded in the values that have defined UFV for half a century.

Thank you for your continued support as we move forward together.

Sincerely,



John Pankratz  
Chair, Board of Governors

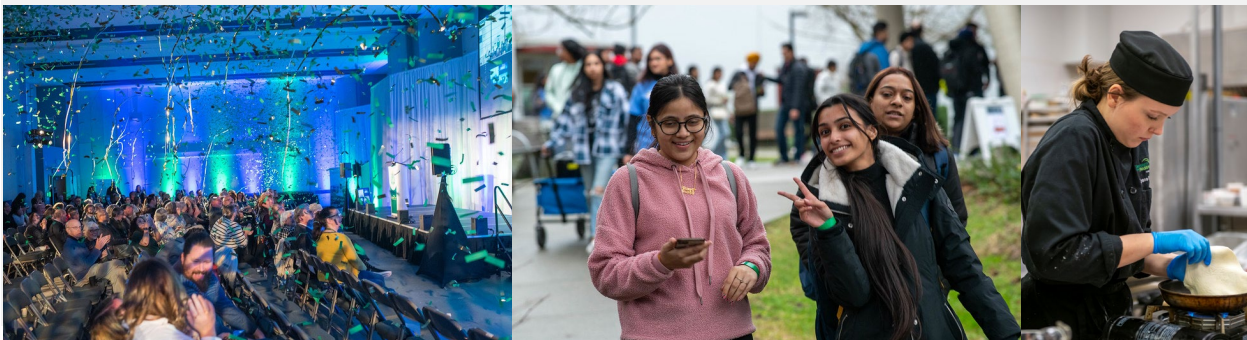


Dr. Joanne MacLean  
President and Vice-Chancellor



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# 1. Strategic Direction and Context

## 1.1 Strategic Direction

### 1.1.1 General Overview

Long before Canada was formed, the Stó:lō (People of the River) occupied the land on which the University of the Fraser Valley (UFV) is located. In Stó:lō culture, the practice of *tómiyeqw* represents the connections between the past, the current, and the future. It represents the connection of seven generations in the past to seven generations of the future. The decisions we make today are meant to honour those who have come before us and to support those who will come after us.

UFV quietly marked 15 years since making the transition from university-college to regional university in 2023, and officially launched UFV 50 Years Forward on April 4, 2024, with simultaneous celebrations in Abbotsford, Chilliwack, Mission, and Hope. Approximately 400 people attended the opening ceremonies in person across the four locations with 150 viewers watching the ceremonies online. The four ceremonies were connected by live broadcast. Together, we commemorated the founding of UFV and celebrated our past, present, and future. Students, employees, alumni, and community partners gathered exactly 50 years after Fraser Valley College was proclaimed into existence by the provincial Education Minister Eileen Dailly in 1974. UFV then became the degree-granting University College of the Fraser Valley in 1991, and was renamed University of the Fraser Valley on April 21, 2008. “Fifty years and 50,000 alumni later, we are grateful to the community leaders and educators who had the vision for a post-secondary institution in the Fraser Valley,” said UFV President and Vice-Chancellor Dr. Joanne MacLean.

Over the past year, UFV enrolled 15,971 students<sup>1</sup>. UFV offers small class sizes and dedicated faculty, an excellent learning environment, creative programming, and is committed to its work and collaboration with community partners. UFV holds a four-star rating with Quacquarelli Symonds Limited (QS) World University Ratings, a prestigious international university rating system that helps prospective students select the right university based on characteristics important to them. In 2021, UFV scored five-star ratings in the Teaching, Employability, Internalization, Online Learning, and Inclusiveness categories.

UFV has once again been named one of BC’s top Employers in 2024. This is the tenth consecutive year that UFV has received this distinction. Over the last year, some 1,500 people were employed by the university, making an important contribution to the economy of the Fraser Valley. This includes 342 permanent teaching faculty members, 47% of whom hold doctoral degrees.

UFV offers micro-credentials, certificates, associate degrees, short certificates, diplomas, master’s degrees, graduate certificates, graduate diplomas, post-degree certificates, post-degree diplomas, and bachelor’s degrees. These programs, in combination with a variety of majors, minors, and extended minors in more than 45 subject areas, allow students to tailor their academic pathway to suit their interests and needs. UFV also offers more than 20 Trades and Technology programs, as well as Upgrading and University Preparation programs and a vast selection of Continuing Education programs

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<sup>1</sup> This is for fiscal year 2023/24. Most data in this report is by fiscal year, we note occurrences where this is not the case. Student data in Section 1.1.1 is from the Central Data Warehouse (CDW).

and courses. The university's five largest academic areas are the School of Computing, the School of Business, the Mathematics & Statistics Department, the Psychology Department, and the English Department. UFV's diverse programming ensures the university provides accessible and flexible opportunities to support personalized, lifelong learning, with pathways that lead to the attainment and recognition of students' educational goals.

For 2023/24, UFV produced 6,630 domestic FTEs towards a Ministry of Post-Secondary Education and Future Skills (the Ministry) target of 6,761 yielding a 98.1% utilization rate—5 percentage points higher than the previous year, while seeing a significant increase of 698 international FTEs (+47.8%) over the previous year. In total, UFV produced 9,524 Full-Time Equivalents (FTEs) this year, with 2,159 of those coming from international students, and 736 funded by SkilledTradesBC.

In the fall of 2019, the transition of UFV India Global Education (UIGE) to Fraser Valley India (FVI) began. FVI is a separate legal entity from UFV and new students to the Chandigarh campus now enter as FVI students. These students are not included in the submissions to the Ministry Central Data Warehouse or the FTE Reports. As before, FVI students have the option to transfer to UFV to complete their program of study in Canada.

For 2023/24, UFV had 13,056 domestic, 2,904 international (Canada), and 11 UFV legacy international (UIGE Chandigarh) students enrolled, for a grand total of 15,971 unique students. For the remainder of this report, unless noted otherwise, student activity is for domestic and international students at UFV campuses in Canada.

With the lifting of COVID-19 restrictions, the university, as did many others, continued to see a significant increase in international FTEs this year compared to 2022/23, increasing by 704 FTEs, or 48.6%. The largest number of international students at UFV continues to be from India (79.7%), followed by China (2.8%), Nepal (2.8%), and Nigeria (1.0%). The large number of international students studying at UFV is one important way the university creates opportunities for the world to interact with the Fraser Valley and the Fraser Valley to engage with the world.

Throughout 2023/24, UFV completed an ambitious plan of 10 Institutional Strategic Priorities as areas of focus for the year, aiming at implementing the university's [Integrated Strategic Plan—\*IYAQAWTXW: House of Transformation\*](#). The 10 priorities cover a wide range of topics, from reconciliation and decolonization, to developing the Student Ready University Framework, to expanding and enhancing ongoing implementation of EDI Action Plan.

The university continues to monitor Key Performance Indicators (KPIs) to measure the university's progress towards the strategic imperatives identified in the Integrated Strategic Plan. We present a list of the KPIs along with baselines and three annual updates in Section 3.2.2 Progress on KPIs.

The population in the Fraser Valley will continue to grow and will form the base of our future enrolment. Based on population growth, UFV anticipates that domestic enrolments will need to increase by 17% between 2022/23 and 2030/31 with international enrolments making up some 25% of UFV's overall student population. To manage this increase, and to enhance student experience and success, UFV has created a Strategic Enrolment Management (SEM) Framework. UFV established 7-year enrolment targets for 2030/31, by program, by fee type. Through consultation with the academic schools and departments, UFV identified key priorities and needs to assist them in meeting their enrolment goals. In addition, UFV distributed \$218,600 to fund 14 projects from various units and departments through



UFV's Strategic Initiatives Fund in support of curricular revisions that enhance admission, retention, or graduation rates for students.

A testament to our commitment to student well-being is the new 398-bed student housing building on the Abbotsford campus, set to enhance our campus community upon completion in Summer 2025. Ground was officially broken on the six-storey building in February 2024. It will feature a variety of living arrangements, with accessible units on every floor. The Province is providing \$87.6 million toward the \$105.0-million project.



*Student Housing Groundbreaking, Abbotsford Campus, February 2024*

UFV is deeply committed to fostering robust connections with the communities it serves. It embraces a multifaceted approach to community engagement that spans local, regional, national, and international levels. This commitment is reflected in UFV's comprehensive strategy to enrich its community ties and initiatives across various domains of social innovation, athletics, environmental sustainability, and alumni relations. In September 2023, UFV launched the immersive [St'elt'elawtexw: UFV Community Report](#), highlighting community-engaged UFV initiatives and partnerships. The publication was leveraged throughout the academic year through a range of platforms in preparation for UFV's 50th anniversary year. The launch of St'elt'elawtexw also included a Celebration of Community hosted at EcoFarm in Abbotsford, acknowledging community relationships and partnerships that nurture and sustain UFV. The celebration engaged 280 guests from throughout the Fraser Valley and beyond.

### 1.1.2 UFV's Vision, Mission, and Values

UFV is built on our shared commitment to the university's purpose, principles, and our future direction. UFV's vision, mission, and values set a lasting course that will yield benefits for years to come, both locally and beyond. The vision, mission, and values statements have been translated into Halq'eméylem—the upriver dialect spoken by the Stó:lō, the People of the River, who occupied the land on which UFV is located before Canada was formed.

UFV uses the visual metaphor of a tangram to represent our vision, mission, and values. A tangram is a puzzle made up of seven basic shapes: five triangles, a square, and a parallelogram. Like the building blocks of a UFV education, tangram shapes can be assembled into thousands of unique configurations and results, reflecting how a single institutional vision can embody many experiences, perspectives, and outcomes.

## Box 1: UFV's Vision, Mission, and Values

### Our vision

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

A vision statement describes what we want to become in the future in a way that challenges and inspires us.

### Our mission

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

A mission statement communicates in a single sentence who we serve, what we do, and what impact we make.

### Our values

#### **Integrity | letse o sqwelewel**

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

#### **Inclusivity | lexwsq'eq'ostexw**

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

#### **Community | st'elt'elawtexw**

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

#### **Excellence | ey shxweli**

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

Values are the core beliefs and guiding principles governing daily behavior, communication, decision making, and leadership within an organization.



## Box 2: Memorial on Abbotsford campus marks Red Dress Day on May 5



*The red dress has become a powerful symbol of the Missing and Murdered Indigenous Women and Girls campaign.*

Red Dress Day was held on Sunday, May 5, serving as a day of reflection and activism in honour of missing and murdered Indigenous women, girls and 2SLGBTQQIA+ peoples. The Xwexwilmexwawt office at the Abbotsford campus commemorated the day with a red dress memorial.

The Red Dress campaign grew from the REDress Project by Métis (Anishanaabe and Finnish) artist Jaime Black. The installation, which was first featured at the University of Winnipeg, has reached international fame and has become a powerful symbol.

“Red Dress Day is a reminder of the historical, intergenerational, and individual responsibilities that I and all Canadians hold to open my heart and mind to the voices of those around us,” said Paul Brammer, School Coordinator, School of Social Justice and Global Stewardship (SOJUST).

The [National Inquiry into Missing and Murdered Indigenous Women and Girls](#) featured 2,386 participants over a three-year period from September 2016 to December 2018. The inquiry’s final report—[Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls](#)—was issued in June 2019. The Report delivers 231 individual Calls For Justice, which you can read [here](#) and [here](#). However, according to [Amnesty International](#), while January marked nearly five years since the release of the report, only two of the Calls for Justice have been implemented, and no timeline for implementation has been released.

The [Assembly of First Nations’ website](#) contains excellent information on the report and future plans of action. The Government of Canada website provides a useful overview of the government’s timeline.

The National 24/7 Missing and Murdered Indigenous Women and Girls crisis line is 1-844-413-6649.







### 1.1.3 UFV's Integrated Strategic Plan—*IYAQAWTWX (House of Transformation)*, 2021–2026

The strategic imperatives in the [Integrated Strategic Plan—\*IYAQAWTWX \(House of Transformation\)\*](#) provide the key objectives that UFV will focus on as it works to achieve its goals.



## OUR INTRODUCTION

*Ey swayel.*

After two years of consultation with internal and external stakeholders, we are excited to be launching our new Integrated Strategic Plan, which we call *IYAQAWTXW — House of Transformation*.

*IYAQAWTXW*, in the language of the Stó:lō First Nation, means “house of transformation” and reflects the mandate of UFV as a place of change — a place of intellectual and character transformation. *IYAQAWTXW — House of Transformation* provides us with an exciting path forward that builds towards celebrating UFV’s 50<sup>th</sup> Anniversary.

Our Mission of Engaging Learners, Transforming Lives, and Building Community is clearly articulated through a series of institutional Goals and Strategic Imperatives guided by our institutional values of community, inclusivity, excellence, and integrity. Each of these imperatives supports the achievement of our Vision: UFV will be known as a gathering place for learners, leaders, and seekers. We will pursue diverse pathways of scholarship, leading to community connection, reconciliation, and prosperity, locally and beyond.

Accomplishing these Strategic Imperatives will require all of us in each area of the University to work together to ensure true transformation can take place. Although we are launching *IYAQAWTXW — House of Transformation* during the COVID-19 pandemic, it has never been more important to have a shared vision for UFV to continue to move forward. I would like to thank all of those who have contributed to the development of *IYAQAWTXW — House of Transformation* and I am excited for the journey we are all about to embark on to making our collective vision a reality.

*Ey si:yam,*

**Dr. Joanne MacLean**  
*President and Vice-Chancellor*  
University of the Fraser Valley



## OUR MISSION

# Engaging Learners

## *Yoystexw ye totilthet*

## OUR GOAL

*Provide inclusive learning environments for everyone*

Starting with our commitment to Indigenization, we will honour Indigenous knowledge at all touchpoints of learning. We recognize that due to systemic barriers, not everyone has had equitable opportunities to access post-secondary education. In response to this, we will continually strive towards identifying and reducing access barriers for individuals from marginalized and underrepresented groups. Engaging everyone in an inclusive learning environment requires enhancing deep listening, dialogue, and democratic civil engagement. It means thinking outside the usual boxes we employ, moving towards fostering interdisciplinary and integrated forms of engagement. Engaging learners occurs in many forms. To fulfill this goal, we will (among other things) emphasize active and experiential forms of learning. For students, this means opportunities to participate in research and scholarly activities with faculty members. We will also enhance digital literacy and access to technology, so there is equity for all in terms of opportunities to engage in learning. Through all of these efforts, we will prioritize accessible and flexible opportunities to support personalized, life-long learning for everyone.

## SUMMARY OF STRATEGIC IMPERATIVES:

- + Honour Indigenous knowledge at all touchpoints of learning
- + Identify and remove access barriers for individuals from marginalized and underrepresented groups
- + Enhance deep listening, dialogue, and democratic civil engagement
- + Foster interdisciplinary and integrated forms of engagement
- + Emphasize active and experiential forms of learning
- + Provide opportunities for students to participate in experiential learning and/or research and scholarly activities with faculty members
- + Enhance digital literacy and access to technology
- + Provide accessible and flexible opportunities to support personalized, lifelong learning





## OUR MISSION

# Transforming Lives

## *Ayeqet kw'e shxwaylexws*

## OUR GOAL

*Provide opportunities for people to discover, develop, and share their gifts while also recognizing and celebrating the gifts of others*

Leading with our commitment to Indigenization, we will continually strive towards dismantling settler colonialism by centering Stó:lō ways of knowing and being in the University. Our mission to transform lives is rooted in the values held by the Stó:lō people that each person has a special and unique gift. UFV will help nurture and celebrate these gifts amongst our students, faculty, staff, administrators, alumni and visitors in a number of ways. At a foundational level, this means prioritizing the health and well-being of our community members and our ecosystems, so that everyone can have the opportunity to thrive. Likewise, it means integrating equity, diversity and inclusion into all aspects of our institutional culture, thereby allowing everyone to feel valued and supported.

These foundational steps are important as a starting place for transformation. For students, transformation will be enabled through many means, including supporting various pathways that lead to the attainment and recognition of students' educational goals and providing experiential learning opportunities that prepare them for their post-secondary lives. This experiential learning will be enabled by all areas of the institution, not just by faculty in the classroom. For faculty and staff, investing in transformation will occur through targeted

personal and professional development opportunities provided across and beyond the institution. For all, transformation will be enabled by fostering meaningful collaboration and engagement opportunities with members of our community. At all stages, we want to instil a sense of pride and identity by sharing and celebrating the accomplishments of our UFV community and alumni. The ultimate goal is to create a supportive, dynamic and stimulating culture that transforms lives so that we can all cultivate and share our gifts and, in doing so, feel proud of who we are and what we are capable of—whether it be in relation to the world as it is today, or whatever develops tomorrow.

## SUMMARY OF STRATEGIC IMPERATIVES:

- + Dismantle settler colonialism by centering Stó:lō ways of knowing and being in the University
- + Prioritize the health and well-being of our community members and our ecosystems
- + Integrate equity, diversity, and inclusion (EDI) into all aspects of our institutional culture
- + Support various pathways that lead to the attainment and recognition of students' educational goals
- + Develop institution-wide experiential learning opportunities
- + Support targeted personal and professional development for faculty and staff
- + Foster meaningful collaboration and engagement opportunities with members of our community
- + Share and celebrate the accomplishments of our UFV community and alumni with others

## OUR MISSION

# Building Community

## *Thayt kw'e st'elt'elawtexw*

## OUR GOAL

*Collaborate and partner in pursuits that enrich the lives of all people on our campuses, in our local communities, and beyond*

Rooted in our commitment to achieving the Calls to Action from the Truth and Reconciliation Commission and the United Nations Declaration on the Rights of Indigenous Peoples, UFV will actively pursue the building of community through a number of means. As a regional and primarily undergraduate University, we will do this by offering programs and conducting scholarly activities that enrich the lives of those in the Fraser Valley and ensuring that those living in the Fraser Valley will have better access to all our programs. Within all of our programs, we will educate students to act as ethical and engaged global citizens who redress historical injustices. In doing so, we can cultivate the capacity for healthy and vibrant communities within and beyond the Fraser Valley.

Community-building will extend beyond our educational programs. Throughout the institution we will work to develop a vibrant and diverse culture on each of our campuses. To further foster community, we will develop meaningful partnerships and action-oriented projects that support social innovation, economic development, and environmental sustainability. Our purpose in community building is not only to create a positive environment for those at UFV, but to create opportunities for the world to positively interact with the Fraser Valley and for the Fraser Valley to positively interact with the world.

## SUMMARY OF STRATEGIC IMPERATIVES:

- + Commit to achieving the Calls to Action from the Truth and Reconciliation Commission and the United Nations Declaration on the Rights of Indigenous Peoples
- + Offer programs and conduct scholarly activities that enrich the lives of those in the Fraser Valley
- + Improve community access to UFV's programs
- + Build programs that educate our students to act as ethical and engaged global citizens who redress historical injustices
- + Develop a vibrant and diverse culture on each of our campuses
- + Develop meaningful community partnerships and action-oriented projects that support social innovation, economic development, and environmental sustainability
- + Create opportunities for the world to positively interact with the Fraser Valley and for the Fraser Valley to positively interact with the world.



### 1.1.3.1 Key Performance Indicators to Support UFV's Integrated Strategic Plan

As part of the implementation of the Integrated Strategic Plan, a set of Key Performance Indicators (KPIs) was developed. The KPIs were developed with several principles in mind. First, the KPIs should be relevant to all or most units across the university. Second, the KPIs should not be over-reliant on one area of the university for their success—they require collaboration and coordination across multiple units and areas to achieve the targets.

The KPIs are grouped by UFV's Mission of engaging learners, transforming lives, and building community. Each of the three groupings then has five to seven KPIs supporting it, all guided by UFV's institutional values of community, inclusivity, excellence, and integrity. Additional KPIs may be added, and existing KPIs may be modified over time. Individual units and departments may have their own specific KPIs that are unique to them but still contribute to the institutional KPIs.

An annual update on the Integrated Strategic Plan was presented to both Senate and the Board of Governors that included an accounting of UFV progress made towards achieving the KPI targets. Section 3.2.2 provides baseline data and three annual updates on Key Performance Indicators. We will continue monitoring the progress of the Integrated Strategic Plan, making any required adjustments to meet the challenges of our evolving environment.

### 1.1.3.2 2024/25 Institutional Strategic Operational Priorities

For the 2024/25 academic year, UFV has identified the following institutional strategic priorities to support the implementation of the Integrated Strategic Plan. Budget commitments have been made to ensure the priorities are adequately resourced.

#### **Implementation of *Lálém ye mestíyexw (House of the Peoples)***

*Strategic Imperative Themes: Indigenization and Reconciliation; Engagement with Community*

Under the leadership of Dr. Shirley Hardman, AVP Xwexílmexwawt, the work on implementing the *Lálém ye mestíyexw (House of the Peoples)* Plan will continue to move forward. The goal of the Plan is to "...provide a structure for Indigenization in which people and their work come together from their distinct areas throughout the university to strengthen their presence and relationships."

A particular focus this year will be:

- Create an Advisory Council of Elders, Knowledge Keepers, and Leaders.
- Continued active recruitment of Indigenous staff, faculty, and students.
- As a member institution, fulfilling the commitments to truth and reconciliation made by Universities Canada.

#### **Implementation of Strategic Enrolment Management Plan**

*Strategic Imperative Themes: Indigenization & Reconciliation; Student Experience and Success; Lifelong Learning; Equity, Diversity and Inclusion; Personal and Professional Development*

UFV's Strategic Enrolment Management (SEM) Plan is aligned to support the Integrated Strategic Plan and is in its 2nd year of implementation. With a plan to grow overall headcounts by 23% out to 2030/31, the SEM Plan focuses upon: "Engaging learners, transforming lives, and building communities by

positioning UFV to meet the growing educational needs and demands within the Fraser Valley; balanced with, opportunities to welcome international students from around the world.”

Building on consultations with Departments, Divisions, Faculties, and Sr. Administrators, the areas of focus this year will be:

- Supporting a Student Ready Framework focused on fostering a welcoming, compassionate, and barrier-free environment where every student has access to the supports they need to thrive.
- Identifying and removing barriers to support access into UFV programs.
- Establishing the framework for a student-centred timetable.
- Supporting curricular review to align with new Institutional Learning Outcomes, enhance flexibility to support student progression, enhance student retention, and identify and remove barriers that inhibit credential completion in a timely manner.
- Continued collaboration with Fraser Valley School Districts to support successful student transition.
- Identify academic programming gaps based on labour market demands and assessing capacity for program proposals that respond to filling these needs.
- Assessment of opportunities for Foreign Credential Recognition under new B.C. legislation.

### **Campus Renewal**

*Strategic Imperative Theme: Indigenization & Reconciliation; Engagement with Community; Lifelong Learning*

The Fraser Valley is expected to be one of the fastest growing population areas in Canada over the next several years. Ensuring that UFV has the capital infrastructure to support this growth is critical for a regional university with an access mandate. Throughout the upcoming year, a number of capital projects will be at different phases of development or completion. Ensuring that these projects align with UFV’s strategic plan and remain fiscally sustainable requires careful coordination and oversight. The following are the main capital projects throughout the year:

- Abbotsford Campus: Dining Hall renovations and a new 398 bed student residence.
- Chilliwack CEP Campus: development of a campus master plan that aligns academic planning, community engagement, and campus development.
- Mission Campus: Renovations include a learning commons focused on Truth and Reconciliation and will be completed in time to welcome the School of Education to begin their program in August, 2024.
- Aerospace Centre: The development of a business case by the Dean of Applied and Technical Studies on the revitalization of the Aerospace Centre located at the Abbotsford International Airport.
- Hope Centre: Community engagement discussions led by the Dean of Education, Community, and Human Development on opportunities that align with the needs of the Fraser Cascade district.

### **Deepen our Connection and Impact with Community throughout UFV’s 50th Anniversary**

*Strategic Imperative Theme: Engagement with Community; Applied Research*



Building from a successful launch of *St'elt'elawtexw: UFV's 2023 Community Report* led by the Vice-President Community Engagement, UFV is well positioned to deepen our relationships and commitment



*Interpret Creative Arts Festival, 2024*

with community during our 50th anniversary year. This milestone year will honour the past, celebrate our present, and co-create our future, centering the vibrant community that is the fabric of UFV. The 50th anniversary will reinforce the importance of building reciprocal and mutually beneficial relationships to advance community engaged teaching and learning, applied research and innovation, and community partnerships. Aligning our foundational commitments and values with the needs and priorities of diverse communities throughout the Fraser Valley and beyond will be at the heart of our engagement strategy.

To achieve this, the following will be prioritized throughout the year:

- Through the (P)artnership, (A)gency, (I)nclusion, and (R)ecognition (PAIR) tool created in partnership with the Community Health and Social Innovation (CHASI) Hub, enhance principled and strategic decision-making and evaluation. We will implement PAIR to measure and report impact of community engagement activities and partnerships, demonstrating accountability with internal and external communities and stakeholders.
- The development and launch of UFV's multi-channel, multi-platform Fundraising Plan, strengthening the culture of philanthropy at UFV and within the community.
- Launch and implement UFV's Rebrand Project in the 50th Anniversary year.
- Through assessment, consultation, and collaboration with the university and broader community, develop UFV's Community Engagement Framework (to launch in 2025).
- UFV will continue to align its social impact priorities with a number of nationally and internationally recognized and emerging frameworks. We will continue to work towards receiving official designation by Ashoka as a Changemaker Campus in support of our commitment to social innovation. UFV will also continue its engagement with a pan-Canadian and global community engagement network through the Canadian Carnegie Classification.
- UFV will continue to support students and faculty in areas of applied research and innovation that align with the needs of local communities.
- UFV will continue to strive towards addressing the United Nations Sustainable Development Goals (SDGs); particularly at a local level through its commitment as a signatory to the SDG Accord, membership within the United Nations Academic Impact Group, and as a member of University Canada's Action for Net Zero plan that commits Canadian universities to finding sustainable solutions to redress the global climate crisis. Outcomes will be shared with others in an effort to find local solutions that can have a global impact.

### **Expand and Enhance Ongoing Implementation of the EDI Action Plan**

*Strategic Imperative Themes: Equity, Diversity, and Inclusion; Personal and Professional Development*

UFV's EDI Action Plan identifies and addresses barriers to equity of access and opportunity for students, faculty, and staff. UFV remains committed to achieving the four goals of the Action Plan and to the implementation of the 40 action items identified to help achieve its goals.

The following areas will be focused on in 2024/25:

- Review of UFV policies related to EDI.
- Activation of an EDI and Anti-Discrimination Advisory Committee.
- Implementation of UFV's Accessibility Framework and identifying and dismantling ableism so that all students, employees, and visitors can fully and meaningfully participate in all facets of our university and in our communities.
- Continual advisory support on EDI and human rights matters via training, tools and resources, and consultation to ensure UFV is a safe space for everyone to learn, work, and participate.

### **Internationalization Efforts across the University**

*Strategic Imperative Themes: Equity, Diversity, and Inclusion; Student Experience and Success; Engagement with Community*

New regulatory changes at the Federal and Provincial levels impacting international students' access to quality and supportive post-secondary education in Canada and British Columbia have recently been introduced including a cap on the number of study permits to be reviewed annually by IRCC. UFV has identified "creating opportunities for the world to positively interact with the Fraser Valley and for the Fraser Valley to positively interact with the world" as a key strategic imperative. With an international student population reaching 25% of UFV's total student population, it is critical that we continue to ensure that new and current international students receive the high quality of education they have come to expect from UFV.

To ensure that UFV remains a destination of choice for international students, the following will be key areas of focus throughout the year.

- Ensure that UFV's share of the federal and provincial international student cap is strategically aligned and maximized with programs that can best attract and retain international students.
- Ensure adequate and coordinated support services for International students.
- Ensure UFV remains compliant with quality assurance regulations to maintain its Designated Learning Institution status as outlined in B.C.'s International Education Framework.
- Continue to increase UFV's diversity of its international student population through direct recruitment and through pathway opportunities with reputable international partners.
- Continue to provide safe and engaging for-credit international mobility opportunities for current UFV students.
- Develop the business case for UFV to offer an intensive summer program (4 months or less) for international students from partner institutions.
- Promote UFV as a destination of choice for international students.

### **1.1.4 University-Wide Planning Projects**

In addition to the Integrated Strategic Plan, UFV is engaged in various university-wide planning projects, several of which we detail below.

#### **1.1.4.1 UFV's Strategic Enrolment Plan & the 2030/31 (7 year) SEM Plan Enrolment Targets**

UFV's [Strategic Enrolment Management \(SEM\) Plan 2023-2030](#) is strategically aligned to support the Integrated Strategic Plan. The SEM Plan includes targets, by program, for domestic and international

students out to 2030/31. Each year, enrolments are reviewed relative to targets and targets are revisited to ensure they still reflect the university's goals in a dynamic environment.

#### 1.1.4.2 Institutional Learning Outcomes (ILOs)

In October 2023, the UFV Senate approved the updated set of the [Institutional Learning Outcomes \(ILOs\)](#), which will be adopted on July 1, 2024. Following collaborative consultation, the updated ILOs align with UFV's strategic goals and support our mission of engaging learners, transforming lives, and building community. The revised ILOs encompass eight domains connected by four core themes including Know, Connect, Transform, and Reflect. The eight domains are: Apply knowledge and competencies proficiently; Examine critically and holistically; Communicate effectively; Lead collaboratively; Engage with Indigenous Knowledge systems; Contribute locally and globally; Advocate for Equity, Diversity, and Inclusion; and Engage in reflection for action. The updated ILOs will serve as important guidelines for curriculum and program design.

#### 1.1.4.3 Strategic Research Plan for the University of the Fraser Valley, 2023 to 2028

The purpose of the [Strategic Research Plan](#) is to identify the priority research areas that will guide the creation of Canada Research Chair positions and the strategic use of Canada Foundation for Innovation funds for investment in the development and support of research centres and institutes that meet the economic and social needs of stakeholders within our region. Research chairs, centres and institutes are the primary approach by which the university engages with regional and national stakeholders that include governments, businesses, not-for-profits, and Indigenous communities to ensure that our research activities are at the leading edge of meeting the needs of Canadian society.

#### 1.1.4.4 UFV's 2024/2025 Consolidated Budget Plan

The [2024/25 Consolidated Budget Plan](#) was prepared through a consultative process, guided by approved Budget Principles and a commitment to align resources with identified strategic priorities. Along with UFV celebrating its 50th Anniversary, 2024/25 brings with it significant planned growth and development of the university. The consolidated budget is growing by nearly 18% to \$197 million. Contributing to this growth is the ratification of a new collective agreement in the fall of 2023, with most of the general wage and benefit increase funded with the provincial operating grant of roughly \$15 million. Salary and benefits have increased due to general wage increases, increased program delivery, and investments in priority areas.

#### 1.1.4.5 UFV Capital Plan

The university's capital plan makes an essential contribution to UFV becoming known as a gathering place for learners, leaders, and seekers, and achieving our mission of engaging learners, transforming lives, and building community.

Two main principles shape UFV's Capital Plans:

- The creation of an environment that engages students, builds community and



Academic Success Centre Open House, 2024



meets the expectations of students choosing to study at UFV now and into the future.

- A commitment to deep decarbonization, reduced dependency on burning fossil fuels, overall energy use reduction and environmental sustainability as UFV aims to be net-zero by 2030.

Future spaces will be tech-enabled, interactive spaces that encourage inclusivity, connection, collaboration, and problem solving. Our commitment to sustainability shapes our planning as we adapt, modernize, and reimagine our spaces in response to changing needs.

The renovation of the Mission campus is nearing completion and will reopen in the summer of 2024. The campus is reimagined and redesigned as a *Center of Excellence for Children, Youth, and Families*, and will house a mixture of academic programs, research and scholarly activity, and community outreach programs. A core component of this campus is an Indigenous Centre devoted to Truth and Reconciliation.

A comprehensive Master Plan for the Chilliwack Education Park campus is under development. Priority projects for this campus are a One Health building to integrate and expand programming in health sciences, agriculture, mechatronics, biological sciences, and technology.

The feasibility of a District Energy Plant and plans for remediation and renovation to several buildings on the Abbotsford campus to ensure our buildings are sustainable, tech-enabled and support interactive learning and student needs are also included as future capital plans.

### 1.1.5 Quality Assurance—Program Review

UFV is committed to offering academic programs of the highest quality and standard. UFV's Academic Program policy requires that all academic programs and units are to be reviewed every five to seven years. In the policy, there is a ten-year plan for the review of academic programs and units at UFV. The Program Review is the central component in an ongoing process of program monitoring and improvement. This process encourages and strengthens a culture of continuous improvement throughout the institution.

In 2022/23 a new program review procedure was developed and to date three program reviews have been completed under this process with an additional 14 being reviewed in 2024. Particular care has been taken in the new process to encourage faculty to consider their disciplinary specific responsibilities in addressing reconciliation beyond TRC Calls 62–65 that constitute the Education for Reconciliation section. The UFV Library will also undergo external quality assurance review this year.

In 2020/21, UFV completed the Quality Assurance Process Audit (QAPA) with the Ministry. The audit focused on UFV's internal processes for the review of existing programs and the development of new programs with two goals: strengthening and improving processes where beneficial, and identifying commendable policies, procedures, or practices. The audit confirmed UFV's commitment to quality assurance and enhancement. It commended UFV for ensuring that the importance of quality curriculum, and the role of institutional and program learning outcomes in quality enhancement, are well socialized throughout the institution. The Program Development and Quality Assurance office (PDQAO) is implementing changes and recommendations in areas identified by UFV in the QAPA Institution Report to further advance UFV's quality assurance processes. To date, two progress reports, one in Summer 2022 and the second in Spring 2024, on the status of the affirmations in the QAPA Institutional Response have been submitted from PDQAO to the offices of the Provost and Vice Provost.

## 1.2 Strategic Context

### 1.2.1 Overview

B.C. has the third-highest provincial projected population growth rate in Canada—its population is projected to increase by 24% from 2023 to 2043, above the national growth rate for Canada of 21%<sup>2</sup>. The Fraser Valley College Region is projected to be one of the College Regions with the largest growth in college aged populations (15–29) from 2023 to 2043 in the province.<sup>3</sup> Although B.C.’s economy is forecasted to grow slower than the Canadian average, B.C. has experienced a slightly lower unemployment rate in 2024 (5.8%) than the Canadian average (6.3%) and, is projected to have an unemployment rate of 6.0% in 2025, which is lower than the national rate of 6.3%<sup>4</sup>.

The Fraser Valley College Region 15–29 years old population is projected to increase each year from 2023 to 2032, but then will decrease from 2033 to 2043. During 2023-2043, the Fraser Valley College Region has the cumulative growth of 12%, surpassing 11% for British Columbia as a whole.

UFV has seen an increase of 4.5% in total domestic FTEs and a significant increase, 48.6%, in international FTEs compared to the previous year. The utilization rate for Ministry funded FTEs increased by 5 percentage points this year over last year.

UFV students have attributes that distinguish them from students at peer universities. Each year, selected UFV undergraduate baccalaureate-track students (based on year of study) are invited to participate in surveys from the Canadian University Survey Consortium (CUSC), and every three years from the National Survey of Student Engagement (NSSE) international student survey. In this section, and throughout this report, we have included results from these surveys, which are further discussed in Section 3.2.3 External Surveys.



*Winter Campus Engagement Expo Abbotsford, 2024*

### 1.2.2 Economy and Employment

#### British Columbia Economic Outlook

According to the Royal Bank of Canada’s March 2024 Provincial Outlook, household weakness in British Columbia will persist in 2024, due to the particularly adverse effects of high interest rates. Figure 1 shows that the growth in real GDP is projected to be 0.3% in 2024, the lowest of all provinces, with 0.5% in 2023. Both rates are lower than the national average of 1.1% in 2023 and 0.8% in 2024.

