

# Institutional Accountability Report and Plan 2014–15 to 2016–17

prepared by the UFV Office of Institutional Research and Planning



enVision  
FINANCIAL  
DEMONSTRATION BARN

40 YEARS  
UNIVERSITY  
OF THE FRASER VALLEY

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July 16, 2014

Honourable Minister Amrik Virk  
Ministry of Advanced Education  
PO Box 9870 Stn Prov Govt  
Victoria, BC V8W 9T5

Dear Minister,

Please find enclosed our Institutional Accountability Report and Plan for the period 2014-15 to 2016-17.

As you know, this is our 40<sup>th</sup> anniversary. We take pride in our legacy of student success and community leadership. You will find in this document many examples of the accomplishments of our students, our progress in achieving Ministry objectives, and new initiatives to keep us on the leading edge of innovation and quality service in post-secondary education. We continue to be guided by our strategic goals that commit us to quality undergraduate education and leadership in regional development. We look to the success of our graduates and the success of the communities they serve as measures of the value of our service.

Once again, we take pride in meeting, and in many cases exceeding, the performance measures established by the Ministry. We are especially proud of the levels of student satisfaction with the quality of instruction, their skill development, and usefulness of their knowledge and skills in their careers. In addition to our own and Ministry evaluations, we participated this year in the National Survey of Student Engagement; again, students rated us highly on effective teaching practices and quality of interaction with faculty. We were also pleased to see how highly residents of the Fraser Valley regard, trust and value their University, as measured by the Higher Education Reputation Syndicated Study conducted by Ipsos Reid.

We recognize that, in accordance with Ministry expectations and the institution's governance structure, the Chair of the Board of Governors and the President are accountable for the Institutional Accountability Plan and Report. We are pleased to sign on behalf of the University of the Fraser Valley.

Sincerely,



Barry Delaney  
Chair, Board of Governors, UFV

Sincerely,



Mark Evered, PhD  
President and Vice-Chancellor, UFV



# 40 YEARS OF UFV

LOGOS



1974

APRIL 4, 1974:

Founded as Fraser Valley College

Over 2300 students

1974

Classes begin in Chilliwack, Abbotsford, Mission, and Hope

1975

First campuses open on Marshall Road in Abbotsford and Yale Road in Chilliwack

1983

FVC establishes permanent campus in Abbotsford

FVC's first athletic teams launch

1986

FVC opens Agriculture Centre in Chilliwack

1988

FVC welcomes first international students

1992

UCFV offers its first bachelor's degrees

UCFV Health Sciences Centre opens in Chilliwack

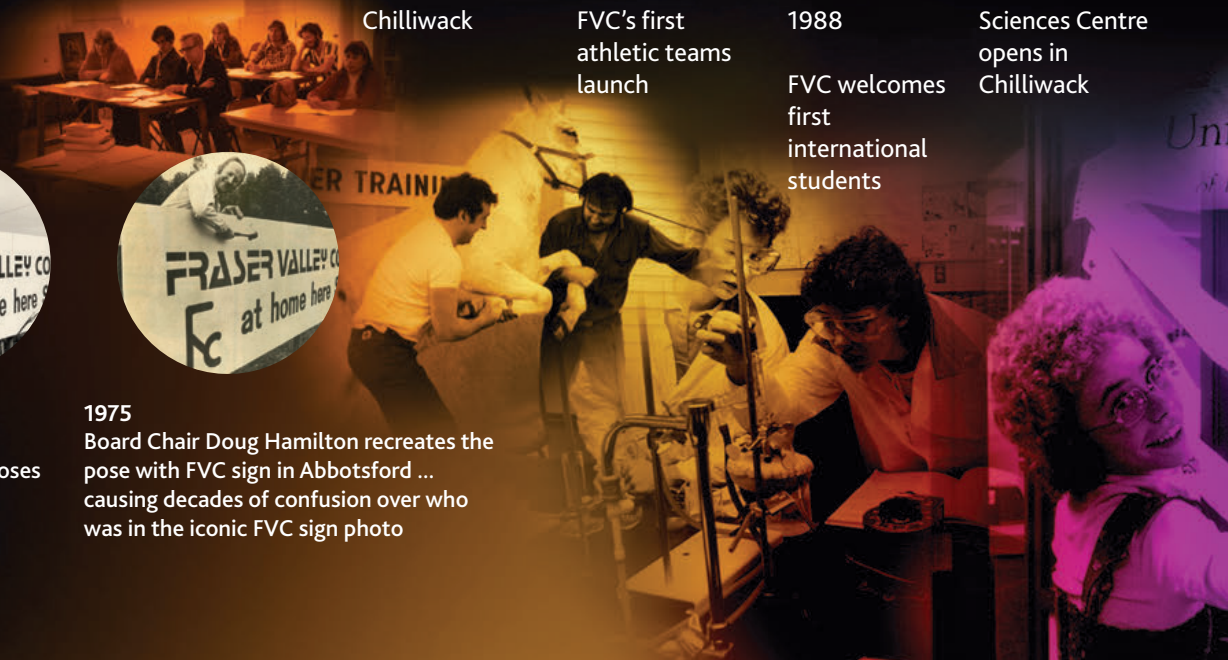
FUN FACT:



1975  
Board Vice-Chair Norm Crabtree poses with FVC sign in Chilliwack



1975  
Board Chair Doug Hamilton recreates the pose with FVC sign in Abbotsford ... causing decades of confusion over who was in the iconic FVC sign photo



PRINCIPALS



Dr. Larry Blake  
1974–1979



Dr. Barry Moore  
1979–1987



Dr. Peter Jones  
1987–1997



Dr. Harold A. (Skip)  
Bassford  
1998–2009



Dr. Mark Evered  
2009–present

PRESIDENTS

1984

**JULY 3, 1991:**

University College status as the  
University College of the Fraser Valley

**1992:**

Degrees offered  
in partnership

1994

1995

Classroom block  
and theatre open  
in Chilliwack

Library building  
opens in  
Abbotsford

1996

UCFV Heritage  
Park Centre  
campus opens in  
Mission

2001

Founding of  
UCFV Alumni  
Association

2004

UCFV awarded  
Federal Canada  
Research Chair in  
Aboriginal  
Studies

2005

Solicitor General  
establishes UCFV  
Research Chair in  
Criminal Justice

2006

Basketball and  
soccer teams  
enter CIS

Envision Athletic  
Centre opens

Centre for  
Indo-Canadian  
Studies opens

First BBA cohort  
begins study in  
Chandigarh,  
India

2007

First master's degrees  
awarded

Appointment of BC  
Regional Innovation  
Chair on Canada-India  
Business and Economic  
Development

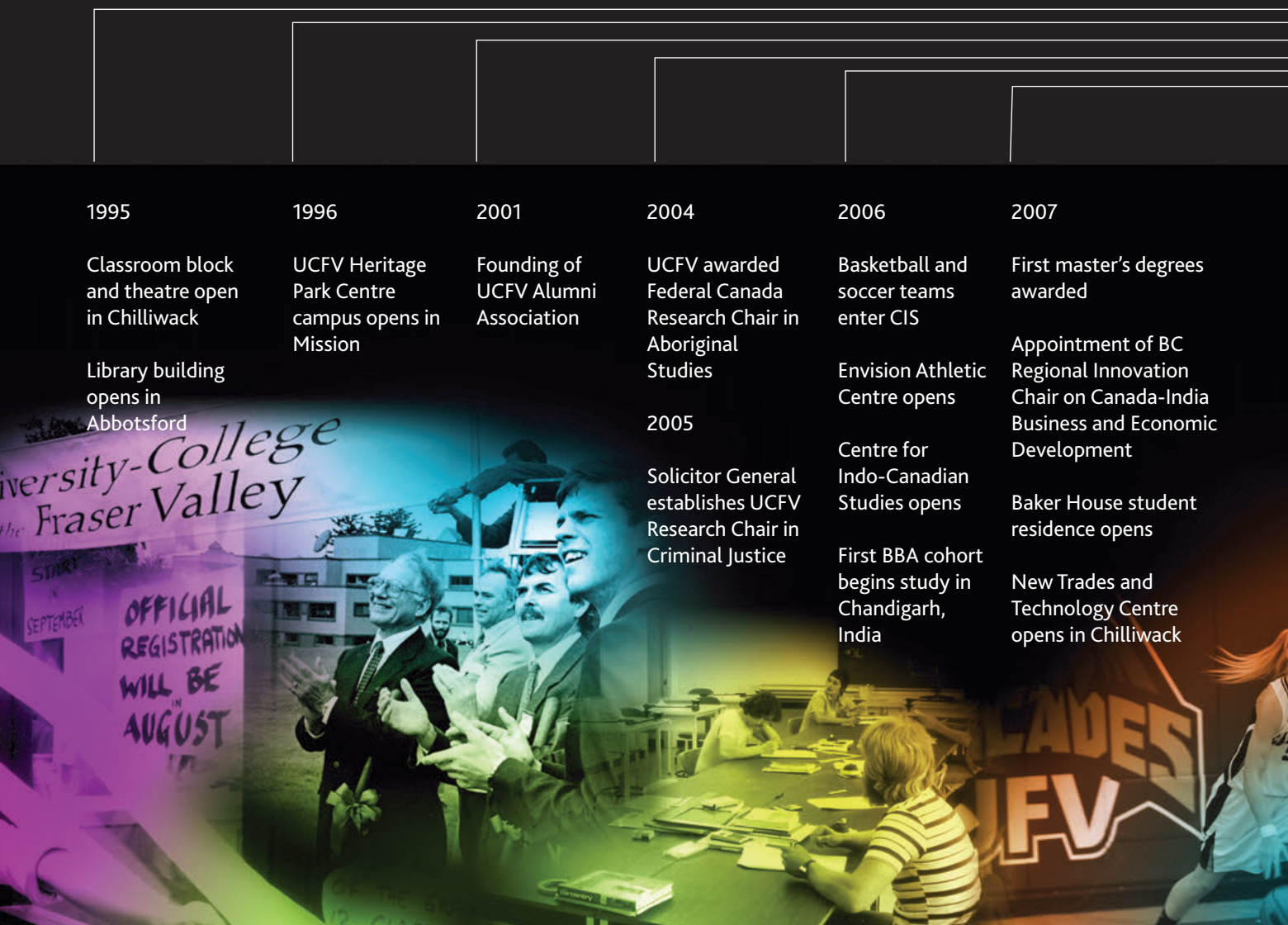
Baker House student  
residence opens

New Trades and  
Technology Centre  
opens in Chilliwack

University-College  
the Fraser Valley

OFFICIAL  
REGISTRATION  
WILL BE  
AUGUST

WOMEN'S  
UCFV



**BOARD CHAIRS**

Doug Hamilton	1974–1979
Betty Meagher	1979–1982
Ross Belsher	1982–1984
Bill Harris	1984–1987
John Wiens	1987–1990
Brian Minter	1990–1994
Noel Hall	1994–1999
Phyllis Stenson	1999–2002
Rob Nicklom	2002–2008
Rod Thomson	2008–2011
Larry Stinson	2011–2013
<b>Barry Delaney</b>	<b>2013–present</b>

**FUN FACT:**



**2010**  
Sasq'ets, the new UFV Cascades mascot, is unveiled



**2013**  
Sasq'ets gets a makeover and the athletic department celebrates 30 years



**1996:**

Independent degrees offered

**2004**

**2005:**

Master's degree offered

Over 11,000 students

**2009**

Opened a renovated \$20-million classroom block on Abbotsford campus featuring business and visual arts wings

Launched the Centre for Social Research and the Global Development Institute

**2010**

Began construction on new learning block on the Chilliwack campus at Canada Education Park (CEP)

Introduced new graduate certificate programs

**2011**

UFV awarded Federal Canada Research Chair in Food Security and the Environment

UFV's economic impact to Fraser Valley grows to half a billion

**2012**

Developed UFV institutional learning outcomes, with input from students, staff, faculty and the community

Opened the \$44-million, 150,000 square-foot renovated building at the Chilliwack campus at CEP

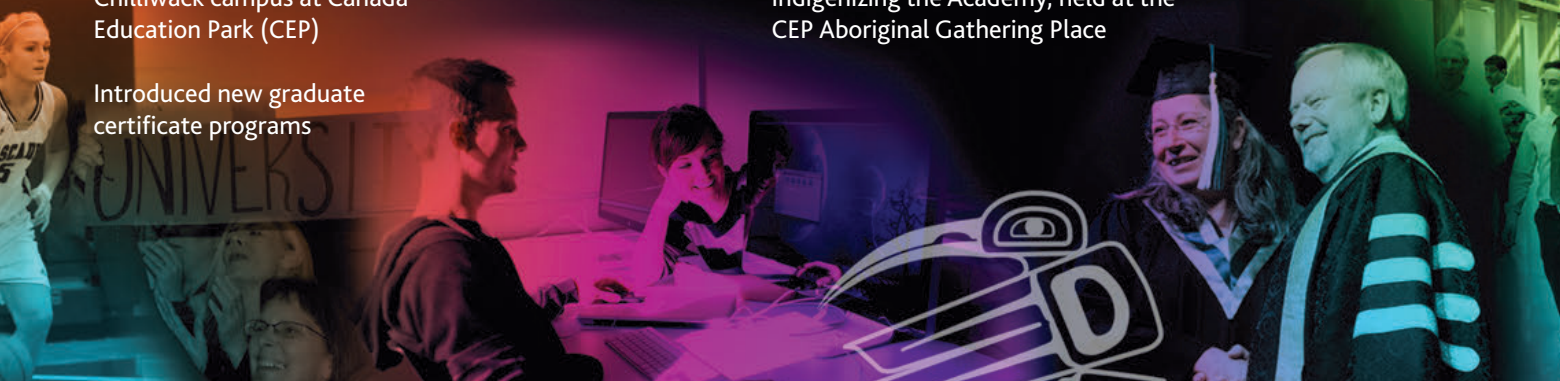
Opened UFV's Clearbrook centre location in the heart of Abbotsford's civic square

Hosted a national conference on Indigenizing the Academy, held at the CEP Aboriginal Gathering Place

**2013**

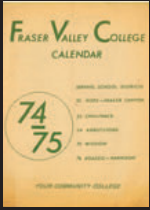
Women's volleyball team wins national college championships and men's and women's golf teams also win nationals

UFV Campus Connector shuttle bus launches in partnership with Student Union Society





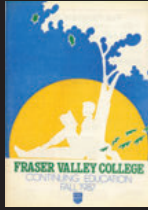
ACADEMIC CALENDAR AND CONTINUING STUDIES BROCHURE COVERS OVER THE YEARS



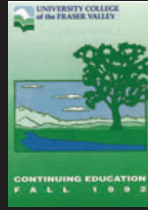
1975



1978



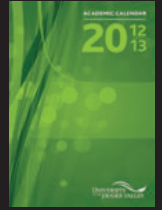
1987



1992



2004



2013

**APRIL 21, 2008:**

University status as the University of the Fraser Valley

2014

Over 15,000 students

2014/2015

UFV Student Union Building to open in Abbotsford

Agriculture Centre of Excellence to open in Chilliwack

40 YEARS  
UNIVERSITY OF THE FRASER VALLEY

[ufv.ca/40](http://ufv.ca/40)

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

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## **1. INSTITUTIONAL OVERVIEW AND STRATEGIC PLAN**

### **1.1 Changing Lives, Building Community**

UFV once again operated above its Ministry set domestic FTE target with a 101.1% FTE utilization rate. The space crunch at the Abbotsford campus continues, with a space utilization rate of 111% in the past year; the small decrease in space utilization compared with last year was achieved by efficiencies gained through renovations and scheduling. The demand for education in the Fraser Valley, as seen in the enrolment trends and projections for both domestic and international students, and the corresponding challenge of creating more space in Abbotsford, are expected to continue. UFV has made a commitment to partner with the Aboriginal leadership in the Fraser Valley to address the unique educational needs of Aboriginal students; the university is proud that the number of self-identified Aboriginal students at UFV has increased to 693 in 2013/14 from 362 in 2007/08.

UFV has become the university of choice for many students in the Fraser Valley. This success represents both an achievement and a challenge for UFV. The challenge lies in providing our increasing number of students the best possible education. UFV's Vision, Mission, and Values statement speaks to this goal.

#### **Vision**

It is UFV's vision to provide the best undergraduate education in Canada and to be a leader of the social, cultural, economic and environmentally-responsible development of the Fraser Valley. UFV will measure its success by the successes of its graduates and the successful development of the communities they serve. In achieving its goals, UFV has committed to being innovative, entrepreneurial and accountable.

#### **Mission**

The University of the Fraser Valley, as established by the University Act of British Columbia, is mandated to serve the post-secondary educational needs of its region. Specifically, UFV provides post-secondary academic, trade, technical, career and adult basic education programs that lead to certificates, diplomas, and degrees, at both the undergraduate and master's level. Faculty and staff are also engaged in foundational and applied research and other scholarly activities that support its program areas and the development of the Fraser Valley.



## Values

Paramount priority is placed on students and their learning needs and goals. UFV is committed to excellence in post-secondary education through programs that serve the diverse needs of the Fraser Valley region. We view education as an ongoing process essential for both career progress and actualizing human potential. We make the university accessible to students with diverse backgrounds and goals, while rewarding academic success and maintaining high standards. We value and treat students as mature individuals, and encourage intellectual, cultural, creative, ethical, and social development in order to prepare our graduates for their roles as productive citizens of an increasingly complex and pluralistic society. We place a high value on environmental, social, and economic sustainability in all of our endeavours.

*UFV strives to be a place of learning that recognizes, respects and includes indigenous ways of knowing. Our Fraser Valley locations are in the traditional territory of the Stó:lō peoples.*

UFV's Strategic Plan builds on the Vision, Mission, and Values statement by describing who we need to be and what we need to do to achieve our strategic goals. The Plan lists three major goals, the first of which speaks to our commitment to provide the best possible education to our students:

The University of the Fraser Valley will:

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

The goals are interrelated, but essentially, the first strategic goal is about students; the second is about community; and the third provides an enabling strategy for the first two. These strategic directions drive our education planning. We measure our achievements against the twin touchstones of students and community.

## 1.2 General Overview

UFV's student population is diverse, representing a wide array of cultures, religions, family backgrounds, and life experiences. UFV prides itself on reaching out to this range of learners, facilitating widespread access to post-secondary education to fit the needs and support the development of each individual. This engagement and versatility creates benefits both to UFV students, and the societies and economies in which these individuals live and work. A highly-educated population benefits all British Columbians, and UFV strives to provide students with the conditions for success in their academic, personal, extracurricular and professional lives.

As a special purpose, teaching university serving the Fraser Valley, UFV is student-focused; this emphasis is evident in UFV programming. UFV's developmental offerings are tailored to the needs of students who need to complete basic education in order to prepare for future post-secondary learning. These programs provide academic and financial support including tuition-free courses. UFV also provides programming designed to help people develop specific skills that are universally required in professional settings, in order to support their (re-)entry into the workforce.

UFV students have many opportunities for experiential learning, amplifying their learning processes with hands-on projects that solidify the links between the classroom and the many professional and community applications of their education. One example of the rooting of UFV programming in experiential education is an ongoing project in which UFV students, along with their scientist instructors, collect samples from the Fraser River and four of its tributaries for geochemical analysis. This project, described in more detail later in this report, is part of a massive global project including other major rivers such as the Yangtze and the Congo.

UFV's experiential learning opportunities benefit not only students; many of these projects tackle pressing social and economic needs in the Fraser Valley and beyond. Through UFV's Co-op Education program, one student recently had the chance to work on a project combining field and laboratory research aimed at identifying and controlling a relatively new disease affecting valuable blueberry plants throughout the Fraser Valley. In another innovative project, UFV Nursing and Kinesiology students worked with children and care-home residents in an intergenerational dance program in Mission, BC, in a project which was captured in a documentary film called "They're Not Scary", produced by UFV Media and Communication students and faculty.