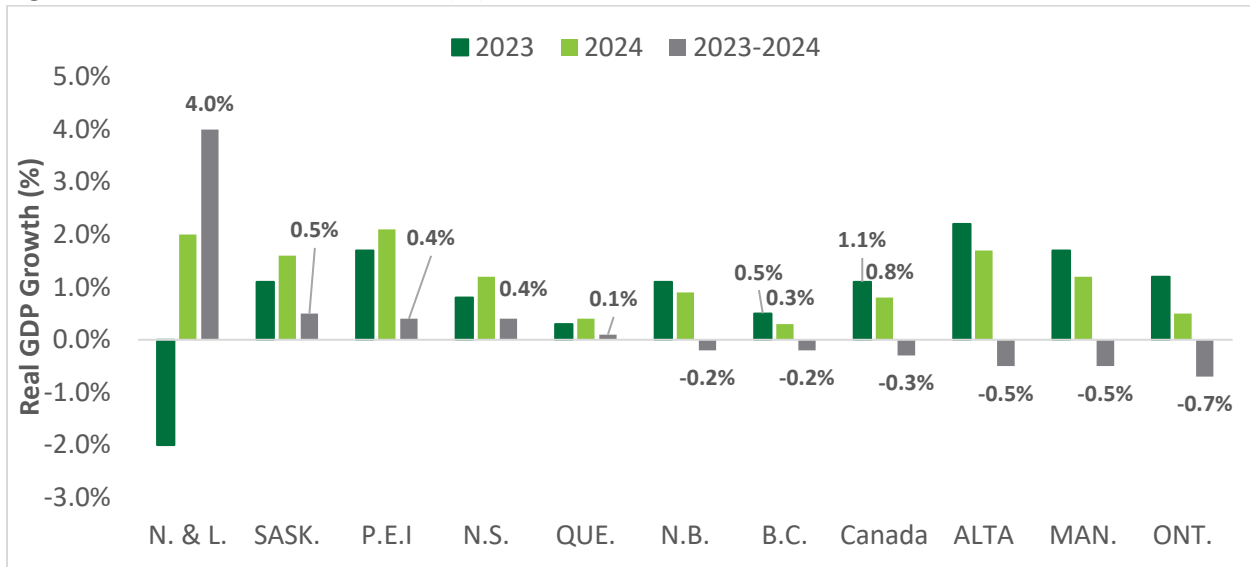
<sup>2</sup> Source: Statistics Canada. Table 17-10-0057-01 Projected population, by projection scenario M3: medium-growth, age and sex, as of July 1 (x 1,000), accessed on May 13, 2024.

<sup>3</sup> Source: BCStats Population Estimates Application & Projections Application February 2024 update, by selected College Regions, accessed on May 14, 2024.

<sup>4</sup> Source: Royal Bank of Canada, “Provincial Outlook”, March 2024.



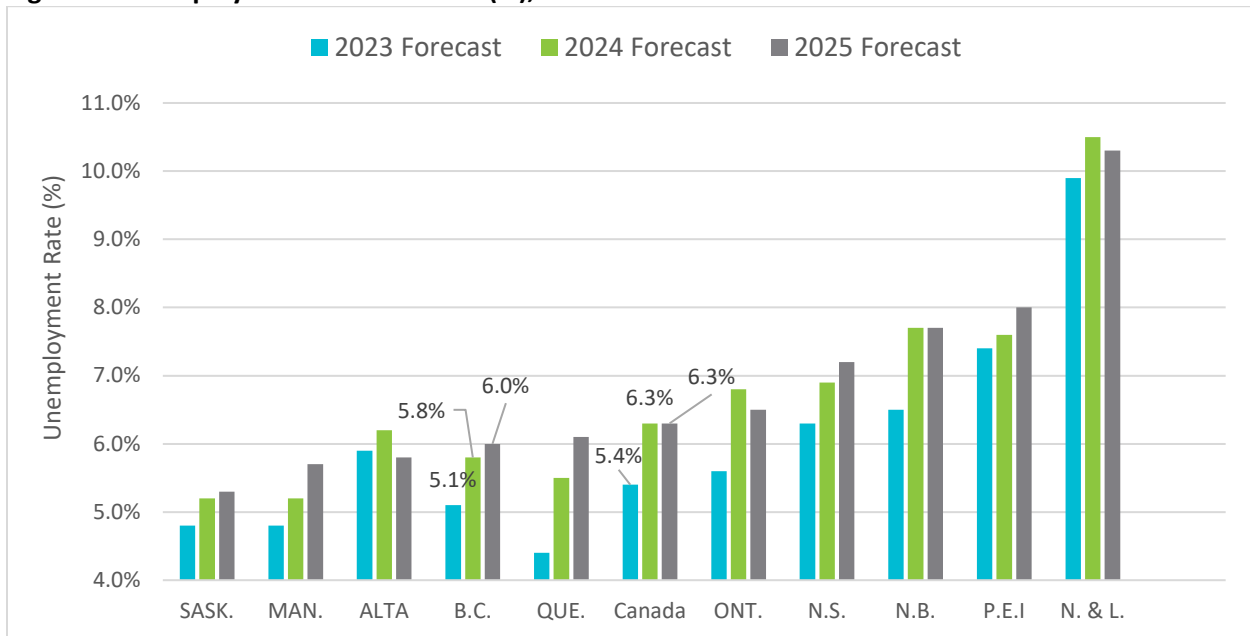
**Figure 1: Real GDP Growth Forecast (%), 2023–2024**



Source: Royal Bank of Canada, “Provincial Outlook”, March 2024.

The unemployment rate in British Columbia is among the lowest in Canada. Figure 2 shows that B.C. is projected to have a slightly lower unemployment rate in 2024 than the Canadian average—5.8% compared to the national rate of 6.3%. B.C. is forecast to have an increase in the unemployment rate to 6.0% for 2025, still lower than the national rate in 2025 of 6.3%.

**Figure 2: Unemployment Rate Forecast (%), 2023–2025**

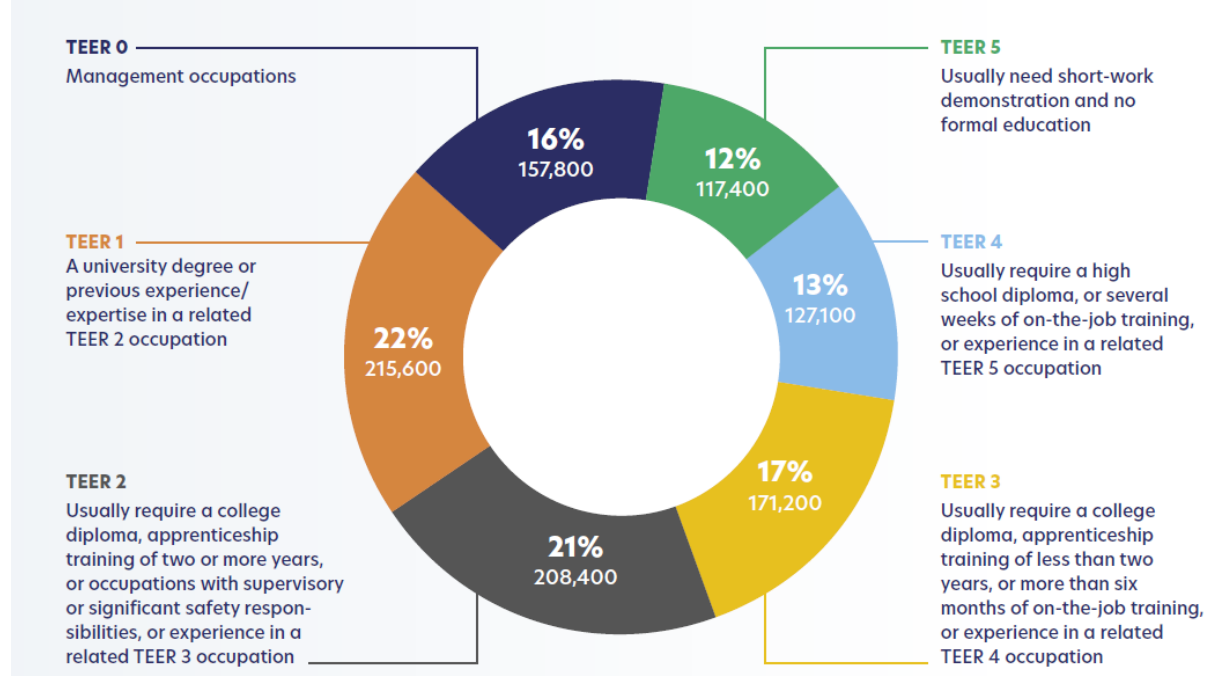


Source: Royal Bank of Canada, “Provincial Outlook”, March 2024.

Figure 3 below, from the 2023 Edition of the BC Labour Market Outlook, shows job openings in B.C. during 2023-2033 by the degree of Training, Education, Experience, and Responsibilities (TEER) required

for an occupation. Three-quarters, or 753,000, of the 997,500 job openings in British Columbia will require some type of post-secondary education or training. Those with high school education or less will account for the other one-quarter of job openings.

**Figure 3: Job Openings by TEER, B.C., 2023–2033**



Source: WorkBC, BC Labour Market Outlook, 2023 Edition.

### Mainland/Southwest

The Mainland/Southwest region that stretches from Vancouver to Hope in the east and Lillooet in the north is centered around Vancouver and shares a border with the United States. Despite being the smallest region in terms of geography, it has the highest population and is the most economically important region in the province.

Almost two-thirds of B.C.'s total forecasted job openings up to 2033 are in this region, with 625,600 job openings. About 63% of these job openings will, according to the BC Labour Market Outlook, be from the replacement of existing workers and the remaining 37% from expansion. Employment demand is forecasted to increase at an average annual rate of 1.2% over the next ten years, a rate similar to B.C.'s average annual growth. Over the next ten years, the fastest growing sectors for the Mainland/Southwest region are forecasted to be:

- Computer systems design and related services
- Postal service, couriers and messengers
- Child day care services
- Motion picture and sound recording industries
- Hospitals
- Social assistance excluding child care
- Nursing and residential care facilities

Figure 4 shows the top 10 industries by job openings forecast for the Mainland/Southwest region from 2023 to 2033. For total job openings between 2023 and 2033, we see Computer systems design and related services, Other retail trade (excluding cars, online shopping and personal care), and Hospitals in the top three spots on the list, which also held the top three spots in the last BC Labour Market Outlook: 2022 Edition. No industry is new to the 2023 list compared to the 2022 Edition, only the order of the last seven industries has changed.

**Figure 4: Top 10 Industries by Job Openings, Mainland/Southwest Region, 2023–2033**

Mainland/Southwest, 2023–2033			
Industry	Job Openings 2023–2033		
	Expansion	Replacement	Total
Computer systems design and related services	45,220	17,200	62,420
Other retail trade (excluding cars, online shopping and personal care)	12,650	30,220	42,870
Hospitals	19,510	17,500	37,020
Food services and drinking places	17,400	17,660	35,060
Ambulatory health care services	13,360	13,860	27,220
Elementary and secondary schools	8,810	15,700	24,510
Wholesale trade	6,600	16,580	23,180
Legal, accounting, design, research and advertising services	6,860	15,650	22,510
Specialty trade contractors	3,330	16,120	19,450
Personal, non-automotive repair and non-profit services	6,320	12,060	18,380

Source: WorkBC, BC Labour Market Outlook, 2023 Edition.

Figure 5 displays the top 10 high-opportunity occupations in the Mainland/Southwest region from 2023 to 2033, including job openings, TEER, and median income forecasts. Nine out of these 10 occupations have a TEER of 2 or less, meaning they typically require at least a college diploma, two or more years of



Snow on Campus, 2024

apprenticeship training, or involve supervisory or significant safety responsibilities, or experience in a related TEER 3 occupation. Five of them have a TEER of 1, indicating they usually require a university degree or previous experience/expertise in a related TEER 2 occupation. Only one of the ten, nurse aides, orderlies, and patient service associates, has a TEER of 3, which typically requires a college diploma, apprenticeship training of less than two years, more than six months of on-the-job training, or experience in a related TEER 4 occupation.



**Figure 5: Top 10 High Opportunity Occupations by Job Openings, TEER, and Median Income, Mainland/Southwest Region, 2023–2033**

Mainland/Southwest, 2023–2033			
Occupation Title	Job Openings 2023–2033	TEER	Median Income
Retail and wholesale trade managers	16,930	0	63,200
Registered nurses and registered psychiatric nurses	15,839	1	97,000
Senior managers - public and private sector	13,635	0	125,000
Nurse aides, orderlies and patient service associates	12,693	3	51,600
Software engineers and designers	10,738	1	112,000
Social and community service workers	8,064	2	52,400
Software developers and programmers	7,833	1	94,000
Financial auditors and accountants	7,810	1	78,500
Early childhood educators and assistants	7,589	2	38,800
Elementary school and kindergarten teachers	7,550	1	75,500

Source: WorkBC, BC Labour Market Outlook, 2023 Edition.

### Fraser Valley Agriculture

Agriculture forms a significant component of Fraser Valley’s economy. According to Census of Agriculture in 2021, there were 2,358 farms in the Fraser Valley<sup>5</sup>, with a total farm capital of \$12,958.7 million<sup>6</sup>. These farms employed more than 8,000 people<sup>7</sup>.

Fraser Valley had 14.9% of farms in British Columbia based on the 2021 Census of Agriculture<sup>8</sup>, a little higher than 14.7% in 2016<sup>9</sup>.

<sup>5</sup> Source: Census of Agriculture, British Columbia Government Website. *Farms classified by capital value, by region and regional districts, 2021*. <https://www2.gov.bc.ca/gov/content/industry/agriculture-seafood/statistics/census-of-agriculture>. Accessed on April 29, 2024.

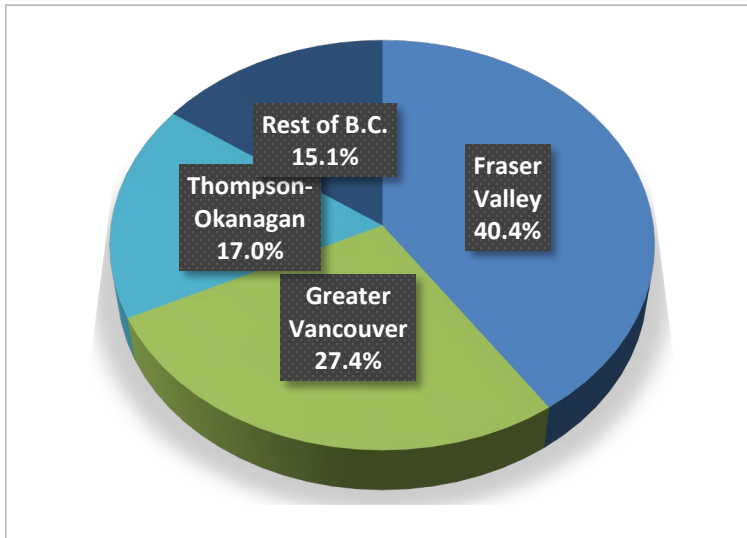
<sup>6</sup> Source: Census of Agriculture, British Columbia Government Website. *Farms capital value, by region and regional districts, 2021*. Website see Footnote 4. Accessed on April 29, 2024.

<sup>7</sup> Source: Census of Agriculture, British Columbia Government Website. *Farms classified by total number of employees by region and regional districts, 2021*. Website see Footnote 4. Accessed on April 29, 2024.

<sup>8</sup> Source: Census of Agriculture, British Columbia Government Website. *Farms classified by economic class and total value of sales, by region and regional districts, 2021*. Website see Footnote 4. Accessed on April 29, 2024.

<sup>9</sup> Source: “Agriculture in Brief,” British Columbia Government Website. [https://www2.gov.bc.ca/assets/gov/farming-natural-resources-and-industry/agriculture-and-seafood/statistics/census/census-2016/aginbrief\\_2016\\_fraser\\_valley.pdf](https://www2.gov.bc.ca/assets/gov/farming-natural-resources-and-industry/agriculture-and-seafood/statistics/census/census-2016/aginbrief_2016_fraser_valley.pdf). Accessed on April 29, 2024.

**Figure 6: Value of Sales of BC Farms, Share by Region, 2021**



Source: Census of Agriculture, British Columbia Government Website. Farms classified by economic class and total value of sales, by region and regional districts, 2021.

Figure 6 illustrates the Fraser Valley's importance to provincial agriculture. The Fraser Valley Regional District contributes 40.4% of sales value of provincial farms, which is almost as much as the next two largest regions—Greater Vancouver and Thompson-Okanagan combined.

**Commuting Data**

Commuting data from the 2021 Census (Figure 7) provides insight into Fraser Valley residents commuting to, and accessing, the job market in Vancouver. The data captures the employed labor force aged 15 years and over who have a usual place of work and reside in private households, and it is based

on a 25% sample. This means that the commuting patterns and job market connections presented in the data provide a representative picture for a quarter of the total population in this category. According to the census, over 18,000 residents of the Abbotsford-Mission census metropolitan area commute into Vancouver for work, comprising almost 30% of the working commuters. Another 3,540 people commute into Vancouver from their residence in Chilliwack (10.6%). In addition, significantly more residents of Chilliwack travel west to Abbotsford-Mission for work (4,720) than vice versa (2,495).

**Figure 7: Fraser Valley Commuting Statistics**

Place of Residence	Place of Work	Number of Commuters	Proportion of All Commuters
Abbotsford-Mission	Chilliwack	2,495	4.0%
Abbotsford-Mission	Vancouver	18,300	29.4%
Chilliwack	Abbotsford-Mission	4,720	14.1%
Chilliwack	Vancouver	3,540	10.6%

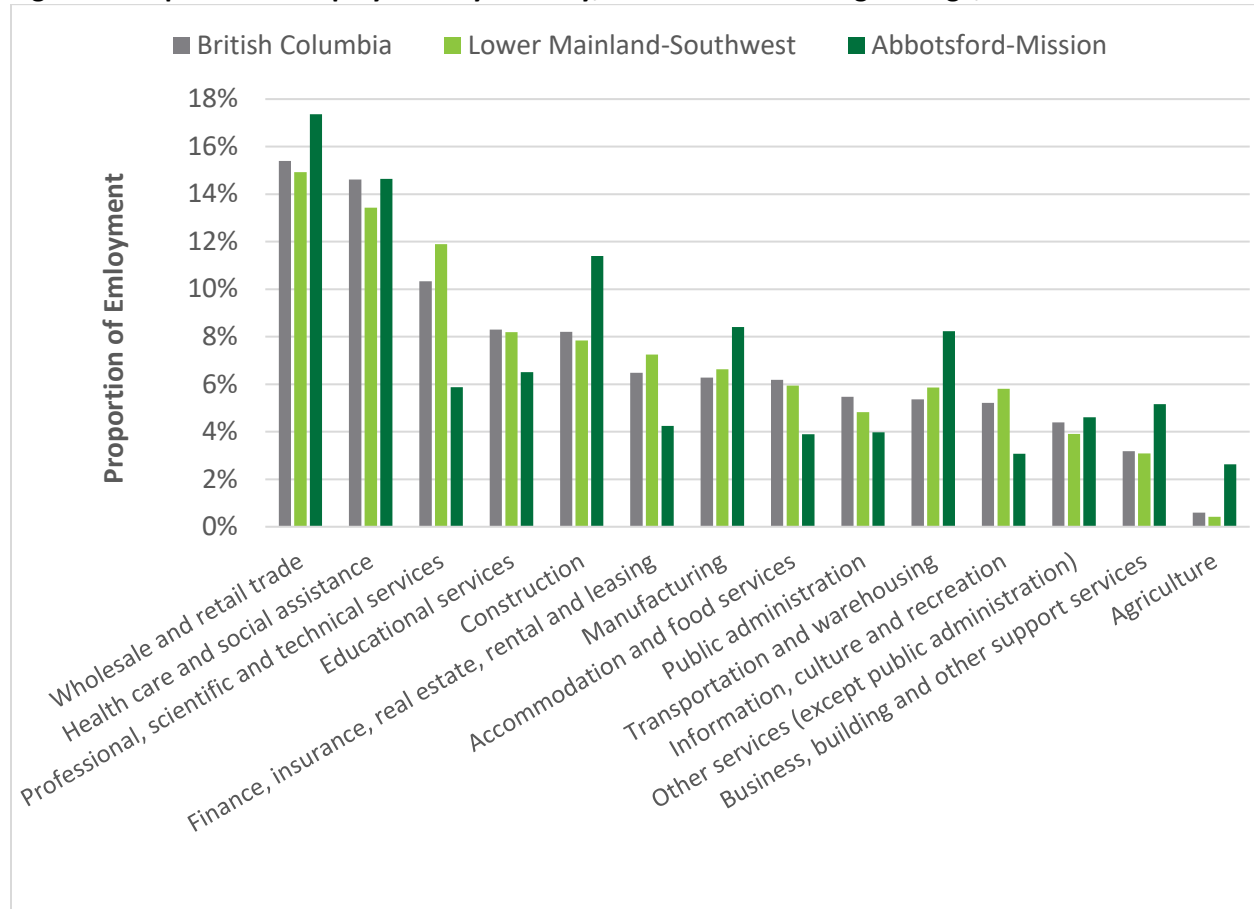
Source: Statistics Canada. Table 98-10-0460-01 Commuting flow from geography of residence to geography of work by main mode of commuting, commuting duration and gender: Census metropolitan areas and census agglomerations. Note: Population group- Employed labour force aged 15 years and over having a usual place of work, in private households, 2021 Census—25% Sample data.

**Abbotsford-Mission**

Figure 8 shows that industries such as Wholesale and retail trade, Construction, Manufacturing, and Transportation and warehousing, Other services (except public administration), Business, building and other support services, and especially Agriculture (as also shown above) make up larger shares of

employment in the Abbotsford-Mission area compared to Lower Mainland-Southwest and British Columbia overall. Similarly, both the Professional, scientific and technical services; Educational Services; Finance, insurance, real estate, rental and leasing, Accommodation and food services, Public administration, and Information, culture and recreation, are comparatively smaller in Abbotsford-Mission, relative to Lower Mainland-Southwest and British Columbia overall.

**Figure 8: Proportion of Employment by Industry, Three-Month Moving Average, March 2024**



Source: B.C. and Mainland/Southwest data from Statistics Canada. Table 14-10-0388-01 Employment by industry, three-month moving average, unadjusted for seasonality. Abbotsford-Mission data from Statistics Canada. Table 14-10-0379-01 Employment by industry, three-month moving average, unadjusted for seasonality. Note: Both the Utilities and Forestry, fishing, mining, quarrying, oil and gas Industries are excluded because this data has been suppressed for Abbotsford-Mission to meet the confidentiality requirements of the Statistics Act.

To illustrate how Abbotsford-Mission compares to B.C. and Canada in the recent three years, Figures 9 and 10 show the unemployment and participation rates from April 2021 to April 2024.

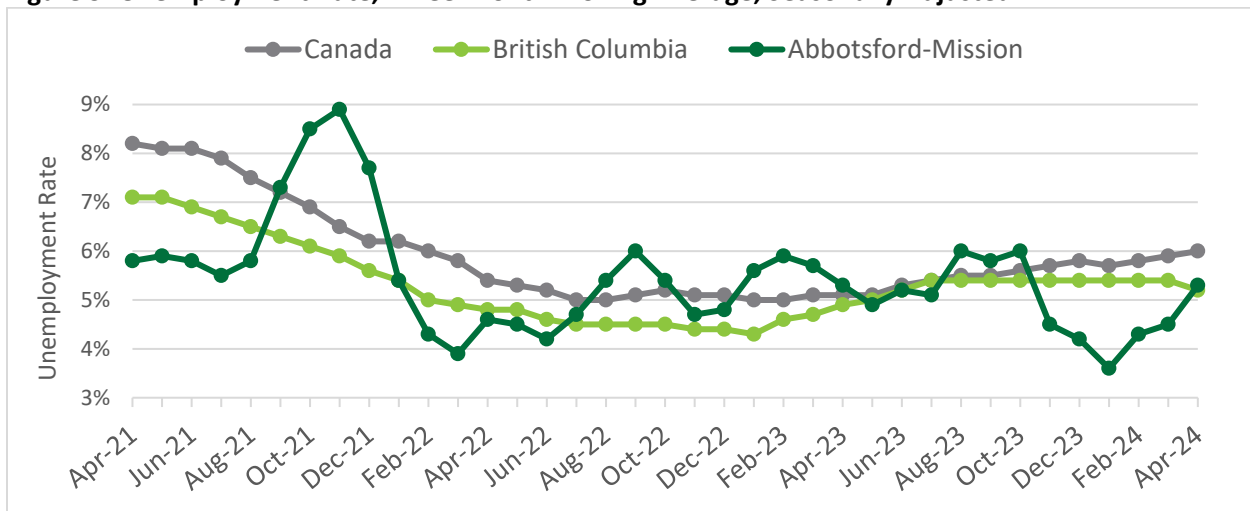
British Columbia displayed a similar pattern to the national rate, but with consistently better performance, with its unemployment rate decreasing from 7.1% in April and May 2021 to a low of 4.3% in January 2023, then it increased to 5.4% in March 2024.

Abbotsford-Mission showed a more volatile pattern in unemployment rates, with a significant peak at 8.9% in October 2021. The area also saw notable lows, dropping to 3.6% by March 2024. Such



fluctuations are indicative of the local economic conditions in Abbotsford-Mission, where industries may be more sensitive to seasonal variations and specific market dynamics.

**Figure 9: Unemployment Rate, Three-Month Moving Average, Seasonally Adjusted**

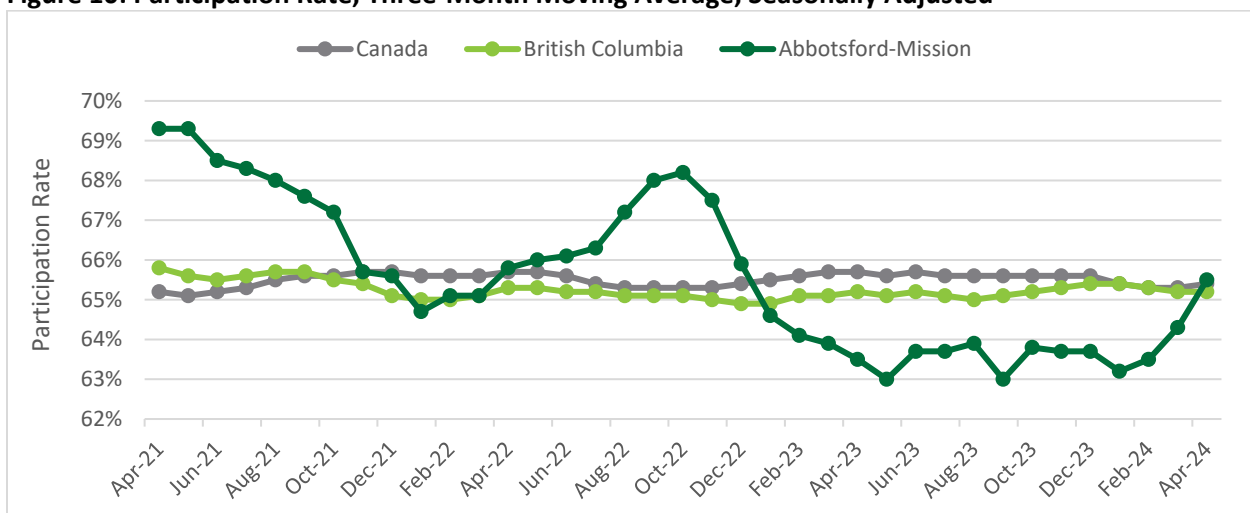


Source: Statistics Canada. Table 14-10-0380-01 Labour force characteristics, three-month moving average, seasonally adjusted.

The participation rate is a measure of the percentage of the population that is either employed or actively seeking employment. As shown in Figure 10, the participation rate in Abbotsford-Mission is higher than in both British Columbia and Canada in most of the months.

Abbotsford-Mission displayed a pronounced decline in participation rate. Starting at 69.3% in April 2021, the area saw a significant drop, reaching as low as 63.0% by September 2023. This reduction in participation rate signals a withdrawal from the labour market. The data indicates that Abbotsford-Mission’s labor market dynamics are more volatile compared to the broader patterns observed in British Columbia and Canada.

**Figure 10: Participation Rate, Three-Month Moving Average, Seasonally Adjusted**



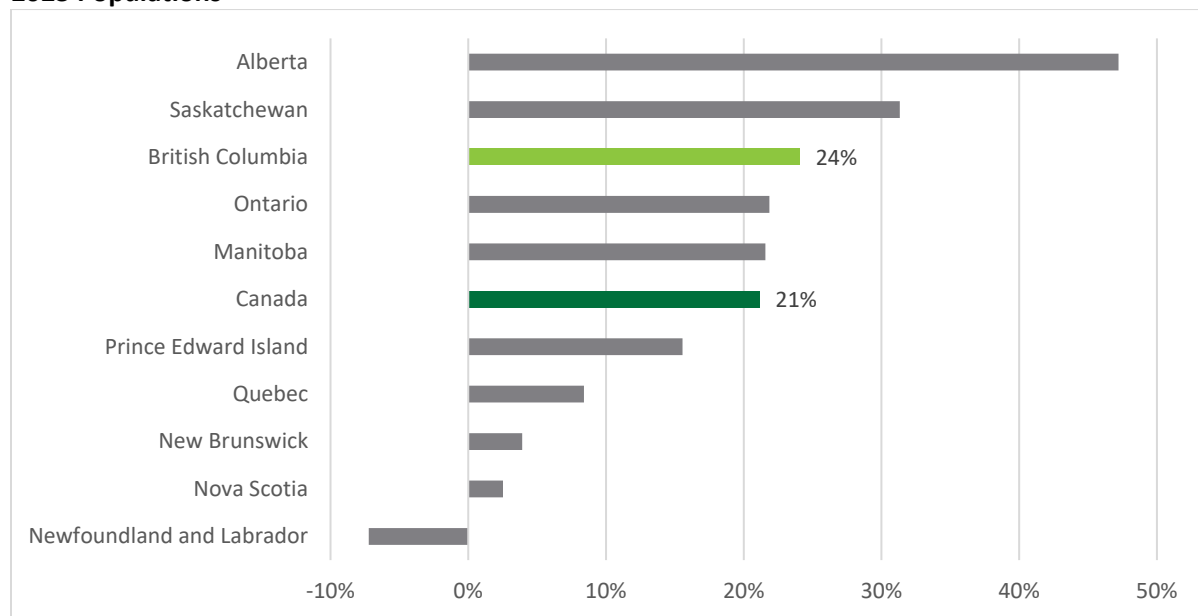
Source: Statistics Canada. Table 14-10-0380-01 Labour force characteristics, three-month moving average, seasonally adjusted.

## 1.2.3 Demographics

### 1.2.3.1 National and Provincial Trends

According to projection scenario M3: medium-growth from Statistics Canada, Canada's population is expected to continue growing from 2023 to 2043 in all provinces, with the exception of Newfoundland and Labrador. The projected growth rates vary across provinces, with the highest rates forecasted for Alberta and Saskatchewan at 47% and 31%, respectively. As illustrated in Figure 11, the projected population growth rate for British Columbia from 2023 to 2043 is estimated to be 24%, slightly higher than Ontario and Manitoba, 22%, and the national rate of 21%.

**Figure 11: Projected Change in Provincial and National Populations, 2023–2043, as a Percentage of 2023 Populations**

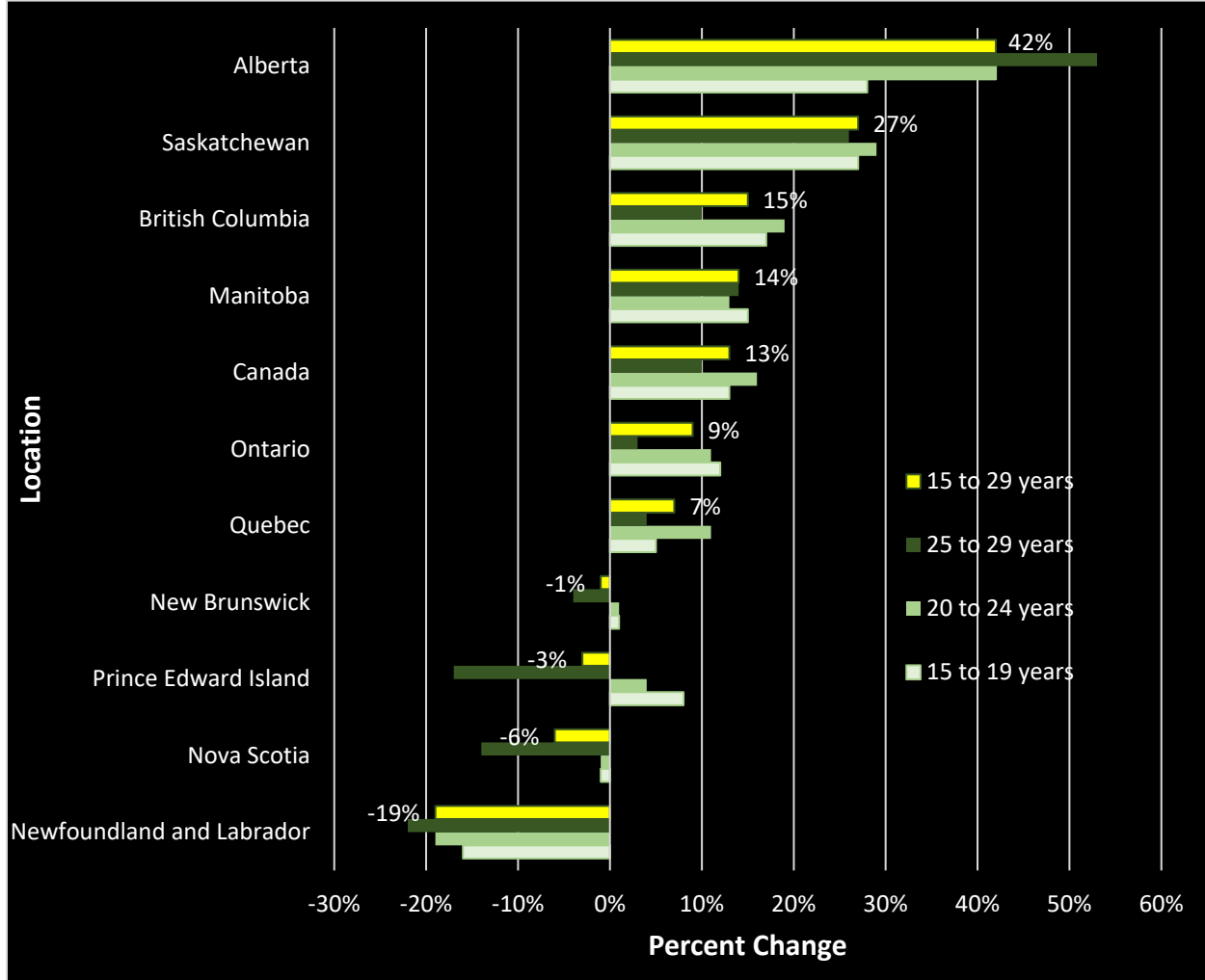


Source: Statistics Canada. Table 17-10-0057-01 Projected population, by projection scenario M3: medium-growth, age and sex, as of July 1 (x 1,000).

Figure 12 presents the projected changes in Canada's university-aged population from 2023 to 2043, broken down by age group (15–19, 20–24, and 25–29), province, and nationally. The overall trend is a 13% growth in the university-aged population across the country. The 20–24 age group is projected to experience the largest population growth at 16%, while the 25–29 age category is projected to see the least amount of growth at 10%.

B.C. is expected to have the third-highest provincial population growth (15%) among 15–29 year-olds in Canada during the same period. This growth is slightly higher than the national average (13%) and lower than Alberta (42%) and Saskatchewan (27%). British Columbia is projected to experience a 17% increase in its 15–19 year-old population, a 19% increase in its 20–24 year-old population, and a 10% increase in its 25–29 year-old population.