In addition, UFV consults with businesses and industry leaders to ensure that its courses and programs are aligned with the needs of employers, thereby providing as direct a link as possible between students' education and the requirements of the careers they go on to pursue. One recent example of this link is the new Veterinary Office Assistant program, designed as a result of consultation and feedback from local veterinarians who recommended vet-specific skills for administrative workers in veterinary offices. Moreover, UFV's provision of a wide range of programs, including academic and professional programs, trades, and agriculture, ensures that there is something for everyone at UFV. Students can pursue their passions knowing that they will graduate with the necessary skills and learning outcomes to build on their post-secondary successes in the labour market.

UFV continually finds ways to support students as efficiently as possible. The Prior Learning Assessment and Recognition (PLAR) program allows students who have gained significant skills and experience outside of a formal learning setting to have these skills and experiences assessed. This process allows students to earn credit toward courses that are necessary for their credentials without having to repeat material they have already mastered. PLAR is just one way that UFV addresses each student's unique situation, leading to the most efficient path to graduation, and into the workforce or on to further study.

UFV is known for its dedication to creating the conditions for increased participation in post-secondary education by students with diverse backgrounds, while providing educational opportunities for all on some of the most important social concerns in Canada. In June 2014, UFV approved its Bachelor of Arts program’s new major and minor in Indigenous Studies, which will become effective in September 2015. This new major and minor, along with the process undertaken to achieve them, represent some of UFV’s greatest strengths. The process was highly inclusive and involved widespread consultation, with the support of several organizations including the Coqualeetza Cultural and Education Society; Stó:lō Shxweli Halq’eméylem Language Program; Nicola Valley Institute of Technology; Stó:lō Research and Resource Management Centre; UBC – Indigenous Education Program; UBC – N.I.T.E.P.; Shxwhá:y First Nation; Stó:lō Nation Society; and Ts’elxwéyeqw Tribes.



*UFV held a National Aboriginal Day awareness event on June 17, 2014, on the Abbotsford campus green. UFV is located in Stó:lō territory, but many Indigenous and Métis guests from all over the Fraser Valley attended the celebration.*



This new degree underlines the university’s stated commitment to indigenize the institution (a priority identified in the 2010-2015 Education Plan), both in terms of program content and in its delivery mode which is based on a deep respect for Indigenous voices. The degree also addresses the Ministry of Advanced Education’s request for more post-secondary offerings in Aboriginal Studies.

UFV’s network of support systems extends to all students, offering assistance with the many challenges students face during their post-secondary experiences. UFV’s writing centre offers one-on-one coaching and feedback on all types of writing assignments from essays to more specialized formats such as lab reports, literature reviews, annotated bibliographies, and even resumes and cover letters. When



students are experiencing problems, they can access various types of assistance at centres such as the Human Rights and Conflict Resolution Office. Students also have access to different types of counseling for both academic and personal issues. Counseling now features Mac the Therapy dog; his addition to the team reflects widespread research findings showing that interaction with animals can provide significant stress relief. Students can spend time with Mac during regular drop-in sessions every week.

UFV's successful approach to student-centred learning is reflected in the evaluations of the university by its current and former students, as well as the reputation of the university in the community. In addition to the Student Outcomes surveys discussed in Section 4, UFV participates in several other national and international surveys. These surveys provide information on how UFV is performing relative to its peers, but more importantly, the university uses these results to refine and improve curricula, pedagogy, and administrative and service processes. We detail results of four such surveys below.

The National Survey of Student Engagement (NSSE) is an international survey in which UFV participates every three years. NSSE collects information at hundreds of universities about student participation in programs and activities; the results provide an estimate of how undergraduates spend their time and what they gain from attending university. Both of the NSSE 2013 survey groups, first-year and senior students, rated UFV highly in three areas: Effective Teaching Practices, Quality of Interactions, and Discussions with Diverse Others. Effective teaching speaks to our primary focus on the excellence of undergraduate education. In Quality of Interactions, our students rated us highly on interactions involving a wide variety of counterparts including students, advisors, faculty, and staff. UFV prides itself on maintaining a supportive and inclusive culture, and our high rating for Discussions with Diverse Others provides evidence of this.

The Canadian University Survey Consortium (CUSC) is an annual survey that rotates through three student cohorts; the 2013 cohort was first-year students while the two other cohorts are all undergraduates and graduates. In this survey, UFV students indicated they were satisfied with faculty and generally provided ratings on par with similar universities and higher than the national average results. In terms of facilities and services, UFV students are most satisfied with average class size (97%), library facilities (96%), and instructional facilities (95%).

The *Globe and Mail* annual university survey was discontinued in 2013. Higher Education Strategy Associates, the company that conducted the survey for *The Globe and Mail*, offered a similar survey, the Canadian Student Satisfaction survey (CSSS), to interested Canadian universities in 2014. UFV, along with nine other universities took part. UFV scored first, or tied for first, in satisfaction in areas including class size, interesting subject matter and course material, the university's commitment to environmental sustainability, overall career preparation, and career and employment services.

UFV participated in the Higher Education Reputation Syndicated Study conducted by Ipsos Reid and released in January 2014. The survey asked Canadians about their opinions on Canadian post-secondary

institutions. The results of this large, syndicated study showed that residents of the Fraser Valley rated UFV highly on measures including favourability and trust.

### **1.3 University-wide Projects**

#### **The Strategic Enrolment Management Plan**

UFV is currently completing a Strategic Enrolment Management (SEM) plan that sets out 9 strategic enrolment goals for the university to accomplish in the next 5 years. These goals are geared towards student engagement, persistence, and success, and are aligned with the institution's overall strategic direction. In the coming years the university will seek to achieve these goals through the development of strategies and tactics delivered by the student support services areas and Faculties. The specific goals that the SEM plan sets out for the university to achieve by 2019 include

- Enrolment targets for domestic, Aboriginal, international, and transfer students.
- The creation of Access Pathways for Success to prepare students to qualify for, and be successful in, UFV's post-secondary programs.
- Targets for retention and graduation rates.
- Work-Integrated, Experiential and Co-Curricular Learning targets for co-operative education work placements, work study positions, co-curricular learning activity, and experiential learning opportunities.
- The identification of Areas of Program focus. The areas identified for growth are Health and Wellness, Agriculture and the Environmentally Responsible Development of the Fraser Valley, and Digital Media Technologies.

#### **The Institutional Learning Outcomes project**

The Institutional Learning Outcomes project is based on the premise that a university education should consist of more than the accumulation of a body of knowledge in a certain discipline. This project has been ongoing since 2011 and UFV now has a set of Institutional Learning Outcomes that came from extensive consultation with a wide range of stakeholders. The next phase will see every department examining its courses and curriculum to eliminate any redundancies and to ensure that all the outcomes are addressed. Upon completion of this project, every program will have articulated its outcomes and how they align with the institutional ones. The project also seeks to align school districts' learning outcomes with UFV's and to streamline prerequisites and requirements in order to develop clear pathways from application to graduation.

UFV's Institutional Learning Outcomes project reflects a subtle shift in emphasis on the nature of knowledge transmission in education. Rather than focusing primarily on what teachers have taught to students, the ILOs focus on the students and what they have learned and absorbed. The ILOs' emphasis on what students have learned underlines that the process of teaching and learning is only complete when students have learned the relevant knowledge and possess the relevant skills.

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## BOX 1: Changing Lives, Building Community

The University of the Fraser Valley will:

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

### 1. To provide the best undergraduate education in Canada

---

A. The University will offer degree, diploma, certificate, and apprenticeship programs that:

- provide accessible and challenging learning experiences that instill a passion for learning and develop the lifelong capacity to learn;
  - provide the knowledge and foster the development of the critical-thinking, leadership, and practical skills that students require for employment, entrepreneurship, further education, and responsible citizenship - locally and globally;
  - use the best pedagogical practices, informed by a commitment to current research and scholarship; and
  - engage students actively in their education through a high level of interaction with faculty members and opportunities for practical experience, research, problem-solving, and creative work.
- 

B. The University will provide services for students that:

- enable their successful transition into the University;
  - enable successful progress toward their educational goals;
  - guide career selection and transition to employment; and
  - build lifelong relationships with the University.
- 

C. The University will provide an environment that:

- is inclusive, welcoming, and engaging for all;
  - embraces diversity, supports cross-cultural exchange, and promotes the respectful debate of ideas and views;
  - involves students in governance and decision-making; and
  - offers vibrant campus experiences supporting social, intellectual, and personal development.
- 

### 2. To be a leader of social, cultural, economic, and environmentally-responsible development in the Fraser Valley

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The University will:

- promote opportunities for dialogue and intellectual development;
- establish formal relationships with the Fraser Valley communities that ensure mutual understanding of the goals and priorities of each and promote and support collaboration on common goals;
- partner with the community in cultivating international awareness and understanding, bringing the world to the Fraser Valley and the Fraser Valley to the world;
- give priority to research and scholarship that benefit the economic, social, and cultural development of the Fraser Valley;
- give priority to educational programs, co-op placements, practice, and service learning opportunities for students that benefit the citizens of the Fraser Valley;
- partner with members of the community to ensure socially and environmentally-responsible economic development;
- establish university extension services and continuing education that promote and support the economic, social, and cultural development of the Fraser Valley;
- collaborate with K-12 education providers in the Valley to promote increased participation in post-secondary education, successful transition to the University, and the delivery of adult basic education;
- partner with the Aboriginal leadership in the Fraser Valley to address the unique educational needs of Aboriginal students and their communities;
- collaborate with members of the community to develop vibrant, engaging cultural programs; and
- partner with members of the community to promote innovative business and industry development in the Valley that builds on and supports the educational, research, and service strengths of the University.

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### **3. To be innovative, entrepreneurial, and accountable in achieving our goals**

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The University will:

- ensure that all decision-making is evidence-based, transparent, and accountable;
  - regularly review all education, research, administrative, and service functions to ensure they are consistent with the goals of the University, best practices, and responsible stewardship of resources;
  - establish educational, research, service, and human resource plans with
-

measurable targets that recognize and respect the financial limitations and serve the goals of the University;

- establish best practices for the recruitment and support of the career development of all employees;
- promote widespread participation in decision-making and governance consistent with legislation and best collegial practices;
- adopt innovative and environmentally-responsible practices of stewardship of the University's lands and other resources;
- pursue revenue-generating opportunities that provide the financial support needed to fulfill the goals of the University while respecting its values and integrity;
- foster a culture of philanthropy; and
- recognize, celebrate, and publicize our successes.

*Cascades Basketball Team in action*



*UFV Aviation Students earn their wings*



*UFV student prepares an art piece for the BFA Grad Show*



*UFV's new Campus Connector Shuttle Bus.*

## 2. PLANNING AND OPERATIONAL CONTEXT

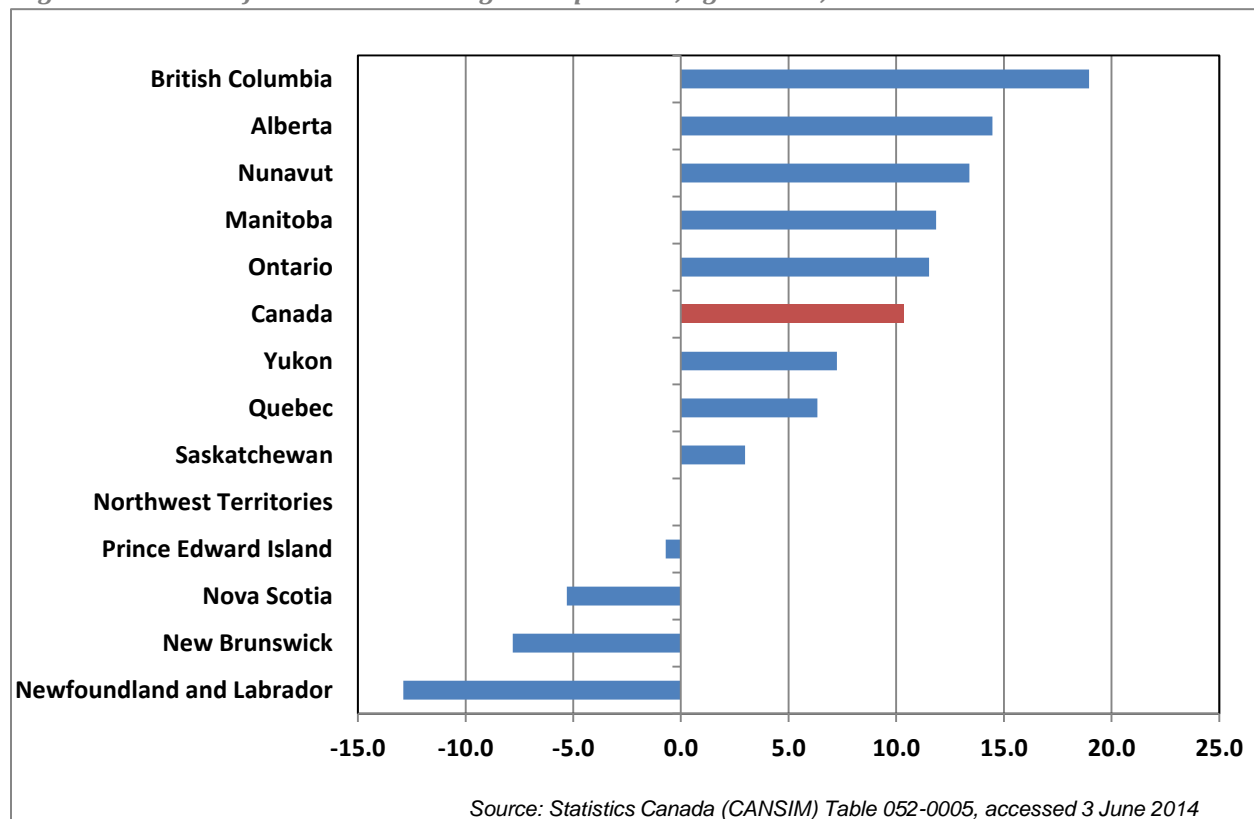
### EXTERNAL ENVIRONMENT

#### 2.1 Population

##### British Columbia

British Columbia’s population continues to grow at a higher rate than any other province or territory in Canada. Its total population is expected to increase by 32% between 2014 and 2036. BC is also projected to see the greatest increase during this period of university aged populations (ages 15-29), with 19% growth. These figures also reflect the aging of the population across Canada, and the corresponding decline in the share of total population accounted for by the 15-29 age group. The province with the next highest provincial/territorial growth in populations aged 15-29 during this time is Alberta (14.5%), while overall projected growth throughout Canada is 10.3% (see Figure 1).

*Figure 1 Projected Percent Change in Population, Ages 15-29, 2014-2036*

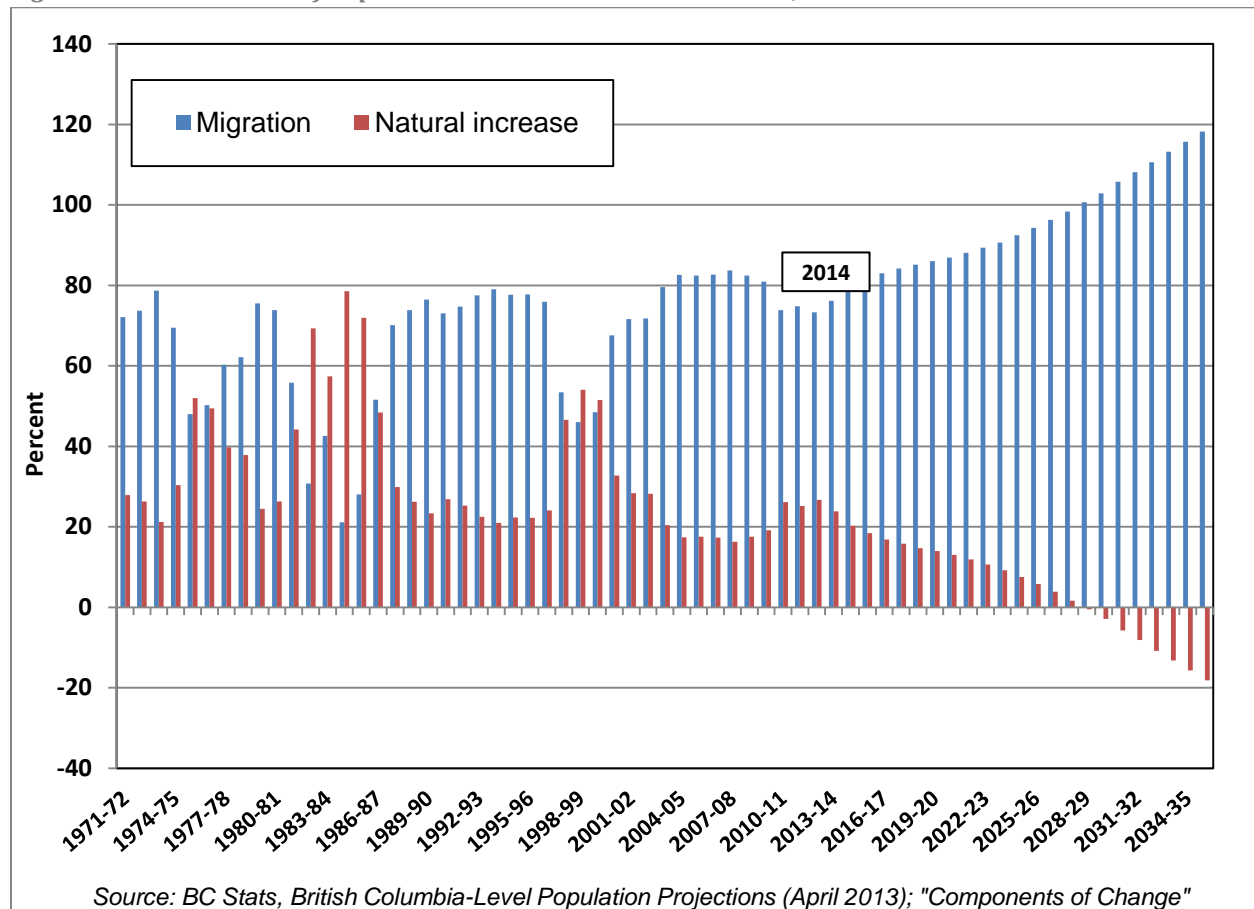




During the time period 2014-2036, every province will see at least temporary declines in their populations of 15-29 year olds, with some already experiencing a decrease. BC stands out again as its period of expected decline is the shortest, at only 4 years. The next shortest period of decline is 6 years in Manitoba while the average length of decline is 11.6 years. BC's period of decline in the number of 15-29 year olds is projected to occur from the year 2018 through 2021; the decline is accounted for by the 20-24 and 25-29 subsets of the broader age group. The slight decrease in the number of 15-19 year olds referred to in last year's Accountability Report should be concluded by 2017, which suggests that demand for university seats will remain high even in the period of overall decline in the 15-29 age group in British Columbia, since there is no point at which all three age groups within the 15-29 range decline at the same time.

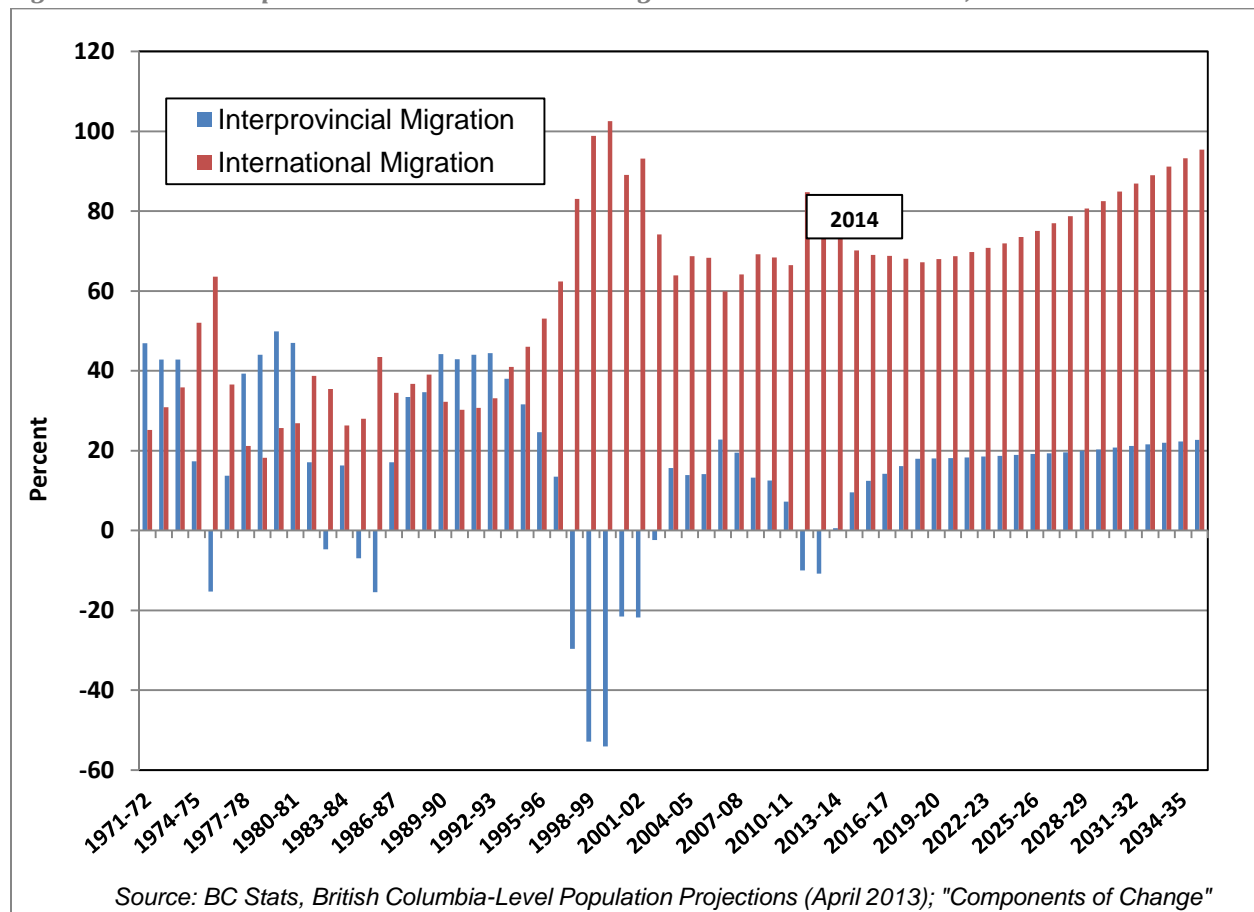
British Columbia's population growth over the next two decades will increasingly be driven by migration as opposed to natural change from births and deaths. Figure 2 demonstrates the historical trend as well as the ever-growing share of population growth accounted for by migration to the year 2036, by which point the net effect of natural changes will have become negative.

**Figure 2** Sources of Population Growth in British Columbia, 1971-2036



Historically, BC has seen significant incoming interprovincial migration in most years. Since the late 1990s, however, the amount of interprovincial migration has often varied significantly from year to year, and in some cases this net amount has been negative. For the next couple of decades, international migration is forecasted to account for a much greater, and growing, percentage of total migration to BC than interprovincial migration. Figure 3 shows historical and projected interprovincial and international net migration to British Columbia from 1971 to 2036.

**Figure 3** *Interprovincial and International Migration to British Columbia, 1971-2036*



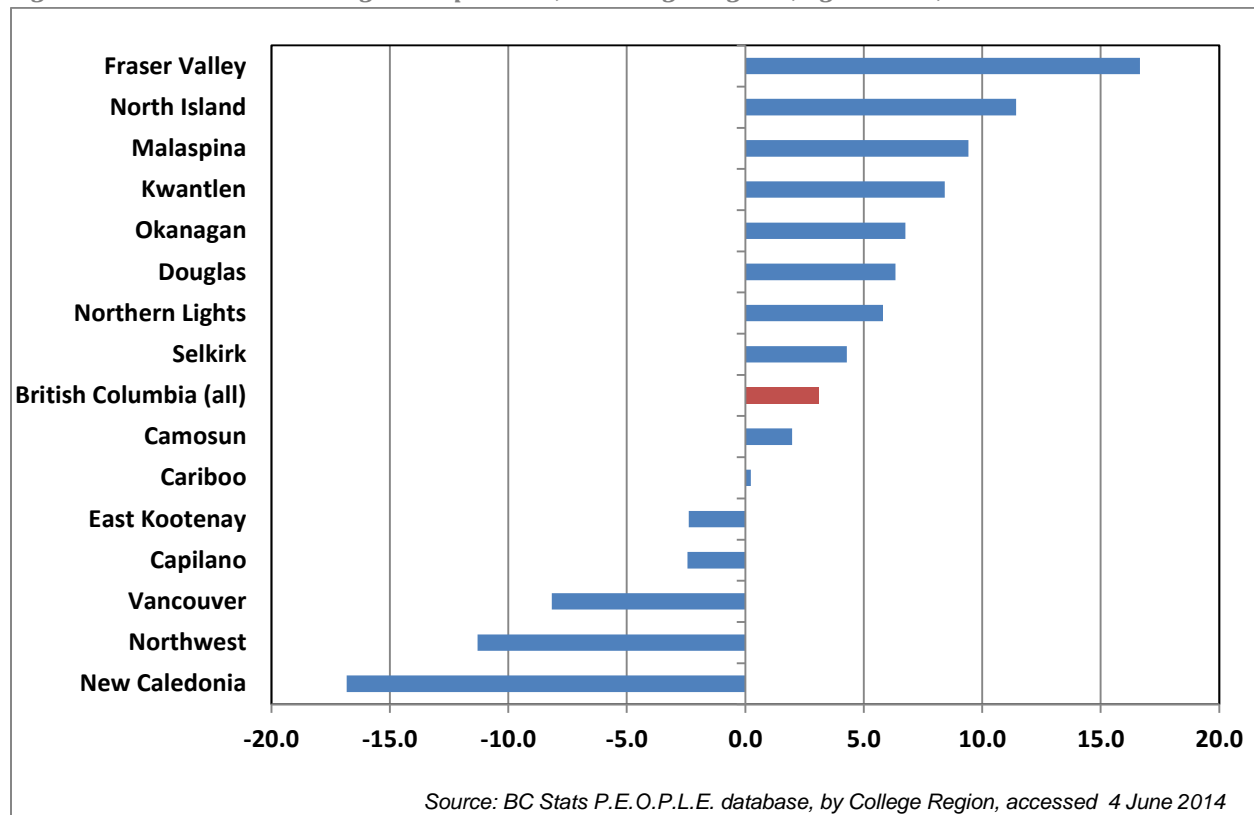
### The Fraser Valley

Overall projected population growth in the Fraser Valley between 2014 and 2036 remains the third highest of the Ministry defined college regions in BC. Its expected growth during that time of 37% is

below only Douglas, with 42% expected growth, and Kwantlen, at 42.1%, both college regions that border the Fraser Valley and have UFV students. The BC growth rate during this period is 28.4%.

For university aged populations (defined here as 15-29 year olds), the Fraser Valley is expected to see the highest growth of any college region in BC, with 16.7% more people aged 15-29 in 2036 compared with 2014. The second and third spots are taken by North Island (11.4%) and Malaspina (9.4%). The two regions with the greatest expected population growth overall, Douglas and Kwantlen, are projected to see increases in their populations of 15-29 year olds of 6.3% and 8.4% respectively. Figure 4 details the percent change in population for BC College Regions for ages 15-29, from 2014 to 2036.

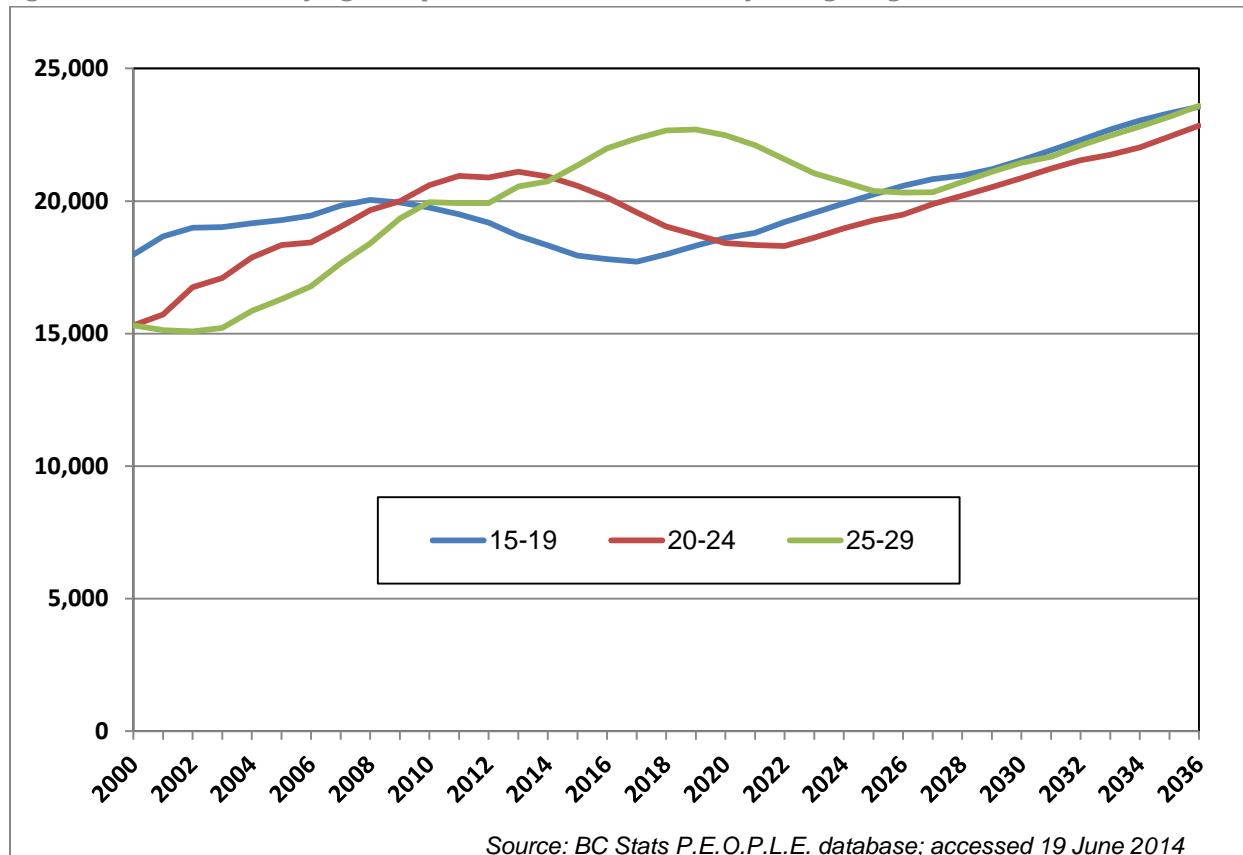
**Figure 4** Percent Change in Population, BC College Regions, Ages 15-29, 2014 to 2036



As is the case in BC, the Fraser Valley College Region is also experiencing a temporary decrease in the number of university aged youth. The number of 15-19 year olds started to fall in 2009; this decline will continue till 2017 before the number begins to increase again. The trends for 20-24 year olds and 25-29 year olds lag about five years behind this initial dip, with all three groups growing simultaneously again by 2027. Figure 5 illustrates these trends.



Figure 5 University Aged Population in the Fraser Valley College Region, 2000-2036



Abbotsford-Mission falls exactly in the middle of all Census Metropolitan Areas (CMAs) in Canada in terms of percent population growth from 2008 to 2013. With respect to the 15-29 age group, its growth since 2008 ranked 22<sup>nd</sup> out of the 33 Census Metropolitan Areas in Canada.

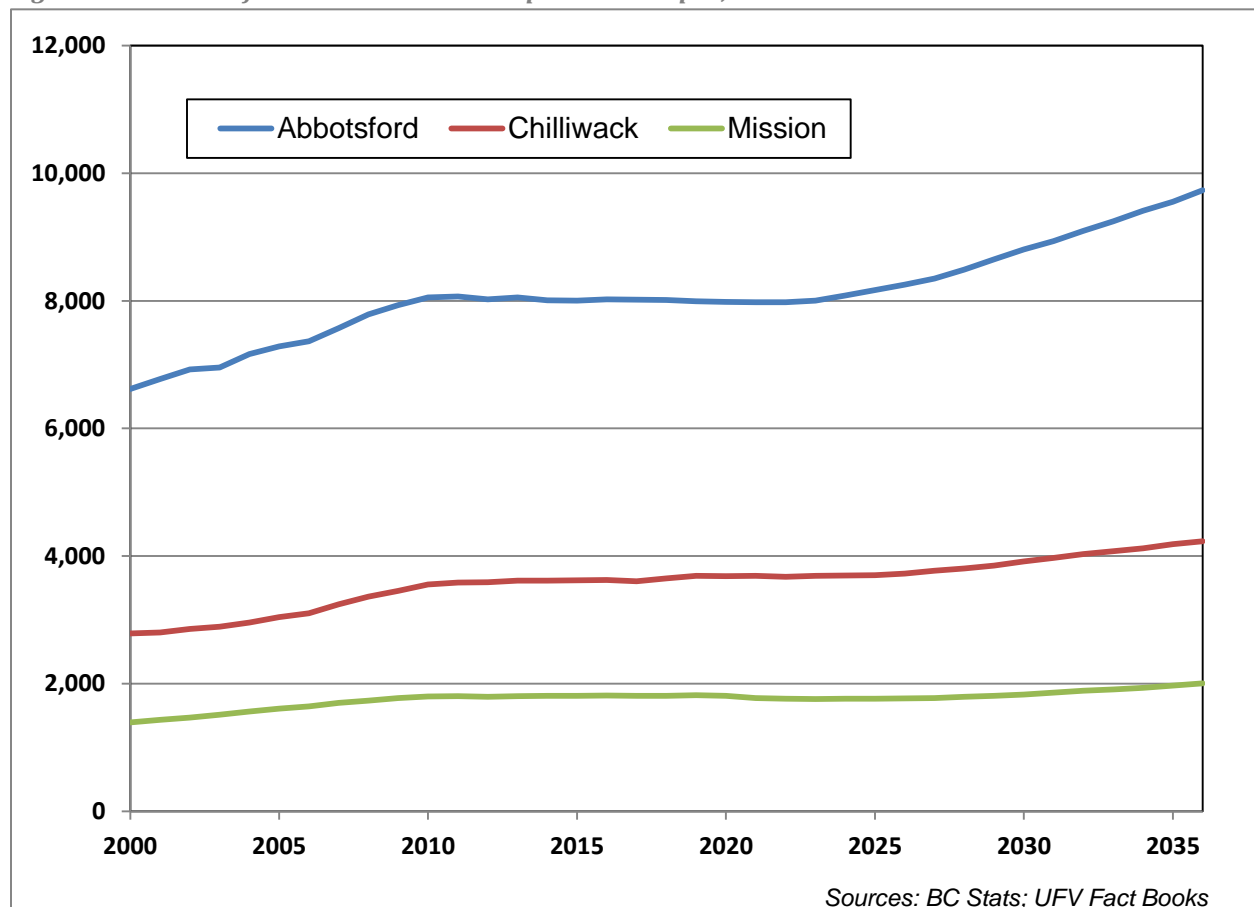
In terms of the four CMAs in British Columbia, the expected growth in the 15-29 age group for Abbotsford-Mission from 2014 to 2036 dwarfs projections for the other three (Kelowna, Vancouver, and Victoria). Abbotsford-Mission is expected to see a 16.8% increase in the number of 15-29 year olds by 2036, compared with Kelowna's 7.9%, Vancouver's 1.5%, and Victoria's 1.4%.

Not all UFV students come from the Abbotsford-Mission CMA, however; UFV's domestic student population comes from a diverse range of areas. Out of eight local health areas that are known to be sources of UFV students, seven are expected to see growth in populations of 15-29 year olds between 2014 and 2036. The only area whose population is expected to decline during that period is Hope, which accounts for only a small share of UFV students and has a current population of 15-29 year olds of just over one thousand.

Of the eight areas in question, the individual area projected to see the greatest percent increase between 2014 and 2036 is Langley-Aldergrove, whose population of 15-29 year olds is expected to increase by 40 percent. The areas expecting the next greatest increases in projected growth in the 15-29 age group between 2014 and 2036 are: Chilliwack (20%); Abbotsford (18%); Surrey (17%); and Mission (14%). Further, shares of students attending UFV from three of the fastest-growing areas (Langley, Abbotsford, and Surrey) have been increasing over the last five years.

A recent internal report analyzed population projections and demographics to gauge future student demand at the three main UFV campuses. Interestingly, there appears to be no significant relationship between students' locations of residence and the campus they attend. The campus attended by a given student is likely more connected to the location of the program he or she is taking. Figure 6 shows what the demand would be at each campus were each student to attend the campus closest to where he or she lives. The analysis suggests that student demand for Abbotsford and for Chilliwack will grow in the neighbourhood of 20% between 2014 and 2036, while demand for the Mission campus will grow at roughly half that rate. Of course programs can also be moved between campuses, and decisions on locations of programs are important aspects of UFV's long-term planning considerations.

**Figure 6** Projected Student Demand per UFV Campus, 2000-2036



## BOX 2: UFV monitors the mighty Fraser for worldwide river project

Saving whales from pine beetles wasn't his intent, but if there's one thing UFV geography instructor Steven Marsh knows, it's that anything's possible.

Known as a climatologist when he joined the University of the Fraser Valley more than 20 years ago, the bulk of Marsh's research has revolved around water — ranging from small tributaries to Abbotsford's aquifer.

Working closely with UFV biology instructors Sharon Gillies and Alida Janmaat, and with the help of UFV student researchers, Marsh pulls samples from the Fraser River twice monthly, filtering water into glass bottles bound for geochemical analysis at the Woods Hole Oceanographic Institution (WHOI) in Massachusetts.

In addition to pulling Fraser water, the UFV project samples four local tributaries impacted by urban growth and agricultural activity in order to understand their geochemistry.

The main study focuses largely on the movement of carbon in the Fraser — how much of what (and of what age) flows into the ocean. Those samples help WHOI and Woods Hole Research Centre (WHRC) scientists understand how changes on land are impacting the marine environment.

***“It's extremely rewarding knowing we're contributing to a larger goal, all while watching students develop talents and research abilities alongside top scientists.” - S. Gillies***

“Basically, we're taking the pulse of the Fraser,” explains Gillies. “It's extremely rewarding knowing we're contributing to a larger goal, all while watching students develop talents and research abilities alongside top scientists.”

Much of the carbon pulled from the Fraser is 500–600 years old — so far.

Scientists, geographers, and loggers alike are keeping a close eye on widespread pine beetle damage

throughout B.C., and especially along the Fraser's watershed region. Because of beetle-kill forests and salvage logging, the Fraser basin has become vulnerable to increased flooding and erosion, potentially altering the river's carbon content dramatically.

An increase of ocean carbon could affect the ability of some crustaceans to make shells. Sitting near the bottom of the ocean's vast and interconnected food chain, crustacean depletion could have a serious impact all the way up the chain to the largest of ocean creatures, including whales.



“There are some serious negative impacts that are possible,” Marsh says.

One tell-tale sign of expedited erosion would be younger carbon deposits making their way downstream, but data is still being processed.

Select UFV students experience two or three-month practicums at the WHOI and WHRC. Additionally, UFV students working on the Fraser project have gone on to present at major conferences in New York and San Francisco, plus local conferences at SFU and UBC Okanagan.

The efforts on the Fraser are part of a huge project involving some of the world's largest rivers, including the Brahmaputra, Congo, Fraser, Ganges, Lena, and Yangtze.