**Figure 12: Projected Change in Population by Selected Age Groupings (15–19, 20–24, and 25–29), 2023–2043, as a percentage of 2023 Populations**



Source: Statistics Canada. Table 17-10-0057-01 Projected population, by projection scenario M3: medium-growth, age and sex, as of July 1 (x 1,000).

71% of UFV students by headcount are aged 24 or younger and the proportion of FTEs these students generate is 78.5%. Smaller teaching universities such as UFV tend to have a slightly older population than the Canadian university population overall.

### 1.2.3.2 Separating Short-Term and Long-Term Changes within College Regions

BCStats released its annual population projections (2024 Projections) in February 2024, forecasting that B.C. will see a 10.7% growth in its college-aged population from 2023 to 2043, projecting 1,210,115 British Columbians aged 15 to 29 in 2043, compared to 1,092,777 in 2023.

This projection is much lower than the 14.9% growth in the 15–29 age group projected by Statistics Canada modeling. The forecasted changes for the 15–19, 20–24, 25–29 age groups from 2023 to 2043 differ significantly between the two models, as shown in Figure 13. It is important to note that BCStats projections are based on the most recent data using the 2023 population estimates, while Statistics



Canada numbers were released in August 2022 and used the projected population numbers for the year 2023. This difference in timing and baseline data contributes to the variations observed between the two forecasts.

**Figure 13: Difference of Projected Change in B.C. Population 2023–2043, as a Percentage of 2023 Populations, Statistics Canada vs BCStats Population Estimates & Projections Application**

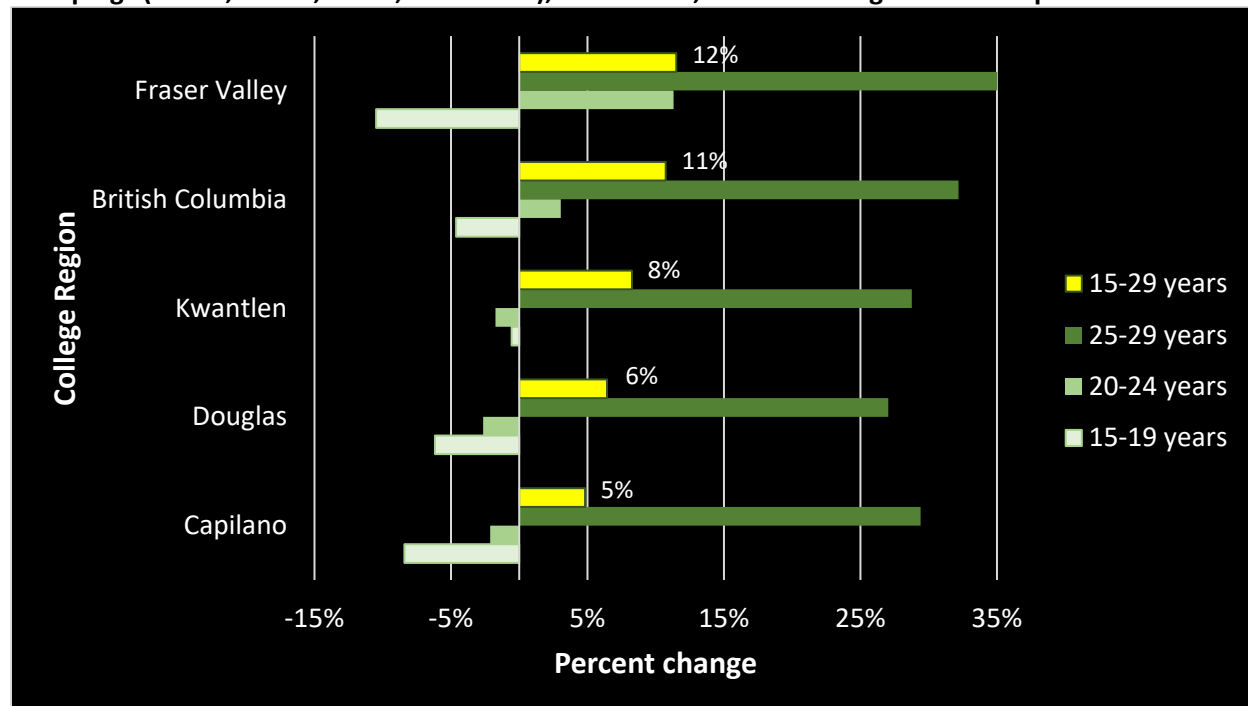
Projection Source	Age Group			
	15–19	20–24	25–29	15–29
BCStats Population Estimates Application	-4.6%	3.0%	32.2%	10.7%
Statistics Canada	16.7%	18.5%	10.4%	14.9%

Source: Statistics Canada. Table 17-10-0057-01 Projected population, by projection scenario, age and sex, as of July 1 (x 1,000); Release date: 2022-08-22.

Source: BCStats Population Estimates & Projections Application February 2024 update.

In Figure 14, BCStats provides projections for college-aged populations across select College Regions, including Fraser Valley, Capilano, Kwantlen, Douglas, and the province of British Columbia as a whole. The figure shows the projected population changes for selected age groups of 15–19, 20–24, and 25–29. The Fraser Valley is anticipated to experience the highest total growth in 15–29 year-olds from 2023 to 2043, with an expected increase of 12%, surpassing other College Regions (Kwantlen; 8%, Douglas; 6%, and Capilano; 5%), as well as the province of British Columbia as a whole (11%).

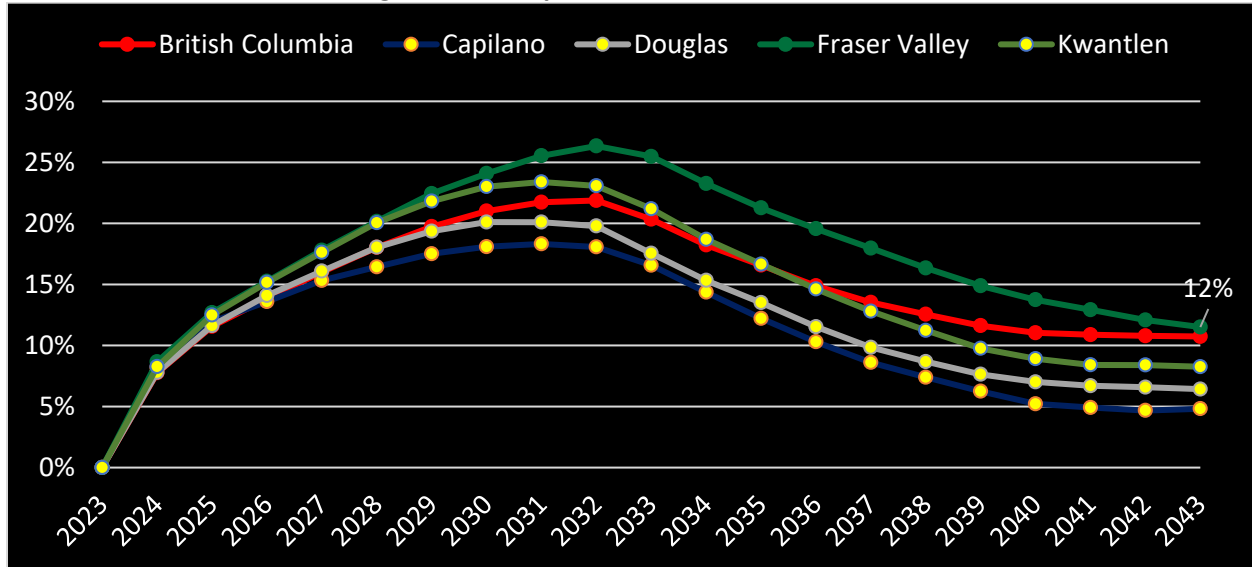
**Figure 14: Projected Change in Population in Select College Regions and B.C., by Selected Age Groupings (15–19, 20–24, 25–29, and 15–29), 2023–2043, as a Percentage of 2023 Populations**



Source: BCStats Population Estimates Application & Projections Application February 2024 update, by selected College Regions.

Figure 15 shows the cumulative projected changes in the population aged 15–29 for selected College Regions and B.C. from 2023 to 2043. Fraser Valley has the highest cumulative growth at 12%. The Fraser Valley College Region 15–29 years old population is projected to increase each year from 2023 to 2032, but then will decrease from 2033 to 2043.

**Figure 15: Cumulative Projected Change in Population, Ages 15–29 in Selected College Regions and B.C., 2023–2043, as a Percentage of 2023 Population**



Source: BCStats Population Estimates Application & Projections Application February 2024 update, by selected College Regions.

Projected population figures for the Fraser Valley College Regions by age groupings of 15–19, 20–24, and 25–29 from 2023 to 2043 are illustrated in Figure 16. Over this period, the age grouping of 15–19 is projected to experience a decrease of 11% in population, while those aged 20–24 is projected to increase by 11%. The largest change is expected in the 25–29-year-old grouping, with an increase of 35%.

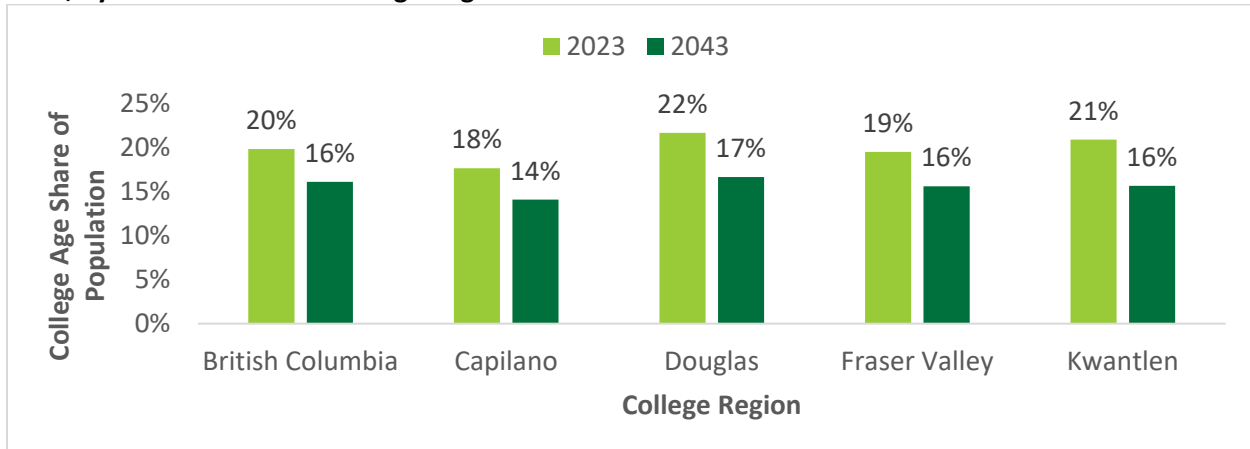
**Figure 16: Projected Population for the Fraser Valley College Region, by Selected Age Groupings (15–19, 20–24, and 25–29), 2023–2043**



Source: BCStats Population Estimates Application & Projections Application February 2024 update.

Figure 17 illustrates the projected college-aged (15–19) population in the total population for B.C. and selected College Regions in 2023 compared to 2043. While the B.C. college-aged population is projected to grow from 2023 to 2043, its share of the B.C. total population is projected to decline slightly from 20% in 2023 to 16% in 2043. This decline in share holds for the four individual College Regions including Fraser Valley.

**Figure 17: Projected Share of College-Aged (15–29) Population in Total Population, 2023 compared to 2043, by B.C. and Selected College Region**



Source: BCStats Population Estimates Application & Projections Application February 2024 update.

UFV is well situated compared to many of its peer universities, with the college-aged population in its region projected to experience growth every year for the next 20 years, including larger growth than most other regions in the province.

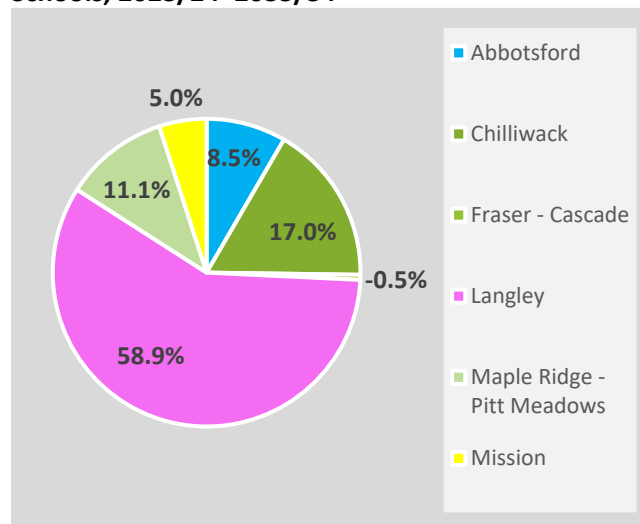
Regardless, there will likely be increased competition for Fraser Valley College Region students from institutions in B.C. and across Canada over the next several years.

### 1.2.3.3 Campus Demands, Short-Term and Long-Term

Local high school grade 12 enrolment projections<sup>10</sup> provide important information that UFV utilizes to ensure the optimal delivery of services to students in the Fraser Valley.

Figure 18 shows selected local school districts' share of grade 12 enrolment growth from 2023/24 to 2033/24 in public schools. From 2023/24 to 2033/34, grade 12 enrolments in

**Figure 18: Selected Local School Districts' Share of Projected Grade 12 Enrolment Growth, Public Schools, 2023/24–2033/34**



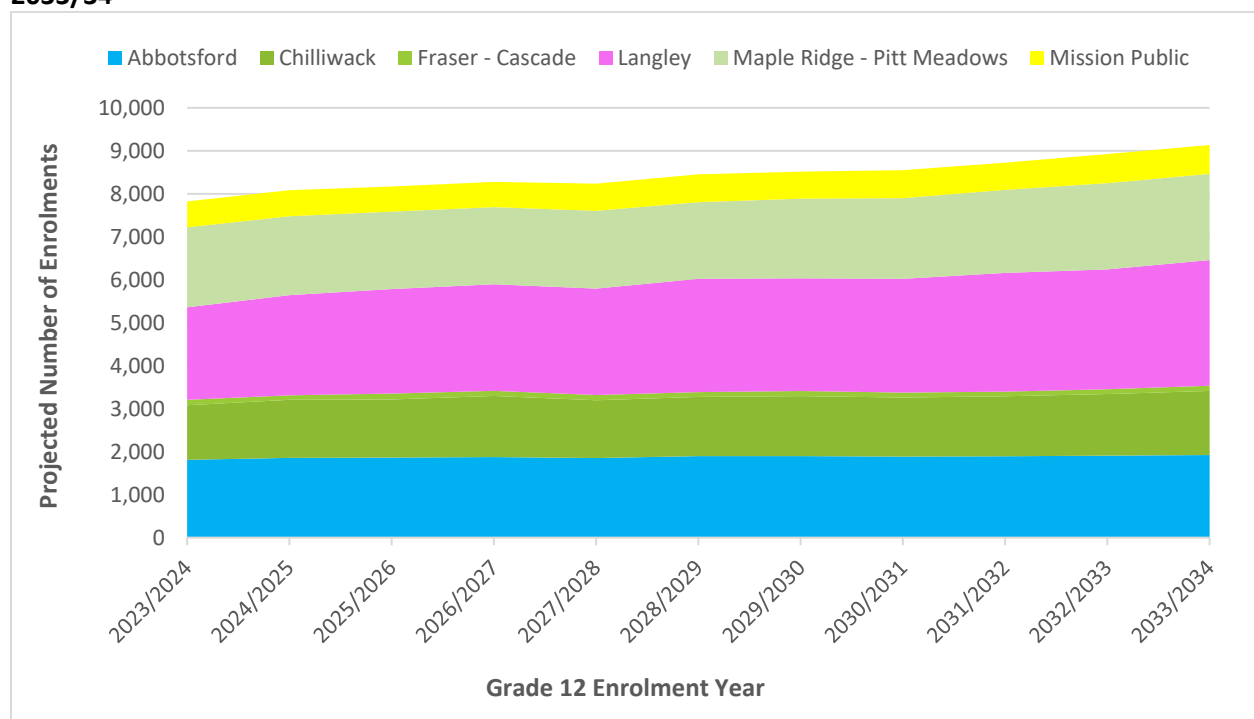
<sup>10</sup>Source: BC Data Catalogue, BC Schools Enrolment Projections 2024-2025 to 2033-2034 masked, December 2023, <https://catalogue.data.gov.bc.ca/dataset/projection-of-public-school-aged-headcount-enrolments> (Accessed May, 2, 2024).



public schools in UFV’s local school districts (including Abbotsford, Chilliwack, Fraser-Cascade, Langley, Maple Ridge–Pitt Meadows, and Mission) are projected to increase on aggregate by 16.7%: from a low of 7,825 grade 12 enrolments in 2023/24 to a high of 9,135 in 2033/34, an increase of 1,310 students. The Langley school district accounts for the largest share of growth during this time period (58.9%), followed by Chilliwack (17.0%), Maple Ridge–Pitt Meadows (11.1%), Abbotsford (8.5%), Mission (5.0%), and Fraser-Cascade (-0.5%).

As shown in Figure 19, all of UFV’s nearby school districts except for Fraser-Cascade are projected to experience an increase in grade 12 enrolments in public schools from 2023/24 to 2033/34, with Langley school district having the largest projected increase (772 students, 35.9% growth), followed by Chilliwack school district (223 students, 17.6% growth), Maple Ridge–Pitt Meadows school district (145 students, 7.8% growth), Abbotsford school district (111 students, 6.1% growth), Mission school district (66 students, 10.9%), and Fraser-Cascade school district with a slight decline (-7 students, -5.5% growth).

**Figure 19: Selected Local School Districts' Grade 12 Enrolment Projections, Public Schools, 2023/24-2033/34**



The school district projections provide an indication of future student demand across UFV campuses. The main determinant of a student’s choice of campus is program and course availability. Programs can be moved between campuses, and the optimal location for a program is an important aspect of UFV’s long-term planning.

The 2022 Canadian University Survey Consortium (CUSC) survey of first-year students asked participants to rate the importance of factors in their decision to attend their chosen university. UFV’s 2022 first-year respondents were most likely to say that UFV had the program they wanted to take (79%), with 71% of respondents indicating the city/town UFV is located in was at least important in their decision. A large share (72%) of UFV 2022 first-year respondents also indicated that wanting to live close to home was at least important in their decision to attend UFV; this percentage is high compared to other universities.

While the majority of student activity occurs on the main Abbotsford campus, UFV is committed to providing a broad array of programming and service to students throughout the Fraser Valley. Programs based primarily at the Chilliwack campus include Health Sciences (Nursing, Dental, Health Care Assistant, Kinesiology, and Veterinary Administrative Assistant), Trades and Technical offerings, and Agriculture. In addition to major construction on the Abbotsford campus, UFV's Capital Plan includes the design of a Master Plan for the Chilliwack campus, and the redesign of the Mission campus as a Centre of Excellence for Children, Youth, and Families, which will reopen in the summer of 2024.

One challenge for students is affordable accommodation in Abbotsford and the surrounding Fraser Valley communities. The 2023 Canada Mortgage and Housing Corporation (CMHC) Rental Market Survey Data Tables<sup>11</sup> for the Abbotsford-Mission Census Metropolitan Area (CMA) state the apartment vacancy rate as 0.9% in October 2023; down 1.2 percent from 2.1% in 2022. The cost of renting an apartment in the Abbotsford-Mission CMA continues to increase; the average rent of a two-bedroom apartment increased 4.1% between October 2022 and October 2023. The low vacancy rate and increased rent in the Abbotsford-Mission CMA indicate the need for affordable rental supply in these areas.

Results from the 2021 Canadian University Survey Consortium Survey (CUSC) of graduating students revealed that very few UFV respondents reported living in on-campus housing, while 31% rented off campus housing. For CUSC 2022 first-year student respondents, the results are slightly different, with 6% of UFV first-year respondents reporting that they lived in on-campus housing and 4% renting off campus housing. For CUSC 2023 middle-years student respondents, only 3% reported that they live in on-campus housing, while 24% reported renting off campus housing.

Where we see very similar results between the three UFV survey cohorts (CUSC 2021 graduating students, CUSC 2022 first-year students, and CUSC 2023 middle-years students) is regarding the share of respondents not currently living in on-campus housing that would have preferred to do so if they could. This share is 18% for graduating students, 19% for first-year students, and 17% for middle-years students. UFV and the Ministry are working together to address this need with the construction of a new residence building and expansion of cafeteria space on the Abbotsford campus.

#### 1.2.3.4 Population Diversity

Data from the 2021 Census<sup>12</sup> shows that 35% of people in the Abbotsford-Mission Census Metropolitan Area (CMA) are a visible minority, compared to 27% of all Canadians, and 34% of British Columbians. Abbotsford-Mission CMA has the second highest proportion of visible minority population in B.C., with the highest proportion found in the Vancouver CMA (54%). Of all Canadian CMAs and Census Agglomerations (CAs), Abbotsford-Mission has the fifth highest proportion of visible minority population in Canada. The majority of the 35% visible minority population in the Abbotsford-Mission CMA is of

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<sup>11</sup> Source: Canada Mortgage and Housing Corporation (CMHC), Rental Market Survey Data Tables, January 31, 2024, (Accessed May 5, 2024).

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<https://www.cmhc-schl.gc.ca/en/data-and-research/data-tables/rental-market-report-data-tables>

<sup>12</sup> Source: Statistics Canada. 2023. *Census Profile*. 2021 Census of Population. Statistics Canada Catalogue no. 98-316-X2021001. Ottawa. Released March 29, 2023. <https://www12.statcan.gc.ca/census-recensement/2021/dp-pd/prof/index.cfm?Lang=E> (Accessed June 2, 2023).

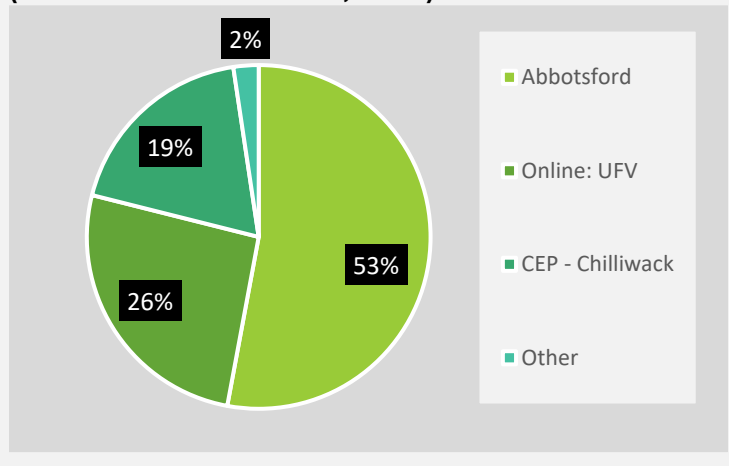
South Asian origin (73%), and accounts for 26% of the Abbotsford-Mission population, which is almost double the Vancouver CMA proportion (of 14%).

The university's diversity is enhanced with the attendance of international students from around the world. In 2023/24, the university hosted over 2,900 international students. UFV's relationship with the Fraser Valley India campus in Chandigarh, India is another example of its global outreach. UFV strives to extend a warm welcome and create an atmosphere in which everyone feels at home. The university is committed to integrating equity, diversity, and inclusion (EDI) into all aspects of its institutional culture; providing a learning environment that shows consideration and respect for diverse experiences and ideas, and that is welcoming and engaging for all.

### 1.2.3.5 Facing the Challenges of Being a Multi-Campus University

UFV has campuses in Abbotsford, Chilliwack, and Mission, as well as a centre in Hope. In 2023/24 the largest share of FTEs (53%) was attributed to the Abbotsford campus, followed by activity online (26%), the Canada Education Park (CEP) Chilliwack campus (19%), and the remaining 2% of activity was attributed to other locations. Figure 20 shows the 2023/24 FTE distribution by campus. Domestic students accounted for 77% of the 2023/24 FTE activity, and international students made up the remaining 23%.

**Figure 20: 2023/24 FTE Distribution by Campus (Central Data Warehouse, CDW)**



Online activity has proven to be popular with UFV students and remains a larger share of total FTEs than before the pandemic began (26% in 2023/24 compared to 8% in 2018/19). The university continues to work to ease the space crunch in Abbotsford, with projects identified in its Capital Plan, and by continuing to develop flexible delivery options. Students state that online activity provides flexibility and efficiency in scheduling and is budget friendly at a time of significant inflation.

### 1.2.4 Students

This year, 15,971<sup>13</sup> students enrolled at UFV. This includes over thirteen thousand domestic students, more than twenty-nine hundred international students, and 11 UFV legacy students at UFV India Global Education in Chandigarh. The majority of data in this report is by fiscal year which runs from April 1 to March 31. One exception is for graduates, listed in Figure 32, which are by academic year, that runs

<sup>13</sup> This is the headcount (from CDW) that includes only UFV students that generated FTEs. Examples of activity that does not generate FTEs include Tours and Exchanges; these students are included in the CDW submission to the Ministry.

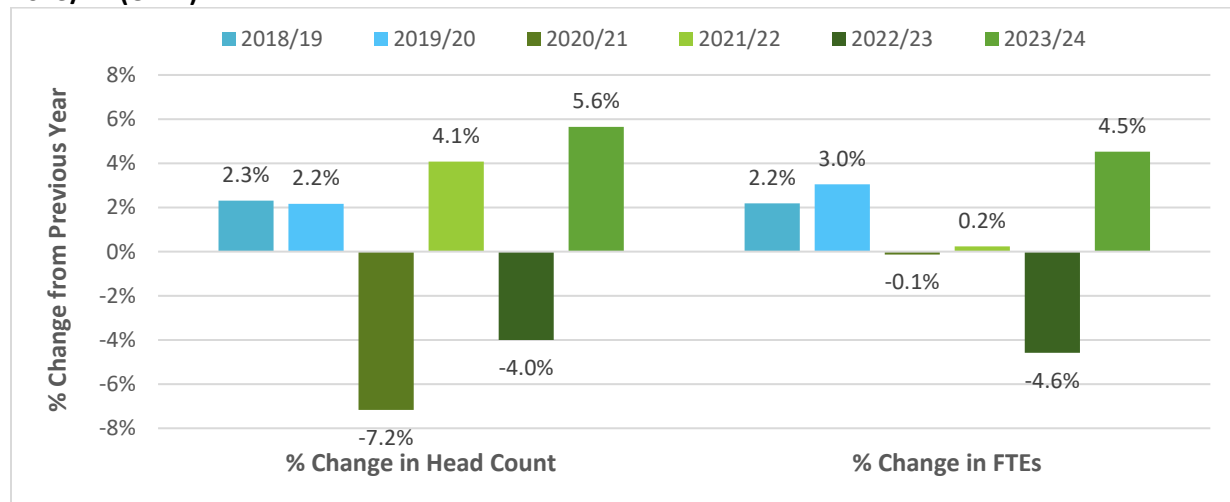
from September 1 to August 31. This allows us to capture graduates from June 2023. Unless otherwise specified, from this point this report only counts domestic and international students enrolled and generating FTEs at one of UFV’s Canadian campuses.

### 1.2.4.1 Student Headcount and FTEs

This year, the university produced a total of 9,519 FTEs, made up of 7,365 domestic and 2,153 international FTEs. In 2023/24, we saw an increase in both domestic and international resulting in the university’s highest ever total FTEs 9,519—surpassing the previous peak of 9,444 FTEs in 2019/20. In 2023/24, for both domestic and international students, we have seen an increase in new, returning, and total student headcounts compared to 2022/23.

Domestic FTEs have increased by 319 FTEs, or 4.5% over 2022/23. Some areas of domestic FTE growth in 2023/24 are in parallel with changes to our total Ministry funded target (total increase of 24 FTEs, from 6,737 in 2022/23 to 6,761 in 2023/24) in Health program funding (+ 12 FTEs) and Technology-Related Program Expansion (+12 FTEs)—detailed in Section 3.2.1 Performance Measures. Examples of other areas of growth include an additional (third) Bachelor of Education cohort in 2023/24 and increased enrolments in courses and programs where [StrongerBC future skills grant](#) funding was available, such as Bookkeeping for Small Business and Digital Marketing. Figure 21 shows the year-to-year percent change in historical domestic student headcounts and FTEs for the past six years.

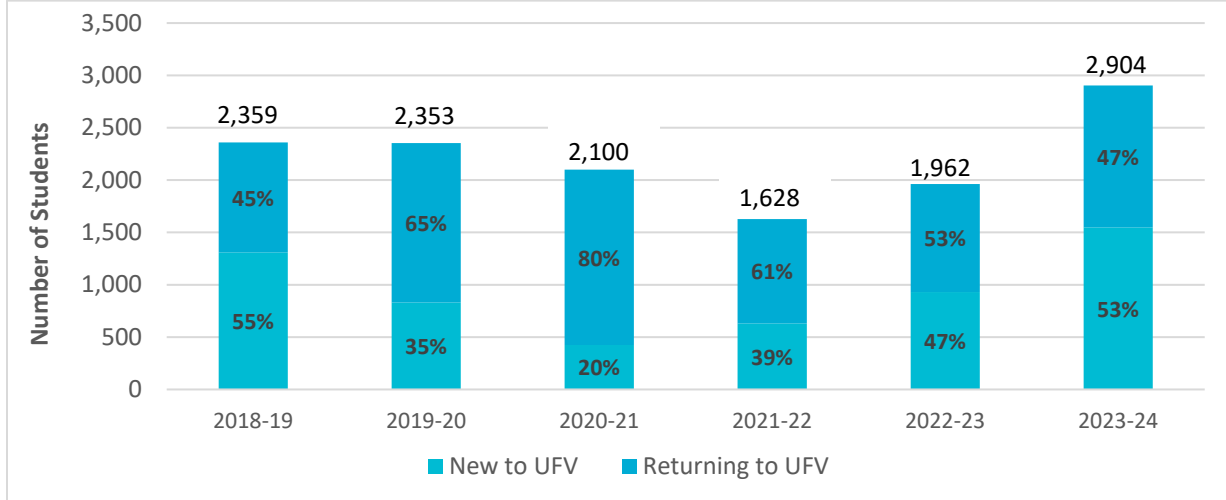
**Figure 21: Annual Percent Change in Historical Domestic Student Headcounts and FTEs, 2018/19 to 2023/24 (CDW)**



In 2022/23 the university saw international headcounts increase 20.5% over the previous year, with increased numbers of both new and returning students (1,962 total = 930 new and 1,032 returning compared to 1,628 total = 631 new and 997 returning in 2021/22). In 2023/24 we see this trend continuing, with international headcounts reaching the highest number ever at UFV (2,904 total = 1,548 new and 1,356 returning)—increasing by 48.0% compared to 2022/23 (1,962). International applications for Fall 2024 semester are currently down compared to Fall 2023, and, as a result, we expect to see fewer new to UFV international students in 2024/25. Figure 22 shows international student headcounts and by share of new or returning student status over the past six fiscal years.

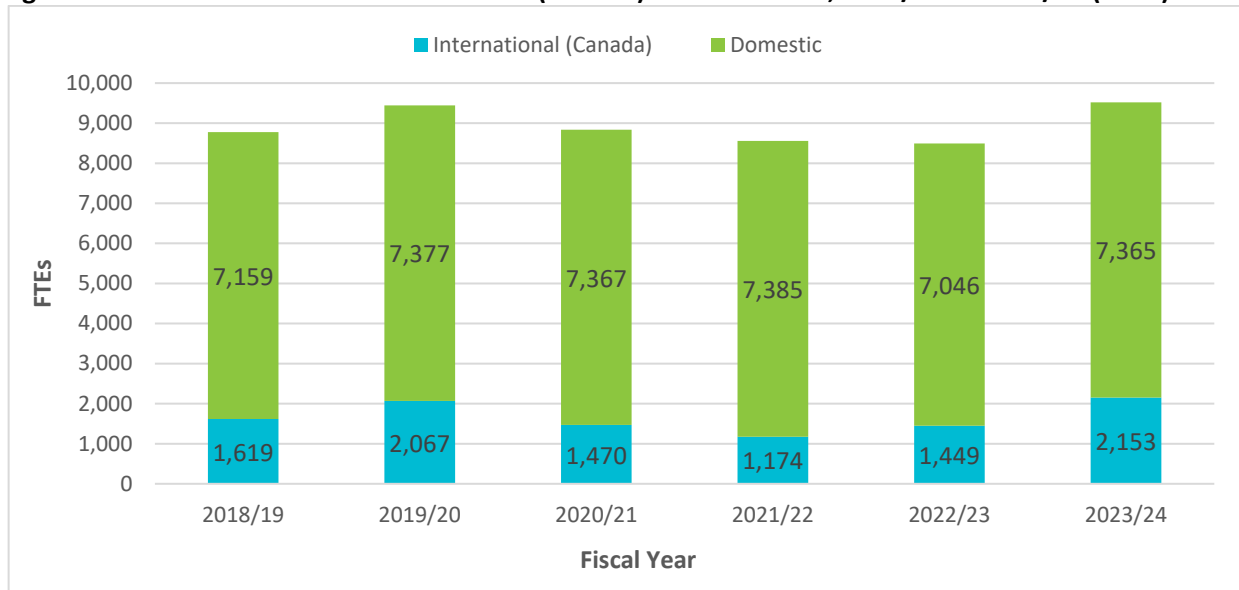


**Figure 22: International (Canada) Student Headcount Comparison, by Total and Share of New or Returning Student Status, 2018/19 to 2023/24 (UFV internal data)**



International FTEs saw a large increase this year compared to 2022/23, increasing by 705 FTEs, or 48.6%. Figure 23 illustrates total historical domestic and international FTEs over the last six years.

**Figure 23: Total Domestic and International (Canada) Historical FTEs, 2018/19 to 2023/24 (CDW)**



Four gender identity categories are included in our CDW data submission to the Ministry: Female, Male, Non-Binary, and Unknown. From 2022/23 to 2023/24, there were very minor changes in the student gender ratio: the share of females remained constant at 55.7%, the share of males decreased from 41.7% to 41.5%, the share of non-Binary increased from 0.5% to 0.8%, and the share of unknown decreased from 2.2% to 2.0%.

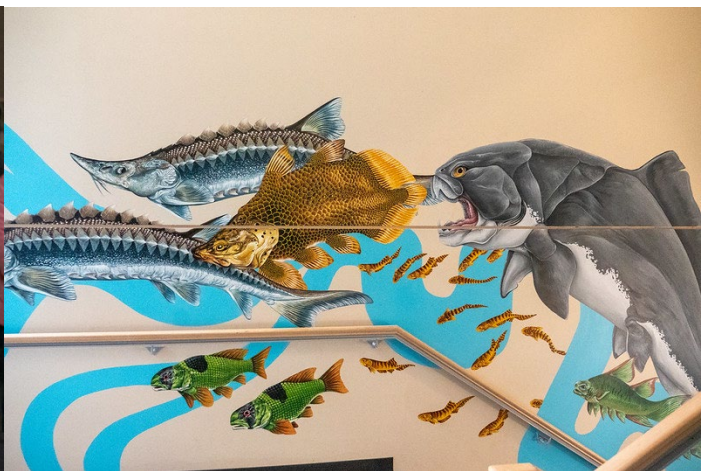
Students aged 18 to 24 make up the largest percentage of the student body at 66.5%; 28.9% of students are 25 and older, and 4.6% of students are less than 18 years of age<sup>14</sup>.

Grouping by credential type, Bachelor’s degree students make up the largest share of headcount at UFV in 2023/24 (45.7%), followed by Diploma students (27.1%). These two credential types account for 72.8% of UFV’s total headcount in 2023/24, compared to 69.3% in 2018/19—an increase of 3.5 percentage points over the last five years; over the same time, Developmental credentials have seen a decline of 3.1 percentage points.

This year, the distribution of student headcount by credential type has little change from 2022/23. Figures 24 and 25 illustrate the student headcount share, and student headcount number, by credential type for the last six years.