“The idea eventually is to load comprehensive information from all rivers onto a website for the world to use,” Marsh says.



## 2.2 Economy and the Labour Market

BC has experienced positive GDP growth each year since the economy contracted by nearly 2.6% in 2009. From 2010 to 2013, the annual growth ranged from 1.8% in 2012 to 3.3% in 2010, with 2013's figure falling in between this range at 2.0%. While recovery from the global economic downturn has been uneven, with higher than usual unemployment rates persisting in some regions and industries, labour market demand in BC is expected to see strong growth in the coming years. The BC Labour Market Outlook predicts that "by 2016 the number of workers needed in BC is expected to exceed the number of workers available province-wide." By 2020, the shortage is estimated to number around 61,500 workers. Most of the forecasted job openings during this period are anticipated in "occupations requiring some post-secondary education, college or trade certificate."

In BC, the (seasonally-adjusted) unemployment rate in May 2014 was 0.6 percentage points lower than May of 2013, while the employment rate declined by 0.5 percentage points. It may seem counterintuitive that both the unemployment rate and employment rate fell at the same time; the reason for this is that the labour force participation rate decreased by 0.9 percentage points over this same timeframe. BC is one of six provinces to see a decrease in the seasonally-adjusted unemployment rate compared with this time last year.

*Figure 7 Annual Growth Rates in Employment per Industry in BC*

		<b>2004 to 2013</b>	<b>May 2013 to 2014</b>
		<b>9 yr ave. rate</b>	<b>1 yr rate</b>
<b>1</b>	<b>All Industries</b>	<b>1.4%</b>	<b>0.5%</b>
<b>1.1</b>	<b>Total Goods Producing Industries</b>	<b>0.5%</b>	<b>1.5%</b>
	Agriculture	-3.3%	-14.5%
	Other Primary	4.1%	14.6%
	Utilities	4.5%	17.3%
	Manufacturing	-2.5%	5.8%
	Construction	3.5%	-4.1%
<b>1.2</b>	<b>Total Service Producing Industries</b>	<b>1.7%</b>	<b>0.2%</b>
	Transport and Warehousing	0.4%	0.0%
	Retail and Wholesale Trade	2.0%	-4.9%
	Finance and Related	1.9%	-0.3%
	Profess., Sci. and Tech Services	3.0%	-0.9%
	Education	3.2%	-0.8%
	Health & Social Services	2.1%	9.3%
	Accomod., Food & Bev.	0.1%	3.0%
	Other Service	0.8%	-4.3%
	Public Administration	1.5%	9.5%

Figure 7 provides annual growth rates in employment by sector for the 9 year period 2004 – 2013, and for the most recent year, May 2013 to May 2014. The number of jobs in agriculture in BC has fallen by 3.3% annually since 2004. In contrast, employment in most other goods-producing industries increased during this time, except in manufacturing which dropped by 2.5%. Employment in utilities increased by 4.5% and in construction by 3.5%. The average for all industries was an increase of 1.4%.

While employment in agriculture has been falling, the year 2013 marked the first increase in agriculture employment in BC since 2007, so the drop in the most recent May to May period occurred following a year in which there was a 6.2% increase. A recent report by the Business Council of BC stated that “the agricultural sector in the Fraser Valley Regional District has stayed relatively stable at a time when more economically sensitive sectors, such as construction and related manufacturing sectors, have faltered.”

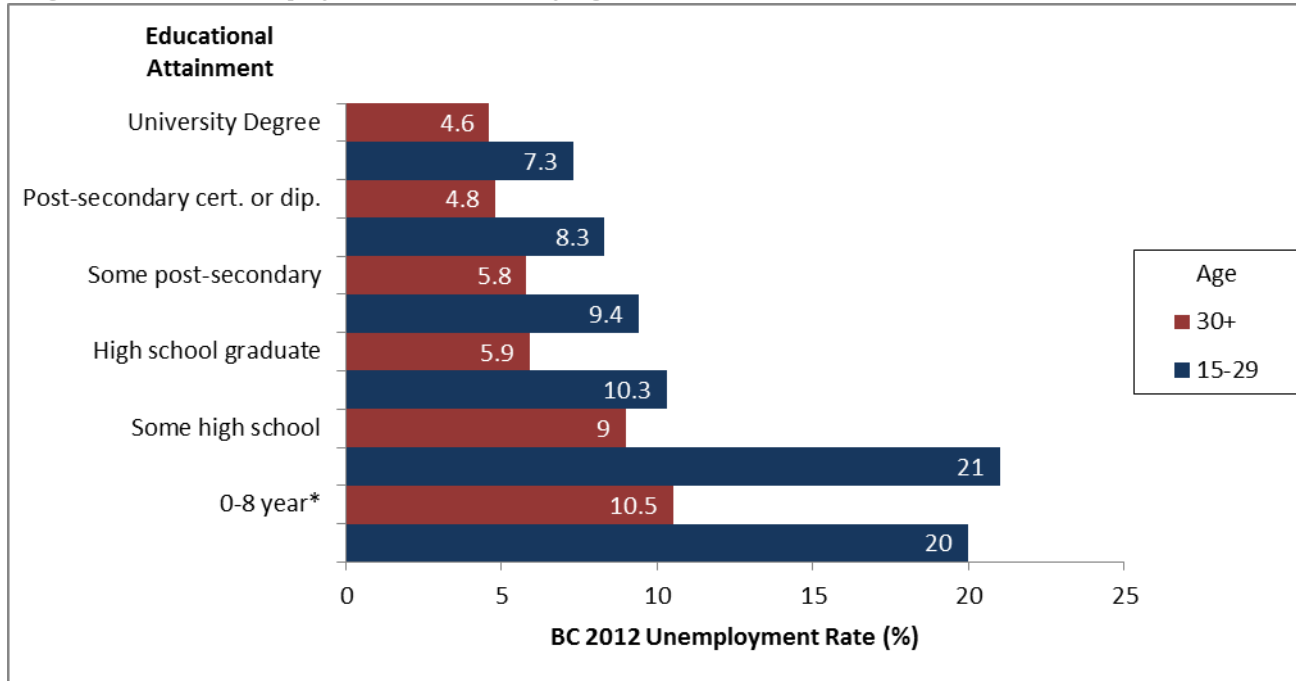
When it comes to service industries in BC since 2004, the greatest increases have occurred in education at 3.2%, and in professional, science and technical services at 3%. All service industries have seen employment growth, but the lowest growth rates have been in transport and warehousing at 0.4%, and accommodation, food and beverage at 0.1%. Figure 7 includes the most recent one year rates as well, but since rates fluctuate significantly from year to year, not too much should be read into these short term rates.

Abbotsford-Mission had the highest unemployment rate of the four Census Metropolitan Areas (CMAs) in BC in 2013, at 7.8%. This rate, however, is the lowest so far of any year since the effects of the global financial crisis became felt in 2009, and it is considerably lower than the peak post-crisis unemployment rate of 8.9%, seen in 2011. The unemployment rate in Abbotsford-Mission in recent years has also been higher than the average for the Mainland/Southwest development region of which it is a part. The good news is that both rates have been falling since 2011.

Unemployment among youth (defined as people aged 15-29 years) in BC is significantly greater than for British Columbians between the ages of 30 and 64. Although this partly reflects the higher likelihood of people in that age range attending school, it also applies more generally. For example, many effects of the economic downturn affected youth first, since they are usually the most junior or recent employees, and therefore the first to be laid off. In 2012 the unemployment rates for people aged 15-19 and 20-24 were significantly higher than the overall unemployment rate, and in addition, these rates were higher for men within those age groups than for women.

A recent report on the youth labour market in BC highlighted the immense benefits to youth of higher education. While unemployment rates for youths were consistently higher than those for workers aged 30-64 years, the gaps between the rates for these groups narrow significantly the more post-secondary education the youths have attained. Figure 8 illustrates the benefit, particularly to younger people, of higher education. For example, the unemployment rate for 15-29 year-olds who are university graduates is 7.3%, while for those in the same age group who have not finished high school the unemployment rate is almost three times as high at over 20%.

**Figure 8 Unemployment rates in BC by Age and Educational Attainment**



UFV is well-positioned to provide the training and education needed for graduates to secure employment and to supply skilled labour to a growing BC economy. Its varied offerings, including programs aimed directly at getting people (back) into the work force, and its versatility and agility with respect to programming options mean that UFV is able to respond quickly to the needs of both the changing global environment and the needs of BC’s economy and society.

### 2.3 Government Policy

Funding from the Ministry of Advanced Education makes up slightly less than half of UFV’s operating budget. In its 2014/15 – 2016/17 Service Plan, the Ministry has developed a strategic framework that guides its work and sets the direction for post-secondary education in the province. The Service Plan describes five key factors influencing the strategic context for the Ministry: changing demographics, the economy, the upcoming skills shortage, globalization and international education, and innovation and technology in education. The Plan supports the achievement of the government’s strategic priorities of a Strong Economy and a Secure Tomorrow. UFV aligns its strategic planning to reflect the mandate and the direction provided by the Ministry. The Service Plan also details the Goals, Objectives and Strategies which the Ministry uses to achieve its strategic priorities. Section 3 of this Report provides some examples of UFV strategies and outcomes that are consistent with and support the Ministry’s Goals and Objectives.

### **BOX 3: UFV opens Agriculture Centre of Excellence at Canada Education Park**

UFV agriculture students will be learning in state-of-the-art facilities at the new agriculture centre (known as ACE), located at the Chilliwack campus at Canada Education Park.

“We are grateful for the support of our government and the community and industry partners who helped us establish our centre in this multi-million dollar facility,” said UFV President and Vice-Chancellor Dr. Mark Evered. “Our regional and provincial economies will benefit from this investment in the training of graduates with the practical and creative leadership skills needed for the complex and technologically-rich world of agriculture and agribusiness.”

Funding for the Agriculture Centre of Excellence was provided by the provincial Ministry of Advanced Education (\$1 million), the University of the Fraser Valley (\$750,000), the Chilliwack Economic Partners Corporation (\$250,000), and donations from community partners (\$387,469).

Agriculture student Terisha Mitchell spoke at the opening ceremony about the impact of the new Agriculture Centre of Excellence. She said that she and her fellow students are “delightfully aware” of the possibilities that the new centre holds for students.



“It gives us the opportunity to be part of the mounting push for change within the world of agriculture,” said Mitchell. “The push to provide our Canadian farmers with the tools to thrive and compete in a global market, to innovate, create, and supply the food demands of our ever-growing global population, and most importantly the push to generate abundant agriculture while protecting our precious wildlife and natural resources. The enthusiasm from this group of students is infectious and for good reason: the beautiful new buildings the future of agriculture and our roles within it.”

Phase 1 of the Agriculture Centre of Excellence includes: a 783 m<sup>2</sup> barn including livestock area, milking area, poultry area, and swine area; a 600 m<sup>2</sup> greenhouse featuring a multi-wall polycarbonate construction that provides a strong thermal rating and high energy efficiency; and a 225 m<sup>2</sup> polyethylene greenhouse.

***“It gives us the opportunity to be part of the mounting push for change within the world of agriculture.” - Terisha Mitchell***

The University of the Fraser Valley has offered agricultural education since it was founded in 1974. Current agriculture program offerings include credentials in horticulture, livestock, integrated pest management, berry production, field vegetable production, and milker technician. Students can also earn a Bachelor of Business Administration degree with a major in agriculture management.



## 2.4 Multicultural Community

The population of the Fraser Valley is diverse, in terms of ethnic origins, immigration status, Aboriginal status, and religion. Twenty-five percent of the population of the Abbotsford-Mission CMA, identifies as a visible minority according to the 2011 National Household Survey. Within that twenty-five percent, the majority of the visible minority population in Abbotsford-Mission is of South Asian origin, accounting for 75% of visible minorities. The next largest group of visible minorities in Abbotsford-Mission is of Chinese descent, with 5% of the visible minority population. UFV is committed to providing a learning environment that is inclusive, welcoming and engaging for all. The university is proud of its success in achieving this goal; evidence for this is seen in UFV's high rating in categories of Quality of Interactions and Discussions with Diverse Others in the 2013 National Survey of Student Engagement survey.



*UFV students volunteer for Terry Fox Run 2014*

## INTERNAL ENVIRONMENT

### 2.5 Multi-campus Operations

To make education accessible and affordable, UFV has multiple campuses across the Fraser Valley. Campuses are located in Abbotsford, Chilliwack, and Mission. In addition, there are two regional centres located in Hope and Agassiz. During 2013/14, 66% of FTEs were generated at the Abbotsford campus, 21% at the Canada Education Park (CEP) campus, while the remaining 13% were online or at our other campus sites.

Scheduling of courses on each campus is done in a coordinated manner to allow students to take several classes in the same day, on the same campus. This increases student access, supports student success, and is environmentally friendly since it reduces commuting times. For students and faculty who do need to travel between the Abbotsford and Chilliwack campuses, the Campus Connector shuttle service, operational since the summer of 2013, has made this travel more convenient, safe, and environmentally friendly.

The growth in student population and utilization at UFV's Abbotsford campus has created certain challenges in terms of existing infrastructure. The space utilization rate at the Abbotsford campus is currently over 110% and will likely increase in the future. The space crunch in Abbotsford presents real challenges for the university. It is difficult to schedule all classes at times that are optimal for students. It is problematic to block off times without classes to allow faculty to meet since all times need to be used to accommodate student demand. Perhaps most importantly, a common feature of university life is informal meetings and discussions of students and faculty – among themselves or with each other. These interactions typically happen in an empty classroom. On the Abbotsford campus, none of these empty classrooms exist. We are hoping that some of the space crunch will be eased with the addition of the projects detailed in UFV's Five-Year Capital Plan.

### 2.6 Finances

The financial challenges facing the post-secondary sector are significant. We are in the fourth year of no increase in funding for new student spaces, and the second year of a reduction in block grant funding from the provincial government. In addition, a substantial change in the way funding for English as a Second Language (ESL) programming is allocated will negatively affect our ability to deliver ESL training for domestic students. The annual budget process has become more challenging as these financial restrictions continue to strain the ability to achieve the priorities of our strategic and academic plans.

UFV moved from an incremental budgeting method to a shared-revenue model for the development of the '2014-15 Operating Budget'. Decreasing provincial government funding and rising operating costs prompted the development of a new model with goals of financial sustainability, transparency and accountability, and incentives for alignment to strategic goals. UFV's new model allocates funding based on revenues and cost drivers, thereby linking resources with operating plans. Faculty budgets are

aligned with the enrolment plans, with a share of enrolment revenue directed to support units. Additional information on the budget model can be found at <http://www.ufv.ca/budgets/ufv-budget-model-review/>.

While the fiscal environment is unfavourable for the near term, the university remains committed to directing as many scarce resources as possible towards our strategic priorities and enhancing our position as a comprehensive teaching university. A number of government documents highlight and address government expectations and priorities for the post-secondary sector. These documents provide a consistent message on government priorities and the way in which the post-secondary sector should operate. Key highlights of these documents include:

- Align post-secondary education with regional and industry needs and labour market demands
- Address an anticipated skills shortage
- Increase collaboration, innovation and partnerships
- Increase flexibility and mobility for students
- Focus on student outcomes and participation rates
- Work on the government's International Education and Aboriginal students strategies
- Minimize overhead and operate efficiently

Specific to UFV, the Ministry expects the establishment of a Centre of Excellence in Agriculture.

### **Financial highlights**

The university ended the year with a small operating surplus (Figure 9). Although domestic student enrolments decreased slightly this year, the university met 101.2% of the Ministry full time equivalent (FTE) student target (102.5% in 2012-13). International student enrolments were up approximately 4% over last year, but did not achieve budgeted plans. Budget reductions and cost containment strategies allowed the university to manage negotiated salary increases and inflationary pressures while reducing expenses by 0.34% over prior year expenditures.

Over this last year, UFV has been developing a Centre of Excellence in Agriculture. Provincial funding, together with individual and corporate donors, and university contributions combined to build new facilities to house the Centre at the Canada Education Park in Chilliwack. The facility includes state of the art equipment and teaching environments. The university looks forward to expanding agricultural education and to engage industry and educational partners in opportunities for agricultural research.

Last year UFV received a large gift of property and building from the Bank of Montreal in downtown Chilliwack. Chilliwack Economic Partners Corporation is adding to the value of the property by funding extensive renovations which are expected to be complete by the fall of 2014. This facility will provide space for new programming opportunities; the university is currently finalizing the program schedule for this location.

The UFV Student Centre on the Abbotsford campus, a capital project in partnership with the UFV Student Union Society, is underway with completion scheduled for spring 2015. The university has committed \$5M to this project.

**Figure 9 Financial Results**

<b>Summary of 2013-14 Financial Results</b>			
<b>Revenue</b>	<b>2014 Budget</b>	<b>2014</b>	<b>2013</b>
Province of British Columbia	55,965,123	57,529,912	57,259,117
Tuition and student fees	41,039,443	40,453,861	38,665,802
Sales of goods and services	6,896,447	6,717,014	7,144,724
Amortization of deferred capital contributions	5,300,000	5,826,746	6,619,102
Other revenue	4,204,054	4,760,413	5,191,869
	<b>113,405,067</b>	<b>115,287,946</b>	<b>114,880,614</b>
<b>Expenses</b>			
Salaries and benefits	85,869,025	82,349,960	81,340,215
Office and program costs	5,262,077	6,810,456	6,613,196
Other costs	10,445,112	12,855,221	14,082,660
Amortization of tangible assets	8,112,000	7,953,928	8,220,565
Utilities	1,795,129	1,880,618	1,845,519
Scholarships and bursaries	1,305,000	1,161,753	1,274,010
Interest	616,724	616,724	635,505
	<b>113,405,067</b>	<b>113,628,660</b>	<b>114,011,670</b>
<b>Annual surplus from operations</b>		<b>1,659,286</b>	<b>868,944</b>
Endowment donations		307,606	298,869
Gain on sale of tangible capital assets		536,764	
Contribution to the Province of British Columbia		(597,813)	
<b>Annual surplus</b>		<b>1,905,843</b>	<b>1,167,813</b>
Accumulated surplus, beginning of year		71,265,195	70,097,382
<b>Accumulated surplus, end of year</b>		<b>73,171,038</b>	<b>71,265,195</b>

### Risk and uncertainties

The following is an overview of the most significant financial risks currently facing the university.

#### *Managing a changing operating environment*

General operating funding (Ministry and Industry Training Authority) as a percentage of total revenues has dropped from 51% of total revenues in 2009-10 to 48% of total revenues in 2013-14. Provincial Budget 2014 reconfirmed reduced funding for the post-secondary sector over the next two years without an adjustment to student targets. At the same time, student tuition rates are capped and, for



the two year Collective Agreement ending March 2014, the university was required to fund general operating and employee wage increases from existing funding envelopes. For fiscal 2014, the federal government will no longer be transferring ESL funding for settlement programming to the provincial government. This change will result in a further decrease of \$1M in annual funding, an amount over and above the reduction announced in Budget 2014. The result will be an increased reliance on external funding sources and entrepreneurial endeavors, funding sources and activity that bring a higher level of risk and uncertainty.

Closing the funding gap by managing administrative costs is being addressed at a provincial post-secondary sector level through the Administrative Service Delivery Transformation project (ASDT). The university is reviewing current processes with a goal of achieving administrative efficiencies to “do more with less”. Changes to administrative and business processes can be disruptive and the challenge will be to manage these changes while maintaining institutional and employee morale.

The university’s collective agreement expired on March 31, 2014. This agreement was ratified in the summer of 2013 and preparation for bargaining is underway. Constant bargaining and keeping the workplace engaged and motivated in the midst of on-going uncertainty makes for a difficult operating environment.

A changing and unstable fiscal environment brings a tension between meeting the needs of the region and managing within financial resources. Making choices between financial sustainability and program accessibility will be an ongoing challenge with associated risks and uncertainty.

Ending the year with only a small surplus may be desirable in that resources are used for which they are intended. However, it also increases the risk that even a relatively small unplanned event may cause the university to slide into a deficit position.

#### *Student enrolments*

There are two main challenges related to student enrolments. The first is more closely aligning enrolment plans and targets to budgets to allow for better forecasting and evaluation of annual results. In a tightening financial operating environment, the ability to accurately forecast and monitor results as they develop to budget becomes more critical.

The second is the institution’s reliance on international student revenues to help alleviate budgetary constraints. The institution’s exposure to international markets in a global economy is high. Global catastrophes or economic events, the ability to adapt to changing market programming demand and delivery methods, increased competition for international students on a provincial, national and global level, and large numbers of students from specific demographic regions all contribute to this exposure.

### *Sale of Chilliwack North campus*

The university has sold 0.9 acres of the Chilliwack North Campus this fiscal year and is working with the Province and the Ministry to manage the sale and proceeds of the remaining portion of the campus. The university invests a significant amount of operating dollars into maintaining the Chilliwack North Campus, a resource that is not utilized to capacity. In addition to funding the operating costs of this campus, the university is carrying a significant portion of the development costs of Canada Education Park pending the sale of the Chilliwack North campus.

### *Information Technology*

Over the last year, vulnerability in infrastructure capacity and stability has come to light. Additionally, the necessity for distributed data for effective management decision-making, and an expectation of information available at all times and from all locations requires effective technologies and related services. There is also pressure for alternative program delivery platforms that rely on technology. Advancing UFV’s technology capabilities within fiscal constraints needs to be balanced against the risks of not keeping current with technology.

### **Three year forecast**

Across the country, there is consistent messaging from governments to post-secondary institutions that they must be sustainable and relevant. Universities are adjusting to less government funding, increased accountabilities, and persistent changes in information technology that impact the content and delivery of education and operations. Balancing budgets and finding equilibrium in this environment is not easy; UFV acknowledges the cooperation of the faculty, staff, and students, the people who make UFV a great learning environment, in wrestling with these challenging realities to come to a balanced budget for fiscal 2014-15. The financial challenges forecast for future years will require continued focus on reducing/realigning costs and/or finding new sources of revenue to achieve an annual balanced budget plan.



*2013 Research Excellence award winner, Dr. Noham Weinberg sitting in the UFV Molecular Modeling Lab*

Figure 10 Consolidated Budget

Consolidated Budget 2014-15 - 2016-17				
		2014-15 Consolidated Budget	2015-16 Budget (estimated)	2016-17 Budget (estimated)
<b>Revenues (in thousands)</b>				
	General operating grants	55,044,218	54,229,218	54,229,218
	Student tuition and fees	43,482,010	44,021,010	44,571,010
	Sales of goods and services	6,526,947	6,526,947	6,526,947
	Amortization of deferred capital contributions	5,300,000	5,300,000	5,300,000
	Other revenue	4,599,381	4,599,381	4,599,381
		114,952,556	114,676,556	115,226,556
<b>Expenditures</b>				
	Salaries and benefits	83,168,768	83,918,768	84,668,768
	Cost of goods sold	3,642,199	3,642,199	3,642,199
	Other operating costs	18,315,443	18,675,443	19,075,443
	Scholarships & bursaries	1,100,000	1,100,000	1,100,000
	Debt service costs	614,147	614,147	614,147
	Amortization expense	8,112,000	8,112,000	8,112,000
		114,952,556	116,062,556	117,212,556
	<b>Balance</b>	<b>(0)</b>	<b>(1,386,000)</b>	<b>(1,986,000)</b>



2013 Teaching Excellence award winner, Dr. Linda Pardy, associate professor in the communications department.

#### **BOX 4: International award for Surrey Fire Service developed with UFV research**

UFV researchers analyzed over 5,000 fires for the Surrey Fire Service to help design the internationally renowned HomeSafe program. The evidence-based fire reduction strategy was selected as a recipient of the 2013 International City/County Management Association (ICMA) Community Health & Safety Award.



This prestigious award recognizes local government programs or processes that demonstrate innovation, excellence, and success in the community’s safety, health, and/or wellness, including enhancement in the quality of life for the disadvantaged.

As a result, a short video on the HomeSafe project was broadcast to 20,000 delegates at the International

Association of Fire Chiefs conference August 13-17, 2013 and was also shown to 12,000 delegates at the ICMA Conference September 22-25, 2013.

In the video, UFV Provost and Vice-President Academic Dr. Eric Davis says, “If cities want to make good decisions, they can rely on university research, by both students and faculty, to give them answers to real-world problems, and allow them to make decisions based on facts, not just assumptions.”

UFV’s research examining nearly 5,000 structure fires in Surrey over a 20-year period, demonstrated that certain people, properties and neighbourhoods have a greater fire risk than others.

For example, over 75% of Surrey’s structure fires involved residential properties. Fire incidence was not random. It increased when occupants smoked, were elderly, had a disability or had mental health or substance use issues. And, residential structure fires tended to be clustered geographically, based on dwelling use, sources of ignition (e.g., cooking, open flames), and the presence of functioning smoke alarms.

Research into international fire education best practices pointed Surrey towards developing a custom home visitation program to address these trends. Uniformed firefighters went door-to-door to educate thousands of higher risk residents about fire safety, provide an information package, and offer to install a free smoke alarm on the spot.



## 2.7 Research

UFV's approach to research is noteworthy in its relevance for undergraduate education, its involvement and engagement of students, and the priority given to research that supports regional development (as per UFV's strategic goals). Research is integral to the work of the university, particularly the integration of research and teaching into faculty work. Every year there is growth in the number of research requests and in the collaborative work done by faculty and students who come to the Research Office to seek information and support for their research initiatives. Assistance, comprising both monetary and non-monetary support, is provided in various ways including funding for research assistants, supporting undergraduate students who present at conferences, and the Social Sciences and Humanities Research Council (SSHRC) of Canada Aid to Small Universities fund. Assistance is provided for faculty and students in preparing their grant applications and proposals in the management and administration of successful grants.

Teaching, research, scholarship, and service to the community are essential and interrelated elements of UFV's mandate. Research supports teaching, learning, and skill development, and is important in knowledge translation and community engagement for both students and faculty. Some benefits of research are non-material and immeasurable. The focus on students as researchers and as research assistants is part of our commitment to the strategic goal to provide the best undergraduate education in Canada.

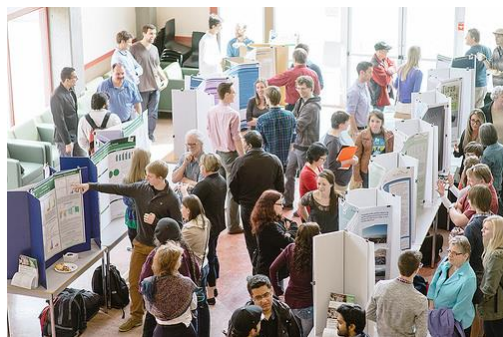
Faculty are engaged in a wide variety of research programs aimed at addressing regional issues, many of which also have applications at national and international levels. UFV promotes the integration of teaching and research by multiplying the opportunities for students to be involved in inquiry-based learning. Students' involvement in research projects occurs as part of their course curricula, as funded research assistants to faculty through grants and UFV's research assistance program, as members of community research teams, and as supported conference presenters.

UFV faculty and students are committed to conducting research of the highest quality, meeting or exceeding scientific and professional standards. They are actively involved in various types of research, scholarly activity, and other creative endeavors across numerous disciplines. The university supports individual and collective research in all of its program areas and strongly encourages multi-disciplinary research, particularly through its centres and institutes.

UFV's Strategic Research Plan expires in 2015, and in the fall of 2014, the university will begin a process to develop a new Research Plan for 2015-2020. The plan will align with the university's overall strategic goals. The research plan identifies strategic actions to develop several research programs in depth, rather than commit to a wide range of activities where we will not be able to develop sustainable research. Research is also intended to enrich the learning experience of our students and create as many opportunities as possible for them to be actively involved in research. The plan identifies interdisciplinary possibilities for each of the research strategic priorities, whereby faculty and students may work together.

UFV remains committed to working in partnership with the private and public sectors for an improved quality of life through research in social, environmental, health, science, and educational disciplines. UFV’s research centers and institutes include the Centre for Indo-Canadian Studies, the Global Development Institute, the Centre for Social Research, along with several others. We are developing a stronger research agenda with our institutional partners in India through our UFV Chandigarh campus. During this past year the Canada Research Chair in Food Security and the Environment, Lenore Newman, conducted research focusing on the Agricultural Land Reserve. The Canada Research Chair in Aboriginal Studies, Hugh Brody, received a Social Sciences and Humanities Research Council Connections grant to disseminate the results of his research on the land claim in the Southern Kalahari. UFV supports a number of science research labs including the Luminescence Dating and Paleoecology labs, the Agriburban Research Centre and the Molecular Modelling lab.

UFV is actively engaged with faculty in securing Tri-Council Research grants from SSHRC and NSERC. Competition for government and council funding for research is increasingly competitive and more difficult to obtain. The Research Office works collaboratively with the Advancement Office within UFV. The university, along with the research office, is continually exploring possible external funding sources and funders in industry and in the community.



*At UFV Student Research Day 2014, undergraduate students showed their work in a poster board presentation and competed in scholarship awards.*

## 2.8 Students

A total of 14,386 students attended UFV in 2013/14, with bachelor’s degree students making up the largest share. The share of bachelor’s degree students has increased over the last 5 years; in 2013/14, it was more than 1.5 times what it was in 2008/09, having risen from 24.6% to 37.3%. The proportion of diploma students has fallen from 37.9% to 30.3% over the same period. Figure 11 illustrates these trends and shows the share of student headcount by credential type over the last 6 years.

**Figure 11 Student Headcount Share by Credential Type**

Credential/Year	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Bachelor's Degree	24.6%	25.6%	29.8%	32.9%	35.3%	37.3%
Diploma	37.9%	37.0%	33.4%	32.5%	32.1%	30.3%
Developmental	6.3%	9.5%	9.5%	8.7%	9.3%	9.3%
Certificate	8.7%	8.1%	8.5%	8.0%	6.9%	7.0%
Apprenticeship	2.1%	2.1%	1.8%	1.8%	1.7%	1.7%
Master's Degree	0.4%	0.4%	0.5%	0.4%	0.4%	0.3%
Other	19.9%	17.3%	16.5%	15.7%	14.2%	14.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The male to female ratio is 41:59 while the average age of students is 25 with a third of the student body over 25. The group of students over 25 is enrolled in developmental programs, such as ESL and Adult Basic Education, at a rate some three times higher than the younger group whereas they enroll at a rate lower than their younger classmates in degree programs. Figure 12 shows that the proportion of students attending UFV full time, defined as taking three or more courses in a semester, has increased each of the last six years rising from 42% in 2007/08 to 46.1% in 2012/13.

**Figure 12 Students by Full-time or Part-time Status**

Student Type/Year	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Full Time	42.0%	42.3%	43.1%	44.7%	45.8%	46.1%
Part Time	58.0%	57.7%	56.9%	55.3%	54.2%	53.9%

Fall and winter are the most popular semesters, making up almost 90% of instructional activity. Figure 13 shows the share of instructional activity across semesters, which has remained largely unchanged over the last six years.

**Figure 13 Share of Registrations by Semester**

Semester/Year	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Summer	11.3%	10.8%	10.9%	12.2%	12.4%	11.2%
Fall	43.6%	45.1%	45.2%	45.1%	44.5%	45.0%
Winter	45.0%	44.1%	43.9%	42.7%	43.1%	43.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The number of graduates at UFV has been increasing, from 1,828 in 2007/08 to 2,273 in 2012/13, an increase of 24.3%. Figure 14 provides the number of graduates by credential since 2007/08; the number of bachelor degree graduates has increased by 28.4%, the number of certificates by 26.9%, and the number of diplomas by 21.1%.

**Figure 14** *Graduates by Credential Type (by Academic Year)*

Credential	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Bachelor's Degree	668	668	654	740	751	858
Certificate	661	740	690	864	860	839
Developmental	89	78	68	51	35	53
Diploma	407	414	341	343	404	493
Master's Degree	3	6	5	35	18	30
<b>Total</b>	<b>1,828</b>	<b>1,906</b>	<b>1,758</b>	<b>2,033</b>	<b>2,068</b>	<b>2,273</b>

For the 2012/13 fiscal year, there were 674 students who self-identified as Aboriginal while at UFV; these students comprised 4.5% of the student body with a 30:70 male to female ratio. Separate to the UFV self-identified Aboriginal student number, there is an Aboriginal student headcount that counts students with Aboriginal ancestry who self-identified in the BC K-12 education system or who self-identify as Aboriginal at a BC public post-secondary institution (making this number larger than the UFV self-identified number). This number was 1,095 Aboriginal students in the 2012/13 academic year making up 7.5% of the total student headcount.

Some 69% of UFV's students come from Abbotsford or cities to the west of Abbotsford such as Langley, Mission, Maple Ridge, Aldergrove, and Surrey; 24% come from cities to the east of Abbotsford such as Chilliwack, Agassiz, Hope and Rosedale; and 7% of UFV students are international. The most popular countries of origin for international students are China (396), India (246), and Saudi Arabia (71). In a survey of students applying to UFV, the major reasons local students cited for choosing UFV are the proximity, lower tuition and fees, and reputation of the university.



### 3. ALIGNMENT WITH MINISTRY GOALS AND OBJECTIVES

The Ministry’s Goals, Objectives, and Performance measures are described in the 2014/15 – 2016/17 Service Plan released in February 2014. UFV’s goals and objectives, as detailed in its Strategic Plan, are aligned with those of the Ministry. Selected UFV strategies and outcomes are described below.

#### Ministry Goal 1: Students are supported to achieve their education, employment and training goals

<b>Ministry Objective 1.1</b>	<b>Align post-secondary education training and programs with labour market demand to achieve a highly skilled workforce</b>
UFV Strategies and Outcomes	<ul style="list-style-type: none"> <li>▪ UFV opened a new Agriculture Centre of Excellence in April 2014. The Centre will play a central role in the training of graduates with the practical and creative leadership skills needed for the complex and technologically-rich world of agriculture and agribusiness. As part of this initiative, UFV is forming partnerships with other BC universities and colleges offering agricultural education, as well as with businesses and industry groups.</li> <li>▪ UFV’s Continuing Education offers skill-based, career-focused training to help people enter, re-enter, or remain competitive in the workforce. All programming responds to current employment demands in the Fraser Valley region and teaches students skills to successfully obtain employment or advance their skills in the following work roles: bookkeeping, dental office reception, family child care, human resources assistant, legal administrative assistant, medical office assistant, nursing unit clerk, paralegal, and veterinary administrative assistant.</li> <li>▪ UFV strives to provide the best undergraduate education in Canada.</li> <li>▪ UFV offers academic, professional, and trades programs that provide students the knowledge and training necessary for employment, entrepreneurship, or further education.</li> <li>▪ The university extension services and continuing education promote and support economic development in the Fraser Valley.</li> <li>▪ UFV emphasizes the use of best pedagogical practices, informed by a commitment to current research and scholarship.</li> <li>▪ Students are actively engaged in their education through a high level of interaction with faculty members and are given opportunities for practical experience, research, problem-solving, and creative work.</li> <li>▪ UFV offers a range of work-integrated learning opportunities through our 190 plus on-campus work-study positions and through co-operative education employment that occurs both on and off campus.</li> <li>▪ Experiential Learning programs at UFV that offer work experience include</li> </ul>

practicums and internships. Internship placements may be local or international and include working with NGOs, the private sector, and research institutes on a variety of projects that range from education, urban farming, green technology initiatives, event coordination, program promotion and other opportunities.

- The UFV Career Services office trains students to be Peer Career Coaches who assist other students with preparation related to future employment. Career Counselling creates a path for a student to envision an end purpose to completing a degree: successful entry into the workplace or further education in graduate or professional school, followed by a career of their choice.
- UFV Continuing Education has partnered with several other post-secondary institutions in an Employment Skills Access (ESA) initiative to deliver tuition free, group-based training to eligible participants in order to prepare them for entry/re-entry into the labor force.
- UFV Continuing Education offers Customized Training Services which develop sessions that specifically target the needs of individual groups or businesses and are utilized by some of the region's top employers.
- Starting in July 2014, UFV will offer a secondary school option for teacher education which will produce graduates capable of responding to the consistently high demand for secondary school teachers in the Fraser Valley.
- UFV's Co-op program continues to serve and benefit students, employers, and the community. Biology student Brandon Wood recently completed a co-op work term with the Ministry of Agriculture. Working directly under Dr. Siva Sabaratnam, a plant pathologist, Wood combined field and laboratory assignments aimed at identifying and controlling a relatively new disease affecting valuable blueberry plants throughout the Fraser Valley.

<p><b>Ministry Objective 1.2</b></p>	<p><b>Respond and adapt to the diverse and changing educational needs of students</b></p>
<p>UFV Strategies and Outcomes</p>	<ul style="list-style-type: none"> <li>▪ Students in UFV's first graduating class from the newly launched Graphic and Digital Design program showcased their work at events at the Mission campus and at the Reach Gallery Museum in Abbotsford.</li> <li>▪ Construction began in September 2013 on UFV's new Student Union Building on the Abbotsford campus; Phase One of the building is to be completed by early 2015. The building will house, among others, the Student Union Society and associated groups, Student Life, the Aboriginal Resource Centre, the Career Centre, Alumni Engagement, and Supported Learning Groups. The project is jointly funded by the University and the UFV Students Union Society and will provide much-needed space for student-related activities and functions at UFV and help foster student life and spirit on campus. The building has a number of sustainable features that will significantly reduce energy costs and the building will be LEED Gold certified. The possibility for</li> </ul>

future expansion has been incorporated into the design – there is an option to add another third to the building.

- The 2014 Arts Club Program at DeRoche Elementary employs two work-study students from UFV to be Arts Club Program Organizers. These organizers designed, organized and implemented a 5 week program to engage DeRoche elementary school students in their artistic development. The program had children create a graphic novel based on Aboriginal children’s literature. The focus on Aboriginal children’s literature reflects the school’s largely Aboriginal student population, representing over 70 percent of its students.
- UFV’s current academic program mix reflects the diverse interests and needs of students and the community. The training and education students receive at UFV gives them a foundation from which to launch their careers. UFV offers trade and career programs, programs that provide access and possibilities for students to continue their education and training (e.g., adult basic education, literacy and essential skills), as well as traditional university programs in areas such as arts, sciences, and business.
- UFV schedules courses and programs to be highly accommodative in terms of (i) delivery locations across its five locations in BC; (ii) format, whether face-to-face or online; and (iii) times, including scheduling classes on evenings and weekends.
- UFV Student Services focus on enabling successful transition to university and students’ progress toward their educational goals.
- Financial Services offer a range of funding support including academic scholarships, needs-based and emergency bursaries, and food subsidy gift cards along with workshops on financial literacy and applying for student loans.
- High demand trades and technical programs are identified through collaboration with the Ministry. Governmental direction and information is used to guide the ongoing development of provincially prioritized trades programs such as agriculture, aviation structures, construction trades, transportation, health and human services, and hospitality.
- In the past year, UFV distributed \$597,745 in scholarships and \$510,073 in bursaries for a total of \$1,107,818 in student awards. For the incoming students who received a scholarship, the average amount of money given was \$3,465.
- UFV’s largest scholarship is the UFV Student Union Society Premiere Entrance Scholarship valued at \$40,000 over 4 years.
- The Campus Connector shuttle service became operational during the summer of 2013, making it easier for students and faculty to travel between the Abbotsford and Chilliwack campuses. The project received overwhelming support in a student referendum, with over 75% approval, as well as positive feedback and support from students.
- UFV’s new Campus Cards contain many functions in one; starting in September 2013 they provide access to a multitude of services, and have

three fund allocations: for meals, bookstore and other UFV funds, and printing/photocopying. Parents can now also choose to deposit money into the card to ensure that students have access to sufficient funds on campus.