**Figure 24: Student Headcount Share by Credential Type, 2018/19 to 2023/24 (CDW)**

Credential Type	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Master's Degree	0.5%	0.7%	0.6%	0.5%	0.3%	0.3%
Graduate Diploma	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Graduate Certificate	0.1%	0.4%	0.5%	0.4%	0.3%	0.2%
Post-degree Diploma	0.0%	0.0%	0.0%	0.0%	0.0%	0.8%
Post-degree Certificate	0.1%	0.2%	0.2%	0.1%	0.1%	0.2%
Baccalaureate Degree	39.7%	40.6%	47.1%	48.4%	48.5%	45.7%
Associate Degree	0.7%	1.2%	1.3%	0.9%	1.2%	2.2%
Diploma	29.6%	29.7%	29.4%	25.1%	25.6%	27.1%
Apprenticeship	2.4%	2.5%	1.9%	2.7%	2.9%	2.6%
Advanced Certificate	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%
Certificate	6.8%	6.1%	6.2%	6.6%	6.3%	6.2%
Short Certificate	0.4%	0.4%	0.2%	0.2%	0.2%	0.4%
Developmental Credential	5.3%	4.6%	3.8%	2.8%	2.6%	2.2%
None	14.2%	13.4%	8.7%	12.1%	11.8%	12.1%



<sup>14</sup> Age as of September 30<sup>th</sup>.

**Figure 25: Student Headcount by Credential Type, 2018/19 to 2023/24 (CDW)**



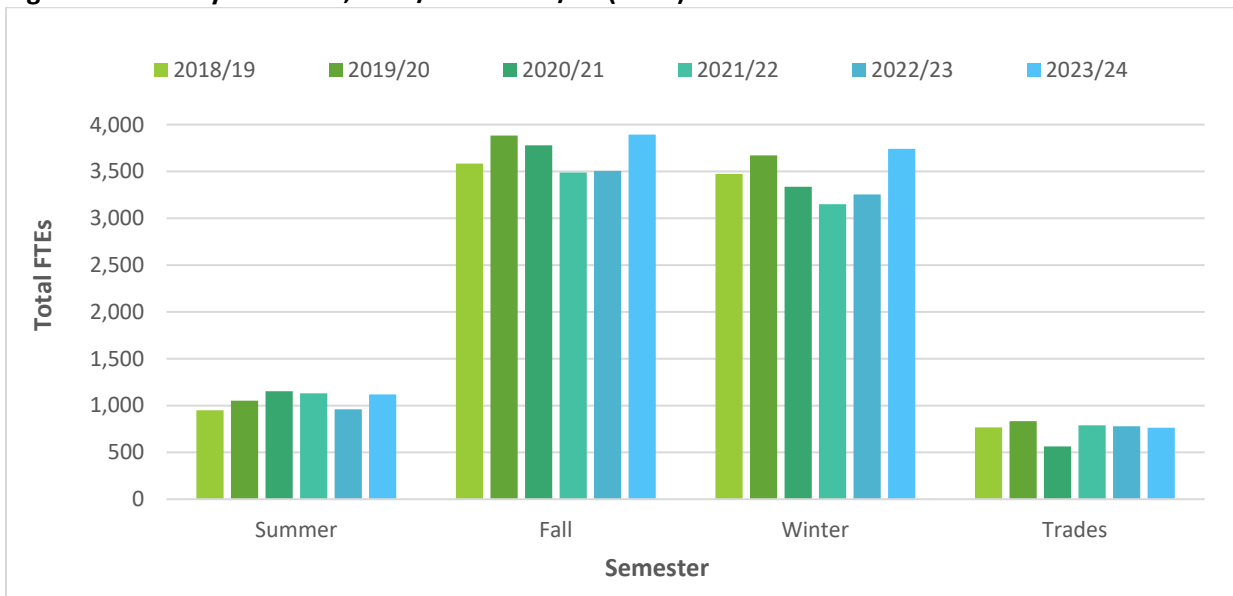
This year the share (52.3%) of headcount by full-time<sup>15</sup> students remained unchanged and continues to be the highest share of the past six years, as shown in Figure 26.

**Figure 26: Headcount by Full-time or Part-time Status, 2018/19 to 2023/24 (CDW)**

Student Type	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Full-time	47.5%	51.5%	52.9%	51.5%	52.3%	52.3%
Part-time	52.5%	48.5%	47.1%	48.5%	47.7%	47.7%

Fall and winter are the most popular semesters, accounting for 80.2% of FTE activity in 2023/24. Figures 27 and 28 show the total FTEs and distribution of instructional activity across semesters for the last six years. Trades semester FTEs decreased slightly, from 9.2% in 2022/23 to 8.0% in 2023/24 (Trades students register at different times than non-trades students).

**Figure 27: FTEs by Semester, 2018/19 to 2023/24 (CDW)**



**Figure 28: FTE Shares by Semester, 2018/19 to 2023/24 (CDW)**

Semester	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Summer	10.8%	11.2%	13.1%	13.2%	11.3%	11.7%
Fall	40.9%	41.1%	42.8%	40.8%	41.2%	40.9%
Winter	39.6%	38.9%	37.8%	36.8%	38.3%	39.3%
Trades	8.7%	8.8%	6.4%	9.2%	9.2%	8.0%

<sup>15</sup> A student is defined as full-time if the student counts for at least 0.6 of an FTE in a fiscal year, otherwise they are part-time.

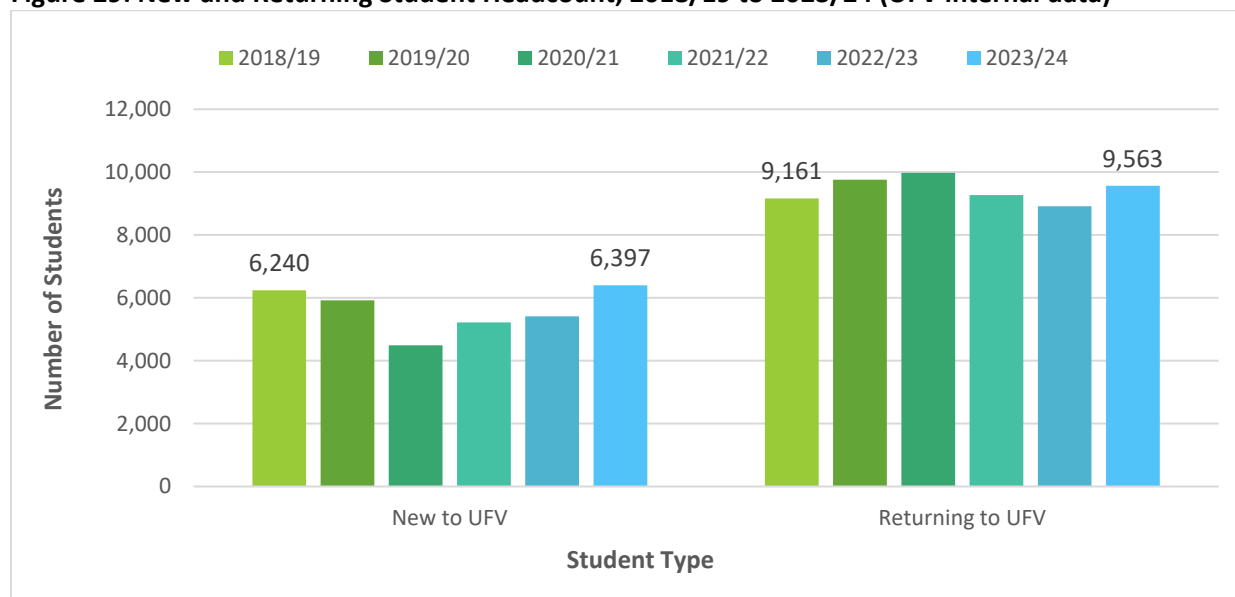


### 1.2.4.2 New and Returning Students & City of Residence

This year the university saw an increase in both New to UFV<sup>16</sup> and Returning to UFV<sup>17</sup> students compared to the previous year. There were 985 more New to UFV students over last year (18.2%), increasing from 5,412 in 2022/23 to 6,397 in 2023/24, and 649 more Returning to UFV students, increasing from 8,914 in 2022/23 to 9,563 in 2023/24 (7.3%) (Figure 29).

For domestic students, this year there was an increase in both New to UFV (8.2%) and Returning to UFV (4.1%) students compared to the previous year, and for international students, we saw even larger increases in New to UFV (66.5%) and Returning to UFV (31.4%) students. In total, domestic students were up 692 students (or 5.6%), and international students increased by 942 (or 48.0%). This results in an increase in total headcount of 1,634 students from 2022/23 (14,326) to 2023/24 (15,960).

**Figure 29: New and Returning Student Headcount, 2018/19 to 2023/24 (UFV internal data)**



In 2023/24 there have been minor changes in where UFV students reside compared to the previous year. This year, 61.8% of UFV students live in one of: Abbotsford (36.5%), Chilliwack (17.7%), Mission (5.9%), Agassiz (1.1%) or Hope (0.6%) (Figure 30). In 2023/24, the proportion of students that lived in cities immediately to the west of Abbotsford (24.2%) includes locations such as Surrey (8.9%), Langley (7.4%), Maple Ridge (3.0%) and Aldergrove (1.7%).

Figure 30 shows that there has been a large increase in the number of students with Abbotsford (539) and Chilliwack (223), as their city of residence this year.

<sup>16</sup> A student is New to UFV when the student first generates a positive FTE at UFV in a non-Continuing Education (CE) term. New to UFV is set only once for each student.

<sup>17</sup> A student is Returning to UFV if the student has previously generated FTEs at UFV, in a non-CE term.

**Figure 30: Students' City of Residence, Near a UFV Campus or Location, 2018/19 to 2023/24 (UFV internal data)**

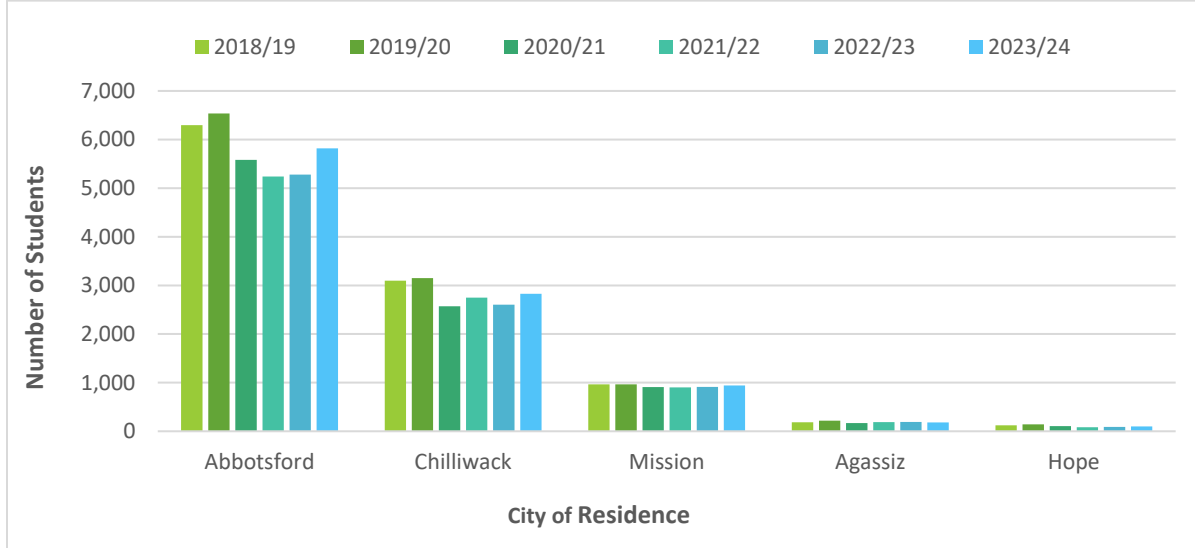
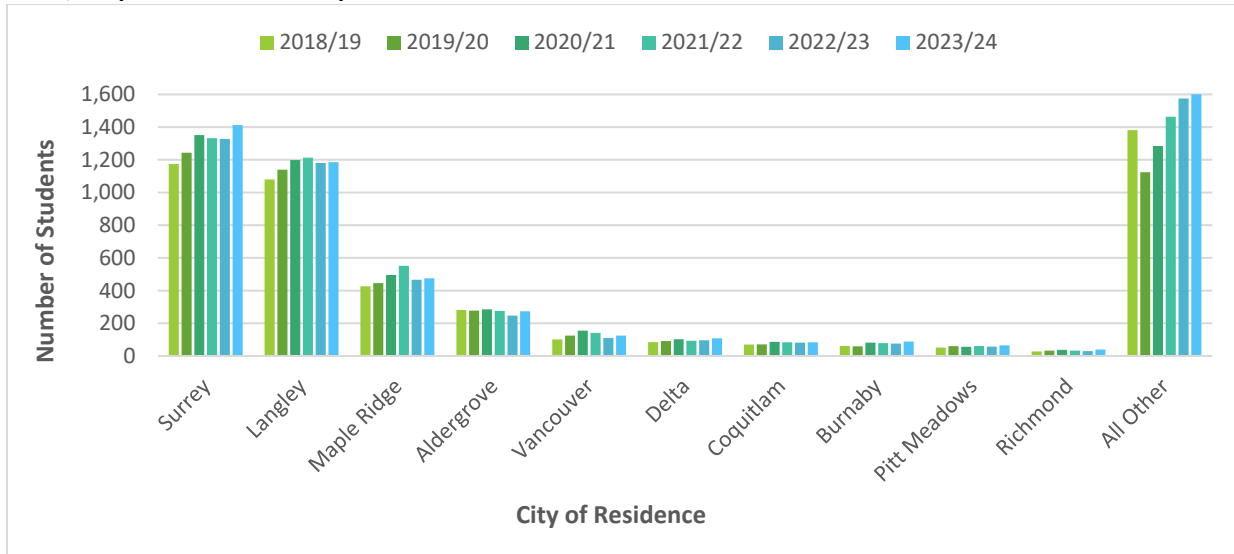


Figure 31 shows an increase in the number of students residing in all of the cities west of Abbotsford listed in the figure, with the largest increases (greater than 10) from the grouping of all other places (658), Surrey (86), Aldergrove (26), Vancouver (15), and both Delta and Burnaby (12) over the previous year.

**Figure 31: Students' City of Residence, West of Abbotsford and All Other Locations, 2018/19 to 2023/24 (UFV internal data)**



### 1.2.4.3 Graduates

The number of credentials awarded to UFV's graduating class of 2022/23 (the latest year for graduates), decreased by 18.6% (-547) from 2,947 in 2021/22 to 2,400 in 2022/23. This decline is not surprising given the large number of graduates in 2020/21 (3,342) and 2021/22 (2,947) following the height of the pandemic, and smaller numbers of new students beginning in 2020/21 (4,490), that have slowly increased to this year's total of 6,397. In 2020/21, at the height of the pandemic, we saw an increase in the number of credits per term taken by domestic students. We believe this was due to students not being able to take part in other face-to-face activities, such as work, so they went to university instead. These higher per student enrolments in 2020/21 resulted in an increase in FTEs in 2020/21, but also to an increased number of graduates, and thus fewer FTEs and returning students in 2021/22, and lower again in 2022/23.

Figure 32 shows credentials awarded by credential type for the last 6 years; during this time the total number of UFV credentials awarded has declined by 9.1%. The largest decrease is in Short Certificate graduates (-68.8%), which have decreased by 205, followed by Certificate graduates by 74 (-9.6%), Master's degree graduates at 6 (-22.2%), Developmental Credential graduates by 4 (-11.4%), Post-degree Certificate graduates by 3 (-12.0%), and Associated Degree graduates by 2 (-5.9%)—while Advanced Certificate graduates have remained flat (0.0%). Over the same time, the largest increase is in the number of Baccalaureate Degree graduates (3.7%), which have increased by 38, followed by Diploma graduates by 7 (1.7%). Also, for the graduating class of 2022/23, we had 10 Graduate Certificate graduates—in 2017/18 we did not have any.



CityStudio HUBBUB Chilliwack, February 2024

**Figure 32: Graduates by Credential Type, by Academic Year, 2017/18 to 2022/23 (UFV internal data)**





#### 1.2.4.4 Unique Characteristics of UFV Students

UFV undergraduate baccalaureate students (based on year of study) are invited to participate in annual surveys from the Canadian University Survey Consortium (CUSC). Below we summarize some results from the CUSC 2023 Middle-Years Students Survey that speak to the unique qualities and characteristics of our students. We compare UFV results to Group 1, which consists of institutions, including UFV, that offer primarily undergraduate studies and have smaller student populations; and Overall, which includes all participating Canadian universities.

From the CUSC 2023 Middle-Years Students Survey, we see that UFV survey respondents were **more likely** to:

<b>Live with parents, guardians, or relatives</b>	Two-thirds (67%) of UFV middle-years respondents were living with parents, guardians, or relatives (compared to 42% in Group 1 and 40% Overall).
<b>Be a first-generation student</b>	A larger proportion of UFV middle-years respondents were first generation (18%) compared with Group 1 (15%) and all respondents (13%).
<b>Be employed</b>	A larger proportion of UFV middle-years respondents (74%) were employed compared with those in Group 1 (65%) or Overall (58%).
<b>Have interrupted their studies for one or more terms</b>	28% of UFV middle-years respondents have interrupted studies for one or more terms, compared to 23% for Group 1 and 22% overall.
<b>Drive to campus</b>	64% of UFV middle-years respondents' main method of commuting to campus is in a vehicle (alone), compared to 43% in Group 1 and 35% Overall.
<b>Use parking facilities</b>	59% of UFV middle-years respondents use parking facilities, compared to 45% for Group 1 and 41% Overall.



UFV middle-years students are **less likely** to:

<b>Live in on-campus housing</b>	Only 3% of UFV middle-years respondents responded that their current living arrangement was in on-campus housing, compared to 9% for Group 1 and 8% Overall.
<b>Take public transportation to campus</b>	Only 16% of UFV middle-years respondents responded that they take public transportation to campus, compared to 32% for Group 1 and 36% Overall.
<b>Have debt from financing post-secondary education</b>	77% of UFV middle-years respondents reported having no debt, compared to 58% for Group 1 and 63% Overall.
<b>Use a university scholarship, financial award, or bursary from UFV to fund their current year</b>	19% of UFV middle-years respondents reported they use a university scholarship, financial award, or bursary from their university to fund their current year, compared to 40% for Group 1 and 39% Overall.
<b>Be given the chance to evaluate the quality of teaching</b>	Only 34% of UFV middle-years respondents said they were given the chance to evaluate the quality of teaching in all courses in comparison to their peers in Group 1 (64%) and Overall (65%).
<b>Have transferred from another institution</b>	Only 16% of UFV middle-years respondents responded that they had transferred from another institution, compared to 20% for Group 1 and 21% Overall.
<b>Chosen a major or discipline</b>	Only 82% of UFV middle-years respondents said they had selected their major or discipline compared to 92% for Group 1 and 91% for all respondents at the time of the survey.

As an institution committed to providing exceptional education and enriching experiences to our students, UFV places great value on gathering and analyzing student feedback and survey results. This information serves as a crucial guide for us to continuously improve the overall quality of our programs and services while also acknowledging our achievements.



### 1.2.5 Research

Applied research at UFV is key to enabling faculty and students to actively engage in meeting the goals of the university's Integrated Strategic Plan and operationalizing the Truth and Reconciliation Commission's Calls to Action. In the past year, applied research activity funding supported many initiatives including but not limited to Work Integrated Learning opportunities, the building of a public facing berry horticulture research lab, and the delivery of the Xwelitem Siyaya: Allyship and Reconciliation Building Program through the Centre for Peace and Reconciliation.

In the past year over 470 student research assistant contracts were issued for students to engage in Work Integrated Learning opportunities, including the Work Study program. Many of these students participated in research activities with external partners from social service sector, or with Indigenous communities in areas of archival work to support historical Indigenous connections to the land and reinvigorating culture. Students gain valuable skills from leading focus groups to quantitative analysis and laboratory skills for their future workplace. In addition, students learn about potential career paths and gain new contacts in the professional network with potentially future employers. These contacts also create a stronger link between the university and the communities we serve in the region.

With the financial support from the federal Canada Foundation for Innovation (\$617,125) and the provincial BC Knowledge Development Fund (\$617,125) UFV is building the Berry Environmental Resilience Research and Innovation Lab (BERRI). BERRI will directly support the work of newly appointed Canada Research Chair in Berry Horticulture Dr. Lauren Erland. The lab will focus primarily on the production and resilience of commercial varieties of berries, and several community partnerships with this sector have been established. Dr. Erland has already engaged with Indigenous communities and harvesters of traditional wild berry varieties to support this sector and strengthen Indigenous foodways.

The Peace and Reconciliation Centre (PARC) hosted 71 community engagement events and programs aimed at promoting and supporting education of our colonial history and pathways to genuine reconciliation. Other community engagement activities include public lectures, workshops for local school boards, and other venues to further reconciliation through education and action. Most significantly the Peace and Reconciliation Centre has initiated the Xwelitem Siyaya: Allyship and Reconciliation Building program. This program is running a second year with 100 members from the region participating in one year of presentations, workshops, and hands-on, land-based learning opportunities where participants will be guided in developing the knowledge and empathy necessary for becoming effective and respectful allies to local Indigenous communities. This program is hosted in partnership with the Stó:lō Nation, the Stó:lō Tribal Council, the Stó:lō Research and Resource Management Centre, and the Stó:lō Grand Chief's Council.

The university is committed to supporting student learning through a diversity of approaches within and outside of the classroom, engaging with the communities we serve and supporting Truth and Reconciliation Commission's Calls to Action.

### Box 3: Alumnus Keenan Beavis named to BC Business 30 Under 30 list



*Keenan Beavis (right) and Longhouse media co-founder and fellow UFV alumnus Austin Mallar.*

Keenan Beavis was already going places as an entrepreneur before he hit elementary school. But the Bachelor of Business Administration alumnus (BBA '18) gives credit to his UFV experience for helping him along the way.

Five years out of university, Beavis has been named one of BC Business magazine's 30 Under 30, a list that celebrates young leaders who represent B.C.'s future.

Beavis started his marketing business, Longhouse Media, while still a UFV student. Shortly after, he partnered with fellow UFV alumni Austin Mallar. Now the [Langley-based digital marketing agency](#) works with private and public sector clients to enhance their online public profile and grow their revenue.

Longhouse now employs 10 and offers other services within the digital realm, including search engine optimization, digital advertising, web design, graphic design, and branding. Pre-pandemic, the business's income was approximately 40% from video production which plummeted at the peak of COVID to 5%. The small firm achieved seven-figure annual revenue status recently, and grew by 380% during the pandemic, mostly due to adapting

quickly and expanding upon their online services.

The entrepreneurial bug started early for Beavis. From the age of four, he was going door to door, offering his neighbours bugs he had trapped in a pop bottle, and succeeding on pure charm.

As a teen, he tried—and succeeded at—several online entrepreneurial endeavours. He had his own channel on YouTube in the early 2010s, creating videos that generated over 10 million views. At one point, his was the 27th most viewed Canadian YouTube Channel.

Later he and a friend ran a successful T-shirt design company.

Marketing came naturally to him, so much so that he decided to focus on other aspects of business while taking the Bachelor of Business Administration program at UFV. He ended up majoring in finance and minoring in economics.

"I always loved marketing, but I wanted a bit more of a challenge in my education. Math was never my favourite, but I moved out of my comfort zone and switched to finance and economics."

Focusing on all aspects of business in his studies helped set him up for his future as an entrepreneur in the marketing field.

"My education put me in a good position to understand the language of specialists whose services I use to support my business, such as accountants, lawyers, and human resources consultants," he notes. "I know who is a good specialist and who is not the right fit. It's awesome to be able to interact with my



professional specialists with the education behind me to back it up.”

He’s also grateful to UFV for the connections he made while a student. His firm has done work for student start-ups, alumni who he met while a student, and even some faculty members.

He’s particularly proud of working on the successful Langley City Council campaign of his former economics instructor, Mike Solyom.

“When I look at the investment in time and tuition there has been a giant return on investment for me from my time at UFV,” he notes. “And I’m only 28, so there’s more to come.”

He has served on the board of the UFV Alumni Association and recommends that alumni keep in touch with their alma mater.

“UFV is a very supportive community. The more involved you can be, the better. There’s no ceiling to the opportunities that could come your way.”

Beavis is part of the Métis Nation British Columbia and the Waceyá Métis Society in Langley. While at UFV he was involved in the Ch’nook Scholars program.

He named his company Longhouse Media after the traditional gathering place in Indigenous culture.

“I like the symbol of the longhouse,” he says. “It’s a place where people gathered to work toward common goals and to have fun, both of which are very important to me.”

As for being named one of BC Business magazine’s 30 Under 30?

“It’s very validating,” he says. “We work very hard to get results for our business and our partners, and BC Business is one of the most respected business media brands in Canada, so it’s great to be recognized.”

And the future? Beavis is discovering at a young age that it’s more about the journey than the destination.

“I always like a challenge, whether it’s at work or school or in my passions such as Brazilian jiu-jitsu,” he notes. “We’ve been working so hard at our business, trying to build processes and systems and to solve problems. But then I had an epiphany. There is no end: there will always be new puzzles, clients, and processes. So to be successful and happy, it’s important to enjoy the journey.”

Keenan looks forward to continuing to grow Longhouse while and is also entertaining the idea of exploring [public speaker and training opportunities](#).



## 2. Reporting on Mandate Letter Priorities & Ministry Strategic Initiatives

### 2.1 Reporting on the 2023/24 Mandate Letter Priorities

In Section 2.1, we report on the six 2023/24 Mandate Letter Priorities and relevant indicators.

#### 2.1.1 Educational and Training Programming as Described in the StrongerBC Future Ready Action Plan

Delivering educational and training programming as described in the [StrongerBC Future Ready Action Plan](#) to equip British Columbians to capitalize on new opportunities and remain resilient in the face of unprecedented change, including the continued expansion of access to affordable, accessible and relevant training, such as through micro-credentials and expanded health seats.

##### **Outline initiatives your institution has taken to support this priority.**

UFV is committed to developing student skills in line with the [StrongerBC Future Ready Action Plan](#). The Action Plan lists five groups of people to serve: People seeking post-secondary education; People looking to reskill for in-demand jobs; People facing barriers; Indigenous Peoples in B.C.; People new to B.C. Below we describe how UFV strives to support these five groups of people.

For **people seeking post-secondary education**, UFV supports different pathways towards the attainment and recognition of students' educational goals. UFV offers micro-credentials, certificates, associate degrees, short certificates, diplomas, master's degrees, graduate certificates, graduate diplomas, post-degree certificates, post-degree diplomas, and bachelor's degrees. These programs, in combination with a variety of majors, minors, and extended minors in more than 45 subject areas, allow students to tailor their academic pathway to suit their interests and needs. UFV also offers more than 20 Trades and Technology programs, as well as Upgrading and University Preparation programs and a vast selection of Continuing Education programs and courses. UFV's diverse programming ensures the university provides accessible and flexible opportunities to support personalized, lifelong learning. Section 3 exhibits UFV KPIs on the mix of credential type, student participation in pathway opportunities, and on program laddering.

UFV's Technology-Related Program Expansion target increased by 12 FTEs this year, from a target of 40 FTEs in 2022/23 to 52 FTEs in 2023/24. New this year is the BSc–Computing Science major/minor (6 FTEs) and the Computer Information Systems degree (6 FTEs).

In 2024/25, UFV's Technology-Related Program Expansion target will increase in the Computer Information Systems degree, the BSc–Computing Science major/minor, and the Agriculture Technology Diploma.

For **people looking to reskill for in-demand jobs**, UFV has increased enrolments in courses and programs where [StrongerBC future skills grant](#) program funding was available to students. Specifically, increases were observed in Bookkeeping for Small Business, Digital Marketing, Electrical Code, Public Relations certificate, and Records Management Specialist certificate courses (and programs) in Fall 2023, compared to enrolments in these courses in Fall 2022. UFV has taken steps to integrate and recognize micro-credentials within its educational framework and to adapt to changing workforce demands and learning preferences.



*The Skills Canada BC Regional Competition, Chilliwack Campus, February 2024*

The Digital Marketing short-term skills training course offered in Fall 2023 was eligible for students to apply for [StrongerBC future skills grant](#) program funding. A total of 40 funded students participated in the course. This rigorous 7-module online course covers the important aspects of social media, public relations, Search Engine Optimization (SEO), Google Ads & Analytics, social media ads, email marketing and automation, and growth marketing strategy—all taught by industry experts, offered in partnership with Jelly Marketing. Students develop the knowledge and tools needed to succeed in the fast-paced world of digital marketing, and have the opportunity to complete 11 additional industry-recognized credentials at no cost.

A total of 269 students made 1,035 registrations claiming the [StrongerBC future skills grant](#). Some 16% of the participants were traditional-age university students aged 18 to 24, two-thirds (66%) were above 30 years old, and 18% were between 25 to 30 years old. About two-fifth (41%) of the participants were from Fraser Valley College Region, including Abbotsford, Chilliwack, Mission, and Hope. The remaining participants resided in Surrey, Langley, Maple Ridge, Vancouver, and other areas.

The most popular target future skills grant program was Bookkeeping for Small Businesses, attracting over one-third (36%) of the participants. According to the British Columbia 2023 Labour Market Outlook, there will be 10,000 job openings in the relevant field, namely accounting technicians and bookkeepers, during 2023–2033. In addition, 15% of the participants enrolled in the Digital Marketing Skills program and 13% in the Field Safety Representatives Electrical Code Course. The British Columbia 2023 Labour Market Outlook has identified “advertising, marketing and public relations managers” and “electrical and electronics engineers” as high opportunity occupations in B.C. for the next ten years.

For **people facing barriers**, UFV has various initiatives aimed at removing barriers and supporting individuals from marginalized and underrepresented groups. For example, UFV actively promotes gender inclusivity in trades by offering “Woman of Steel”—a tuition free program, in partnership with the Canadian Welding Bureau Welding Foundation and the BC Centre for Women in the Trades. The 16-week pre-apprenticeship program was designed to give female identifying students the opportunity to gain skills and training required to gain an apprenticeship in the welding industry. The program included wrap around supports and mentoring of 16 participants.

As part of EDI commitment, UFV has aligned with the Accessible British Columbia Act by establishing an Accessibility Committee, an Accessibility Plan, and a feedback mechanism. These represent UFV's efforts to foster awareness and to increase inclusivity and accessibility at UFV.

The Academic Success Centre hosts Accessibility Lab twice a week, bringing an array of adaptive technologies and expertise to students and faculty.

The Workplace Training in Attitudes, Skills, and Knowledge (TASK) program in UFV's Upgrading and University Preparation department provides work practicums for about 16 students with disabilities.

Several new student awards, including Women in Need Annual Bursary, Bakker and Kaayk Annual Leadership Award, the 70th Anniversary CFUW (Canadian Federation of University Women) Abbotsford Annual Leadership Award, and the AU BAK LING / Auguston Town Development Inc. Annual Award, have been established to serve individuals from marginalized and underrepresented groups.

UFV's Giving Tuesday Campaign in November 2023 aimed to address student food insecurity. The community contributed over \$36,000 to the UFV-SUS Food Bank.

UFV supports and promotes inclusivity-focused events such as Pink Shirt Day, Tea Dance and Queereoke, alongside extending support for the Queer Reviewed community group. UFV supports the Pride Collective, a student-led organization that strives to make the university a safer and more inclusive place to be. Events include movie nights, drag shows, album release listening parties, and more. They partner with local businesses and community resources like the Fraser Valley Youth Society and support Pride events in Chilliwack and Mission.

In mid-September, the display of Pride flags at UFV was targeted by theft or vandalism. Coverage from the Abbotsford News and Fraser Valley News highlights why it is so important to have visible displays of Pride on campus, in the context of recent homophobic and transphobic protests in the Fraser Valley and across Canada. At the main entrance to the Abbotsford campus, UFV has installed a permanent Pride flag on the outside of the skywalk between buildings.

For **Indigenous Peoples in B.C.**, UFV is committed to implementing the recommendations of the Truth and Reconciliation Commission (TRC). We uphold the importance of Indigenous knowledge across all educational levels. Our efforts aim to deconstruct settler colonialism by integrating Stó:lō ways of knowing and being into the University's core. This commitment aligns with our adherence to the TRC Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). Throughout this report, and particularly in Appendix B—Mandate #3 Progress Report, Progress on Truth and Reconciliation, further examples of UFV's participation in the Call to Action from the Truth and Reconciliation Commission are presented.

For **People new to B.C.**, UFV is committed to supporting our fellow Canadians and future Canadians alike to succeed in their career pathways in their new home. We include below a section reporting support of international students at UFV. Additionally, the UFV Institutional Research & Planning Office conducted a multi-institution project, funded by the British Columbia Council on Admissions and Transfer (BCCAT), investigating the perceptions of both international transfer students receiving services as well as the supporting staff providing these services to international transfer students. This project is an example of UFV trying to understand and support students new to B.C.



## **Micro-credentials**

- **Continue to report on progress to introduce and recognize micro-credentials.**

UFV has taken significant steps to integrate and recognize micro-credentials within its educational framework, to adapt to changing workforce demands and learning preferences. The UFV 2021 Quality Assurance Process Audit Response highlighted the necessity of developing a robust strategy for micro-credentials, emphasizing their potential to enhance student mobility, facilitate career transitions, and link quality programming across various credentials.

In response, the Micro-Credentials Working Group of the Provost Council was established to devise a strategic approach to micro-credentialing at UFV, drawing from the Ministry Framework. Throughout 2022 and into early 2023, this group engaged in comprehensive discussions, literature review, and policy analysis to frame a set of recommendations for UFV's micro-credential framework. This process included examining the micro-credential policies of peer institutions across Canada and resulted in several draft policies undergoing iterative reviews and revisions.



*UFV Certified Dental Assistant Public Dental Clinic, 2024*

The draft policy and procedures were presented to the Dean's Council in October 2023 for feedback. This iterative consultation underscores UFV's commitment to collaborative policy development, ensuring that the micro-credential framework is not only robust but also reflective of the diverse perspectives within the institution.

Micro-credentials at UFV are designed to be standalone, short-duration, competency-based learning experiences that align with the needs of industries, employers, communities, and Indigenous groups.

They can be assessed and recognized for their applicability in employment or further learning, epitomized by the issuance of digital badges. These badges, which are verifiable and shareable, serve as digital symbols of acquired competencies and achievements, enhancing the transparency and portability of UFV's micro-credentials.

The policy outlines clear definitions and procedures for developing micro-credential programs, distinguishing between for-credit and non-credit offerings and detailing the roles of various committees and councils in the approval process. This structure ensures that new micro-credential programs undergo a rigorous, yet expedited, review process, maintaining UFV's standards of quality while responding to the dynamic needs of learners and the labor market.

There are three micro-credential programs in development: Leading Productively in Aerospace and Engineering, Remote Work Professional Certificate, and EDI.

### **Expanded health-seats**

- **Continue to report on increases or expansions of health seats.**

This year, UFV's total Health funding category FTE target had a net increase of 12 FTEs compared to the previous year (see Section 3.2.1 System Measures for further details).

In Fall 2023, UFV Faculty of Health Sciences launched the new LPN access to BSN program with all 24 seats filled. The Faculty is planning to offer 24 seats in Fall 2024 and there are over 100 qualified applicants for the program. The dean's office plans additional conversations with the Ministry PSFS during Summer 2024 to assess if further expansion of this access program is possible. One current challenge with expansion is recruiting and retaining professors to the nursing program given the health care authority employment opportunities. In addition, lab infrastructure must meet the training needs of future nurses and health care assistants. This new Post LPN Bachelor of Science in Nursing program adds an additional 23 FTEs in 2023/24 to UFV's Health funded category target.

### **2.1.2 Indigenous Voices Reflected in Trades Training Decision-Making**

Work with SkilledTradesBC, Indigenous leadership and partners to ensure Indigenous voices are reflected in trades training decision-making that impacts Indigenous workers, businesses and communities.