- UFV's Continuing Education team coordinated a Writer's Weekend on the shores of Kawkawa Lake over Thanksgiving weekend in 2013. The event offered an all-inclusive package for the weekend and featured a diversity of workshops appealing to all types of writers. Workshops included Breaking Through Writer's Block, Writing for a Paycheque, Character Alive, and Strategies for Reaching Deadlines.
- UFV's interdisciplinary Arts 100 course entered its second year in the summer of 2013. The course meets the first-year English and reasoning requirements for the Bachelor of Arts degree, while exploring several academic disciplines. It is taught as a combination of lectures to the full class of students, as well as smaller classroom sessions and numerous field trips and guest lectures. This course provides students a thorough grounding in the expectations for university-level writing and research.
- Parent orientation events hosted at the Chilliwack and Abbotsford campuses in the summer of 2013 offered an opportunity for students' families to learn about UFV and its programs, and to ask any questions they have about the next chapter in their children's lives.
- The B.C. Open Textbook Project is funded by the BC Ministry of Advanced Education. A goal of the Project is to provide flexible and affordable access to higher education resources in B.C. by making available 40 openly-licensed textbooks and an additional 20 open textbooks that focus on skills training and technical programs. As part of its support for this open access initiative, UFV is becoming the first post-secondary library in BC to develop a research guide on open access and open educational resources.
- The Teaching and Learning Centre at UFV constantly works to improve the quality of teaching at UFV. This is achieved through personal consultations with faculty, committee work, workshops, and professional development events. Over the last year, there were:
  - 33 Blackboard training workshops
  - 11 Teaching Matters Workshops
  - 3 half-day professional development events
  - 3 full-day professional day mini-conferences
  - 3 Instructional Skills Workshops, 3.5 days each, certifying 15 faculty members
  - 1 Instructional Skills Workshop for an outside organization
- The Teaching and Learning Centre at UFV is also dedicated to supporting students, faculty and staff at UFV through several services including a student computer lab, colour printing, posters, report binding, equipment loans, and support for Blackboard software. The centre's staff are involved with supporting and promoting innovative teaching and learning practices through sharing of expertise in workshops, professional development events, and

resource development. In the past year, the Educational Technology Service has:

- Managed 2,800 bookings for equipment, including video cameras, laptops, and microphones
- Managed 488 hours of personal consultation in training and use of equipment
- Printed 295 posters
- Managed 3,300 hours of student computer lab use
- The Educational Technology staff does more than loan out video equipment, it also digitally records special events such as convocation, the fashion show and the Race Anti-racism Network events. Further, it scripts, develops, and produces video for classroom, online and public use. While shooting video can take a relatively short period of time, editing the video is a time-consuming process. Over the last year, ETS staff created 64 original videos, and 179 videos have been uploaded to UFV’s server.

<b>Ministry Objective 1.3</b>	<b>Increase participation and successful completion of all students</b>
UFV Strategies and Outcomes	<ul style="list-style-type: none"> <li>▪ In September 2013, UFV held a day-long, multi-campus symposium as part of its Indian Residential School Day of Learning, giving students, faculty, staff, and the community the opportunity to learn about the history of residential schools and representing a step in the direction of reconciliation.</li> <li>▪ The UFV Library developed a research guide, posters, displays, online photo slideshow, and a bibliography of resources for UFV’s Indian Residential Day of Learning.</li> <li>▪ UFV’s new Strategic Enrolment Management plan sets out institutional targets for student retention and graduation.</li> <li>▪ Based on a new donation from the RBC Foundation and positive results from the pilot phase, UFV’s Peer Mentoring program will continue through the 2014/15 academic year; the program leads to significant benefits for students including reduced isolation, greater confidence and skill related to studying, improved grades, improved time management skills, and greater involvement with the university. Senior students who act as mentors gain experience and develop leadership skills.</li> <li>▪ The UFV Upgrading and University Preparation program assists in achieving adult basic education (ABE) through four levels of courses: Fundamental, Intermediate, Advanced and Provincial. It also offers a BC Adult Graduation Diploma.</li> <li>▪ Courses within the ABE program are offered during all three semesters across campuses in Abbotsford, Chilliwack, Mission, and Hope. To ensure access, courses are scheduled at various times; in face-to-face, hybrid, and fully-online formats; and at on-campus and off-campus locations.</li> <li>▪ Students with disabilities are offered an 8-month Workplace Training in the</li> </ul>



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Attitudes, Skills and Knowledge certificate program.

- UFV Student Services offer academic support through a Writing Centre and a Math Centre at both Abbotsford and Chilliwack campuses. A supplemental peer instruction program (Supportive Learning Groups) is also available in courses in which students have historically experienced difficulty.
  - UFV has several programs designed to attract Aboriginal learners including the Lens of Empowerment project, a three-course program that examines the lives and experiences of women in Stó:lō territory; the Indigenous Studies Certificate: Maps, Films, Rights and Land Claims; and the Indigenous Arts Certificate in carving. The Social Services diploma program offers a First Nations option.
  - In partnership with Chilliwack Community Services and the Chilliwack School District, UFV's Upgrading and University Preparation department is increasing its off-campus programming at Central Gateway Elementary, allowing students to attend classes closer to where they live in an environment that provides child care and other needed support.
  - The UFV Library is committed to providing library services for patrons with disabilities. The Abbotsford campus library is wheelchair accessible, with ramped entrances, automatic doors, a gateless entryway and elevator access to the second floor. Arrangements can be made for textbooks and other resources to be provided in alternative format, such as audio-taped books, digital audio, braille or large print.
  - Priority Access to Student Supports (P.A.S.S.) is a program that enables faculty to identify and assist those students who are at risk of falling behind. Rather than simply "hoping" that students in difficulty will seek help, instructors are able to refer students for timely and targeted support from Student Services or others within the institution. The system provides early intervention so small problems do not turn into large problems.
  - A new partnership between UFV and Quizam Media Corporation, which provides courses and course content online through its ontrackTV, will allow UFV to access and customize ontrackTV content for labs, self-paced learning, and other purposes related to UFV courses, providing greater flexibility than ever for students of UFV's Bachelor of Business Administration program.
  - Following a successful pilot project, UFV's counselling services will continue to feature Mac the therapy dog at the Abbotsford campus, who is available to see students in 15-minute drop-in sessions on Tuesday afternoons. Mac is the first registered therapy dog to work at a university, but similar programs are gaining popularity at universities across Canada for their ability to assist students in relieving stress.
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## BOX 5: UFV and NVIT combine to offer “capstone” degree to addictions worker students

The University of the Fraser Valley teamed up with the Nicola Valley Institute of Technology to enable participants in a NVIT diploma program to earn a Bachelor of General Studies.



Worker advanced diploma (ChAD) program graduates were offered the opportunity to take an additional 30 credits of upper-level courses through UFV in order to earn their BGS degree. The program was facilitated by UFV associate dean of arts Ken Brealey.

“One of the students told us that the personal impact of the residential school experience and colonialism was that it tore his life into little pieces,” said UFV VP Academic and Provost Eric Davis. “He said that coming to UFV to finish his degree was like putting it back together. Education can be a healing journey.”

UFV instructors facilitated classes at NVIT’s Vancouver campus. Courses included Indigenous

Governance, Facilitating Skills, Indigenous Research Methods, Communication, Traditional Ecological Knowledge, and World Views of Indigenous Peoples. The courses were held in eight condensed six-day blocks over the course of a year, with two weeks of offsite reading and preparation time for each course.

*“He said that coming to UFV to finish his degree was like putting it back together. Education can be a healing journey.” Dr Eric Davis*

Students came from greater Vancouver, Merritt, the Nass Valley, the Skeena River, Salmon Arm, Spuzzum, Ucluelet and Kyuquot, among other areas. Some had taken their three-year ChAD in Vancouver, and others in Merritt, but they formed one cohort for the capstone year. Despite being an extremely demanding program that took them away from their family for a week out of every month, the program boasted a 100% retention rate.

Gerard Keymatch (Sap Ot Aw Eyak) of the Cree Nation said that adding a year of degree-level studies made for a balance between personal development and theory.

“I pursued the degree to be recognized for the work that I have done. It was nice to have the balance between personal and academic. You can’t really separate the personal from the professional. We connect with our hearts as well as our heads. These two institutions (NVIT and UFV) made the effort to teach in that way.”

The students received their degrees at UFV’s Convocation ceremonies in June 2014.

## Ministry Goal 2: Maintain a quality post-secondary education system that provides B.C. with a global competitive advantage

<b>Ministry Objective 2.1</b>	<b>Develop a highly internationalized education system</b>
UFV Strategies and Outcomes	<ul style="list-style-type: none"> <li>▪ UFV’s new Strategic Enrolment Management plan sets a goal of increasing international students by 38% over the next five years.</li> <li>▪ UFV International contributes to this goal by recruiting, assisting with admission, and providing services for the international student community. It is a full-service operation that strives to enhance the international profile of the university.</li> <li>▪ From January 12-22, 2014, UFV president Mark Evered visited China to meet with community leaders, business executives, and officials from partner institutions, deepening existing relationships with leading Chinese universities while on the lookout for new opportunities to cooperate and facilitate the flow of people, innovation, and knowledge between China and Canada.</li> <li>▪ The UFV Internationalization Fund has been established with an aim of funding projects that increase global networking and international collaboration in research and education. The Fund provides resources to give access to knowledge and build international relationships that help students and faculty succeed in the international labour market and global business environment. A total of \$25,000 is available yearly in the form of grants to undertake activities that infuse an international dimension into UFV’s teaching, research and community service functions.</li> <li>▪ In addition to partnerships with India through the programs of the Indo-Canadian Centre, UFV has exchange agreements with 45 partner institutions in 20 countries in the European Union, Asia, Australia, and the Middle East.</li> <li>▪ UFV’s School of Business attracts international students from India by facilitating student transfer from UFV’s Chandigarh BBA program to UFV Canada. The ESL department provides language training in Chandigarh to these students.</li> <li>▪ UFV launched a Global Development Studies degree in the fall of 2013.</li> <li>▪ UFV International supports international students coming to Canada through Student Exchange programs, and offers study abroad programs to Canadian students. Opportunities for students to work abroad are provided by UFV internship programs.</li> <li>▪ Business, Computer Information Systems and Mathematics have the largest number of international student enrolments. UFV ensures its programs match the needs of international students and their demand for new and emerging skills.</li> <li>▪ One great example of international faculty exchange is that between UFV Associate Professor Shelley Stefan and Associate Professor Tang Jianhui from</li> </ul>

Sichuan Normal University. They co-taught in Sichuan, China and then Tang came to UFV to co-teach our students a course in oil landscape painting with Shelley. Through this exchange, students were exposed to different pedagogies of instruction and styles of painting.

- International and domestic students from UFV took part in the annual AbbyFest by putting on a dance and fashion show.
- UFV offers students international internships through its Global Development Institute. Students also have opportunities for student exchanges and study tours – all of which are examples of UFV’s experiential learning programs.
- An Introduction to Computers class is offered by the University of the Fraser Valley’s ESL Department in partnership with Abbotsford School District and Rick Hansen Secondary. It is geared toward adult ESL learners with very little knowledge of, or interaction with, computers.
- The University Foundation Program is an advanced level academic preparation program that combines ESL and academic credit courses. This program is for dedicated, university-bound students and is designed to help students make the transition from ESL to full-time academic programs.
- In the 2013/14 academic year, there were 36 incoming and 41 outgoing students that participated in the UFV study abroad program.
- In November 2013, UFV’s Faculty of Professional Studies hosted Celebrating Internationalization, an event to mark International Education Week. It involved presentations on the international experiences of UFV faculty and students, international cultural performances, and foods from around the world.
- In late 2013, UFV’s Centre for Indo-Canadian Studies published its first book, *A Soldier Remembers*.
- In October 2013, UFV’s president and other UFV representatives visited UFV’s Chandigarh campus in India, meeting with students, faculty, and administration connected to UFV’s Bachelor of Business Administration program, attending an awards night for Chandigarh students, and signing an MOU with Himachal Pradesh University.
- Students and employees at UFV’s Chandigarh location celebrated the university’s 40<sup>th</sup> anniversary by hosting a grand opening of its new student lounge.
- The UFV Student Partners Program is a joint pilot project between Citizenship and Immigration Canada’s visa offices in India and China and the Association of Canadian Community Colleges. This program links UFV with Citizenship and Immigration, Canada offices in a coordinated effort to screen student applications, “accredit” reputable agents and fast-track the visa application process for qualified students.
- UFV celebrated the beginning of the Year of the Horse with a collaborative, intercultural event organized by the Chinese Students and Scholars Association in concert with the UFV India student club. This year’s Lunar New Year festivities were the first on campus to be supported by a Global

Citizenship Grant, a new initiative of UFV International to encourage internationalization through student-led events.

- UFV International Week 2013, held from 18-22 November, featured a diverse lineup of cultural events including a film screening, an opportunity to make a piñata, and a showcase of UFV’s study abroad options for students.
- The UFV Library has established an Internationalization Committee, and is working with UFV International to ensure library services are targeted to, and appropriate for, international students.

<p><b>Ministry Objective 2.2</b></p>	<p><b>Build on current strengths to enhance the quality of post-secondary education</b></p>
<p>UFV Strategies and Outcomes</p>	<ul style="list-style-type: none"> <li>▪ UFV ensures regular evaluation and monitoring of student experience by participating in surveys such as National Survey of Student Engagement (NSSE), the Canadian University Survey Consortium Graduate Survey (CUSC), and the Canadian Student Satisfaction Survey (CSSS).</li> <li>▪ In the NSSE survey, students rated UFV highly in three areas: Effective Teaching Practices, Quality of Interactions, and Discussions with Diverse Others. Effective teaching speaks to our primary focus on the excellence of undergraduate education. In Quality of Interactions, our students rated us highly on interactions involving a wide variety of counterparts including students, advisors, faculty, and staff. UFV prides itself on having a supportive and inclusive culture and our high rating for Discussions with Diverse Others provides evidence of this.</li> <li>▪ In the 2013 CUSC survey, UFV students are satisfied with the faculty and generally provide ratings on par with similar universities and higher than results nationally. In terms of facilities and services, UFV students are most satisfied with average class size (97%), library facilities (96%), and instructional facilities (95%).</li> <li>▪ UFV was one of 10 Canadian universities that chose to participate in the 2014 Canadian Student Satisfaction Survey. UFV scored first, or tied for first, in satisfaction in areas including class size, interesting subject matter and course material, the university’s commitment to environmental sustainability, overall career preparation, and career and employment services.</li> <li>▪ UFV participated in the 2014 Higher Education Reputation Syndicated Study conducted by Ipsos Reid. The survey asked Canadians about their opinions on Canadian post-secondary institutions. The results of this large, syndicated study showed that residents of the Fraser Valley rated UFV highly on measures including favorability and trust.</li> <li>▪ Dr. Linda Pardy is the recipient of the 2013 Teaching Excellence Award. Linda’s dynamic and engaging teaching style, innovative course offerings and incredible rapport with students are well-known within the communications department, and now her reputation for excellence in the classroom has been recognized by the university as a whole.</li> </ul>



- In recognition of his dedication to research, his mentorship of many UFV students, and his international reputation in the field of computational chemistry and molecular modeling, Dr. Noham Weinberg was named the 2013 recipient of the UFV Research Excellence award.
- UFV recognizes student activity, both paid and volunteer, outside of the classroom on our Co-curricular Record (CCR). The CCR recognizes and validates student engagement based on UFV's Institutional Learning Outcomes. In the program's first year, over 3500 students have created a record and over 700 students have completed an activity that has been validated.
- Ensuring our students feel a sense of belonging and recognizing their contributions outside of the classroom is achieved at UFV through student positions in Senate, the Board of Governors, the Student Union Society, as well as a Student Life Ambassadors program.
- UFV supports the transferability of both international and domestic education credentials. These transfer agreements facilitate student mobility both among Canadian universities, and to and from universities abroad. UFV's five-year Strategic Management Enrolment plan sets goals of increasing transfers to UFV from other universities and articulating at least one new block transfer agreement each year through 2019.
- UFV's presence in the community continues through a variety of means, including an initiative in which local women who are expecting to give birth between September and April are invited to be matched with a UFV nursing student who will be able to learn about pregnancy and the birth process from the perspective of patients and their families.
- A new art course led by two top artists from the Fraser Valley began on May 7, 2014; designed for beginning artists and open to all UFV students, the new course employs unique tools and exercises to quickly transmit the essence of how to draw and paint in a realistic manner.
- In late 2013, UFV nursing students benefited from the participation of five community volunteers who acted as surgical patients to help provide hands-on experience to the students as part of the experiential learning component of the Bachelor of Science in Nursing program.
- The latest round of UFV microlectures provided students the opportunity to learn about UFV faculty research projects in an innovative format in which more than a dozen presentations are featured within one hour on topics ranging from, in this year's series, invasive knotweeds to flipped mathematics classrooms.
- A November 2013 fundraising event hosted by UFV's Graphic and Digital Design program, in PechaKucha format (in which presenters show 20 images for 20 seconds each as they discuss them, to ensure concise and energized presentations) featured a wide variety of presenters and topics, and opportunities for interaction and engagement between presenters and

attendees.

- In October 2013, donors, supporters, and UFV alumni gathered for the Giving Thanks event, featuring student speakers highlighting the benefits of financial support for their studies, and opportunities for attendees to learn about the value that donations to UFV have helped create.
- UFV co-presented a 2014 International Women’s Day event in Abbotsford with a multitude of partners from Abbotsford and the rest of the Fraser Valley, which featured internationally-renowned advocate Rumana Monzur as keynote speaker.
- In January 2014 UFV hosted long-time Abbotsford News reporter and author Trudy Beyak who spoke about her new book, *The Mother Heart of God*, which offers a unique look at the maternal side of religion.
- The 2013 annual health fair at Abbotsford’s Sevenoaks Shopping Centre featured information booths on a wide variety of health topics presented by friendly and knowledgeable UFV nursing students.
- UFV’s Research Office and Continuing Education co-sponsored the 2013 Literary Café at the Harrison Festival of the Arts. The event celebrated a new anthology, co-edited by UFV professor Trevor Carolan, and featured presentations and poetry readings by recent UFV writer-in-residence Rex Weyler, as well as UFV alum Gabriel George, grandson of Chief Dan George. The evening of poetry, First Nations stories and wisdom, and local Fraser Valley music celebrated the cultural and environmental richness of our unique bioregion, while discussing ongoing challenges posed by human interactions with the natural world.