- **Report on how your institution is incorporating any feedback or direction from Skills Trades BC, Indigenous leaders and other partners into trades training programming as it relates to Indigenous Students.**

UFV has a longstanding partnership with Stó:lō Aboriginal Skills & Employment Training (SASET) to provide exposure to skilled trades to Indigenous Youth. In partnership with SASET, UFV continues to provide the Pre-Trades Culinary program, specifically tailored for Indigenous students, emphasizing the integration of educational opportunities with cultural relevance and support. UFV also offers the Explore Trades sampler program in partnership with Seabird Island Community School, a First Nations school.



*Q'um Q'um Xiiem—Dr. Jo-ann Archibald, Chancellor's Installation, May 2024*

- **Report on training seats and utilization rates to the Ministry.**

UFV does not have reserved training seats for Indigenous students but is planning to. In 2023/24, UFV produced 736 FTEs funded by SkilledTradesBC. Of these, 8% (58 FTEs) were generated by self-declared Indigenous students at UFV; 5% in Apprenticeship programs and 3% in Trades Foundation programs and Trades Discovery sections. Students can voluntarily self-declare as being Indigenous while studying at UFV. On their application form, students can elect to self-declare as Aboriginal, First Nations, Métis, or Inuit.

## Box 4: UFV partnership with Stó:lō Nation gives students a head start on early childhood education



*UFV dual-credit students interested in a potential career in early childhood development took a trip to A:Iméłháwtxw Early Education Centre.*

A collaboration between the University of the Fraser Valley and Stó:lō Nation is giving high school students a taste of early childhood education (ECE) before they dive into full-time university studies.

Monique Belanger, childcare supervisor at A:Iméłháwtxw Early Education Centre, launched a leadership project through Early Childhood Educators of BC called “Leading Change with ECEBC.” As part of that project, Belanger visits Grade 12 students in Elizabeth McWilliams Hewitt’s dual-credit early childhood education class to provide mentorship and bridge the gap between theory and what practice looks like in the field.

Dual credit students are those who are still in high school and are taking university courses that serve as university and high school credits.

“My students have been able to ask Monique lots of questions and hopefully reduce some of the anxieties they might have around the career,” McWilliams Hewitt says. “Students in my class, and Monique Goerzen’s 102 class, also had the opportunity to go on a couple field trips to the A:Iméłháwtxw Early Education Centre.”

The first tour happened in October, with students meeting A:Iméłháwtxw staff members and watching them work. They gained a better understanding of the ECE role, philosophies, and emergent curriculum, and got a sense of what a career in ECE looks like.

The first field trip was so successful that the students wanted to do it again. Using a microgrant from SVP (Social Venture Partners) Vancouver, Belanger brought them back on Feb 10, along with some of UFV’s second year students, and district personnel. This visit included a panel discussion with A:Iméłháwtxw staff talking about guidance, and caring for children in the field.

“Our students heard lots of stories, and they were able to see the panelists working closely together to problem solve, coming up with answers and solutions,” McWilliams Hewitt says. “Our students were also impressed by the strong connection the daycare’s staff, families and children have to the land. They spend a lot of time outdoors and whether it’s taking a walk in the forest, climbing a tree, or finding a nice spot outside to have a quiet moment, that connection is there.”

It was Goerzen who first learned about Belanger’s program and thought it would be a great fit for UFV. She says the ECE field is one with high attrition, but A:Iméłháwtxw is an example of a daycare centre staffed with passionate people with years of experience.

“A lot of them have 20-plus years in the field, and they are just as passionate as they were the day they started,” Goerzen says. “It’s because of the collaboration and communication they have as a team and their commitment to providing quality care in the community.”

“Students who are just starting out in this career need to see a quality day care centre like A:Iméłháwtxw to see how rewarding this career can be.”

A:Iméłháwtxw will be providing volunteer opportunities for some of the students this summer, and McWilliams-Hewitt hopes the UFV/ A:Iméłháwtxw partnership serves as a model for how to teach dual credit students.

“You see these people who have made a long-term career in the field, and that gives students more insight than if they’re encountering it for the first time in a practicum,” she says. “It’s our hope that this mentorship will keep new ECE teachers passionate about their careers and build retention in the field.”

### 2.1.3 Culturally Sensitive and Safe Learning Environments for Indigenous Learners

Continuing to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success in post-secondary education.

- ***Provide updates on your progress in implementing the education-related TRC Calls to Action and In Plain Sight Recommendations relevant to your institution. The progress report is to be included with the annual IAPRs (as per Appendix B).***

UFV is committed to implementing the recommendations of the Truth and Reconciliation Commission (TRC). We uphold the importance of Indigenous knowledge across all educational levels. Our efforts aim to deconstruct settler colonialism by integrating Stó:lō ways of knowing and being into the University’s core. This commitment aligns with our adherence to the TRC Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). Throughout this report, and particularly in Appendix B—Mandate #3 Progress Report, Progress on Truth and Reconciliation, further examples of UFV’s participation in the Call to Action from the Truth and Reconciliation Commission are presented.

### 2.1.4 Protections for International Students

Developing and implementing protections for international students that support their fair treatment.

- ***Identify whether your institution has an active international education strategic plan and discuss its goals, objectives and priority actions. If you do not currently have a plan, discuss your process and timeline to develop and implement one.***

Following the announcement of the BC Government International Framework draft, the development of the international education strategic plan at UFV began in the summer of 2022 with the formation of a working group with broad representation. The working group adopted the mission, vision, and values of UFV’s Integrated Strategic Plan to align the two strategic plans. UFV International leadership also participated in the British Columbia Council for International Education (BCCIE) workshop, Developing a Strategic Internationalisation Plan: Mastering the Fundamentals, in June 2022 and the follow-up session in June 2023 delivered at the Annual British Columbia International Education Week (BCIEW) Conference.



In the fall of 2022, UFV International contracted Dr. Kyra Garson, an internationally recognized authority on internationalization of higher education, to conduct an internationalization audit. This work, which took place during the spring and winter, included a literature review; a review of current institutional plans, strategies, and reports; and consultation with faculty, staff, and students. Dr. Garson delivered the report to the working group in the spring of 2023 with recommendations and a “road map” for the future development of the strategy. From here, UFV International developed an initial draft of the strategy, which it presented to the working group in September 2023. The working group accepted the draft, and individual consultation meetings with key stakeholders took place during the fall.

**Timeline for completion**

- Meet with the working group in May 2024 to present the most recent draft updates.
- Meet with senior leadership members during the summer of 2024.
- Finalize the Draft by September 2024, including an action plan and deliverables for year one.
- Begin final consultation and community engagement in Fall 2024 with students, staff, and faculty throughout UFV.
- Finalize plan by December 2024.
- Implementation in January 2025.



*International Student Orientation, 2024*

- Identify actions your institution has taken to develop and implement protections for international students that support their fair treatment.**

**International Student Supports: An Overview**

UFV has a long history of engagement with international students—from the prospect stage, through the application and admissions pipeline, upon arrival, and as they become contributing members of the Fraser Valley community. High quality engagement has never been more important than it is now. Outlined below are key supports at three critical stages of the student journey.

**UFV International Supports**

Reporting to the recently hired Manager, International Student Engagement, UFV International has 5 positions that support settlement, transition and student success. Two Advisors, Settlement and Immigration are located in the UFV International office. One of these recently-created positions focuses on the critical function of assisting with housing supports; while the second acts a triage point for all other student support cases ranging from homesickness to referrals to counseling services. Two other

positions focus on student engagement including International student orientation. The fifth one is based in India to assist with all pre-departure communications and supports via small group sessions.

The aforementioned positions are supported by a team of professionals within UFV International who are tasked with supporting students from recruitment through application and registration and from settlement through their first-year transition. UFV International focuses on the critical (and fragile) first year period and then strives to integrate their offerings with the broader student supports offered at UFV. This is not merely a handoff; there is an embedded strategy that ensures this takes place by raising awareness of the various support mechanisms on campus.

### **Other Student Supports**

With a maximum class size of 36 students, UFV's dedicated faculty members provide a wealth of guidance and support in the classroom and can provide direction for a transition to the workforce. Outside of the classroom, UFV's investment in areas that specifically support students is significant.

Academic Advising: Over 30 staff located in the Advising Centre and embedded in some departments assist students with their academic planning and goals to ensure a clear path to graduation and beyond. Academic Success Centre: A team of six staff and approximately 60 peer tutors provide free academic support and tutoring to students and develop workshops to help students expand their academic skills and be successful in their courses.

Counselling & Student Wellness: Going to university can be a rewarding and challenging experience. International students often face even more challenges as they navigate new educational systems in a new environment. A team of 15 professionals and dozens of peers provide students with education, programing, and both group and one-on-one support related to all aspects of their wellbeing.

Centre for Accessibility Services: Students with temporary and permanent disabilities who require academic accommodations to be successful in their learning can reach out to a team of 8 professionals.

Student Support Centre: A team of 5 Student Support Coordinators, using a case management approach, seek to understand the entirety of a student's needs and experiences, working with them to develop support plans, connect them to the range of UFV's supports and services, and navigate the university system. The SSC is also the central hub for UFV's very successful early alert system, which sees faculty, staff, and students able to refer students for support when they are concerned about them.

Centre for Experiential and Career Education: A team of 7 professionals work closely with students to identify experiential learning opportunities, engage in career development, build resumes, identify opportunities for work within the community, build skills for employment, and engage in career planning.

Teaching and Learning Centre: UFV has a dedicated International Teaching and Learning Specialist who works with faculty to provide a culturally inclusive learning environment.

Much of the negative media attention on Canada's International student program has focused on non-genuine students with poor outcomes. UFV's international students have a very strong track record in terms of both their success **in procuring a study permit (the 3rd best conversion rate for Canadian**

universities in 2023, behind only McGill and the University of Toronto) as well as in their academic performance.

The following are some key metrics that highlight the academic success of our students:

- Approximately **93% of international students** admitted to UFV have already achieved the English language requirement to begin their programs immediately without any supplemental language courses.
- After two years of study at UFV, the average GPA of an international student is 3.0 which is equivalent to a **B average**.
- Approximately **87% of international students** in their first year return the second year. This is compared to **57% for domestic students**.
- International student graduation for degree graduates is **87% after 6 years compared to 58% for domestic students**.
- The graduation rate for international students in degree programs at UFV has **improved by almost 20 percentage points over the past five-year period**.

Finally, UFV embarked on a rather innovative initiative aimed at supporting the fair treatment of international students. This was an immersive professional development exercise for faculty, staff, and administrators at UFV that had empathy at its core.

Fraser Valley India—UFV’s pathway provider in Chandigarh—hosted a delegation from UFV in Canada. This initiative was named **Building Communities Across Cultures: A UFV Professional Learning Community** and took place from February 11 to 23, 2024. This team comprised of UFV directors, department heads, faculty members, academic advisors, student support team staff, and teaching and learning department.

The organizers scheduled a study tour to Northern India to strengthen inclusivity and mutual understanding for everyone at UFV; build the intercultural competence of their members; build relationships across disciplines and units, and with international partners; explore difference with joy and curiosity; and take action to improve teaching and support for international students. Post-experience testimonials from the participants were extremely positive so it is an initiative that could take place again as we strive to equip all members of the UFV community with global competencies.

### 2.1.5 Financial Targets Identified in the Ministry’s Service Plan

Meeting or exceeding the financial targets identified in the Ministry’s Service Plan tabled under Budget 2023.

- Confirm that your institution has met or exceeded the targets identified in your annual institution budget letter.***

In 2023/24, UFV has substantially achieved the Ministry funded student full-time equivalent (FTE) target, with the overall utilization rate being 98.1%. For details please refer to Section 3.2.1—System Measures.

## 2.1.6 Tuition Limit Policy

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

☐ **Confirm institutional compliance with the Tuition Limit Policy.**

UFV continues to comply with the Tuition Limit Policy.

☐ **Continue to submit annual tuition and mandatory fees data to the Ministry.**

UFV continues to submit annual tuition and mandatory fees data to the Ministry.

## 2.2 Reporting on the Ministry Strategic Initiatives

In Section 2.2, we report on the five Ministry long-term strategic initiatives listed in the *2023/24 Accountability Framework Standards and Guidelines*.

### 2.2.1 Progress on the Truth and Reconciliation Calls to Action and UNDRIP

See Appendix B - Template for Reporting on Lasting and Meaningful Reconciliation

Please see Appendix B for our progress on the Truth and Reconciliation Calls to Action and UNDRIP.

### 2.2.2 Sexualized Violence Prevention and Response Initiatives

- Outline their participation in engagement to validate the Ministry's sexualized violence action plan.

UFV is actively involved in this work, with the Executive Director, Student Affairs (ED, SA), and the Associate Director, Student Affairs, engaged in provincial-level meetings and discussions on next steps related to the Ministry's sexualized violence action plan. The ED, SA completed an analysis of UFV's recently-revised policy and found UFV's policy in alignment with the action plan.

- Provide an update on any awareness and prevention activities.

UFV continues to deliver our "In This Together" program focused on consent, receiving and responding to disclosures, and bystander intervention. The program is primarily delivered by peer educators. In 2023 there was a 10% increase in the number of trainings (26 separate offerings) and 47.4% growth in student participants. Importantly, we are increasingly delivering this training through our University 101 classes, reaching a broader number of first year students. We continue to offer workshops for all Housing staff and residents, varsity athletes, and through our Wellness Centres. Additionally, we embed these modules in our online orientation; the sexualized violence education modules were accessed by more than 2,500 students in 2023. All together, more than 3000 students engaged in sexualized violence response, intervention, and education training through UFV.

UFV's newly-revised policy makes sexualized violence education mandatory for all students and



employees. An implementation plan is in development to realize this change.

New for 2024, UFV is in the process of creating a Student Rights and Responsibilities office. The unit will be responsible for investigations, navigation support, and education related to several UFV student policies, including sexualized violence. The unit will not only investigate potential student policy violations, but also provide support to students who are navigating policy matters, offer educational materials and opportunities related to student rights and responsibilities, and serve as a hub where students can then be referred to other areas as appropriate, such as the EDI and Human Rights Office, to a particular department head or dean, to the Student Support Centre, and so on.

- Provide information on the type and number of education or training sessions offered to students, staff and/or faculty.
- Provide an update on their progress on their three-year sexualized violence policy review, as required by the *Sexual Violence and Misconduct Policy Act*.

A review committee, led by the Executive Director of Student Affairs, recently completed a robust revision of its policy. The review committee included 27 individuals who represented specific institutional functions and identities including Human Resources, University General Counsel, the Student Union Society, the Faculty-Staff Association (FSA), the PRIDE collective, Academic Deans, the Indigenous Student Centre, faculty, staff, and students.

Deeper consultation was completed with specific groups including: Resident Students, International Students, 2SLGBTQIA+ students, Student Athletes, Indigenous Students, Deans, and Human Resources. The university community was also given multiple opportunities to engage and provide feedback. Finally, UFV ensured a review of the policy in light of current and forthcoming WorkSafe BC requirements to verify alignment.

The new policy represents some significant improvements and additions over the previous policy. Some of the improvements and additions include:

- A revised and expanded definition of consent.
- Clarified definitions of disclosure vs report.
- Inclusion of the “non-consensual sharing of intimate images” language introduced by the B.C. provincial government.
- An expanded definition of scope and jurisdiction of the policy.
- An introduction of language regarding intersectionality.
- An introduction of amnesty language.
- An introduction of power-differential language.
- A clarification of responsible appropriate administrator.
- An introduction of interim measures language.
- An introduction of the concept of trauma-informed practice.
- An introduction of a centralized reporting location.
- Mandatory SVP education for all new students.
- Mandatory SVP education for all employees every three years.
- An explicit requirement for annual reporting.

### 2.2.3 Former Youth in Care (FYIC)

#### ***Former Youth in Care - Supports for students who are former youth in care, including participation in the provincial tuition waiver program***

##### Participation:

UFV saw 214 FYIC benefit from the BC Government's tuition waiver program, totaling \$447,999 distributed in 2023/24, representing increases of 22% in headcount and 40% in distributed funds over last year.

##### Supports:

- Describe how PSI is working or planning to coordinate and augment wrap around supports for former youth in care, vulnerable, and under-represented students, both on campus and within the community.

UFV's Student Support Team is a central hub for support of all students. Our Student Support Coordinators act as case managers and system navigators, ensuring holistic, integrated, and wrap around support for all students. They connect them to a range of campus and community supports to best meet their needs, emphasizing student choice, empowerment, and agency.

Students have access to a range of supports and services, which they can access directly or through a Student Support Coordinator including:

- UFV-SUS Food Bank, which provides food hampers to students and their dependents who are facing food insecurity.
- Student Emergency Fund, which provides emergency grants to students facing unexpected financial needs and includes a dedicated fund for Indigenous students.
- Student Wellness Centre which provides peer-based wellness supports in a safe, welcoming, and inclusive space, while also providing information on, and referrals to, campus and community supports and resources.
- Financial Aid and Awards, which provides advice and support in identifying the ways students can fund their educations.
- Counselling, which provides free personal and urgent counselling for all students and maintains connection with community supports and services, such as drug treatment, counselling services, and health services, to refer students.
- Accessibility Services, which ensures academic accommodation for students with disabilities.
- The Indigenous Student Centre, which provides community, cultural support and engagement, and overarching support for self-identified Indigenous students.
- International students are supported through all of UFV's various support services. They also receive support unique to them as international students through UFV International. This includes settlement and transition support, events and workshops to support student belonging and connection, and advice and support related to study permits, Visas, working in Canada, and more.
- The Academic Success Centre, which provides free tutoring and academic workshops for all students.
- And more!

In 2023, UFV hired a Counsellor, Intake and Navigation. With demands for mental health supports growing, UFV developed and implemented a quick appointment and triage system. Under this model, students can be seen quickly by an Intake Counsellor who can provide some immediate



*UFV Night at Abbotsford Canucks, 2024*

support and then refer into other services. This might be Counselling, but could also be to a peer supporter, a Student Support Coordinator, or other supporter on campus. Beyond the intake portion of the role, the Counsellor, Intake and Navigation, is also our point person when it comes to community connection. The individual, along with our Director, Student Health and Wellness, is building and maintaining relationships with key groups in the Fraser Valley, including Fraser Health, Foundry, the Chilliwack Youth Health Centre, and others so as to inform students of community-based services, refer students to services, build external community understanding about the nature (and limitations) of

mental health services at UFV, identify opportunities for collaboration and partnership, and deepen care structures within and beyond UFV.

- Describe strategies your institution employs to identify FYIC students on campus, including those interested in post-secondary education who may not be attending, and how your institution supports students to self-identify as FYIC to institution representatives.

UFV typically welcomes the second highest number of FYIC in the province as students. Primary contact is usually through our Future Students Office, where staff are well-versed in UFV's programs, supports, and services. Given finances are usually a primary concern, they make referrals to our Financial Aid advisors, who assist FYIC in securing funding for their education, often before they even arrive at UFV. Further, UFV's application form includes an option for students to self-declare that they are FYIC. If they check yes, this prompts the system to send additional information about connecting with a Financial Aid Advisor for information and support. Our Financial Aid advisors are also part of the broader network of student supports at UFV and will connect FYIC to other offices, typically our Student Support Centre and, often, our Indigenous Student Centre.

Sometimes FYIC will choose not to self-disclose when applying to UFV. Self-disclosure might occur at different points as they seek support in one of our other services. Another key point of self-identification is when FYIC seek emergency financial assistance or bursaries through Financial Aid and Awards. When they do so, a Financial Aid Advisor will connect directly with the student to offer an opportunity to meet to discuss various forms of financial support available to them, as well as share information about other supports and services at UFV.

Fundamentally, our goal is to empower students, build their awareness about supports and services available, and facilitate relationship building with other supports across UFV.

## 2.2.4 K-12 Transitions and Dual Credit Programming

Provide updates on the uptake of K-12 Transitions and Dual Credit programming at the institution. This may include reporting on:

- Number of dual credit students served.
- Number/percentage of courses/programs with dual credit students.

UFV's SEM Plan institutional goals include strengthening partnerships with local school districts to support successful transition and pathways into UFV. Under this goal, there are two institutional actions: Expand dual credit opportunities for students; and host an annual education summit with leaders from the Fraser Valley K-12 sector that focuses on alignment between the K-12 curriculum and UFV's academic programs.

This year UFV convened an Education Leadership Summit with just over 40 education leaders in attendance. The Summit focused on supporting student transition and lifelong learning and was attended by representatives from UFV, School District 42 (Maple Ridge/Pitt Meadows), School District 35 (Langley), School District 78 (Fraser-Cascade), School District 75 (Mission), School District 34 (Abbotsford), School District 33 (Chilliwack), the Ministry of Education and Child Care, and the Ministry of Post-Secondary Education and Future Skills. Attendees participated in working sessions on five previously identified topics: Support of Indigenization and Indigenous youth and education; Support for historically marginalized learners from equity-seeking groups; Learner-centered pedagogies; Assessment practices: Dispelling Myths; and Cohort based/dual credit.

Following the Summit, five Learning Exchange Webinars were hosted by UFV in collaboration with School District partners to build on the key topics identified at the Summit. These webinars were:

- Innovative pedagogies to support student success.
- Facilitating math and science readiness.
- K-16 Assessment: School Districts and UFV Listening to Each Other.
- Indigenization: Moving forward in a good way.
- Tools for Learning: Trades partnerships with school districts.

Educators from the School Districts were then invited to participate in UFV's Teaching and Learning Annual ConnectED Conference in May. A panel discussion around the impact of the Learning Exchanges was hosted as part of the Conference.

UFV has an institutional KPI named “% of students entering UFV from local communities,” aiming to Increase the share of students that attend UFV out of the total graduating secondary students in Fraser Valley regional school districts that immediately transition to a PSI in B.C. Please see Section 3.2.2.1 for details.

In 2023/24, UFV has seen a 33% increase in the number of students enrolled in dual credit activity, from 119 students in 2022/23 to 158 students in 2023/24. The 158 students participating in dual credit activity this year were from local high schools in Abbotsford (SD 34), Chilliwack (SD 33), Fraser-Cascade (SD 78), Langley (SD 35), and Mission (SD 75 - Riverside College) School Districts, and through Regional Career Planning. Three-quarters of dual credit students in 2023/24 (75%) were enrolled in a Trades or Technology program at UFV, followed by students enrolled in Early Childhood Education certificate program courses—a full one third of the courses had at least one dual credit student (38 students, 24% of all dual credit students).



In 2023/24, an additional six students participated in Concurrent program activity at UFV while in high school. These students were enrolled in courses in areas such as Anthropology, Computing, Economics, German, Mathematics, Philosophy, Physics, and Sociology.

### 2.2.5 Work-Integrated Learning

- Description of institutional changes, realignments or other concerted action to offer work-integrated learning (WIL) options to students, including Career Services offices where appropriate.
- Number of students involved in WIL options, and, if possible, by type of WIL.\*

*\*Not all forms of WIL would need be reported in the IAPR; Apprenticeship numbers are reported separately to SkilledTradesBC and Nursing practicum numbers are partially collected by HSPNet. For guidance and definitions of WIL please refer to [Co-operative Education and Work-Integrated Learning Canada \(CEWIL\)](#).*

Work-integrated learning (WIL), a form of experiential learning, involves collaboration with an employer, industry, or community partner. For example, 25 students in Applied Business Technology completed a three week work experience with Fraser Valley-based employers in 2023/24.

The Centre for Experiential and Career Education (CECE) is a collaborative hub which brings community, industry, UFV faculty and staff, and students together to advance and support experiential learning and career education. CECE's memberships and active involvement in national WIL [Co-operative Education and Work-Integrated Learning (CEWIL) Canada] and provincial WIL organizations [BC WIL Council and Association for Co-operative Education and Work-Integrated Learning (ACE-WIL) BC/Yukon] keeps them informed of insights, emerging trends, funding opportunities, and future directions for WIL in the country and the province. CECE will disseminate this learning to the broader community so that our WIL offerings continue to be relevant to students.

CECE in collaboration with the UFV community will advance WIL by continuing to develop meaningful relationships with employers, industry, and community partners that will strengthen and diversify WIL offerings for students within their fields of study. CECE will continue to seek funding from various sources to increase project opportunities and accessibility for students.

In 2023/24, 2,904 UFV students participated in 8 different types OF WIL. This includes:

- Co-operative Education: 126
- Internships: 13
- Practicums: 790
- Field Placements: 142
- Work Experience: 228
- Community and Industry Research and Projects: 762
- Service Learning: 821
- Entrepreneurial: 22

#### **Work-Study**

WS students identify learning objectives they would like to achieve during their placements. Along with their supervisor as mentor, students contribute and develop new knowledge and skills in the workplace.

In 2023/2024, 106 placements were allocated for research and service roles.

### **Student Experiences Fund**

The Student Experiences Fund saw a significant increase in applications and allocations in 2023/2024. 109 students received close to \$40,000 to fund experiential learning initiatives outside the classroom. These experiences contributed to students personal and professional development. Some funded opportunities include COMPTIA A+ certification exams, Kinesiology Games, Enactus Competitions, and presenting research findings at local, national, and international conferences such as the Western Division Canadian Association of Geographers, International Days: Crossroads in Social Work, and Pacific Sociological Association.

### **Career Education**

CECE participated in 82 events with internal and external stakeholders of the UFV community. These engagements resulted in bringing awareness of CECE's services and programming to some 5,000 students, while preparing them for their future careers. Out of the 82 events, 19 events were either organized by or in collaboration with CECE for students and employers to connect through career conversations. Other events were organized by other on/off campus partners such as Open House, Student Union's Kickback, and Campus Engagement Expo.

CECE's Career Education Services is staffed by Career Peers (Work-Study students) and the Career Education Assistant (Co-op student). They offer peer-to-peer support in preparing students for employment. Over the year there were 117 Career Coaching Appointments, 66 Career Coaching Weekly Drop-In sessions, and 95 resume review requests.

In April 2023, CECE partnered with UFV International's Settlement, Transition, and Engagement Projects (STEP) Café Program for the second time. With a focus on increasing the capacity for the Rapid Resume Review & Mini Job Fair, the event attracted over 100 International students and alumni in attendance with an opportunity to meet 7 community employers.

In Fall 2023, CECE re-introduced Employer Services. One role of Employer Services is to invite employers actively hiring students to have a presence on campus where students could meet and greet to learn more about the organizations and job opportunities. Five employers were hosted on campus over the last year.

In November 2023, Dr. Candy Ho (UFV Assistant Professor, Arts and Integrated Studies) ushered in CECE's Career Month programming with the theme—*Share Your Career Influencer Story!* This was a one-month Career Influencer Campaign to encourage alumni, faculty, staff, and students to nominate those



*History in the Making: A Celebration of UFV's 50<sup>th</sup> Anniversary, March 2024*

from the UFV community who helped shape their career. In addition to the Career Influencer campaign, weekly Career Month events were held in partnership with UFV Alumni Relations.

In Winter 2024, CECE's Career Education services hosted weekly career workshop series, Empower Your Employability (EYE). EYE enhanced student's career readiness by offering insights and skills crucial to today's job market and covered topics from resume building to interview techniques.

Career Education Services also hosted the first return to an in-person Career Fair at UFV since 2019. The Career Fair featured 32 exhibitors from various industries and had over 800 attendees. The day included two more events: free LinkedIn Headshots and the 2024 Tech Industry Panel: Navigating the Ever-Changing Tech Industry, in partnership with the School of Computing and the Computing Student Association, with 6 industry representatives (including 4 UFV alumni) providing their industry insights on today's growing demand for future talents.

### **CareerLink**

CareerLink continues to be a source of on and off campus employment opportunities from pre- to post-graduation. In this past year, there were 2,401 unique job postings on CareerLink.

### **CityStudio**

In collaboration with UFV faculty, the Cities of Abbotsford and Chilliwack, and various off-campus community partners, 765 students actively participated in community-engaged learning via CityStudio projects. CECE received \$340,000 from the Co-operative Education and Work-Integrated Learning (CEWIL) Canada iHUB grant to fund Summer and Fall 2023 projects.

**2023** WIL Explorations in Accessible Tourism Phase 1—CityStudio and CityStudio inspired courses; 80 students participated.

The final project showcase was attended by over 450 community members. Multiple projects contributed to developing an overarching accessibility strategy for accessible tourism and culture in Abbotsford. They were conducted in partnership with Tourism Abbotsford and the Abbotsford Downtown Business Association, the two primary community stakeholders who helped identify the key themes for student projects. Twenty additional community-based WIL partners contributed to our students' success as guest speakers and field experience facilitators. The partners informally co-assessed project deliverables, providing mid-term and end-of-semester feedback on student work and received the projects' deliverables. The project's methodology focused on team-based, challenge-based learning and workplace skills acquisition through an accessibility lens. In the Summer 2023 semester, seven UFV courses spanning the disciplines of Business, Child and Youth Care, Communications, Environmental Studies, Geography, and Nursing were involved.

For example, NURS 403 (Nursing Practice) is typically centered around simulation, laboratory, and clinical experiences. Summer 2023 offering was a CityStudio experience presenting a model of collaboration in non-placement WIL and EL between a municipality and a university. For the Nursing students, the experience was a highly innovative, community-engaged collaborative learning experience which cultivated community building skills and leadership. Integrating the aims of the present project with the nursing curriculum, NURS 403 undertook a cultural accessibility project to explore how connections to community and culture can promote well-being and improve health outcomes.

**Fall 2023** WIL Exploration in Accessible Tourism Phase 2—CityStudio courses; 177 students participated.

The project showcase was attended by 75 members of City staff and 10 additional community members. The project was a continuation of developing an overarching accessibility strategy for accessible tourism and culture in Abbotsford conducted in partnership with Tourism Abbotsford and the Abbotsford Downtown Business Association. The methodology focused on team-based, challenge-based learning and workplace skills acquisition through an accessibility lens. The concepts of inclusivity, safety, and belonging have been embedded in all projects, showing that an accessible city is one where persons with disabilities take part in employment, entertainment, recreation, and city planning.

For example, in BIO/GEOG 357 (Conservation Geography Information Systems), through Geography Information Systems and Spatial Analysis Techniques, students investigate concepts related to conservation planning and management. In GEOG 111 (Environmental Issues and Strategies), students get to learn about contemporary local and global challenges related to the environment.

In this unique environmentally focused and collaborative project, students from all three courses had an opportunity to enhance the climate change resiliency of the Abbotsford Discovery Trail through their course-specific methods: conservation analysis and neighborhood analysis. Three courses examined the same set of geographical locations hosting the Trail. They identified potential conservation areas that might be affected by the activities of various users. They also assessed current and potential activities that might enhance the suitability of the area for conservation tourism. The students co-presented at the Project showcase in the five overarching cohorts aligned with the five areas on the Trail, gaining a multi-disciplinary perspective within their discipline and cultivating knowledge mobilization.

**Fall 2023** “History in the Making:” Celebrating UFV’s 50th Anniversary; 101 students participated.

This project was aimed at engaging students in innovative collaborations to celebrate UFV’s 50th Anniversary in the context of burgeoning economic development and the vibrant cultural mosaic in the Fraser Valley. Students had the opportunity to learn about UFV’s rich legacy and history, while contributing to the celebration and exploration of UFV’s milestones in the community. This multidisciplinary project engaged a wide range of students, including dozens of international students, while cultivating a sense of belonging at UFV and allowing students to examine the impact UFV has had on the communities it serves.

The concepts of community engagement, civic leadership, the role of education in society, and storytelling, are embedded in all projects, showcasing UFV as a connector in community life. There are nine courses involved in the Anniversary project addressing the milestone from their disciplinary perspective. These are: SOC 101, AGRI 323, COMP 440, CMNS 340, POSC 332, two MEDA 110 classes, and two VA 180 classes.

For example, in AGRI 323 (Fruit Crop Production: Science and Practice), students typically explore commercial production and traditional production practices by Indigenous peoples (pre-contact and contemporary) of fruit crops. The topics include biology of the crop groups, site selection factors, field preparation, variety selection, and cultivation practices. They also include post-harvest physiology, storage, and marketing.

## Winter 2024

**Abbotsford** CityStudio included ENG 360, GEOG 344 and GEOG 364 courses. The total number of participating students was 62.

One of the projects was in the ENG 360 class where students researched the subject of accessibility in Children’s Literature and how it affects the issue of accessibility to culture and education in general using Children’s literature as case studies, and in Abbotsford in particular. Students showcased their deliverables in a thematic cohort-style presentation, also learning about each other’s project outcomes, and coming together in advocating for the rights of children and families through the importance of storytelling in the most accessible and diversified ways. One of the student projects became the recipient of the CityStudio top prize award and the People’s Choice Award.

**Chilliwack** CityStudio included NURS 403, STAT 307, GEOG/CMNS 257 and ENG 388 courses. The total number of participating students was 116.

One of the projects was in the STAT 307 course where students worked on the issues of traffic congestion in Chilliwack. The three main questions were: How has the transportation in these three corridors evolved over time? What are the impacts of the population growth in Chilliwack on the transportation in these three corridors? How does the traffic flow along the three major traffic corridors during the peak hours? The student showcase demonstrated the importance of engaging the students in hands-on community research projects that deal with transportation and planning and raising greater awareness among students on the complexities of transportation issues vis-à-vis community growth.

## Global Challenge: Vietnam (50 students)

This project was offered in Fall 2023 and Winter 2024. The course that engaged in this project was BUS 400 (Business and Society), which partnered with the Canadian Chamber of Commerce in Vietnam. The Global Challenge is a project based on experiential learning opportunity for UFV students to learn about business and society relationships from an international perspective. It is based on students’ research and the detailed familiarization with presentations from guest speakers who discuss specific business and society topics from both Vietnam and Canada. Students work in groups to produce a paper on a variety of important issues that societies face while developing their business culture.





## Box 5: UFV Career Fair offered networking opportunities on March 14



*The UFV Career Fair returns March 14, offering students the chance to network with potential employers.*

For the first time since the COVID pandemic, UFV's Centre for Experiential and Career Education (CECE) hosted an in-person UFV Career Fair.

The Career Fair included 31 organizations along with UFV Alumni Relations, the Student Union Society, UFV Supported Learning Groups, UFV Continuing Education, and RBC On Campus.

The Career Fair gave students an amazing opportunity to network with employers and learn more about potential career paths.

"I believe the Career Fair is the best way to improve my networking skills," said Xin Cheng, UFV business student, career education assistant (co-op) and co-organizer of the UFV

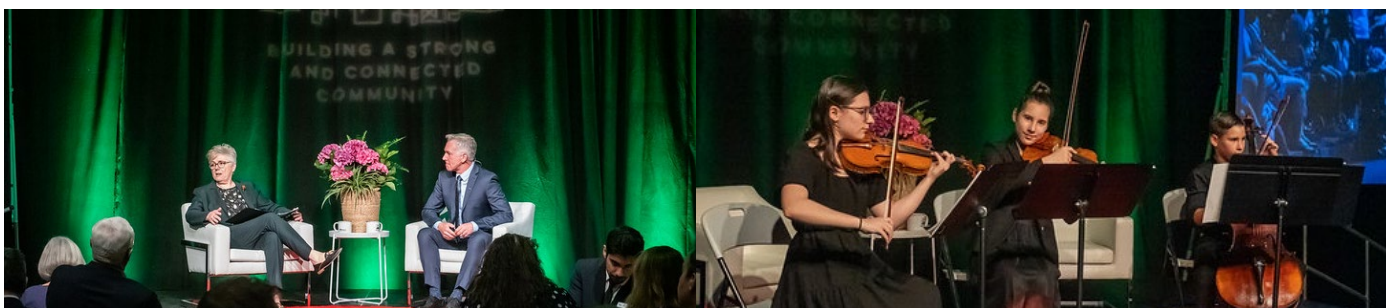
Career Fair. "It's a free and great opportunity to interact with employers and learn about their organizations.

"I've always feared networking, but the UFV Career Fair presents a fantastic opportunity for me to step out of my comfort zone, learn about, and explore all the employers in our community."

Students are also being offered free LinkedIn headshots on a first-come first-served basis. CECE hired Yukun Lin, student photographer from UFV's School of Creative Arts. In addition to his studies in Media Arts, he is also working for UFV International as their social media ambassador.

Faculty and staff are welcome at the career fair. An exhibitor welcome takes place from 10:15 – 10:45 am, offering the opportunity for exhibitors to connect with UFV staff and faculty and establish community partnerships that will benefit UFV's academic programming.

"We are excited to welcome back our past, current, and new employers, industry representatives, and community partners," said Jason Li, career education coordinator and co-organizer of the career fair. "We look forward to our UFV career seekers who are looking to expand their opportunities and being receptive to opportunities in various industries."



## 3. Performance Plan and Report

### 3.1 Goals and Objectives

#### 3.1.1 Planning at UFV

UFV's 2021-2026 Integrated Strategic Plan provides us with an exciting path towards our Vision, and is firmly rooted in our Mission of engaging learners, transforming lives, and building community, as well as our institutional Values of Community, Inclusivity, Excellence, and Integrity.

The Ministry's regular planning documents—including the June 2023 Ministry Mandate Letter, the [Ministry Service Plan](#), the [Ministry Service Plan Report](#), and the System Strategic Objectives detailed in the Accountability Framework Standards and Guidelines Manual—provide direction for UFV's activities and planning. The university also reviews and incorporates direction from specific initiatives including the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan, the Administrative Services Collaborative, and the BC Labour Market Outlook.

#### 3.1.2 Alignment of UFV Goals and Objectives with Ministry Goals and System Objectives

The goals and strategic imperatives in UFV's Integrated Strategic Plan align with the Government priorities as set out in the annual Mandate Letter (detailed in Section 2: Mandate Priority Reporting) and with the five system objectives laid out in the Accountability Framework. The university's goals and activities also support the objectives identified in the Ministry Service Plan.

We provide the Ministry's Service Plan Goals and the B.C. Public Post-Secondary System Strategic Objectives for reference.

#### Service Plan Goals:

**Goal 1:** British Columbia's workforce has access to post-secondary education and training to respond to the urgent need for more and new skills.

**Goal 2:** British Columbia's workforce is built for change with responsive and innovative post-secondary education and training.

**Goal 3:** Advance reconciliation and self-determination with First Nations, Métis and Inuit in B.C. through post-secondary education and skills training.

**B.C. Public Post-Secondary System Strategic Objectives:**

**CAPACITY:** The B.C. public post-secondary system has sufficient capacity to meet the evolving needs of the province.

**ACCESS:** The B.C. public post-secondary system provides equitable and affordable access for residents.

**QUALITY:** The B.C. public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students.

**RELEVANCE:** The B.C. public post-secondary system is relevant, having the breadth and depth of programming to meet the evolving economic needs of the province.

**EFFICIENCY:** The B.C. public post-secondary system is efficient, providing multiple and flexible student pathways with clear returns on public and individual investments.

Below we display the positioning of UFV’s goals with the Ministry Mandate Letter, the Ministry’s Service Plan goals and specific system objectives. While there exists some overlap between the categories and performance measures, the mapping provides an overview of the alignment between the university’s goals and those of the provincial government.

Alignment of UFV Goals and the Ministry Mandate Letters, Service Plan Goals, and System Objectives	2023/24 Mandate Priority Item(s)	Service Plan Goal 1	Service Plan Goal 2	Service Plan Goal 3	System Objectives
<b>UFV Goal</b> Provide inclusive learning environments for everyone	#1 #2 #3 #4 #6	✓	✓	✓	Access Capacity Efficiency Relevance Quality
<b>UFV Goal</b> Provide opportunities for people to discover, develop, and share their gifts while also recognizing and celebrating the gifts of others	#1 #2 #3 #4 #5	✓	✓	✓	Access Capacity Efficiency Relevance Quality
<b>UFV Goal</b> Collaborate and partner in pursuits that enrich the lives of all people on our campuses, in our local communities, and beyond	#1 #2 #3 #4 #5	✓	✓	✓	Access Capacity Efficiency Relevance Quality

In what follows, we identify the relevant Key Performance Indicators (KPIs) used by UFV, as well as Institutional Measures set by the Ministry for each UFV goal.

## Engaging Learners

**Goal: Provide inclusive learning environments for everyone**

### Performance Measures

#### UFV Key Performance Indicators

- % of total Indigenous students, faculty and staff
- Annual retention rate
- % of students engaged in High Impact Practices
- % of students by credential type
- % of students from local communities
- Participation rates in pathway opportunities

#### Ministry Performance Measures

##### Institutional Measures:

- Indigenous student spaces
- Credentials awarded
- Student assessment of skill development
- Student assessment of the quality of instruction
- Student assessment of the usefulness of knowledge and skills in performing job
- Student spaces
- Student satisfaction with education
- Unemployment rate

##### System Measures:

- Credentials awarded to Indigenous students
- First year retention rate
- Loan repayment as a percent of income
- Participation rate
- Time to completion
- Transition rate of high school students to public post-secondary education
- Undergraduate tuition and fees as a % of median household income

## Transforming Lives

**Goal: Provide opportunities for people to discover, develop, and share their gifts while also recognizing and celebrating the gifts of others**

### Performance Measures

#### UFV Key Performance Indicators

The number of action item goals from the EDI Action Plan that have been implemented  
% of UFV programs that can ladder into another program  
Graduation rates  
Number of faculty and staff engaged in professional development activities  
Teaching excellence

#### Ministry Performance Measures

##### Institutional Measures:

Indigenous student spaces  
Student assessment of skill development  
Student assessment of the quality of instruction  
Student assessment of the usefulness of knowledge and skills in performing job  
Student satisfaction with education  
Unemployment rate

##### System Measures:

Credentials awarded to Indigenous students  
First year retention rate  
Loan repayment as a percent of income  
Participation rate  
Time to completion  
Transition rate of high school students to public post-secondary education  
Undergraduate tuition and fees as a % of median household income



## Building Community

**Goal: Collaborate and partner in pursuits that enrich the lives of all people on our campuses, in our local communities, and beyond**

### Performance Measures

#### UFV Key Performance Indicators

Status of implementations addressing the TRC Calls to Action and Articles 14, 15 & 21 of UNDRIP related to education

# of countries with more than 10 students represented by international students

Annual Greenhouse Gas Emissions (tCO<sub>2</sub>e)

Employability skills

# of community engaged projects

Total external research dollars

Total fundraising dollars

#### Ministry Performance Measures

##### Institutional Measures:

Indigenous student spaces

Credentials awarded

Student assessment of the quality of instruction

Student assessment of skill development

Student assessment of the usefulness of knowledge and skills in performing job

Student satisfaction with education

Student spaces

Unemployment rate

##### System Measures:

Credentials awarded to Indigenous students

Loan repayment as a percent of income

Participation rate

Transition rate of high school students to public post-secondary education

Undergraduate tuition and fees as a % of median household income

### 3.1.3 Alignment of UFV Strategic Imperatives with Mandate Priorities & Ministry Strategic Initiatives

Below we display the positioning of UFV's goals and relevant strategic imperatives with the Ministry Mandate Priority Item(s) and Ministry Strategic Initiatives. The three tables below detail how

- UFV Strategic Imperatives for engaging learners, transforming lives, and building community (Column 1) align with
- Mandate Letter Priorities/Directives; Mandate Letter Indicators; and Ministry Strategic Initiatives (Column 2).

Additional information on Indigenization is in Appendix B.



## Engaging Learners

UFV Strategic Imperatives to Engage Learners	Mandate Priority Item(s) & Indicators/ Ministry Strategic Initiative
Honour Indigenous knowledge at all touchpoints of learning	Mandate Priority 2—Reflection of Indigenous voices in trades training Mandate Priority 3 & Ministry Strategic Initiative—Progress on TRC Calls to Action and In Plain Sight Recommendations
Identify and remove access barriers for individuals from marginalized and underrepresented groups	Mandate Priority 2—Reflection of Indigenous voices in trades training Mandate Priority 3 & Ministry Strategic Initiative—Progress on TRC Calls to Action and In Plain Sight Recommendations Mandate Priority 4—Protections for international students Mandate Priority 6—Complying with the Tuition Limit Policy Ministry Strategic Initiative—Former Youth in Care
Enhance deep listening, dialogue, and democratic civil engagement	Mandate Priority 2—Reflection of Indigenous voices in trades training Mandate Priority 3 & Ministry Strategic Initiative—Progress on TRC Calls to Action and In Plain Sight Recommendations Mandate Priority 4—Protections for international students
Foster interdisciplinary and integrated forms of engagement	Mandate Priority 1—Delivering educational and training programming as described in the <a href="#">StrongerBC Future Ready Action Plan</a> Ministry Strategic Initiative—Work-Integrated Learning
Emphasize active and experiential forms of learning	Mandate Priority 1—Delivering educational and training programming as described in the <a href="#">StrongerBC Future Ready Action Plan</a> Ministry Strategic Initiative—Work-Integrated Learning
Provide opportunities for students to participate in experiential learning, scholarly activities and/or research initiatives with faculty members	Mandate Priority 1—Delivering educational and training programming as described in the <a href="#">StrongerBC Future Ready Action Plan</a> Ministry Strategic Initiative—Work-Integrated Learning
Enhance digital literacy and access to technology	Mandate Priority 1—Delivering educational and training programming as described in the <a href="#">StrongerBC Future Ready Action Plan</a>
Provide accessible and flexible opportunities to support personalized, lifelong learning	Mandate Priority 1—Delivering educational and training programming as described in the <a href="#">StrongerBC Future Ready Action Plan</a> ; Micro-credentials Ministry Strategic Initiative—K–12 Transitions and Dual Credit Programming Ministry Strategic Initiative—Work-Integrated Learning

## Transforming Lives

UFV Strategic Imperatives to Transform Lives	Mandate Priority Item(s) & Indicators/ Ministry Strategic Initiative
Dismantle settler colonialism by centering Stó:lō ways of knowing and being in the university	Mandate Priority 2—Reflection of Indigenous voices in trades training Mandate Priority 3 & Ministry Strategic Initiative—Progress on TRC Calls to Action and In Plain Sight Recommendations
Prioritize the health and well-being of our community members and our ecosystems	Mandate Priority 3 & Ministry Strategic Initiative—Progress on TRC Calls to Action and In Plain Sight Recommendations Mandate Priority 4—Protections for international students Ministry Strategic Initiative—Sexualized Violence Prevention and Response Initiatives Ministry Strategic Initiative—Former Youth in Care
Integrate equity, diversity, and inclusion (EDI) into all aspects of our institutional culture	Mandate Priority 1—Delivering educational and training programming as described in the <a href="#">StrongerBC Future Ready Action Plan</a> Mandate Priority 2—Reflection of Indigenous voices in trades training Mandate Priority 3 & Ministry Strategic Initiative—Progress on TRC Calls to Action and In Plain Sight Recommendations Mandate Priority 4—Protections for international students
Support various pathways that lead to the attainment and recognition of students’ educational goals	Mandate Priority 1—Delivering educational and training programming as described in the <a href="#">StrongerBC Future Ready Action Plan</a> Mandate Priority 4—Protections for international students Ministry Strategic Initiative—K–12 Transitions and Dual Credit Programming
Develop institution-wide experiential learning opportunities	Mandate Priority 1—Delivering educational and training programming as described in the <a href="#">StrongerBC Future Ready Action Plan</a> Ministry Strategic Initiative—Work-Integrated Learning
Support targeted personal and professional development for faculty and staff	Mandate Priority 1—Delivering educational and training programming as described in the <a href="#">StrongerBC Future Ready Action Plan</a> Ministry Strategic Initiative—Sexualized Violence Prevention and Response Initiatives
Foster meaningful collaboration and engagement opportunities with members of our community	Mandate Priority 1—Delivering educational and training programming as described in the <a href="#">StrongerBC Future Ready Action Plan</a>
Share and celebrate the accomplishments of our UFV community and alumni with others	Mandate Priority 1—Delivering educational and training programming as described in the <a href="#">StrongerBC Future Ready Action Plan</a>



## Building Community

UFV Strategic Imperatives to Build Community	Mandate Priority Item(s) & Indicators/ Ministry Strategic Initiative
Commit to achieving the Calls to Action from the Truth and Reconciliation Commission and the United Nations Declaration on the Rights of Indigenous Peoples	Mandate Priority 3 & Ministry Strategic Initiative—Progress on TRC Calls to Action and In Plain Sight Recommendations
Offer programs and conduct scholarly activities that enrich the lives of those in the Fraser Valley	Mandate Priority 1—Delivering educational and training programming as described in the <a href="#">StrongerBC Future Ready Action Plan</a> Ministry Strategic Initiative—K–12 Transitions and Dual Credit Programming Ministry Strategic Initiative—Work-Integrated Learning
Improve community access to UFV’s programs	Mandate Priority 1—Delivering educational and training programming as described in the <a href="#">StrongerBC Future Ready Action Plan</a> Mandate Priority 5—Meeting or exceeding the financial targets identified in the Ministry’s Service Plan tabled under Budget 2023
Build programs that educate our students to act as ethical and engaged global citizens who redress historical injustices	Mandate Priority 1—Delivering educational and training programming as described in the <a href="#">StrongerBC Future Ready Action Plan</a> Mandate Priority 2—Reflection of Indigenous voices in trades training Mandate Priority 3 & Ministry Strategic Initiative—Progress on TRC Calls to Action and In Plain Sight Recommendations Mandate Priority 4—Protections for international students
Develop a vibrant and diverse culture on each of our campuses	Mandate Priority 1—Delivering educational and training programming as described in the <a href="#">StrongerBC Future Ready Action Plan</a> Mandate Priority 2—Reflection of Indigenous voices in trades training Mandate Priority 3 & Ministry Strategic Initiative—Progress on TRC Calls to Action and In Plain Sight Recommendations Mandate Priority 4—Protections for international students
Develop meaningful community partnerships and action-oriented projects that support social innovation, economic development, and environmental sustainability	Mandate Priority 1—Delivering educational and training programming as described in the <a href="#">StrongerBC Future Ready Action Plan</a>
Create opportunities for the world to positively interact with the Fraser Valley and for the Fraser Valley to positively interact with the world	Mandate Priority 1—Delivering educational and training programming as described in the <a href="#">StrongerBC Future Ready Action Plan</a> Mandate Priority 4—Protections for international students



## 3.2 Performance Measures, Targets, and Results

### 3.2.1 System Measures

This section includes results and commentary on the 2023/24 Accountability Framework performance measures and results provided by the Ministry. Performance measure results are assessed on a three-category scale: Achieved, Substantially Achieved, or Not Achieved. For further details about the performance measure data and results, the 2023/24 Accountability Framework Performance Measure Results Notes are provided at the end of Section 3.2.1.

Target Assessment Scale	Description
Achieved	100% or more of the target
Substantially achieved	90% < 100% of the target
Not achieved	< 90% of the target

#### Measure 1: Student Spaces (total, health, and developmental):

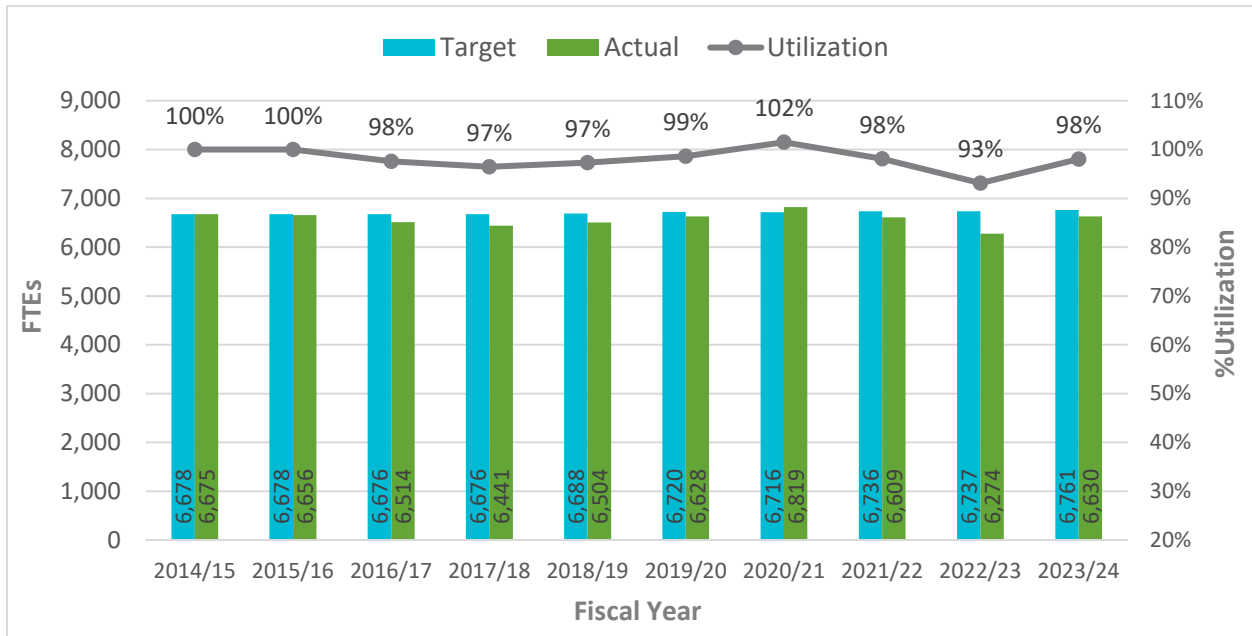
System Objective: Capacity

Measure	Actual			Target	Assessment
	2021/22	2022/23	2023/24	2023/24	2023/24
Total student spaces	6,609	6,274	6,630	≥ 6,761	Substantially Achieved
Nursing and other allied health programs	518	488	519	≥ 508	Achieved
Developmental programs	222	217	204	≥ 282	Not achieved

In 2023/24, UFV's overall utilization rate for the Ministry funded student full-time equivalent (FTE) target was 98.1%, 131 FTEs below target. The rate is calculated by dividing actual FTEs (6,630) by target FTEs (6,761). UFV Ministry FTEs increased by 356 over the previous year and the university has substantially achieved its target for total student spaces in 2023/24.

Figure 33 illustrates the last ten years of FTE targets, actuals, and associated utilization rates. Of the 356 FTE increase in domestic Ministry FTEs over last year, 45% (159/356 FTEs) were generated in the Fall 2023 semester. Some of the growth in Fall 2023 can be attributed to increased enrolments in courses and programs where [StrongerBC future skills grant](#) program funding was available to students. Specifically, increases were observed in Bookkeeping for Small Business, Digital Marketing, Electrical Code, Public Relations certificate, and Records Management Specialist certificate courses (and programs) compared to enrolments in these courses in Fall 2022. We are hopeful that this increasing trend will continue in 2024/25 as Summer 2024 enrolments are on the rise for domestic students, compared to Summer 2023.

**Figure 33: Actual vs Target FTEs and Total Utilization Rates, 2014/15 to 2023/24 (CDW)**



UFV’s total Ministry target increased by a net of 24 FTEs, from 6,737 in 2022/23 to 6,761 in 2023/24. The increase in FTE target is split between the Health funding group (net increase of 12 FTEs) and 12 new FTEs in technology-related expansion programs. The Health funding category increased from 496 FTEs in 2022/23 to 508 FTEs in 2023/24. Several Health programs had changes to their targets. The Bachelor of Science in Nursing (4-year) target increased by 13 FTEs while the Bachelor of Science in Nursing (3-year) target decreased by 20 FTEs, as the 3-year Bachelor of Science in Nursing Fast-track program will no longer be offered. This program was discontinued and there will be no new intakes; 2022/23 was the last year with an intake in the Bachelor of Science in Nursing LPN Access program as it currently exists. The new Post LPN Bachelor of Science in Nursing program started in 2023/24 with a target of 23 FTEs. The FTE target for the Health Care Assistant Partnership Pathway program decreased by 4 FTEs (from 21 FTEs in 2022/23 to 17 FTEs in 2023/24) under the Health One-Time (HLOT) Ministry Code. The 12 new FTEs in technology-related expansion program FTEs in 2023/24 are distributed equally between the BSc—Computing Science Major/Minor (6 FTEs) and the Computer of Information Systems Degree (6 FTEs). This brings the new total target for technology-related expansion programs to 52 FTEs.

For 2023/24 UFV has achieved its Nursing and other allied health programs target, producing 519 Health funded FTEs, exceeding the target by 11 FTEs (102.1% utilization rate). The university saw increased enrolments in its Nursing Unit Clerk certificate, with a corresponding increase of 8 FTEs over 2022/23.

UFV is below the 100% utilization target for Developmental-Tuition policy eligible activity (FTEs are counted at the course level). UFV has seen a slight decline in domestic enrolments in developmental courses compared to the previous year (204 FTEs in 2023/24 compared to 217 FTEs in 2022/23). Developmental programming has an overall utilization rate of 72.3% which is lower than last year by 4.6 percentage points. This year UFV saw a slight increase in Adult Basic Education funded enrolments, increasing 8 FTEs (from 194 FTEs in 2022/23 to 202 FTEs in 2023/24); while there was a decrease of 21 FTEs in English Language Studies (ELS) funded FTEs, decreasing from 24 FTEs in 2022/23 to 2 FTEs in 2023/24. UFV English Language Studies programs were suspended in 2023/24, and as a result, there was only one course offering in ELS this fall, generating 2 domestic FTEs.

University Upgrading and Preparation is an access department within the university. The department has a significant number of students who are upgrading for program prerequisites in the Adult Basic Education, or Qualifying Studies programs in order to meet prerequisites for their chosen programs of study. The plurality of Adult Basic Education students in Abbotsford who identify themselves are split between upgrading to meet prerequisites for other programs and pursuing their Adult Dogwood for personal or industry needs. Prerequisite upgrading students are usually new high school graduates and Adult Dogwood students are typically adults in their mid to late twenties. For students taking upgrading to meet program prerequisites, University Upgrading and Preparation has significant numbers of applicants specifically interested in upgrading for the Licenced Practical Nurse or Registered Nurse programs at UFV or, failing that, applying for Nursing programs at other institutions. We have a small number of students from industry who are upgrading to meet employment requirements, but they are in the minority.

UFV well recognizes that its Developmental FTEs are below target, that they have declined for three years straight, and, more generally, are down significantly from a decade ago. This decline is not from a lack of commitment to Developmental programming at UFV; the university is fully committed to offering this programming. Reasons for the long-term decline in Developmental activity at UFV likely include:

- An increase in the cost of living in the Fraser Valley. This disproportionately affects students taking developmental courses.
- An increase in the high school completion rates in the Fraser Valley. In 2022/23, the [Ministry website](#) reports the percent of non-completers from high school was 7% in Abbotsford and 8% in Chilliwack, the two primary communities served by UFV. Stepping back fifteen years to 2007/08, the percentages were 18% and 32% respectively—some 3 times greater. The improved educational attainment of high school students in the Fraser Valley has resulted in a decline in the demand for developmental programming at UFV.
- Developmental type programming is now more widely offered elsewhere, including online, than it was in the past.

Figure 34 below displays the four programs that have (historically) generated the most Developmental FTEs at UFV over the past four years—a full 83% of the total in FY 2023/24. The share of Developmental FTEs coming from Qualifying Studies has increased by 7 percentage points over the last three years. UFV is currently reviewing the Qualifying Studies program so it better supports students as they seek to achieve their academic goals. One result of the planned changes could be increased Development enrolments.

**Figure 34: Domestic Developmental FTEs by Program (CDW)**

Program	Fiscal Year				3 Year % Change
	2020/21	2021/22	2022/23	2023/24	
Adult Basic Education	136	83	71	86	-37%
Qualifying Studies	62	54	57	57	-9%
Adult Basic Ed University Prep	42	34	33	25	-40%
Certificate in English as a Second Language	26	14	23	2	-93%
All Other Programs	35	38	33	34	-3%
<b>Total</b>	<b>301</b>	<b>222</b>	<b>217</b>	<b>204</b>	<b>-32%</b>
Share of Qualifying Studies	21%	24%	26%	28%	35%

**Measure 2: Domestic Credentials Awarded:**

System Objective: Capacity

Measure	Actual			Target	Assessment
	2021/22	2022/23	2023/24	2023/24	2023/24
Total Credentials	1,957	1,988	2,001		Not assessed
Bachelor			915	≥ 966	Substantially Achieved
Certificate			658	≥ 692	Substantially Achieved
Developmental			28	≥ 37	Not Achieved
Diploma			239	≥ 248	Substantially Achieved
Graduate, First Professional and Post-Degree			50	≥ 45	Achieved
Short Certificate			111	≥ 164	Not Achieved

UFV has achieved its target for Graduate, First Professional and Post-Degree graduate credentials awarded, and has substantially achieved its target for Bachelor, Certificate, and Diploma credentials awarded for 2023/24. UFV has not achieved its target for Developmental (for reasons discussed in the previous performance measure) or Short Certificate credentials awarded in 2023/24. During the height of the pandemic, and for the three years used in the target calculation for 2023/24, UFV saw an increase in the number of students enrolled and then graduating from the Bookkeeping for Small Business program.

**Measure 3: Indigenous Student Spaces:**

System Objective: Access

Measure	Actual			Target	Assessment
	2021/22	2022/23	2023/24	2023/24	2023/24
Total Indigenous student spaces	595	635	603	≥ 557	Achieved
Ministry (PSFS)	542	547	513		
SkilledTradesBC	53	88	90		

The Indigenous<sup>18</sup> student space target has the proportion of Indigenous students at UFV equal the proportion of the Indigenous population in the Fraser Valley.

<sup>18</sup> The term Indigenous is used as an inclusive reference to First Nations, Inuit, and Métis people.

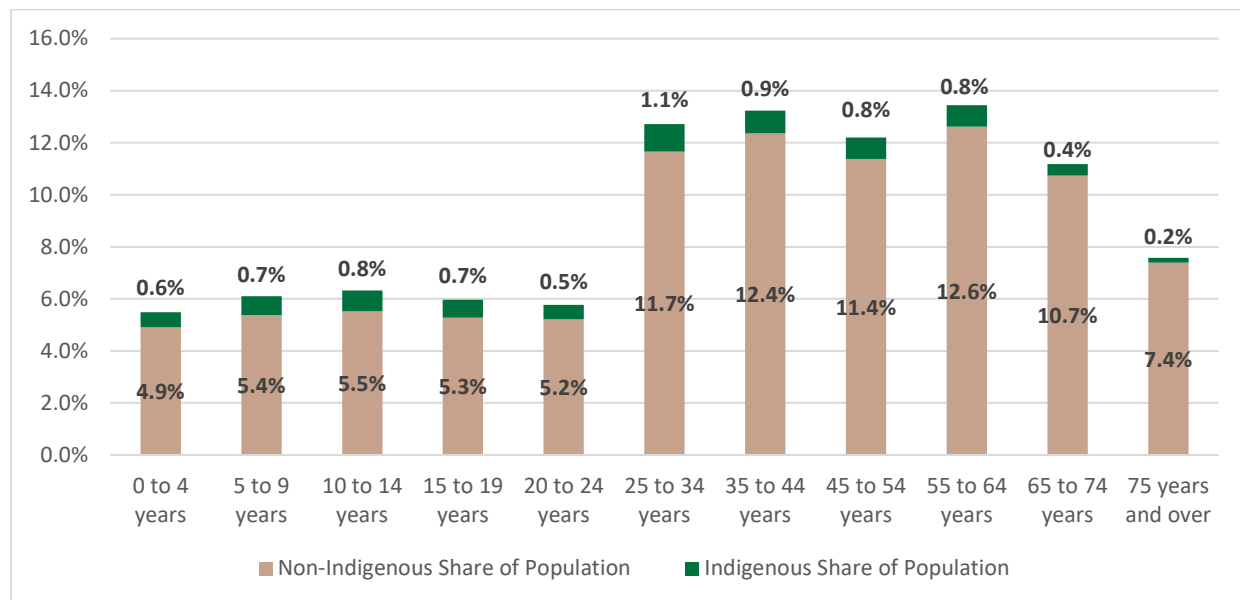
Using data from the *2021 Canadian Census*<sup>19</sup>, we obtain the proportion of Indigenous people in the Fraser Valley Regional District (FVRD). The 2021 population total in the Fraser Valley was 317,765, while the Indigenous population was 24,010, making the Indigenous proportion 7.6%. In 2023/24, UFV produced a total of 7,366 domestic FTEs comprised of 6,630 in Ministry funded programs and 736 in SkilledTradesBC funded programs; the product of the proportion and the FTEs yields the Indigenous FTE target of 557 for 2023/24. In 2023/24 UFV achieved this target by generating 603 Indigenous student FTEs.

According to the 2021 Census, the Indigenous population in the FVRD increased by 1,805, from 22,205 (2016 Census) to 24,010 (2021 Census). At the same time, the share of the Indigenous population in the Fraser Valley declined very slightly from 7.7% in 2016 to 7.6% in 2021.

The 2021 Census shows that the Indigenous population in the FVRD is much younger than the non-Indigenous population, with an average age of 32.3 years compared to 41.7, respectively. The number of Indigenous 0 to 24 year olds in the FVRD accounts for 44.3% of the total Indigenous population (10,635/24,010), compared to 28.4% of the non-Indigenous population (83,515/293,655).

UFV recognizes the growth in the Indigenous youth population in the Fraser Valley and is committed to increasing the number of Indigenous learners. Figure 35 shows the share of Indigenous and non-Indigenous Population in the Fraser Valley Regional District by selected age groupings with data from the 2021 Census.

**Figure 35: Share of Indigenous and non-Indigenous Population in the Fraser Valley Regional District by Selected Age Groupings, 2021 Census Data**



UFV carefully monitors the results of the province-wide student outcomes surveys: the Diploma, Associate Degree, Certificate, Trades Foundation, and Trades-Related Vocational Student Outcomes Survey (DACTRDSO); the Apprenticeship Graduate Survey (APPSO); and the Baccalaureate Graduates

<sup>19</sup> Statistics Canada. Table 98-10-0266-01 Indigenous identity by Registered or Treaty Indian status: Canada, provinces and territories, census divisions and census subdivisions.



Survey (BGS). These survey results are distributed throughout the university, to academic departments and faculties, and to senior management. They help provide staff, faculty, and senior administration with the necessary information and insight to make better informed decisions that lead to improved performance outcomes for our students. Individual departments and faculties examine these results as part of their regular review process designed to refine and improve their programs.

**Measure 4: Student Satisfaction with Education:**

System Objective: Quality

	Actual			Target	Assessment 2023/24
	2021/22	2022/23	2023/24	2023/24	
Former Diploma, Associate Degree and Certificate students	89.3% +/- 2.0%	88.8% +/- 1.8%	86.8% +/- 2.6%	≥90%	Substantially Achieved
Trades foundation and trades-related vocational graduates	97.8% +/- 3.4%	82.5% +/- 9.7%	95.2% +/- 4.3%		Achieved
Former apprenticeship students	100.0% +/- 0.0%	91.7% +/- 6.0%	97.4% +/- 3.9%		Achieved
Bachelor Degree graduates	94.2% +/- 1.7%	91.6% +/- 2.2%	90.2% +/- 2.3%		Achieved

**Measure 5: Student Assessment with the Quality of Instruction:**

System Objective: Quality

	Actual			Target	Assessment 2023/24
	2021/22	2022/23	2023/24	2023/24	
Former Diploma, Associate Degree and Certificate students	96.3% +/- 1.2%	93.6% +/- 1.4%	92.3% +/- 2.0%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	97.9% +/- 3.2%	90.0% +/- 7.7%	98.4% +/- 2.5%		Achieved
Former apprenticeship students	98.0% +/- 2.9%	89.6% +/- 6.6%	97.4% +/- 3.9%		Achieved
Bachelor Degree graduates	95.0% +/- 1.6%	94.3% +/- 1.9%	91.4% +/- 2.2%		Achieved

## Measures 6: Student Assessment of Skill Development:

System Objective: Quality

	Actual			Target	Assessment 2023/24
	2021/22	2022/23	2023/24	2023/24	
Former Diploma, Associate Degree and Certificate students	84.9% +/- 2.0%	84.2% +/- 1.7%	81.8% +/- 2.4%		Substantially Achieved
Trades foundation and trades-related vocational graduates	90.3% +/- 5.9%	82.9% +/- 8.7%	88.8% +/- 4.4%	≥85%	Achieved
Former apprenticeship students	94.5% +/- 3.2%	78.2% +/- 7.9%	92.9% +/- 5.7%		Achieved
Bachelor Degree graduates	87.9% +/- 1.9%	88.1% +/- 2.1%	84.6% +/- 2.2%		Achieved

UFV achieved the 2023/24 targets on Measure 4 (student satisfaction with education), Measure 5 (student assessment of the quality of instruction) and Measure 6 (student assessment of skill development) in all survey groups except for former diploma, associate degree, and certificate students. In 2023/24, former diploma, associate degree, and certificate students substantially achieved the target for Measure 4 (student satisfaction with education), and Measure 6 (student assessment of skill development). The survey results show a larger proportion of trades foundation and trades-related vocational graduates and former apprenticeship students have given positive assessments in all three of these measures (4, 5, and 6) in 2023/24 compared to 2022/23, while a smaller proportion of former diploma, associate degree and certificate students, and Bachelor degree graduates survey respondents have given positive assessments in all three of these measures (4, 5, and 6) in 2023/24 compared to 2022/23. We suspect that these less positive results in 2023/24 are a delayed effect of the pandemic and perhaps a result of the changes to learning environments and delivery methods that took place during the return to campus and the transition back to face-to-face instruction.

The 2023/24 targets for Measure 7 (student assessment of usefulness of knowledge and skills in performing job) have been achieved for trades foundation and trades-related vocational graduates, and former apprenticeship students, and have been substantially achieved for former diploma, associate degree and certificate students, and Bachelor degree graduates. The former diploma, associate degree and certificate students include non-grad leavers and so have historically had lower results. Regardless, UFV is committed to skill and career development for all of its students.

### Measure 7: Student Assessment of the Usefulness of Knowledge and Skills in Performing Job:

System Objective: Relevance

	Actual			Target	Assessment 2023/24
	2021/22	2022/23	2023/24	2023/24	
Former Diploma, Associate Degree and Certificate students	80.9% +/- 5.7%	80.2% +/- 3.8%	81.9% +/- 5.2%		Substantially Achieved
Trades foundation and trades-related vocational graduates	90.2% +/- 7.4%	90.6% +/- 8.7%	89.4% +/- 7.6%	≥90%	Achieved
Former apprenticeship students	96.0% +/- 4.2%	92.9% +/- 6.2%	94.7% +/- 5.6%		Achieved
Bachelor Degree graduates	85.4% +/- 2.9%	87.5% +/- 2.9%	86.8% +/- 3.0%		Substantially Achieved

### Measure 8 Unemployment Rate:

System Objective: Relevance

	Actual			Target	Assessment 2023/24
	2021/22	2022/23	2023/24	2023/24	
Former Diploma, Associate Degree and Certificate students	10.1% +/- 4.0%	5.3% +/- 2.0%	6.2% +/- 3.1%		Achieved
Trades foundation and trades-related vocational graduates	4.5% +/- 4.9%	3.0% +/- 5.0%	12.5% +/- 7.2%	≤ 8.8%	Achieved
Former apprenticeship students	2.0% +/- 2.9%	2.3% +/- 3.5%	0.0% +/- 0.0%		Achieved
Bachelor Degree graduates	4.9% +/- 1.7%	4.2% +/- 1.7%	4.1% +/- 1.7%		Achieved

UFV graduates have achieved Ministry unemployment rate targets (Measure 8) for 2023/24 in all categories. For the last fourteen years, UFV performance as assessed through APPSO, DACTRSO, and BGS surveys has achieved the target: the actual unemployment rate has been lower than the target for each year. These results indicate that UFV graduates are well trained to meet the requirements of the job market and are contributing to B.C.'s economy with their skills.

## 2023/24 Accountability Framework Performance Measure Results Notes

Please consult the 2023/24 Standards Manual for a current description of each measure.