<p><b>Ministry Objective 2.3</b></p>	<p><b>Increase collaboration, innovation, and partnerships</b></p>
<p>UFV Strategies and Outcomes</p>	<ul style="list-style-type: none"> <li>▪ UFV will be a major presence at Five Corners in downtown Chilliwack thanks to a major gift from the BMO Bank of Montreal. BMO Financial Group donated the land and building, valued at approximately \$850,000, to the university. The Chilliwack Economic Partners Corporation (CEPCO) is providing \$650,000 to renovate the building, bringing the total value of the project to approximately \$1.5 million. The university will renovate and refurbish the facility in order to create UFV Five Corners, a downtown education centre with a focus on programming related to business development and training.</li> <li>▪ UFV gives priority to research and education programs that benefit the economic, social and cultural development of the Fraser Valley.</li> <li>▪ UFV collaborates with K-12 education providers in the Fraser Valley to promote increased participation in post-secondary education.</li> <li>▪ The Faculty of Science has been active in many community outreach activities:             <ul style="list-style-type: none"> <li>▪ hosting Math Mania, an evening of mathematical demonstrations, puzzles and hands-on activities, for elementary and middle school</li> </ul> </li> </ul>

- children;
- collaborating with Science World to deliver Super Science Club, a science outreach program designed to inspire students at risk in inner city schools;
  - hosting the Fraser Valley Regional Science Fair for the last five years;
  - putting the region's best and brightest young mathematical minds to work at the University of the Fraser Valley's annual B.C. Secondary Schools Math Contest. More than \$14,000 in scholarship money was up for grabs, with 146 students representing 26 schools participating;
  - The Centre for Environmental Sustainability along with UFV's GreenTeam celebrated Sweater Day as a way to promote energy reduction within the university. By layering up in their most comfortable sweaters, students, faculty and staff ensured that the thermostat remained untouched.
  - The Fraser Valley Math Challengers Regional Competition was held on UFV's campus on Feb. 13, 2014 and was co-organized by UFV Mathematics and Statistics professor Ian Affleck. The championship round of Math Challengers for the Pacific Northwest was held at UFV on April 12th, 2014.
  - The greenSpeak seminar, a series which focuses on environmental issues, had 17 lectures in 2013-14 including one by Dr. Douw G. Steyn on Ozone Air Pollution in the Lower Fraser Valley. Pat Harrison, instructor in the biology department, organizes the series and was also featured in an article, Profile of an Outdoor Activist, in the BC Outdoor Recreation Report.
  - Susan Milner, a faculty member in the department of mathematics and statistics, has been selected as the winner of the 2014 Pacific Institute for the Mathematical Sciences (PIMS) Education Prize. This annual prize recognizes individuals in Western Canada and Washington State who have played a major role in encouraging activities which have enhanced public awareness and appreciation of mathematics, as well as fostering communication among various groups concerned with mathematical education at all levels.
  - Robin Endelman, also from the department of mathematics and statistics, had her work selected at the 2013 Bridges conference to be featured in Mathematical Art Gallery. Robin was also recently selected by MoSAIC (Mathematics of Science, Art, Industry, and Culture), funded by the Mathematical Sciences Research Institute (MSRI), to be part of several exhibits/mini-conferences at a number of universities across North America over the next year.
  - UFV Grads Elijah Baluyan, Karmyn Chretien, and Patty Chomseng, graduated this year from UFV with the Animation Arts Certificate, but also won awards for 2D & 3D character computer animation at

the Canadian Skills Canada competition in Toronto this past June.

- Last year biology and chemistry student Andrew Alexander attended the London International Youth Science Forum where he was a great ambassador for UFV.
- UFV's Career Centre connects employers and future employees through job and career fairs. The recent 2014 version of the Career Fair provided students optimal networking opportunities with over 60 employers across all disciplines who are interested in meeting energetic, smart, and proactive graduates.
- As part of UFV's new Agriculture Centre of Excellence, UFV is forming partnerships with other BC universities and colleges offering agricultural education, as well as with businesses and industry groups.
- Visual Arts partnered with the Kariton Gallery and the Abbotsford Arts Council for the past three years; this year they displayed the work of UFV's 2014 Visual Arts Diploma grads.
- Every year members of the University of the Fraser Valley and its surrounding community come together to support a culturally enriching experience in the visual arts department: the BFA Grad Show.
- The communications department maintains a relationship with the Rise and Shine Toastmasters club; the club sponsors a \$600 scholarship to the top Oral Communications student each year.
- At the UFV Centre for Safe Schools and Communities, faculty supervise students in student-led research and Directed Studies courses; the School employs work study students and students as research assistants
- UFV department of English faculty members Helene Littmann and Michelle LaFlamme formed part of 2014's organizing committee for the 7<sup>th</sup> annual Mission Writers' and Readers' Festival which was held on UFV's Mission campus.
- A local educator with strong ties to UFV's Teacher Education program has won the Education Advocate award from the Association of BC Deans of Education. Dr. Karen Nelson, Superintendent of Schools, School District #78 (Fraser-Cascade) won the award as a result of a nomination by UFV's Teacher Education Program department.
- UFV business students collaborated with the local hockey club, the Abbotsford Heat, to conduct market research into the experiences of Heat fans with respect to potential marketing strategies. This partnership provided valuable real-world experience to the students while enabling the Heat to gain insight into what factors affect fans' choices of entertainment and sports activities.
- UFV teamed up with the province, the Chilliwack Economic Partners Corporation (CEPCO), and Envision Financial to fund the new BC School of Agriculture at the Canada Education Park in Chilliwack.
- In March 2014, UFV and Okanagan College signed a Memorandum of Understanding, formalizing their partnership and establishing a path for the

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two institutions to maximize the use of their resources, collaborate on planning, share ideas and promote learning opportunities.

- Dr. Amandeep Sandhu, previously a faculty member at Temple University, took up his post as UFV's new BC Regional Innovation Chair in Canada-India Business and Economic Development. The mandate of this research chair is to help local businesses capitalize on opportunities in India by providing market intelligence and advice.
  - UFV's Cascades women's basketball team helped raise more than \$4,100 for the Canadian Breast Cancer Foundation during their second annual Shoot for the Cure Pub Night and Silent Auction early in 2014.
  - UFV and the Chilliwack Chiefs Hockey Club created a new partnership that will see the two organizations work together on a series of initiatives; UFV students will work with various Chiefs departments, including trainers, coaches, video, and marketing, as part of their curriculum.
  - In 2013 UFV created a new partnership with Sandman hotels in Abbotsford and Langley; UFV staff, faculty, alumni and special visitors will receive preferred rates, and 10 per cent of the price paid for preferred UFV rates will be given to UFV's Alumni Association for bursaries and scholarships.
  - On March 6, 2014, UFV signed a MOU with the Beijing Concord College of Sino-Canada (BCCSC), paving the way for BCCSC graduates to be able to apply directly into the BBA-Aviation program at UFV.
  - In Jan. 2013, UFV signed an agreement to enter into a share service initiative for Kaltura, an open source, online video platform, involving BC Campus, UNBC, COTR, Douglas, Langara and UBC as the host site. Kaltura is a video streaming and hosting solution and was chosen to meet the ongoing demand for video on the web. This service will address UFV's aging streaming server, reduce the support needed to upload videos for instructors and resolve the FIPPA privacy concerns associated with cloud-based platforms like Youtube. Kaltura was piloted at UFV with 317 videos transferred to the new platform, and an online tutorial for faculty is available.
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**Ministry Goal 3: An innovative approach to education and training that maximizes return on investment and supports British Columbia’s diverse communities**

<b>Ministry Objective 3.1</b>	<b>Lead a post-secondary education system that is strong, accountable, transparent, flexible and delivers value</b>
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UFV Strategies and Outcomes

- UFV is currently completing a Strategic Enrolment Management Plan that sets out 9 strategic enrolment goals for the university to accomplish in the next 5 years. These goals are geared towards student engagement, persistence and success and are aligned with the institution’s overall strategic direction. In the coming years the university will seek to achieve these goals through the development of strategies and tactics delivered by the student support services areas and by academic faculties.
- UFV’s Institutional Learning Outcomes project has been ongoing since 2011; UFV now has a set of Institutional Learning Outcomes that resulted from extensive consultation with a wide range of stakeholders. The next phase will see every department examining its courses and curriculum to eliminate any redundancies and to ensure that all the outcomes are addressed. Upon completion of this project, every program will have articulated its outcomes and how they align with the institutional ones. The project also seeks to align school districts’ learning outcomes with UFV’s and to streamline prerequisites and requirements in order to develop clear pathways from application to graduation.
- In April 2014, UFV celebrated its 40 years of changing lives and building community with events across its campuses. Speakers noted many of UFV’s unique strengths, such as its connections with communities in the Fraser Valley, its student-centred approach, and its openness to students from all types of backgrounds and life experiences. These strengths have only grown during UFV’s progression from its founding as Fraser Valley College in 1974 to the full-fledged university it is today, with five campuses locally and internationally, 100+ programs for students, collaborative research activities, and frequent interaction with local communities.
- Given the financial and transformational challenges facing the post-secondary education sector, UFV is committed to finding new approaches to do things. In recognition of this, and in an effort to address the financial challenges in a positive, forward-thinking way, the university is establishing a \$500,000 Innovation Fund. The purpose of this fund is to provide resources for transformative programs or ideas supported by well-reasoned business plans that have the potential to produce new revenue or reduce the university’s operating costs. The fund is not for on-going, operational expenses but will provide an opportunity to initiate projects that will positively affect UFV’s future.

- The university has developed, and continually revises, educational, research, accountability, and human resource plans with measurable targets that serve the goals of the university while recognizing and respecting its financial capacity.
- The University of the Fraser Valley is committed to offering academic programs of the highest quality and standards. To this end UFV has in place a policy on academic program and unit reviews. The policy requires that all academic programs and units normally be reviewed every five years. In accordance with the policy there is a multi-year plan that details the schedule for the review of academic programs and units at UFV. The Program Review is the central moment in a process of continuous program improvement and monitoring.
- UFV operates under an all funds no deficit mandate and cannot end the year in a deficit position. The UFV 2014-15 budget reflects this commitment, which is accomplished through reallocations, efficiencies, reductions and identifying new revenue sources.
- The Government of Canada publishes data on repayment rates for Canada Student Loans. In 2013, students who had attended the University of the Fraser Valley had higher repayment rates (86.5%) than either the average (80.5%) or median (82.4%) repayment rates for post-secondary institutions in BC; repayment rates at BC's four largest institutions. UBC, BCIT, SFU, and UVIC had higher repayment rates – all were over 92%.
- UFV has exceeded its Ministry target for full-time equivalent (FTE) students for each of the last 5 years. The institution is also funded by the Industry Training Authority (ITA) for trades programs. Both funding sources align to the labour market, and community and regional needs.
- Since recent FTE funding has largely been flat, any new programs and growth in existing programs have been funded through a reallocation of existing resources. Implementation of these changes will result in fewer employees in some functional areas, and some vacancies and positions have been re-allocated.
- Starting in September 2013, UFV began offering a new Veterinary Administrative Assistant certificate, created in direct response to feedback from local veterinarians who stated that applicants to their offices lacked necessary veterinary-specific knowledge and skills.
- The UFV Diploma in Engineering Physics with a specialization in mechatronics is a new program unique to UFV. It has been designed from the ground up with students in mind, specifically those students who wish to enter the workforce as soon as possible. The program is a response not only to the current labour market, but also a mandate from both the Federal and BC governments to address the shortage of workers with a strong STEM (Science, Technology, Engineering and Math) background.
- Career strategy in the new and increasingly uncertain global economy is a critical topic for today's generation of students. Dr. Amandeep Sandhu, UFV's

BC Regional Chair in Canada-India Business & Economic Development, spoke to this reality with UFV students in his April 2014 presentation on “The Great Economic Transformation of the 21<sup>st</sup> Century: How the globalization of service jobs will determine your career and life”. Dr. Sandhu described his talk as addressing “skills that will be of value to students in the globalized economy, and...the problems facing students in the post-global financial crisis world and some of the strategies they can use for future career planning.”

- UFV trades training produces students with impressive skill sets who are poised to excel in future educational endeavours as well as the labour market. Three UFV-trained secondary students made it to the 2013 Skills Canada national competition after having competed in regional competitions and winning gold medals at the provincial level. One of these students, Johnathon Hergott, achieved the silver medal at the national level competition by demonstrating his exceptional skills and knowledge in welding.
- At UFV, students have many opportunities to engage in research with faculty as part of their learning experience. For example, UFV students have assisted in an ongoing project by UFV geography instructor Steven Marsh, taking samples from the Fraser River and four local tributaries to measure the movement of carbon through to the ocean. These local efforts are part of a major project involving some of the world’s largest rivers, including the Brahmaputra, Congo, Ganges, Lena, and Yangtze, with a view to establishing a global database for analysis. Marsh says of the project that “it’s extremely rewarding knowing we’re contributing to a larger goal, all while watching students develop talents and research abilities alongside top scientists.”
- The UFV Library is an active partner in a number of provincial, regional and national library consortia, and these provide ongoing value by reducing costs and expanding services beyond what the library could provide on its own. This year, Circulation and Data Services Librarian Brenda Philip is a member of a committee working with the BC Electronic Library Network on developing a proposal for a BC Institutional Repository Network.

<b>Ministry Objective 3.2</b>	<b>Foster knowledge development to support the creation of new ideas and solutions to a range of economic, social, scientific and environmental issues</b>
UFV Strategies and Outcomes	<ul style="list-style-type: none"> <li>▪ UFV teamed up with the Nicola Valley Institute of Technology (NVIT) to enable graduates of NVIT’s Chemical Addictions Worker Diploma program to earn a Bachelor of General Studies degree at UFV through the completion of a capstone year. June 2014 will see the first graduating cohort from this partnership, which has benefited all involved. Many of the students taking the program are Aboriginal, UFV teachers learned from their students, and people in Aboriginal communities suffering from addiction will have greater access to more effective, culturally sensitive means of treating addiction. UFV is not the only organization to recognize and support the program: in May</li> </ul>

2014, NVIT was awarded the Bronze Award for Program Excellence by the Association of Canadian Community Colleges.

- UFV screened a film in February 2014, called “They’re Not Scary”, that was the result of an interdisciplinary research project undertaken by the Centre for Education and Research on Aging, which saw elementary-aged school children participate in a weekly dance class with residents from Pleasant View Care Home. Students and care home residents alike learned and benefited from this interactive, intergenerational process.
- The University of the Fraser Valley, in collaboration with the Universities of Victoria and Saskatchewan, and Queen's University, is conducting a study entitled "Strength-Based Interventions for Fetal Alcohol Spectrum Disorders". This investigation is based on the success of a previous study, now in the final stages of completion, which evaluated a strength-based motor skill program for children diagnosed with a Fetal Alcohol Spectrum Disorder.
- The university promotes opportunities for dialogue and intellectual development.
- UFV strives to recognize, celebrate, and publicize successes in research, teaching and learning.
- UFV adopts innovative and environmentally-responsible practices of stewardship of the University’s lands and other resources.
- As part of the overall provincial initiative to reduce greenhouse gas emissions, all of UFV’s renovation and capital development activities meet the minimum LEED Gold or equivalent certification standards.
- Given its location in the rich agricultural region of the Fraser Valley, UFV places emphasis on environmental sustainability issues and “greening” of the curriculum and programs.
- UFV supported and encouraged student research with poster day and student microlectures. In June, UFV presented 26 students with Undergraduate Research Excellence awards totalling over \$19,000 and acknowledged many other prestigious student achievements such as Libby Griffin being awarded a multi-year postgraduate fellowship of \$46,000 to conduct MSc research. Engaging in research creates opportunities for future studies and careers.
- UFV’s Robert Harding contributed to a recent report on Aboriginal news coverage by Journalists for Human Rights, which demonstrated that Aboriginal representation in media is still partial, often negative, and historically misinformed.
- UFV geography instructor Scott Shupe, thanks to a four-year, \$42,000 grant from the Earthwatch Institute, is working with citizen scientist leaders to collect water samples from local water bodies in an initiative to help build a global database that will eventually allow for regional, national, and global water quality analysis.
- Dr. Lenore Newman, UFV’s Canada Research Chair in Food Security and the Environment, marked the 40th anniversary of the Agricultural Land Commission in February 2014 by discussing the impact of the Agricultural

Land Reserve (ALR) on the Lower Mainland and the Fraser Valley in her talk entitled “ALR at 40: Land Loss and Fragmentation in the Fraser River Basin.”

- In November 2013 UFV’s School of Criminology and Criminal Justice spearheaded a homelessness forum featuring Abbotsford-South MLA and UFV professor emeritus Dr. Darryl Plecas, titled “Everybody Wins: Positive and Affordable Solutions to Abbotsford’s Homelessness Challenge”.

<b>Ministry Objective 3.3</b>	<b>Use and provide quality information for decision making and better societal outcomes</b>
UFV Strategies and Outcomes	<ul style="list-style-type: none"> <li>▪ The City of Surrey’s HomeSafe project, “Evidence Based Fire Reduction Strategy”, which was designed based on UFV research analyzing over 5,000 fires, was a recipient of the 2013 International City/County Management Association Community Health and Safety Award.</li> <li>▪ Through a local partnership, UFV is using world-class brain imaging techniques to spot and prevent concussions in student athletes, helping kids stay safe and contributing to research in this area of growing importance.</li> <li>▪ To facilitate evidence-based decision making, UFV collects and disseminates data in a variety of forms including the annual UFV Fact Book, departmental data books, and the Business Intelligence dashboard. These reports provide data, statistics, and information on UFV activities to the university community, government and other stakeholders.</li> <li>▪ UFV regularly reviews all education, research, administrative, and service functions to ensure they are consistent with the goals of the university, best practices, and responsible stewardship of resources.</li> <li>▪ UFV uses governmental data from various sources on items such as the current state and trends of the labour market and student transitions to post-secondary institutions, for decision-making and planning.</li> <li>▪ The data from the Student Outcomes surveys provides feedback and guides planning. These surveys include the Diploma, Associate Degree and Certificate Student Outcomes survey; the Apprenticeship Graduates Survey; the Developmental Student Outcomes survey; and the Baccalaureate Graduates Survey.</li> <li>▪ UFV participates in, and draws information from, national and international surveys including the Higher Education Reputation Syndicated Study conducted by Ipsos Reid, the Canadian University Survey Consortium (CUSC), the National Survey of Student Engagement (NSSE), the Faculty Survey of Student Engagement (FSSE), and the Canadian Student Satisfaction Survey (CSSS). The survey results enable us to improve teaching, services and facilities based on student and community feedback.</li> <li>▪ UFV’s Health Sciences speaker series brought Dr. Sonya Grypma, Dean of Trinity Western University’s School of Nursing, to the Chilliwack campus to speak on the importance of interdisciplinary collaboration to achieve better health outcomes.</li> </ul>



## BOX 6: UFV business students conduct market research for Abbotsford Heat

There's more than one reason to attend a hockey game. And there's a lot of competition for people's attention and money when it comes to choosing how to spend leisure time.

The marketing team at the Abbotsford Heat hockey club knows this. Thus they were happy to tap into some student brain power when they worked with University of the Fraser Valley business students to find out what would inspire people who had attended a Heat game to continue coming out, and what would draw new customers.



“The students’ research assignment was designed to help our client, the Abbotsford Heat, understand their fans’ entertainment experience and expectations. The goal was to help the Heat organization enhance the fans’ in-stadium entertainment experience,” noted business research instructor David Dobson.

The five student groups each conducted primary and secondary research into what motivates Heat fans. Secondary research included using the UFV Library to consult journal articles and other resources about the

business and psychology of sports marketing. Primary research included customer surveys and focus groups. The assignment culminated in a competition between the five student groups, with each group taking turns

presenting to members of the Abbotsford Heat marketing team..

Roxann Bury, senior manager of marketing and sales with the Abbotsford Heat said she enjoyed working with the students.

“They gave us good, solid facts that we can build on,” she said. “I love working with students. They were unbiased, and motivated by their desire to get a good grade and work with an actual client. I think that maybe the fans they surveyed were more honest with the students than they might have been if it was us surveying them directly. And it’s great to hear from the different mindsets. Some of the students were also parents, and there were different ethnicities represented, so it was good to hear their perspectives.”

The student group that won the competition went the extra mile by not just researching improvements, but suggesting how to implement them, even showing up with a branded Heat in Your Seat cushion that they envisioned hockey moms taking to their kids’ games and thus spreading brand awareness.

Frank Ulbrich, director of the School of Business at UFV, praised the students for their hard work. He said he liked their ideas and creativity, and reminded them to always ground their suggestions in market research before implementing them.

The Abbotsford Heat is part of the American Hockey League and the farm team of the Calgary Flames of the National Hockey League.