### Student Spaces

Results from the 2023/24 reporting year are based on data from the 2023/24 fiscal year; results from the 2022/23 reporting year are based on data from the 2022/23 fiscal year. Only Ministry funded Full-Time Equivalents are included.

### Indigenous Student Spaces

For Indigenous Student Spaces, results for the previous fiscal year are reported. Results from the 2023/24 reporting year are based on data from the 2022/23 fiscal year; results from the 2022/23 reporting year are based on data from the 2021/22 fiscal year. Both Ministry and SkilledTradesBC (formerly the Industry Training Authority) funded Full-Time Equivalents are included. Institutions provide their own target and assessment for Indigenous Student Spaces.

### Credentials Awarded

Annual performance is based on the number of credentials awarded in the most recent fiscal years; e.g. results from the 2023/24 reporting year are based on data from the 2022/23 fiscal year. Targets are set in the previous reporting year for the next reporting cycle; e.g. targets for the 2023/24 reporting year are a three-year average of the 2019/20, 2020/21, and 2021/22 fiscal years.

### Student Outcomes Measures

Results from the 2023/24 reporting year are based on 2023 survey data; results from the 2022/23 reporting year are based on 2022 survey data.

For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.



### 3.2.2 Progress of UFV KPIs

UFV KPIs were set to be relevant to all or most units across the campus; they require collaboration and coordination across multiple units/areas to achieve the targets. The baseline year for KPIs is 2020/21 and targets are set 5 years out. Most KPIs have annual updates but some are updated every three years due to the cycle for external surveys.

#### 3.2.2.1 Progress of KPIs Relevant to Engaging Learners

KPI: % of total Indigenous students, faculty, and staff

Target: Increase % of each group on annual basis

Year	Permanent Faculty or Staff			Student FTEs		
	Self-declared Indigenous	Total	% Indigenous	Self-declared Indigenous	Total	% Indigenous
2020/21	17	1,024	1.66%	616	7,367	8.36%
2021/22	19	985	1.93%	595	7,385	8.06%
2022/23	26	997	2.61%	635	7,046	9.01%
2023/24	54	975	5.54%	603	7,366	8.19%

KPI: Annual retention rate

Target: Increase retention rates by 5 percentage points in degree programs by 2026 (Yr 1 to 2 / Yr 2 to 3)

Cohort Year	Cohort Size	Retained in Year 2	Retained in Year 3	Year 1 to 2 Retained %	Year 2 to 3 Retained %
2018	465	387	322	83.2%	83.2%
2019	499	424	341	85.0%	80.4%
2020	517	421	338	81.4%	80.3%
2021	528	434	365	82.2%	84.1%
2022	515	441	NA	85.6%	NA





KPI: % of students engaged in High Impact Practices

Target: Increase senior student participation in each category of High Impact Practices on the NSSE survey by 2026

High Impact Practice	Quantifier	NSSE Senior Student Results (%)	
		Survey Year 2019	Survey Year 2023
Service Learning	% At least some courses included a community-based project	63%	66%
Learning Community	% Done or in progress	21%	18%
Research with a Faculty Member	% Done or in progress	26%	25%
Internship or Field Experience	% Done or in progress	43%	44%
Study Abroad	% Done or in progress	7%	5%
Culminating Senior Experience	% Done or in progress	25%	25%

KPI: # of students by credential type

Target: Ensure that the strategic balance in the % of credentials is consistent with UFV's access mandate

Unduplicated Headcount	Fiscal Year							
	20/21	20/21 %	21/22	21/22 %	22/23	22/23 %	23/24	23/24 %
Advanced Certificate	19	0.1%	19	0.1%	17	0.1%	13	0.1%
Apprenticeship	277	1.9%	385	2.7%	416	2.9%	408	2.6%
Associate Degree	190	1.3%	133	0.9%	174	1.2%	349	2.2%
Baccalaureate Degree	6,831	47.2%	7,016	48.4%	6,953	48.6%	7,294	45.7%
Certificate	893	6.2%	959	6.6%	898	6.3%	986	6.2%
Developmental Credential	554	3.8%	400	2.8%	377	2.6%	357	2.2%
Diploma	4,251	29.4%	3,639	25.1%	3,657	25.5%	4,324	27.1%
Graduate Certificate	68	0.5%	64	0.4%	46	0.3%	24	0.2%
Graduate Diploma		0.0%		0.0%	1	0.0%	1	0.0%
Master's Degree	80	0.6%	73	0.5%	31	0.2%	54	0.3%
None	1,252	8.6%	1,764	12.2%	1,705	11.9%	1,925	12.1%
Post-degree Certificate	23	0.2%	18	0.1%	21	0.1%	31	0.2%
Post-degree Diploma		0.0%		0.0%		0.0%	128	0.8%
Short Certificate	36	0.2%	29	0.2%	25	0.2%	66	0.4%
<b>Grand Total</b>	<b>14,474</b>	<b>100.0%</b>	<b>14,499</b>	<b>100.0%</b>	<b>14,321</b>	<b>100.0%</b>	<b>15,960</b>	<b>100.0%</b>

Microcredential Data			
Term	Registrations	Unique Headcount	
Winter 2021	176	74	
Fall 2023	43	43	

*Note: A Microcredential is not a program. All students in Microcredentials are also in a UFV program and are in a Credential type above.*

**KPI:** % of students entering UFV from local communities

**Target:** Increase the share of students that attend UFV out of the total graduating secondary students in Fraser Valley regional school districts that immediately transition to a PSI in BC

High School Graduating Year	PSI School Year	Total Fraser Valley College Region Immediate Transitions to BC PSI	Fraser Valley College Region Immediate Transitions to UFV	Proportion
2018/19	2019/20	1,482	986	66.5%
2019/20	2020/21	1,379	898	65.1%
2020/21	2021/22	1,469	913	62.2%
2021/22	2022/23	1,420	885	62.3%

*Note: The Student Transition Project report has made minor revisions to its historical data. The most recent results are preliminary.*

**KPI:** Participation rates in pathway opportunities

**Target:** Increase participation rates annually of students who participate in PLAR, developmental credits, dual/ concurrent credits, and transfers from other PSIs (domestic and international)

Area	Fiscal 2020/21		Fiscal 2021/22		Fiscal 2022/23		Fiscal 2023/24	
	N of Students/ Total	Part'n Rate	N of Students/ Total	Part'n Rate	N of Students/ Total	Part'n Rate	N of Students/ Total	Part'n Rate
PLAR	12/14,474	0.08%	9/14,499	0.06%	14/14,321	0.10%	19/15,960	0.12%
Developmental Credits	1,362/14,474	9.41%	1,123/14,499	7.75%	1,108/14,321	7.74%	1,237/15,960	7.75%
Dual Credit Programs	97/14,474	0.67%	118/14,499	0.81%	119/14,321	0.83%	158/15,960	0.99%
Concurrent credits	88/14,474	0.61%	87/14,499	0.60%	79/14,321	0.55%	6/15,960	0.04%
Transfers from other PSI's	1,023/14,474	7.07%	1,068/14,499	7.37%	1,069/14,321	7.46%	1,351/15,960	8.46%

*Note: In FY 2023/24, the method for recording Dual Credit and Concurrent activity in Banner changed. Some activity that was previously counted as Concurrent credits is now counted as Dual Credit Programs.*

### 3.2.2.2 Progress of KPIs Relevant to Transforming Lives

**KPI:** The number of Action Item Goals from the EDI Action Plan that have been implemented

**Target:** Progress can be demonstrated on all action items on an annual basis

Stage	Fiscal 2020/21		Fiscal 2021/22		Fiscal 2022/23		Fiscal 2023/24	
	# of Items	%	# of Items	%	# of Items	%	# of Items	%
Planning	10	25%	1	3%	1	3%	1	3%
Ideation	8	20%	13	33%	12	30%	8	20%
In Progress	14	35%	18	45%	18	45%	21	53%
Complete	8	20%	8	20%	9	23%	10	25%
<b>Total</b>	<b>40</b>	<b>100%</b>	<b>40</b>	<b>100%</b>	<b>40</b>	<b>100%</b>	<b>40</b>	<b>100%</b>

**KPI:** % of UFV programs that can ladder into another program

**Target:** 100% of UFV programs (excluding professional graduate level programs) will be eligible to ladder into another credential by 2026

Year	% of UFV programs that can ladder into another program
2020/21	89%
2021/22	90%
2022/23	91%
2023/24	94%

**KPI:** Graduation Rates

**Target:** a) Increase graduation rates for degree students by 5 percentage points by 2026

Cohort Year	Cohort Size	Grad within 6 Years	Grad within 6 Years%
2014	415	173	41.7%
2015	388	161	41.5%
2016	384	177	46.1%
2017	410	184	44.9%

**Target:** b) Decrease the CUSC score of students reporting barriers to graduation to a comparable or lower rate relative to the average for peer Canadian institutions by 2026

CUSC Survey Year	Measure	UFV	Group 1
2021	Share of graduating respondents that indicated delay	56%	43%

*Note: Group 1 consists of universities that offer primarily undergraduate studies and that have smaller student populations.*

KPI: Number of faculty and staff engaged in professional development activities

Target: Increase % of faculty and staff who participate in professional development activities on an annual basis

Fiscal Year	Number of Faculty and Staff Engaged in Professional Development Activities	Total	% Participation in PD
2020/21	285	1,024	27.8%
2021/22	293	985	29.7%
2022/23	469	997	47.0%
2023/24	542	996	54.4%

KPI: Teaching Excellence

Target: a) Exceed BC average for quality of instruction

Measure	BC Student Outcomes (BCSO) Survey Group	2019		2020		2021		2022	
		BCSO	UFV	BCSO	UFV	BCSO	UFV	BCSO	UFV
Quality of instruction rated very good, good, or adequate	Diploma, Associate Degree, and Certificate Students	95.1%	95.5%	95.0%	94.4%	95.1%	96.3%	94.5%	93.6%
	Trades-related vocational and Trades foundation	94.6%	100.0%	94.9%	98.0%	94.2%	97.9%	94.6%	90.0%
	Apprenticeship	94.5%	97.8%	94.7%	96.1%	94.0%	98.0%	92.3%	89.6%
	Baccalaureate Graduates	94.1%	97.3%	93.6%	93.5%	92.2%	95.0%	91.2%	94.3%
	<b>Overall average</b>	<b>94.8%</b>	<b>96.4%</b>	<b>94.7%</b>	<b>94.4%</b>	<b>94.0%</b>	<b>95.9%</b>	<b>93.3%</b>	<b>93.6%</b>

*Note for this and the next table: Starting with 2023 KPI reporting (2021 BGS survey year and on), the Baccalaureate Graduates Survey performance measure results include Research Universities. BGS results for the 2019 and 2020 survey years do not include Research Universities.*

Target: b) Exceed BC average for satisfaction with education

Measure	BC Student Outcomes (BCSO) Survey Group	2019		2020		2021		2022	
		BCSO	UFV	BCSO	UFV	BCSO	UFV	BCSO	UFV
Very satisfied or satisfied with education	Diploma, Associate Degree, and Certificate Students	91.3%	89.9%	91.7%	88.8%	91.6%	89.3%	90.4%	88.8%
	Trades-related vocational and Trades foundation	92.8%	95.7%	93.5%	93.6%	90.8%	97.8%	89.0%	82.5%
	Apprenticeship	92.1%	97.8%	92.8%	100.0%	91.3%	100.0%	88.0%	91.7%
	Baccalaureate Graduates	93.7%	96.9%	92.5%	90.8%	91.6%	94.2%	89.0%	91.6%
	<b>Overall average</b>	<b>91.9%</b>	<b>92.9%</b>	<b>92.2%</b>	<b>90.1%</b>	<b>91.5%</b>	<b>92.0%</b>	<b>89.7%</b>	<b>89.6%</b>

### 3.2.2.3 Progress of KPIs Relevant to Building Community

**KPI:** Status of implementations addressing the TRC Calls to Action and Articles 14, 15 & 21 of UNDRIP related to education

**Target:** All current initiatives to be implemented by 2024. Any new initiatives to be implemented by 2026. Initiatives are classified across two measures: (i) by column, Implemented or Not Implemented, and (ii) by row, the Ministry defined Initiative Status.

Initiative Status	2020/21			2021/22			2022/23			2023/24		
	Impl.	Not Impl.	Total	Impl.	Not Impl.	Total	Impl.	Not Impl.	Total	Impl.	Not Impl.	Total
Planned		4	4		4	4		4	4		4	4
In Progress	5	14	19		5	5		3	3		3	3
New	9	1	10		1	1		1	1			
New & Ongoing	1	3	4									
Ongoing	4	33	37	33	12	45	33	12	45	38	5	43
Implemented	11		11	16		16	16		16	16		16
Complete	6		6	20		20	22		22	25		25
<b>Grand Total</b>	<b>36</b>	<b>55</b>	<b>91</b>	<b>69</b>	<b>22</b>	<b>91</b>	<b>71</b>	<b>20</b>	<b>91</b>	<b>79</b>	<b>12</b>	<b>91</b>

**KPI:** # of countries with more than 10 students represented by international students

**Target:** Increase # of countries that meet this criterion on an annual basis

Year	# of countries with more than 10 students represented by international students
2020/21	6
2021/22	9
2022/23	12
2023/24	15

**KPI:** Annual Greenhouse Gas Emissions (tCO<sub>2</sub>e)

**Target:** Reduce tCO<sub>2</sub>e by 1/3 (33%) of 2009 levels by 2026: 2,122

Year	UFV Total CO <sub>2</sub> Emissions	% Change from Base Year	Year	UFV Total CO <sub>2</sub> Emissions	% Change from Base Year
2009	3,167	-	2017	2,701	-15%
2010	3,062	-3%	2018	2,380	-25%
2011	3,235	2%	2019	2,230	-30%
2012	3,277	3%	2020	2,163	-32%
2013	2,566	-19%	2021	2,210	-30%
2014	2,432	-23%	2022	2,474	-22%
2015	2,235	-29%	2023	2,099	-34%
2016	2,338	-26%			



KPI: Employability skills

Target: Exceed BC average for % of students who report knowledge and skills gained in program were useful in performing their job

Measure	BC Student Outcomes (BCSO) Survey Group	2019		2020		2021		2022	
		BCSO	UFV	BCSO	UFV	BCSO	UFV	BCSO	UFV
Knowledge and skills gained very or somewhat useful in performing job	Diploma, Associate Degree, and Certificate Students	86.5%	87.2%	87.5%	86.5%	84.9%	80.9%	84.6%	80.2%
	Trades-related vocational and Trades foundation	89.5%	87.8%	89.1%	86.4%	87.4%	90.2%	86.7%	90.6%
	Apprenticeship	93.3%	97.7%	93.6%	100.0%	92.7%	96.0%	90.9%	92.9%
	Baccalaureate Graduates	90.5%	89.6%	91.7%	90.6%	86.7%	85.4%	85.1%	87.5%
	<b>Overall average</b>	<b>88.2%</b>	<b>88.5%</b>	<b>88.9%</b>	<b>88.3%</b>	<b>86.2%</b>	<b>83.6%</b>	<b>85.3%</b>	<b>83.3%</b>

*Note: Starting with 2023 KPI reporting (2021 BGS survey year and on), the Baccalaureate Graduates Survey performance measure results include Research Universities. BGS results for the 2019 and 2020 survey years do not include Research Universities.*

KPI: # of community engaged projects

Target: Increase annually the number of research and scholarly activity projects within the communities UFV serves

Year	Total # of Community Engaged Projects	Partnerships
2020/21	62	39
2021/22	70	57
2022/23	97	66
2023/24	106	94

KPI: Total external research dollars

Target: Increase annually the amount of external research dollars (grants and contracts) generated on an annual basis

Fiscal Year	Annual external research funding (in CAD)
2020/21	3,552,573
2021/22	3,475,739
2022/23	3,359,193
2023/24	5,218,774

KPI: Total fundraising dollars

Target: Increase total fundraising dollars generated by 10% on an annual basis up to 2026

Fiscal Year	Fundraising Total Amount CAD	% increase from previous year
2020/21	1,132,267	Baseline
2021/22	2,085,673	84%
2022/23	1,518,062	-27%
2023/24	2,687,262	77%

### 3.2.3 External Surveys

UFV participates in several external surveys, including the B.C. Student Outcomes Surveys, the Canadian University Survey Consortium (CUSC), the National Survey of Student Engagement (NSSE), and the Faculty Survey of Student Engagement (FSSE). Results from these surveys help inform the university of its students' educational experiences and perceptions and assist in future planning. Selected results from these surveys have been included throughout this report. Below we provide some additional results from the CUSC 2023, and the NSSE and FSSE 2023 surveys.

#### 3.2.3.1 Canadian University Survey Consortium

The CUSC survey measures student characteristics—such as employment, marital status, debt, parental level of education—as well as students' academic goals and student life. The survey provides a measure of student involvement with university activities and their level of satisfaction with various aspects of their university experience. Every year the survey rotates through one of three cohorts; the 2023 survey discussed here involves middle-years students.

Participating universities are organized by CUSC into three groups based on the size of student population and academic activity. Group 1, which includes UFV, consists of universities that offer primarily undergraduate studies and that have smaller student populations; Group 2 are medium-sized universities offering both undergraduate and graduate programming; Group 3 consists of larger, research-based universities, with most having professional schools as well. This allows a comparison of UFV's results both nationally and to similar-sized universities. In 2023, CUSC surveyed over 11,000 middle-years students at 29 universities across Canada.

When asked if UFV has exceeded, met, or fallen short of their expectations, 83% of UFV 2023 middle-years respondents answered that UFV had either met or exceeded their expectations. This percentage was higher than that of their counterparts in Group 1 (78%) as well as Overall (78%).

87% of UFV respondents in the 2023 Middle-years Survey responded "satisfied" or "very satisfied" with *their decision to attend UFV*. This percentage was slightly higher than their peers in Group 1 (86%) and Overall (85%).

77% of UFV respondents in the 2023 Middle-Years Survey reported that they were "satisfied" or "very satisfied" with the *concern shown by the university for them as an individual*. This percentage was significantly higher than that of their counterparts in Group 1 (65%) and Overall (64%).

A notable 87% of UFV respondents expressed their agreement or strong agreement that they are indeed satisfied with the quality of teaching they have encountered. This percentage was positive when compared to the counterparts in Group 1, who reported an 86% satisfaction rate, as well as the overall average of 83%.

Students were asked to rate the likelihood that they would recommend UFV on a scale from 0 (not at all likely) to 10 (extremely likely). UFV (69%) surpasses Group 1 (67%) and Overall (66%) in the 2023 Survey in terms of the share of the overall ratings spanning from 7 to 10. Using the Net Promoter Score (NPS) calculation, where the percentage of detractors (rating of 0 to 6) are subtracted from the percentage of promoters (rating of 9 or 10), in the 2023 Middle-years Survey, UFV has a score of -7 (25% promoters minus 32% detractors), mirroring the same score as Group 1 institutions and surpassing the -13 score for Overall. A higher NPS indicates a relatively higher likelihood to recommend in contrast to a lower NPS.

87% of UFV respondents in the 2023 Middle-years Survey agreed or strongly agreed that they plan to return to the University next year; about one out of 10 responded “don’t know.” Interestingly, a slightly higher percentage, 88% of UFV respondents, expressed their intention to complete their degree at UFV. When compared to Group 1 and the overall respondents, the percentage of students intending to return to the university is in line with Group 1 and just one percentage point below Overall. However, the percentage of students planning to complete their degree at UFV is three percentage points below that of Group 1 and Overall. This suggests an area for improvement.

### 3.2.3.2 National Survey of Student Engagement

The National Survey of Student Engagement (NSSE) is an international survey that UFV participates in every three years. NSSE collects information at hundreds of universities about student participation in programs and activities and the results provide an estimate of how undergraduates spend their time and what they gain from attending university. The NSSE survey groups include first-year and senior (fourth-year) degree-seeking students. UFV most recently participated in the NSSE survey (and associated FSSE survey, discussed below) in 2023.

Both of the NSSE 2023 survey groups, first-year and senior students, rated their entire educational experience at UFV highly, with 76% of first-year and senior students rating their experience as “excellent” or “good”. When UFV students were asked if they could start over again, if they would go to UFV, 86% of first-year students and 83% of senior students said “definitely” or “probably”. Both senior and first-year students, however, were less likely than students at a comparable set of Canadian universities to agree that UFV encouraged students to attend campus activities and events. The survey results also highlight that UFV senior and first-year students are more likely than students at a comparable set of Canadian universities to report the highest level of education completed by their parents (or those that raised them) as graduated from high school or less. When UFV first-year respondents were asked if they intended to return to UFV next year, a resounding 90% said yes.

Further results from the NSSE 2023 first-year and senior student survey identified that:

- 62% of UFV first-year and 61% of senior UFV respondents said they planned to, were in progress, or had participated in an internship, co-op, field experience, student teaching, or clinical placement.

- 26% of UFV first-year and 36% of senior UFV respondents said they planned to, were in progress, or had done work with a faculty member on a research project.
- 85% of UFV first-year and 83% of senior UFV respondents agreed that they feel comfortable being themselves at UFV.
- 71% of UFV first-year and 68% of senior UFV respondents agreed that they feel valued by UFV.

From the results of the NSSE 2023 Survey, UFV rated highly in the following three areas: Effective Teaching Practices, Quality of Interactions, and Discussions with Diverse Others.

### 3.2.3.3 Faculty Survey of Student Engagement

The Faculty Survey of Student Engagement (FSSE) is a North American survey of post-secondary institutions designed to complement the related NSSE survey, and is conducted at the same time. The FSSE survey measures faculty perceptions of how often students engage in different activities, the importance faculty place on various areas of learning and development, the nature and frequency of faculty-student interactions, and how faculty members organize their time. The FSSE 2023 survey queried faculty, who are categorized based on teaching a particular course, either at the lower or upper-division.

A comparison between similar questions on the most recent NSSE and FSSE surveys revealed some interesting results. For example, UFV students rate the quality of their interactions with faculty much higher than faculty perceive. UFV students also reported that they had “at least often” had discussions with diverse others at a higher proportion compared to the share of faculty that reported that they have provided opportunities in their selected course sections for this to occur, “at least quite a bit.” This likely indicates that students are (also) engaging in discussions with diverse others outside of UFV classrooms.

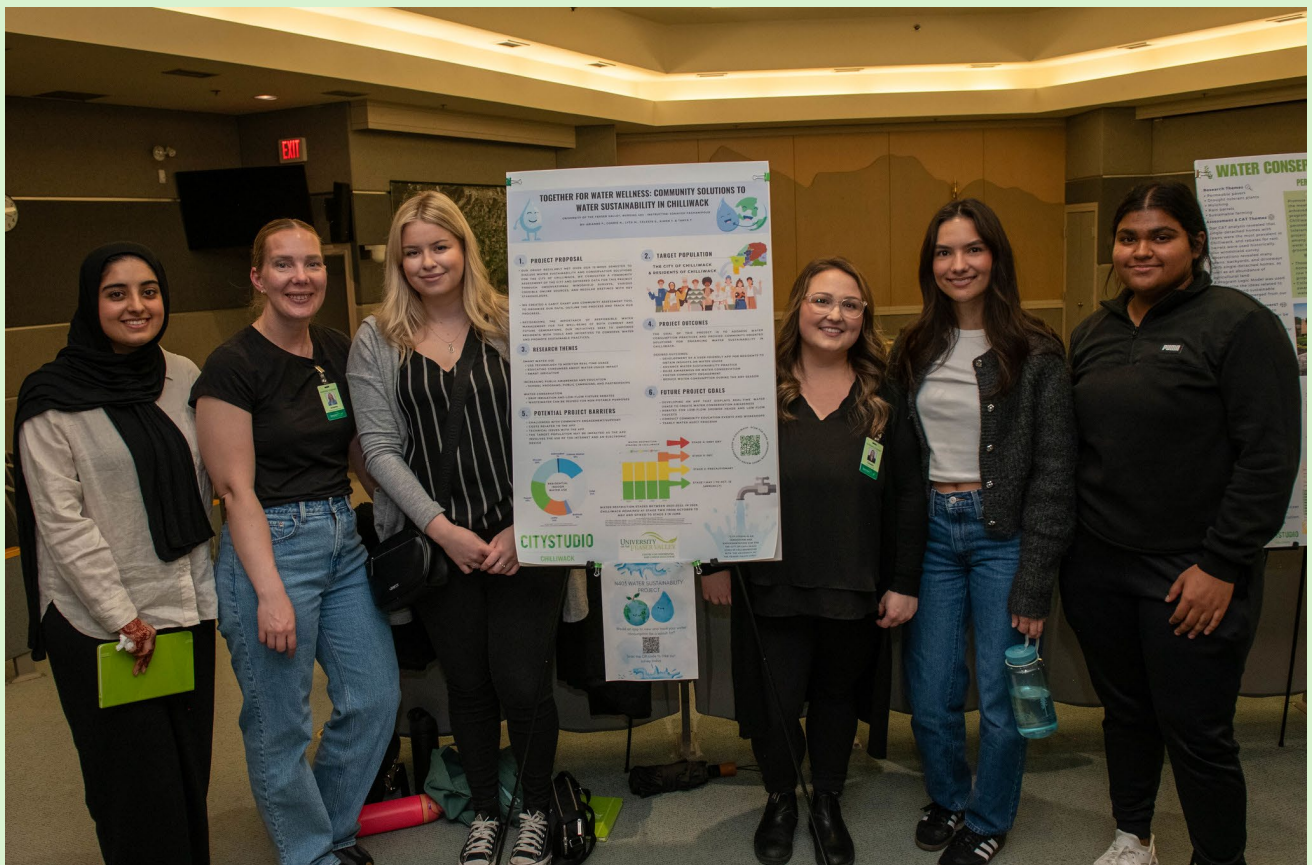
Results from the Faculty Survey of Student Engagement (FSSE) and National Survey of Student Engagement (NSSE) 2023 revealed that a high percentage of both UFV faculty and student respondents agree that UFV contributes to students’ development of thinking critically and analytically; 90% of lower-division and 95% of upper-division faculty believe that they structure their course sections to develop these skills, while 78% of first-year and 80% of senior students believe that their experience at UFV has done the same.

Regarding high-impact practices, a high proportion (75%) of UFV faculty believe that it is important for UFV undergraduate students to complete an internship or field experience before they graduate, with 25% of faculty responding that they supervise undergraduate internships or other field experiences in a typical week. Only 6% of UFV first-year students have participated in an internship or field experience, compared to 44% of UFV senior respondents. We also see that the majority (54%) of UFV faculty respondents believe that it is important for UFV students to work with a faculty member on a research project; 52% indicated that in a typical week, they work with undergraduates on research. About one quarter (25%) of UFV senior respondents reported that they have done work with a faculty member on a research project, or are in progress; only 4% of first-year UFV respondents reported the same. These high-impact practices are examples of strategic imperatives outlined in UFV’s Integrated Strategic Plan, and the university seeks to increase the number of students involved in high impact practices.

The survey responses also revealed that UFV faculty are aware, but tend to overestimate, the unique characteristics of UFV students, in regards to how they spend their time in an average week. For example, 64% of UFV lower-division faculty respondents perceived that the typical UFV student worked

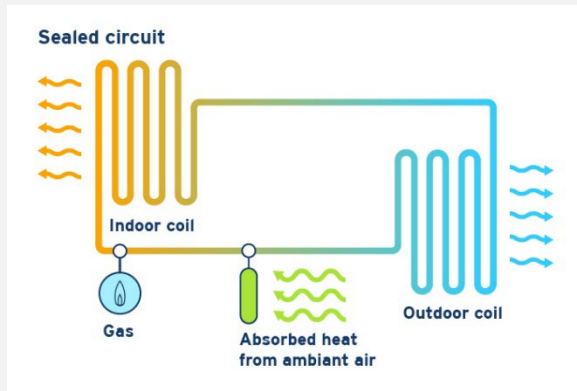


for pay off campus for 16 or more hours in a week, compared to 44% (high for a Canadian university) of first-year respondents who reported doing so (65% for upper-division faculty vs 44% of senior respondents). Similarly, 11% of UFV lower-division faculty respondents perceived that the typical UFV student provided care for dependents (children, parents, etc.) for 16 or more hours in a week, compared to 9% of first-year respondents who reported doing so (35% for upper-division faculty vs 15% of senior respondents).





## Box 6: UFV works with Fortis to install energy efficient heat pumps in Trades and Technology Centre



*This Fortis graphic shows how a GAHP unit works to provide heating and supplemental cooling.*

To reduce energy consumption and greenhouse gas emissions at the Chilliwack campus at Canada Education Park, UFV is working with FortisBC Energy as an early adopter in its Gas Absorption Heat Pump (GAHP) program.

FortisBC will contribute approximately \$570,000 to the design, purchase, installation, and commissioning of GAHP technology at UFV's Trades and Technology Centre (TTC). The project will see six heating and one combined heating/supplemental cooling GAHP units installed. They will include measurement and verification instrumentation, with the ability to showcase real-time performance data. Work on installation began in December 2023.

This system transfers heat between ambient outdoor and indoor air and moves it inside or outside, depending on whether spaces need to be heated or cooled. There is heat within outdoor air, even in winter, which can be used for heating. By capturing heat, less natural gas is needed compared to the boiler systems that are currently in place, making the new GAHP technology setup more than 100 per cent energy efficient.

"This technology will showcase an innovative solution to heating and supplemental cooling at UFV, while taking important steps to reduce greenhouse gas emissions causing climate change," says Doran Hoge, director of energy and environmental sustainability in UFV's Office of Sustainability.

UFV's TTC is a 70,000 square foot building that was constructed around 1974 and renovated in 2007. It houses workshops and classrooms for a wide range of programs including Plumbing and Piping, Floral Design, Culinary Arts, and Welding. The building currently uses approximately 10,000 gigajoules of natural gas per year. This project is estimated to save 860 gigajoules of natural gas, and 37 tonnes of greenhouse gases annually.

"We applaud UFV for their leadership in advancing innovative approaches to saving energy by installing these units in their facilities, and we are proud to work with them to host the first GAHP demonstration and training facility in Canada," says Danielle Wensink, director of conservation and energy management at FortisBC. "This is an excellent educational opportunity for the staff, students and FortisBC's commercial customers to see a GAHP system in operation and learn more about how energy efficiency plays a key role in reducing greenhouse gas emissions."

The GAHP demonstration and training system will allow the university to track real-time energy use and greenhouse gas emissions, which will be available for use as a teaching tool for courses at UFV. The TTC will also serve as an educational facility for property managers, engineers, and contractors interested in GAHP technology.

## 4. Financial Information

### 4.1 Financial Results

UFV has continued to maintain a positive financial position for the 2023/24 fiscal year while working to achieve its strategic priorities. As a publicly funded university, UFV reports financial statements using Public Sector Accounting Standards (PSAS) presented in accordance with Section 23.1 of the BC Budget Transparency and Accountability Act (BTAA), supplemented by Regulations 257/210 and 198/2011 issued by the Province of British Columbia Treasury Board. The university maintains its financial accountability through a balanced budget and providing regular financial reporting as required under the BC BTAA and the BC University Act.

Comprehensive financial results for the university can be viewed on the UFV website at:

<http://www.ufv.ca/finance/reporting/annual-financial-reports/>

The comprehensive budget can be viewed on the UFV website at:

<https://www.ufv.ca/budgets/consolidated-budget-plan/>

### 4.2 Risk and Uncertainties

UFV operates in an increasingly complex environment and must assume certain risks to meet its objectives and realize its strategic goals. UFV continues to mature an enterprise-wide approach to risk management, recognizing the inter-relationships of risk and opportunity factors across university functions.

From a financial perspective, uncertainties on a global scale related to political and economic tensions are resulting in inflationary pressures and supply chain disruptions which impact university budgets. Inflationary costs, particularly for capital projects are significant. UFV has stabilized costs and related funding in place for projects in progress, and the feasibility of future projects will undergo careful financial planning and scrutiny. The impact of rapidly expanding capabilities on student expectations and business operations continues to emerge.

The most significant risk to achieving the 2024-25 Operating Budget is tuition dependency, the reliance on income from student tuition to sustain operations. Recruiting and retaining students is a multi-faceted and complex effort. External factors such as global events, economic circumstances, and shifting values impact decisions to participate in Post-Secondary education. Factors such as reputation, programs, flexibility, barriers, instructional delivery, and student experience all influence student decisions to choose UFV and complete their program at UFV. Added to this complexity are recently added federal regulations that will reduce the total number of international student visas to study in Canada by 35% from 2023 levels. It is uncertain how this reduction will impact UFV, but working within a hard cap will require careful enrolment and related financial planning, and significant administrative effort.

UFV has a comprehensive Strategic Enrolment Management (SEM) plan that includes an annual rolling enrolment planning process to 2030. This intentional and longer-term approach to student recruitment and retention provides a structure to include the reality and impact of changing enrolment environments and results. The plan provides direction for addressing recruitment and retention challenges throughout the student journey for both domestic and international students, with an emphasis on ensuring that students choosing to study at UFV are successful in their educational aspirations.

In the short-term, UFV has taken a conservative approach to the inclusion of international revenues in this budget and will be vigilant in monitoring results to budget. If it becomes apparent that revenues will not achieve targets, the university will follow established mitigation strategies: a strategic approach guided by the budget principles; call on contingency funding; and/or strategically hold hiring and discretionary spending.





## 5. Final Comments

Fraser Valley College was founded in 1974 and so 2024 marks our 50th anniversary. Over these five decades the institution has grown and transformed into the university we are today.

This has been an encouraging and busy year at UFV. We have seen an increase in both domestic and international enrolments resulting in the university's highest ever total FTEs—9,519. The number of international students continues to grow, reaching 2,904, the highest number ever at UFV—48.0% more than the previous year.

This year UFV awarded 2,400 credentials contributing to the university's 50,000 alumni. We delivered 603 total Indigenous student spaces, 46 more than the target of 557. UFV graduates are well trained to meet the requirements of the job market and are contributing to B.C.'s economy with their skills: the unemployment rate of UFV Bachelor's degree graduates is 4.1%, less than half the Ministry unemployment rate target of 8.8%.

UFV has once again been named one of BC's Top Employers, marking its tenth consecutive year of recognition.

At the end of Year 2023, UFV moved one step closer to achieving its [Ashoka Changemaker Campus designation](#), with a comprehensive plan in place to implement forward-thinking changes over the next four years. We look forward to continuing the journey as we celebrate, support, and continue to build upon the changemaking happening at UFV today.



*UFV Canada West Quarter Finals Reception & Game, 2024*

**Appendix B—Reporting on Implementation of Truth and Reconciliation Commission’s Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples**

Progress on Implementation of Truth and Reconciliation Commission’s (TRC) Calls to Action and articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples at Public Post-Secondary Institutions in B.C.

TRC CALL TO ACTION <sup>20</sup> and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
PROGRESS	INITIATIVES AND PARTNERSHIPS
Identify whether the initiative is: <ul style="list-style-type: none"> <li>• New<sup>21</sup></li> <li>• Planned / In Progress / Implemented or Ongoing</li> <li>• If there is no relevant program/initiative show as N/A</li> </ul>	Provide key details on initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how UFV’s relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation.
<b>1: SOCIAL WORK</b>	
<p>We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</p>	
<p><i>Response: Honouring Indigenous worldviews provides social workers with the opportunity to develop insights into how Indigenous communities and families contribute to the process of child welfare and healing. These insights will guide future social workers to practice differently and will contribute to the reduction in the number of Indigenous children in care.</i></p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p><b>Ongoing</b>  <b>Action:</b> <a href="#">In Plain Sight</a> is foundational in two Social Work courses on systemic racism and racial trauma: <a href="#">SOWK 320: Anti-Racist and Cross-Cultural Social Work Practice</a>, and <a href="#">SOWK 450: Social Work in Health Care</a>.</p> <p><b>Action:</b> Co-taught by a social work faculty member, the development and delivery of a cross-disciplinary course on Trauma-Informed Pedagogy and Practice (<a href="#">ADED 330W</a>) includes Indigenous-specific racisms</p>	<p><b>Continuing</b>  <b>Action:</b> The Faculty of Education, Community, and Human Development (<a href="#">FECHD</a>) is partnering with Indigenous agencies and communities for <a href="#">BSW</a> and <a href="#">MSW</a> practicum placements. Examples include <a href="#">Xyólheméylh Child and Family Services</a>, <a href="#">First Nations Health Authority</a>, <a href="#">BC Aboriginal Child Care Society</a>, <a href="#">Mission Friendship Centre Society</a>, <a href="#">Métis Nation British Columbia</a>, and <a href="#">Lii Michif Otipemisiwak Family and Community Services</a>.</p>

<sup>20</sup> "...” represents omitted text not related to post-secondary education from the original Call to Action.

<sup>21</sup> New initiatives start in the current reporting year and have not been previously reported on.



<p>and intergenerational trauma and how to work with Indigenous populations from a trauma-informed lens.</p> <p><b>Action:</b> <a href="#">SOWK 491</a>: Indigenous Perspectives on Child and Family Welfare was re-developed, implemented, and has run twice (in Fall 2022 and 2023), teaching students to work effectively with Indigenous children and families.</p> <p><b>Action:</b> In Fall 2023, <a href="#">SOWK 491</a> hosted a number of guest speakers from <a href="#">Chilliwack Métis Association</a>, <a href="#">Xyólheméylh Child and Family Services</a>, and the <a href="#">Ministry of Children and Family Development</a>.</p> <p><b>Action:</b> All students enrolled in <a href="#">HSER 140: Indigenous-Centred Human Services</a> had the opportunity to participate in a Sweat Lodge ceremony led by Stó:lō Elders. Students also received personal Smudge Kits.</p> <p><b>Action:</b> In Fall 2023, <a href="#">SOWK 491</a> students went on a field trip to tour <a href="#">St. Mary's Indian Residential School</a>. The tour was led by the <a href="#">Cultural Education Team at Stó:lō Tourism</a>.</p>	<p><b>Action:</b> Two Social Work and Human Services faculty are members of the <a href="#">FECHD Indigenization Committee</a>. The committee's primary work this year has been creating a cultural safety protocol for the Faculty.</p>
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**12: EARLY CHILDHOOD EDUCATION**

We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

**Response:** Culturally appropriate Early Childhood Education (ECE) programs will spring from ECE workers educated to recognize and support Indigenous cultural teachings including child rearing practices and who have embraced the tenets of cultural safety in their educational practice.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p><b>Ongoing</b></p> <p><b>Action:</b> <a href="#">ECE</a> faculty and sessional instructors participated in the "<a href="#">Lighting the Path—Our Stories of Resilience</a>" outdoor immersive walk to honour residential school survivors and the teachings, stories, and language.</p> <p><b>Action:</b> An <a href="#">ECE</a> faculty member completed the <a href="#">San'yas anti-racism Indigenous cultural safety training program</a>.</p>	<p><b>New</b></p> <p><b>Action:</b> In a new partnership, students completed practicums, with <a href="#">S'íwesá: ylhem Childcare Centre</a> and <a href="#">Sq'ewqéyl First Nations</a>. The response has been positive from both the onsite Child Care Manager and from students.</p> <p><b>Action:</b> Students from the dual credit programs in Chilliwack and Abbotsford (certificate of ECE), along with school district personnel, participated in a field trip to</p>

<p><b>Action:</b> Practicum courses have integrated the First Nations and Inuit “<a href="#">Eating Well with Canada’s Food Guide</a>.”</p> <p><b>Action:</b> An Indigenous educator / parent, came to introduce medicine bags to both the dual credit early childhood cohort and the second year Chilliwack early childhood cohort.</p> <p><b>Action:</b> The <a href="#">ECE certificate students</a> participated in a workshop on Territorial Acknowledgements.</p>	<p><a href="#">A:Iméłháwtxw Early Education Centre</a>, to learn about guiding children’s behavior, within the boundaries of the centre and beyond the fence.</p> <p><b>Action:</b> The ECE department met with Indigenous and non-Indigenous community partners and sites to receive feedback on a vision and mission for the ECE program. As a follow-up to these meetings, ECE faculty and the Director of the School of Education drafted a mission statement stating the value of learning from and with local First Nations to care for the land and incorporate Indigenous worldviews. This mission also references the <a href="#">First Peoples’ Principles of Learning</a> and underlines the need to incorporate these teachings to support the growth and development of Indigenous children and families in ECE programs.</p>
<p><b>Success Stories:</b> A former UFV student, who participated in the <a href="#">Blade Runners</a> program, continues to work as an early childhood educator at this site.</p>	
<p>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</p>	
<p>We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.</p>	
<p><b>Response:</b> Halq'eméylem, the language of the Stó:lō people, is supported and promoted at UFV where you find institutional Vision, Mission, Values, and strategic plans using this endangered language. With only one fluent native speaker of this language in the world today the university acknowledges that the ability to deliver courses and programs in the Stó:lō people’s language is somewhere in the future. However, the institutional support for the preservation of Halq'eméylem is strong. UFV relies heavily on its partnerships with the Halq'eméylem Language Authority, Elders, linguists, and language carriers combined with their decades of work honouring the local Indigenous language, to ensure it is both preserved and rejuvenated.</p>	
<p><b>PROGRESS</b></p>	<p><b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b></p>
<p><b>Ongoing</b>  <b>Action:</b> Halq'eméylem Language <a href="#">proficiency certificate programs</a> are currently offered in two local communities: <a href="#">Seabird Island</a> and <a href="#">Kwantlen First Nations</a>.</p> <p>On-campus offerings of the <a href="#">advanced proficiency certificate</a> in Halq'eméylem which includes <a href="#">HALQ 301</a> and <a href="#">302</a> courses, and was delivered in 2023/24 in collaboration with Kwantlen First Nations.</p>	<p><b>Implemented</b>  <b>Action:</b> The <a href="#">advanced proficiency certificate</a> in Halq'eméylem was delivered at <a href="#">UFV Chilliwack Canada Education Park</a> campus. This certificate is a prerequisite for the second cohort of the graduate program in Halq'eméylem, which is planned for Fall 2025. In 2024, a group of students (13) have successfully completed the <a href="#">HALQ 301</a> and <a href="#">302</a> courses to qualify for the UFV <a href="#">Halq'eméylem Advanced Proficiency Certificate</a>.</p>

<p>A first cohort of Indigenous learners (7) are progressing through the <a href="#">Graduate Certificate in Halq'eméylem</a> and a <a href="#">Graduate Diploma in Halq'eméylem</a>, in Fall 2022. This two-year program is ongoing and will conclude in Winter 2025.</p>	
<p>Success Stories: Increased enrolment for UFV's Upriver Halq'eméylem courses, the new <a href="#">Halq'eméylem Graduate Certificate</a> courses and the First Nation community based Halq'eméylem cohorts, allowed UFV to hire three sessional instructors and three seminar assistants in the UFV <a href="#">Modern Language Department</a>.</p>	
<p><b>23: HEALTH-CARE PROFESSIONALS</b></p>	
<p>We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.</p>	
<p><b>PROGRESS</b></p>	<p><b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b></p>
<p><b>Ongoing</b>  <b>Action:</b> The Bachelor of Science in Nursing (BSN) and Licensed Practical Nurse Access (LPNA) programs are currently reviewing and making recommendations on entrance requirements with the aim of decolonizing and Indigenizing the relevant processes and language. There has been consultation with UFV's Teaching and Learning Indigenization Specialist and recommendations have been implemented. Associated faculty are in the process of connecting with the Indigenous Student Centre to gather student feedback from their team on student experiences in Health Sciences programs.</p> <p><b>Action:</b> Counsellors each completed <a href="#">San'Yas Indigenous Cultural Safety Training</a> for health care professionals through the First Nations Health Authority. Counsellors are each participating in an upcoming conference—<a href="#">Making Connections: Ways of Knowing, Being, and Healing</a>. The conference focus is on Truth and Reconciliation and incorporating the learning into therapeutic practice.</p>	<p><b>New</b>  <b>Action:</b> A Métis professor in the BSN program will become the program head for the LPNA to BSN and Practical Nursing (PN) programs.</p>

**24: MEDICAL AND NURSING SCHOOLS**

We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

**Response:** UFV and its faculty continue to work on incorporating Indigenous content into UFV Nursing programs.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p><i>Ongoing</i>  <b>Action:</b> The <a href="#">BSN</a> student selections committee is taking action to reduce barriers to admission to the BSN program. This includes reviewing elective requirement of an Indigenous Studies/History Course.</p> <p><b>Action:</b> The <a href="#">BSN</a> Curriculum Revitalization committee is exploring the addition of a certificate course and or learning activities that would be integrated into the program.</p> <p><b>Action:</b> The <a href="#">Faculty of Health Sciences Indigenization Committee</a> has compiled a comprehensive collection of materials utilized across programs including content covered.</p>	<p><i>New</i>  <b>Action:</b> In Spring 2023 a BSN Revitalization committee was implemented. The goal involves reviewing content across the program including a full assessment of where/how Aboriginal health issues are taught/discussed across the program. A full report and action plan is expected in Spring of 2024.</p>

**28: LAW SCHOOLS**

We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	

**57: PUBLIC SERVANTS**

We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown

<p>relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	
<b>PROGRESS</b>	<b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b>
<p><b>Ongoing</b>  <b>Action:</b> UFV’s library collection focuses on acquiring Indigenous materials and on the creation of dedicated funds for Indigenous Studies materials. The Library has created an Indigenous materials list to ensure that Indigenous knowledge is available throughout all subject delivery areas.</p> <p><b>Action:</b> The School of Social Justice and Global Stewardship has been formed in the College of Arts. The School houses programs in Indigenous Studies, Global Studies, Peace and Conflict Transformation, and Migration and Citizenship. The school is a place where students, scholars, activists, and communities will collaborate in reimagining our world, creating knowledge, and enacting transformative social change in the Fraser Valley and beyond.</p>	<p><b>Implemented</b>  <b>Action:</b> On September 30, 2023, UFV recognized and took part in Orange Shirt Day—National Day for Truth &amp; Reconciliation. UFV encouraged everyone to wear orange to raise awareness of the very tragic legacy of residential schools, and to honour the thousands of Survivors.</p> <p><b>Action:</b> UFV recognized the National Day for Truth and Reconciliation with the Chowiyes-Xwithet/ Rise Up–Wake Up gathering on the Chilliwack campus. Stó:lō artist Bonny (b.wyse) Graham (Dip GDC ‘86) created a powerful logo for the event that was featured on the program cover and displayed at the event.</p>
<b>62: TEACHER EDUCATION</b>	
<p>We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.</p>	
<p><b>Response:</b> The <a href="#">Teacher Education department</a> (TED) is committed to Indigenizing the <a href="#">Bachelor of Education</a> (BEd) and <a href="#">Master of Education in Educational Leadership and Mentorship</a> (MEd) programs. Faculty members are actively engaging in decolonizing work, both personally and professionally to ensure they are able to educate teacher candidates to integrate Indigenous Knowledge and Indigenous pedagogy into their future classrooms. Additionally, TED supports this learning amongst teachers in schools in surrounding areas.</p>	
<b>PROGRESS</b>	<b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b>
<p><b>New</b>  <b>Action:</b> Indigenization Committee for the Faculty of Education, Community, and Human Development created a video on how to give authentic Territorial Acknowledgements (and how to introduce one’s positionality).</p>	<p><b>New</b>  <b>Action:</b> Completed work (lesson development of stories specific to the <a href="#">Máthxwi Nation</a>) with the Máthxwi Nation, including professional development sessions provided to local school districts. This then led to a similar project for</p>



<p><b>Action:</b> Education librarian shared her connected lessons with elementary teacher candidates on First Contact using Two-Eyed Seeing.</p> <p><b>Ongoing</b></p> <p><b>Action:</b> Hired St’at’imc and Stó:lō educator who teaches courses in social justice, Indigenization, and Fine Arts.</p> <p><b>Action:</b> As part of the orientation for new faculty, an Indigenous elder took faculty on an Indigenous walking tour of the campus, including an overview of medicinal plants and herbs that are part of Stó:lō cultural practices.</p> <p><b>Action:</b> A number of faculty are completing the “<a href="#">Allyship and Reconciliation</a>” course through UFV’s <a href="#">Peace and Reconciliation Centre</a>.</p> <p><b>Action:</b> A number of faculty are involved in a collaborative inquiry looking at “<a href="#">Decolonizing Assessment</a>.”</p> <p><b>Action:</b> An Indigenous faculty member took all teacher candidates through a beading timeline exercise to illustrate the effects of colonization, as well as the difference between the time Indigenous Peoples have been on Turtle Island compared to settlers.</p>	<p>the <a href="#">Seabird Island Band</a> through UFV’s <a href="#">Peace and Reconciliation Centre</a>.</p> <p><b>Action:</b> Collaborated with the <a href="#">Canadian Assessment for Learning Network</a> to put on five webinars around <a href="#">Decolonizing Assessment</a>.</p> <p><b>Action:</b> Faculty collaborated with an Indigenous Elder to implement a workshop demonstrating the integration of science and math in relation to the <a href="#">draining of Sumas Lake</a>.</p> <p><b>Action:</b> A faculty member is working on a curriculum project for the <a href="#">Canadian Association for Second Language Teaching</a> on “Decolonizing Second Language Teaching.”</p> <p><b>Action:</b> A faculty member facilitated a workshop for the <a href="#">BC Superintendent’s Association–Fraser Valley</a> on “Superdiversity and Intersectionality: Opening up decolonizing possibilities in inclusive education systems.”</p> <p><b>Action:</b> Co-investigator on a <a href="#">SSHRC-funded insight grant</a> looking at “Opening decolonizing possibilities through Educational Change Networks”</p>
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**86: JOURNALISM AND MEDIA SCHOOLS**

We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.

<b>PROGRESS</b>	<b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b>
<p><b>Ongoing</b></p> <p><b>Action:</b> Indigenous communication protocols and ways of knowing are incorporated into related programs and embedded in many courses, such as Public Speaking, Intercultural Communication, and Team and Small Group Communication for the Workplace.</p>	<p><b>New</b></p> <p><b>Action:</b> The Rotary Club of Abbotsford Sumas and the Community Health and Social Innovation (CHASI) co-hosted a presentation from CHASI Faculty Associate Dr. Keith Carlson titled “Identifying and Then Transcending Settler Colonialism: Strategies for Building Genuine Reconciliation.”</p> <p><b>Action:</b> In November 2023, renowned author Michelle Good visited UFV Abbotsford. Good, a member of the Red Pheasant Cree Nation in Saskatchewan and the author of <i>Five Little Indians</i>, joined for a powerful</p>

	<p>discussion about truth, reconciliation, and the destructive legacy of colonial policies.</p> <p><b>Action:</b> To Indigenize curriculum and pedagogy, UFV offers sessions such as Chat-Reconciliation, Educators Journey Towards Reconciliation, Weaving Knowledge Systems, and Territory Acknowledgement workshops. Members of the Teaching and Learning Center (TLC) contribute to program development and curriculum committee strategies to embed Indigenous content, resources, and learning principles across disciplinary fields. Additional resources in the form of Elders Welcome Guidelines and curricular materials are provided on the TLC website and in one-to-one consultations with instructors.</p>
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**92: BUSINESS SCHOOLS**

We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti- racism.

**Response:** To equip the Faculty of Business and Computing (FoBC) faculty and staff to responsibly educate business graduates, both professional development and curricular changes are needed. Unlearning and relearning the landscape as well as building partnerships with Indigenous business owners and experts is imperative in achieving these changes.

<b>PROGRESS</b>	<b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b>
<p><b>Ongoing</b>  <b>Action:</b> Indigenous business leaders have been invited as Guest speakers and contributed to students' learning in various courses including <a href="#">BUS 314</a>, <a href="#">BUS 325</a>, <a href="#">BUS 444</a> courses.</p> <p><b>Action:</b> At the start of the academic year, each faculty and staff member received a book on Indigenization and decolonization in Canada. The plan is to offer 5 specific books within 5 years to cover various aspects of this matter. The list of books was shared with the AVP Xwexwilmexwawt.</p> <p><b>Action:</b> <a href="#">BUS 444</a> to be taught in relation to Indigenous community needs. An Indigenous leader / educator Partnered with the <a href="#">School of Business (SoB)</a> to revise the course.</p>	<p><b>Continuing:</b>  <b>Action:</b> Dr. Saeed Rahman is leading <a href="#">Enactus</a> UFV, a student-led organization housed within the <a href="#">SoB</a> which has been partnering with <a href="#">Fraser River Indigenous Society (FRIS)</a> since 2020 to create social change through its <a href="#">Oak &amp; Earth</a> social enterprise. Enactus students work closely with the <a href="#">SoB</a> faculty, business leaders, and the community to develop business projects that address social issues in our community, using entrepreneurial mindsets to make positive economic, ecological, and social impact.</p> <p><b>Action:</b> Faculty Dr. Masud Khawaja, with Dr. Keith Carlson (Canada Research Chair), Dr. Shirley Hardman (AVPX), a faculty member from <a href="#">UBC</a>, and the <a href="#">Stó:lō Research and Resource Management Centre (SRRMC)</a> , have applied for a SSHRC grant on a research</p>

**Action:** The [SoB](#) Lucerne seminar for executive training includes sessions on conflict resolution and First Nations; it has been offered since 2012. This international event also includes a visit of Indigenous sites close to Whistler.

**Action:** Creation of a decolonization/reconciliation sub-committee for the [Faculty of Business and Computing](#).

**Action:** Hiring of an Indigenous faculty member.

**Action:** Dean, Chris Schinckus as a Director of the [Business Schools Association of Canada](#) (BSAC) is developing Indigenization of Business Schools. This role provides opportunities for meaningful Indigenizing initiatives. He is also chairing a working group to create a national source of funding to support Indigenous PhD students in business-related disciplines.

**Action:** Dr. Chris Schinckus is currently enrolled in the [Certificate in Decolonizing Education](#) offered by Wilfried Laurier. Chris will bring ideas for potential professional development related to decolonization into the [Faculty of Business and Computing](#). Dr. Schinckus is also exploring the HR-related processes for hiring Indigenous faculty members—he is finishing his Master (of Education) thesis on this matter. The document will be shared with Provost Office, HR and AVP Xwexwilmexawt.

**Action:** Dr. Prachee Sehgal, Prof. Kirsten Robertson, and Ms. Lorna Andrews are working on a research project on 'Promoting Positive Experiences for Indigenous Students at UFV'. The research initiative has started interviews. They intend to submit their report by early next year (2025).

**Action:** Development of new courses related to Indigenous Business.

**Action:** A new Negotiation course is being developed as part of the [HR major](#), in which the Indigenous methods/ways of negotiation will be an essential focus.

project around managing revitalization of Indigenous languages in British Columbia.

**Action:** Dr. Jon Thomas and Dr. Chris Schinckus are working with [Stó:lō Community Futures](#) (SCF) on the development of a Certificate specifically dedicated to Stó:lō entrepreneurs.

**Action:** [Enactus](#) UFV has been collaborating with [Fraser River Indigenous Society](#) (FRIS) on its [Big Brain Literacy Program](#) (BBLP)—a financial literacy workshop program. This partnership allows us to gain insight into how best to support local communities, including the Indigenous communities. By being involved with Enactus UFV, our students learn how to run real-world business ventures sustainably while making a positive, significant social impact.

**Action:** Discussion with the [First Nations Financial Authority](#) about the possibility of funding for a Stó:lō Incubator.

**Action:** Reactivate the discussion with the [CAFM \(Certified Aboriginal Financial Manager\)](#) designation—this is the only designation specifically established for Indigenous finance and management positions in Canada.

**Implemented:**

**Action:** In August 2023, the [Faculty of Business and Computing](#) (FoBC) in collaboration with the [Xwelxwilmexawt](#), [Stó:lō Community Futures](#) (SCF), [Seabird Island Community School](#), [Shxwhá:y Village](#), and [UFV International](#), organized and coordinated a week-long visit for 10 Indigenous visitors from [Northern Arizona University](#) (NAU), including 8 students and 2 NAU academic members.

**Action:** Development of a Micro-Credential in land exploration with drones for Indigenous learners. This project is in collaboration with [Seabird Island Band](#).

**Action:** Creation of an Indigenous Advisory Board for the [SoB](#). The Indigenous Board is composed of 18 Indigenous leaders who meet twice a year (February and October). The role and objectives of this new Indigenous Advisory Board have been described in the new Terms of References.

**UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION**

How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:

**ARTICLE 14**

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education.

**ARTICLE 15**

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories, and aspirations which shall be appropriately reflected in education and public information.

**ARTICLE 21**

Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

**Response:** UFV welcomes the responsibility of moving the recommendations of the Truth and Reconciliation Commission (TRC) forward. We honour Indigenous knowledge at all touchpoints of learning and dismantle settler colonialism by centering Stó:lō ways of knowing and being in the University. We are committed to achieving the Calls to Action from the TRC and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

**Response:** We are elevating awareness of everyone who works at UFV to have knowledge and understanding of the work of Indigenous peoples in putting forward UNDRIP. This affirms the principles and instils the values to undertake implementation. We work to educate and support the commitment of the federal and provincial governments to the rights of Indigenous peoples to “autonomy or self-government” and “ways and means” for funding these (Article 4), and the right to their own “distinct” institutions as well as their “right to participate fully” in those “of the State” (Article 5). Having widespread institutional understanding of Article 4 and 5 allows attention to Articles 14, 15 and 21.

**Note:** Senate—UFV’s governing body—approved *Lálém ye mestíyexw* (“House of the Peoples”), an Indigenous strategic vision and framework that will allow UFV to fully embrace our commitment to Reconciliation, Indigenizing our Academy, and improving our ability to be both responsive and responsible to Indigenous peoples’ goals for self-determination and well-being.

As steps towards the implementation of *Lálém ye Mestíyexw* this section will identify each initiative as aligning with one of the four posts of the *Lálém* that connect to the Indigenization model at UFV:

- Students
- Relationships, Partnerships & Governance
- Academic Curriculum & Programs
- Faculty, Staff & Administrators

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	

Relationships, Partnerships & Governance	
<p><b>Response (Article 21):</b> Indigenous leaders, educators, and Elders are integral to the governance of post-secondary education guiding the decisions that lead to the education of Indigenous learners and for education for reconciliation amongst all post-secondary learners.</p>	
<p><b>Response (Article 14.1 &amp; Article 21):</b> Partnerships with Indigenous communities' support community need for programs and services that directly benefit Indigenous people's goals of self-determination and well-being.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p><b>Ongoing</b></p> <p><b>Action:</b> Partnership with <a href="#">Seabird Island First Nations</a> to deliver <a href="#">Adult Basic Education (ABE)</a> English, Math, and Computer courses since 2022 at that location. For Summer 2024, we are hoping to include Indigenous students from nearby communities to attend the Seabird Island location for Computer courses.</p> <p><b>Action:</b> <a href="#">Stó:lō Aboriginal Skills &amp; Employment Training (SASET)</a> has obtained funding for 2024-25 and 2025-26 fiscal years to work in partnership with UFV to run two sections of the SASET pre-apprenticeship culinary program per year. (With a potential extension to 2028).</p> <p><b>Action:</b> <a href="#">SkilledTradesBC</a> provides annual funding for a number of “<a href="#">Explore Trades</a>” programs. One of these programs is typically reserved for Indigenous students from <a href="#">Seabird Island High School</a> (with unfilled seats offered to Indigenous adults from <a href="#">Seabird College</a>). This program ran in 2023/24 and is scheduled to run again in 2024-25.</p> <p><b>Action:</b> <a href="#">ABT</a> 2023/24, 25 students completed three-week (90+ hour) work experience opportunities with Fraser Valley-based employers. ABT’s Fall 2023 implementation of a part-time program meets priority number one: Delivering educational and training programming as described in the <a href="#">StrongerBC Future Ready Action Plan</a>.</p> <p><b>Action:</b> <a href="#">UUP</a> The Training in Attitudes, Skills, and Knowledge for the Workplace (<a href="#">TASK</a>) program in the <a href="#">UUP</a> department has work practicums for 16 students with disabilities. The program is currently undergoing a review.</p>	<p><b>New</b></p> <p><b>Action:</b> <a href="#">Faculty of Applied &amp; Technical Studies (FATS)</a> has initial conversations scheduled for April 2024 with <a href="#">Skwah First Nation</a> to discuss in-community programming for Trades.</p> <p><b>Action:</b> <a href="#">FATS</a> has had some initial conversations with <a href="#">Seabird College</a> to discuss future in-community Trades and Technology programs.</p> <p><b>Action:</b> <a href="#">UUP</a> has had an <a href="#">ELL Pathways</a> program at <a href="#">Seabird Island First Nation</a> with learning to utilize Indigenous ways of knowing into the teaching of ABE English, Math, and an upcoming fundamental Computer course. Course outlines have a territorial acknowledgement, and the ABE Science courses are following articulated outcomes to include First Peoples knowledge when possible.</p> <p><b>Early Childhood Education</b> <a href="#">School District #34</a> (Abbotsford) and <a href="#">School District #35</a> (Langley): Three-year dual credit agreement came into effect in September 2022.</p> <p><b>2022-2023 School Year</b> <a href="#">ECE 100</a>: Human development I <a href="#">ECE 103</a>: Introduction to observing and recording behaviour of young children. <a href="#">ECE 102</a>: Introduction to early childhood guidance <a href="#">CMNS 125</a>: Communicating professionally to academic and workplace audiences.</p> <p><b>2023/24 School Year</b> <a href="#">ECE 100</a>: Human development I <a href="#">ECE 103</a>: Introduction to observing and recording behaviour of young children. <a href="#">ECE 101</a>: Introduction to ECE <a href="#">CMNS 125</a>: Communicating professionally to</p>



	<p>academic and workplace audiences.  <a href="#">School District #33</a> (Chilliwack) and  <a href="#">School District #78</a> (Fraser Cascade)  Three-year dual credit agreement came into effect  September 2023  <b>2023/24 School Year:</b>  <a href="#">ECE 100</a>: Human development I  <a href="#">ECE 103</a>: Introduction to observing and recording  behaviour of young children.  <a href="#">ECE 101</a>: Introduction to ECE  <a href="#">CMNS 125</a>: Communicating professionally to  academic and workplace audiences.</p> <p>2022/23 Percentage of courses dual credit: 4 / 15 or  27%  2023/24 Percentage of courses dual credit: 6 / 18 or  33%</p>
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In Plain Sight recommendation #8 - please list all health programs offered by your institution and any accreditation standards that relate to cultural safety and humility training. If an accredited program does not have a related standard, indicate N/A for the program.

Program Name	Accreditation Standard Details (If none exist, N/A)
N/A	

In Plain Sight recommendation #14 - The B.C. government, PHSA, the five regional health authorities, B.C. colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote system change.

For all health programs offered at your institution, please identify what new, ongoing, or completed actions have supported the recruitment of Indigenous individuals to senior positions to oversee and promote system change, and the quantitative impact of these actions.

Program	Progress	Actions
Certified Dental Assistant		There was one senior position vacant in Faculty of Health Sciences 2023/24, the university did not hire an Indigenous person.
Health Care Assistant		N/A
Practical Nursing Diploma		N/A
Bachelor of Science in Nursing	Completed	A Métis professor in the BSN program will become the program head for the LPN Access to BSN and PN programs.

In Plain Sight recommendation #18 - The B.C. government require all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.

Please identify any existing strategies your institution has, targets that have been identified by program area, and outcomes related to the identification, recruitment, and graduation of Indigenous students. Note - the B.C. government has not yet set mandatory strategies and targets related to recommendation #18. Information collected in the first year of In Plain Sight Reporting will be used to identify promising policies and practices that have already been implemented by post-secondary institutions.

Strategies	Targets by Program Area	Outcomes
N/A		

In Plain Sight recommendation #21 - All B.C. university and college degree and diploma programs for health practitioners include mandatory components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in the UN Declaration.

For all health programs offered at your institution, please identify whether mandatory cultural safety and humility training components are new this year, ongoing, or fully implemented. Under actions, please list and describe the mandatory training components. If there are none, please indicate N/A for that program.

Program	Progress	Actions
<a href="#">Certified Dental Assistant (CDA)</a>	Ongoing	<p>In the fall semester <a href="#">CDA</a> students participate in the <a href="#">KAIROS Blanket Exercise</a>- workshop, to build an understanding about the shared history as Indigenous and non-Indigenous peoples in Canada. This is organized by a trained CDA faculty who works with local Indigenous communities.</p> <p><b>Curriculum has been expanded in the following ways:</b></p> <p>Learning objectives added with new content development in the <a href="#">DENT 130</a> course on generational learning styles, cross-cultural considerations for teaching and learning.</p> <p>Some examples of added learning activities included sharing languages lab activity, assigned reading on the “Timeline of the history Indigenous peoples in B.C.” and, completing the “Settler’s Positionality” survey and participation in guided discussion forums.</p> <p>In the <a href="#">DENT 154</a> course guided questions are embedded into the student bi-weekly journal exercises for student reflection about their own cultural humility/awareness as it related to their practice as a CDA.</p> <p>Guest speakers working in Indigenous Communities - scheduled in the <a href="#">DENT 141</a> Community Health and Nutrition course to discuss cultural consideration and best practices for working with Indigenous communities. This is done just prior to students visiting the</p>

		<a href="#">Chehalis Community School</a> K-12 Indigenous community school to provide oral health presentations.
Health Care Assistant	In progress	With the recent HCA 2023 curriculum changes through the <a href="#">BC Care Aide Registry</a> and the Ministry steering committee, program language has been changed. The area is currently waiting to see if there are further changes specific to Indigenization from the BC Care Aide Registry.
Practical Nursing Diploma	Ongoing	<p>The <a href="#">Licensed Practical Nursing</a> (LPN) program is a provincially accredited program. Currently, a provincial steering committee is reviewing all competencies and content across programs in B.C. It is expected this work will continue over the next year with the individual programs adjusting current program content at that time.</p> <p>The LPN program continues to have content infused across the program. Some examples of learning objectives include the following:</p> <p><a href="#">PNUR 152</a>: The learning objectives of the class are as follows:</p> <ul style="list-style-type: none"> <li>• Define the role of communication in a “culture of safety.”</li> <li>• Describe communication techniques that demonstrate culturally safe care for all cultures (with consideration for First Nations, Inuit and Métis clients, families, or community).</li> <li>• Explore communication approaches that are compassionate, culturally competent and based on relationship centered care for all cultures with consideration for First Nation, Inuit, and Métis clients.</li> </ul> <p>The students are then examined on this in a final exam and in their clinical evaluation.</p> <p><a href="#">PNUR 153</a>: Learning Objectives Assignment is directed towards:</p> <ul style="list-style-type: none"> <li>• Demonstrate self-reflection and reflective journal writing to enhance learning and nursing practice.</li> <li>• Identify own learning needs related to Indigenous competencies.</li> <li>• Discuss historical colonization and its impact on the health of First Nations, Inuit and Métis peoples.</li> </ul> <p>The purpose of this assignment is to reflect upon a video on an Indigenous cultural topic. In completing this assignment, learners will have an opportunity to demonstrate self-reflection and reflective writing that enhances overall learning and their nursing practice.</p> <p><a href="#">PNUR 253</a> Indigenous Article Summary Assignment Learning Objectives Assignment is directed towards:</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to access and assess current, relevant, scholarly resources to prepare for caring for clients with acute illness.</li> <li>• Formulate and articulate a professional practice perspective about cultural humility and cultural advocacy.</li> <li>• Discuss the importance of respecting cultural diversity and inclusivity.</li> <li>• Demonstrate self-reflection and reflective journal writing to enhance learning and nursing practice.</li> </ul> <p>The purpose of this assignment is to assist with ongoing self-assessment and reflection to strengthen Indigenous learning and culturally safe nursing practice. Additionally, this assignment will allow learners to examine the role of transcultural nursing in supporting diversity.</p>

		<p><a href="#">PNUR 243</a> In-class learning activity</p> <p>Learning Objectives Assignment is directed towards:</p> <ul style="list-style-type: none"> <li>• Identify self-assessment and self-reflection strategies to enhance Indigenous learning and culturally safe nursing practice.</li> <li>• Examine the significance of traditional Indigenous ways of knowing (epistemology) as it relates to health and healing.</li> <li>• Explore health care approaches that place Indigenous families and groups at risk for cultural harm.</li> <li>• Demonstrate the ability to access and assess current, relevant professional practice resources to prepare for nursing practice in community settings.</li> </ul> <p>The students were put into groups. They were expected to complete and reflect upon the topic they were provided. Some resources were provided for the students, but the students were also encouraged to look for further resources themselves under the group topic they were assigned including scholarly peer reviewed resources.</p>
Bachelor of Science in Nursing	<p>In progress</p> <p>In Progress (Fall 2023)</p>	<p>While there is not a specific course there are components of the program where content is woven through. For example, in Semester 7 students and faculty complete <a href="#">the Blanket Exercise</a>.</p> <p><a href="#">BCCNM</a> Practice Standard: "<a href="#">Indigenous Cultural Safety, Cultural Humility and Anti-racism</a>" <a href="https://www.bccnm.ca/RPN/PracticeStandards/Pages/CulturalSafetyHumility.aspx">https://www.bccnm.ca/RPN/PracticeStandards/Pages/CulturalSafetyHumility.aspx</a></p> <p><b>Principles:</b>      Building Knowledge through education      Creating safe health-care experiences      Strength-based and Trauma-informed practice      Self-reflective practice (It starts with me)      Anti-racist practice (Taking action)      Person-led care (Relational care)</p> <p>During the completion of the BCCNM report in 2023 it was discovered that the BSN program is meeting the standard. The suggestion was to consider adding a reflective piece for students to discuss how they meet the standard.</p> <p><b>ACTION:</b> Include this Action step in the BSN Revitalization planning process. Consider how faculty engage in these reflective pieces with students to model own reflection. In progress.</p> <p><b>ACTION:</b> Include the standard and competency in the clinical evaluation students complete during the semester. Students describe how they demonstrated competency in regard to meeting this standard. In progress.</p> <p>The BSN Curriculum Revitalization Working Group Recommendation is as follows:</p> <p>Use <a href="#">The 5 R's</a> as Guiding Principles for the BSN Curriculum: The 5 R's are used to support the use of Indigenous ways of knowing as well as include an EDI lens.</p> <p>Currently, there have been two sessions with Lorna Andrews (UFV Teaching and Learning Specialist, Indigenization), where faculty brainstormed ways that the 5 R's could be used to guide curriculum development. Susan Stoneson (Faculty Member and Committee Co-Chair) is currently just finishing up a Padlet to share with the BSN faculty showing the work that the BSN curriculum revitalization working group has been working on in</p>

	In Progress	<p>collaboration with Lorna's presentation on the 5 R's. There will be a section for further and ongoing feedback from faculty, so this work is always evolving.</p> <p>This is work planned for the LPNA group:  LPNA student group assigned to <a href="#">Squiala school</a>/community as their community group - The four students will partner with the school and community to complete a community assessment tool—a community nursing diagnosis—and partner and learn about a First Nations community. (This good work started during the Spring 2023 semester when Susan Stoneson (faculty) was contacted by the Squiala teachers to have students teach in their school. They were able to set up an affiliation agreement with the school and students from the BSN community semester and have been going to the school ever since). The plan is to take it a step further and support and enhance the partnership and student learning.</p>
	Ongoing	<p>Preceptor Students have consistently worked with <a href="#">Stólō Health Services</a> in the role of a Community Health Nurse Preceptor Student with many of the students continuing to do casual work and/or continued into the role as a rural Community Health Nurse with <a href="#">FNHA</a>.</p>
Bachelor of Kinesiology	In progress	<p>Currently <a href="#">KIN 350</a> (Stress and Chronic Disease Course) is an elective that explores the physiological responses to stress through the lens of Residential Schools. While it is currently an elective course the department is looking to make this a core course at the school's retreat in Spring 2024 as part of program review.</p>