## 4. PERFORMANCE MEASURES, TARGETS AND RESULTS

University of the Fraser Valley							
2013/14 Accountability Framework Performance Measure Results <sup>1</sup>							
Performance measure	Reporting year				2013/14 Assessment		
	2012/13 Actual	2013/14 Target	2013/14 Actual	2013/14 Actual			
<b>Student spaces<sup>2</sup></b>							
Total student spaces	6,852	6,678	6,755		Achieved		
Nursing and other allied health programs	526	475	522		Achieved		
Developmental	480	519	470		Substantially achieved		
<b>Credentials awarded<sup>3</sup></b>							
Number	1,777	1,777	1,856		Achieved		
<b>Aboriginal student spaces<sup>4</sup></b>							
Total Aboriginal student spaces	523	N/A	674		Not assessed		
Ministry	486		636				
Industry Training Authority (ITA)	37		38				
<b>Student satisfaction with education<sup>5</sup></b>							
	%	+/-		%	+/-		
Former diploma, associate degree and certificate students	90.3%	2.2%	≥ 90%	91.0%	2.0%	Achieved	
Apprenticeship graduates	95.0%	6.9%		99.1%	1.0%	Exceeded	
Bachelor degree graduates	97.8%	1.1%		98.1%	1.0%	Exceeded	
<b>Student assessment of the quality of instruction<sup>5</sup></b>							
	%	+/-		%	+/-		
Former diploma, associate degree and certificate students	94.8%	1.6%	≥ 90%	95.1%	1.5%	Achieved	
Apprenticeship graduates	95.0%	6.9%		100.0%	0.0%	Exceeded	
Bachelor degree graduates	98.4%	0.9%		98.6%	0.8%	Exceeded	
<b>Student assessment of skill development<sup>5</sup></b>							
	%	+/-		%	+/-		
Former diploma, associate degree and certificate students	79.6%	3.1%	≥ 85%	78.5%	3.0%	Substantially achieved	
Apprenticeship graduates	N/A	N/A		84.9%	4.8%	Achieved	
Bachelor degree graduates	89.0%	2.4%		87.8%	2.4%	Achieved	

Student assessment of usefulness of knowledge and skills in performing job <sup>5</sup>							
	%	+/-			%	+/-	
Diploma, associate degree and certificate graduates	87.8%	4.2%	≥ 90%		87.3%	3.8%	Achieved
Apprenticeship graduates	94.1%	8.7%			92.0%	3.2%	Achieved
Bachelor degree graduates	90.1%	2.6%			85.2%	3.1%	Substantially achieved
Unemployment rate <sup>5,6</sup>							
	%	+/-			%	+/-	
Diploma, associate degree and certificate graduates	6.9%	3.1%	≤ 12.5%		6.8%	2.7%	Exceeded
Apprenticeship graduates	N/A	10.2%			0.0%	0.0%	Exceeded
Bachelor degree graduates	4.8%	1.8%			5.8%	1.9%	Exceeded

**Notes:**

TBD - for measures where results are still to be received, the fields have been labelled as "To Be Determined".

N/A - Not applicable

<sup>1</sup> Please consult the 2013/14 Standards Manual for a current description of each measure. See [http://www.aved.gov.bc.ca/framework/docs/standards\\_manual.pdf](http://www.aved.gov.bc.ca/framework/docs/standards_manual.pdf)

<sup>2</sup> Results from the 2012/13 reporting year are based on data from the 2012/13 fiscal year; results from the 2013/14 reporting year are based on data from the 2013/14 fiscal year.

<sup>3</sup> Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2013/14 reporting year are a three-year average of the 2010/11, 2011/12 and 2012/13 fiscal years.

<sup>4</sup> Results from the 2012/13 reporting year are based on data from the 2011/12 fiscal year; results from the 2013/14 reporting year are based on the 2012/13 fiscal year. A descriptive measure only.

<sup>5</sup> Results from the 2012/13 reporting year are based on 2012 survey data; results from the 2013/14 reporting year are based on 2013 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 confidence interval is 10% or greater.

<sup>6</sup> Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the Lower Mainland/Southwest region.

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

<b>University of the Fraser Valley</b>			
<b>Accountability Framework Performance Targets: 2014/15 to 2016/17</b>			
<b>Performance measure</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
<b>Student spaces</b>			
Total student spaces	6,678	6,678	TBD
Nursing and other allied health programs	475	475	TBD
Developmental programs	TBD	TBD	TBD
<b>Credentials awarded</b>			
Number	≥ 1,841	TBD	TBD
<b>Student satisfaction with education</b>			
Apprenticeship graduates	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
<b>Student assessment of the quality of instruction</b>			
Apprenticeship graduates	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
<b>Student assessment of skill development (average %)</b>			
Apprenticeship graduates	≥ 85%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
<b>Student assessment of usefulness of knowledge and skills in performing job</b>			
Apprenticeship graduates	≥ 90%		
Diploma, associate degree and certificate graduates			
Baccalaureate graduates			
<b>Unemployment rate</b>			
Apprenticeship graduates	≤ unemployment rate for individuals with high school credentials or less		
Diploma, associate degree and certificate graduates			
Baccalaureate graduates			



### Measure 1: Student spaces

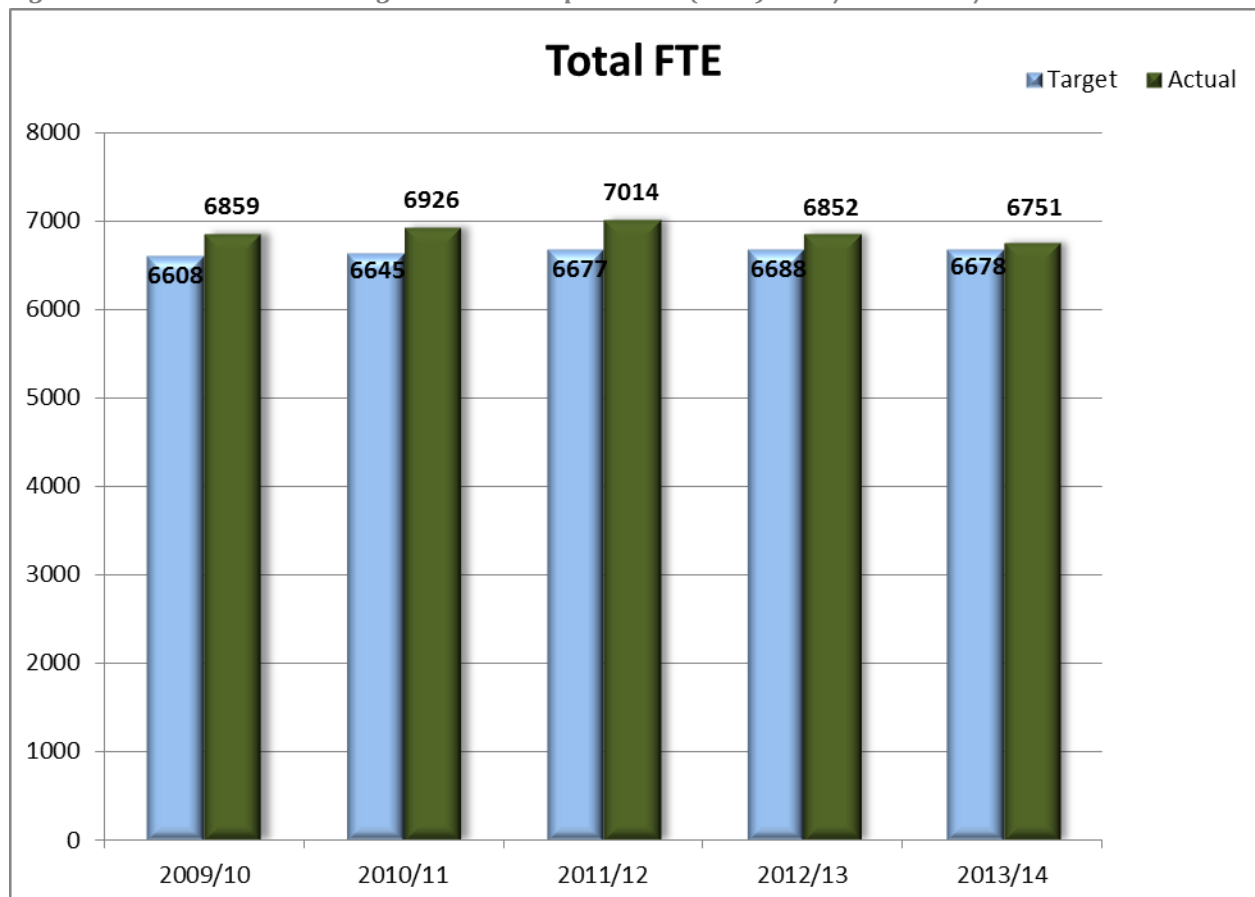
In each of the last five years, UFV has produced more FTEs than the governmentally funded target, as Figure 15 illustrates; most recently, UFV's utilization rate for 2013/14 was 101.1%. This demonstrates UFV's commitment to providing access to post-secondary education in the Fraser Valley and indicates continued demand for its programs and services from the community it serves.

In keeping with the government priorities in the health sector, UFV has placed special emphasis on its nursing and allied health programs. These programs have exceeded their Ministry FTE targets for the last five years, denoting high demand for health-related programs.

UFV is committed to access and development programs by offering diverse program options in Adult Basic Education (ABE), English as a Second Language (ESL) and Adult Special Education (ASE). UFV has substantially achieved (90.6%) its 2013/14 target for Developmental FTEs. Over the years the university has continued to upgrade and modify access and development options to make sure that they are aligned with other programs at UFV that students can join after successfully completing their foundation programs. The high demand for credit level programs relative to development programs is likely due to UFV's evolution into a full-fledged university along with the socio-economic development of the Fraser Valley.



Figure 15 Actual and Target Full-Time Equivalents (FTEs) 2009/10 to 2013/14



## Measure 2: Credentials awarded

UFV has achieved its target for credentials awarded for 2013/14. UFV is committed to student success and its new Strategic Enrolment Management plan includes targets for student retention and graduation.

Examples of UFV’s academic and service plans that support student retention and graduation include:

- Supported Learning Groups (SLGs). The SLG leaders are students who have already successfully completed the course as well as a leader training program. The SLG leader attends more challenging classes (“at-risk” classes) along with the other students, and then, once or twice a week, facilitates a formally scheduled student study session.

- Priority Access to Student Supports program (PASS) is a proactive approach for faculty members to identify at-risk students and refer them to various support services, thereby ensuring the students receive timely and targeted support. The program provides early intervention so small issues do not turn into large issues.

Some degree programs have introduced direct entry for high school students. An increase in direct entry degree programs tends to shorten the time to graduate, and to decrease the number of students who drop out, compared to students who enter general studies diploma programs.

Since 2007/08, the credential that has seen the greatest increase at UFV is the bachelor’s degree at 28.4%, followed by certificates at 26.9% and diplomas at 21.1%. Degree programs require a longer period of study than diploma or certificate programs, but this is not reflected in the current measure that counts all credentials equally. If instead, the credential measure was weighted by program length, then UFV would have experienced a higher growth in credentials awarded over the last five years than under the current measure.



*Convocation 2014*

### **Measure 3: Aboriginal student spaces**

Aboriginal student participation and success is a major focus of UFV’s efforts aimed at cultural inclusivity and the Indigenizing the Academy initiative. An upward trend in Aboriginal participation has characterized UFV for the last five years – both in absolute headcount number (with a slight drop in 2010/11) and the percent of the Aboriginal student body. Aboriginal student spaces (FTEs) were added in 2011/12 as a descriptive measure but this measure does not have a set target.

**BOX 7: UFV Indian Residential School Day of Learning examines Canada’s “greatest shame”**

It sounds like a basic human right, but for several generations in Canada, it was a right that was denied to most Aboriginal people, as children were forcibly taken away from their families to attend church-run residential schools. It was a federal government policy that was unapologetically assimilationist.

When Eric Davis, UFV’s provost and vice-president academic, spoke at UFV’s Indian Residential School Day of Learning on September 18, 2014, he drew a connection between some of the worst episodes in human history and the Indian Residential School experience.



“Many countries have had a moment of great shame,” he said.

“Germany had the Holocaust, and South Africa had Apartheid. The Indian Residential Schools are Canada’s greatest moment of shame. It should be unimaginable for Canadian students to graduate without some understanding of this experience, but the vast majority of students do graduate from university without that understanding.”

Holding a day-long, multi-campus symposium that transformed the entire university curriculum for one day was UFV’s way of giving its students the opportunity to learn about the history of residential schools.

“Today, we all learned something about the truth of the residential schools, and it is an awful truth. Children are supposed to grow up with their parents and families, and find school a liberating, positive, experience. This didn’t happen. The residential schools were a perversion of education.”

“When my country, Canada, created, funded, and oversaw the residential schools in order to commit cultural genocide, to eliminate the culture and identity of Indigenous people, it tore the world. We all have responsibility for repairing it.”

This event at UFV was a step in the direction of reconciliation.

*“Germany had the Holocaust, and South Africa had Apartheid. The Indian Residential Schools are Canada’s greatest moment of shame. It should be unimaginable for Canadian students to graduate without some understanding of this experience, but the vast majority of students do graduate from university without that understanding.” – Dr. Eric Davis*

There was ritual, ceremony, dancing, drumming, and singing — all part of the Aboriginal tradition — but there were also deeply personal, grief-filled, hard-hitting, emotional sessions featuring survivors of the residential school system sharing their stories.

UFV: Local + Beyond [ufv.ca/40](http://ufv.ca/40)

## Measures 4-7: Student Assessment of Education, Instruction and Skills

UFV closely monitors the Ministry-generated student outcomes surveys: the Diploma, Associate Degree and Certificate Student Outcomes (DACSO), the Apprenticeship Graduates Survey (APPSO) and the Baccalaureate Graduates Survey (BGS). The survey results are widely disseminated to academic departments and faculties, and to senior managers. These efforts help provide staff, faculty and senior administration at UFV with the necessary information and insight to make better informed decisions that lead to improved performance. Individual departments and faculties regularly review these results with a view to refining and improving their programs.

UFV has achieved or exceeded 2013/14 targets on Measure 4 (Student Satisfaction with Education), and Measure 5 (Student Assessment of the Quality of Instruction) for all three groups of graduates. Measure 6 (Student Assessment of Skill Development) has been achieved for Apprenticeship Graduates and Bachelor Degree Graduates; it was only substantially achieved for Former Diploma, Associate Degree and Certificate Students (DACSO). The DACSO survey considers both graduates and early leavers of certificate and diploma programs, and it has been a trend that DACSO respondents tend to assess their education, instruction and skills lower than the respondents of APPSO and BGS. UFV continues to find ways to improve the educational experience, skills and competencies of all its students, regardless of how long they spend at UFV or what program of study they pursue.

Measure 7 (Student Assessment of Usefulness of Knowledge and Skills in Performing Job) has been achieved for all but Bachelor Degree Graduates, where it was substantially achieved. UFV's Institutional Learning Outcomes is an institution-wide initiative that speaks to the skills and aptitudes that all UFV graduates will possess. This project has been ongoing since 2011 and UFV now has a set of Institutional Learning Outcomes that came from extensive consultation with a wide range of stakeholders, including local business and employers. This year, every department is examining its courses and curriculum to ensure that all the outcomes are addressed. Upon completion of this project, every program will have articulated its outcomes and how they align with the institutional outcomes.



*UFV Fashion Show 2014 – Absolute Fashion*



*Agricultural students receive a variety of practicum options*

## BOX 8: UFV computing student's fruitful summer at BlackBerry

In summer, many people enjoy the bounteous crops of seasonal fruits, including blackberries.

But last summer, Richard Nair enjoyed a different type of BlackBerry, as he completed his fourth consecutive cooperative education work term with the technology company BlackBerry (formerly Research In Motion), producers of smartphones, tablets and mobile services.

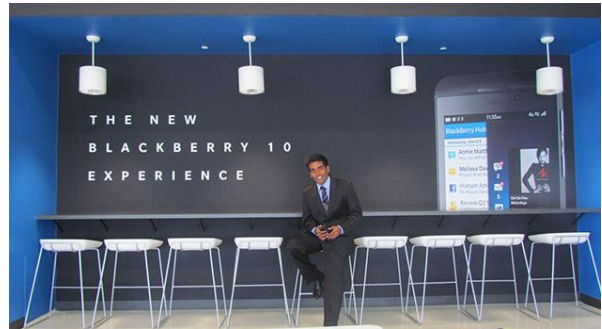
Nair's dream was to come to North America from his native Mumbai, India, to launch his career in information technology, and the University of the Fraser Valley helped him get there.

***“In India, studying is very traditional and by the book, much more formal than in Canada. At UFV the instructors were accessible at all times, and very easy to speak to and willing to discuss anything to do with projects we were interested in, not just what was in our textbooks. They're very committed to helping us understand our subject, and allowing us to learn in ways that worked for us.” – Richard Nair***

Nair had completed a three-year Bachelor of Science in Information Technology degree at St. Andrew's College (part of Mumbai University) but wanted to add a fourth “capstone” year and try learning in a North American post-secondary environment. He is now completing a Bachelor of Computer Information Systems degree at UFV, with a cooperative education option.

He heard about UFV from a friend in India who tucked a brochure from the university into his backpack, telling him “you've always said you want to study in North America. Here's your chance to make it happen!”

So he packed up and moved to Abbotsford for the start of the January 2012 semester, just in time for his first snowstorm. Studying at UFV was a culture shock for Nair, in a good way.



“In India, studying is very traditional and by the book, much more formal than in Canada. At UFV the instructors were accessible at all times, and very easy to speak to and willing to discuss anything to do with projects we were interested in, not just what was in our textbooks. They're very committed to helping us understand our subject, and allowing us to learn in ways that worked for us.”

After completing a semester of studies at UFV, Nair went on to four consecutive work terms at BlackBerry. He loved the “real world” work experience that the cooperative education model provides.

In co-operative education, students combine study semesters with four-month paid work terms in areas related to their field of study.

He enjoyed the immersion in a major global high-tech company, the access to mentors at all levels of management, and the chance to pitch ideas and opinions to some key executives within the company.

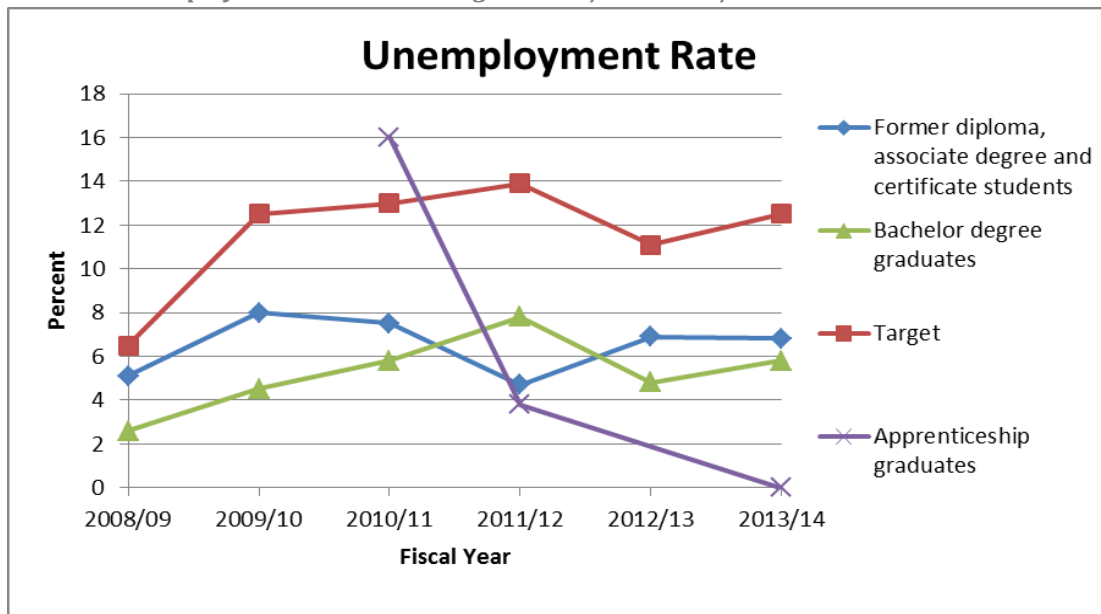
“Some debts can never be repaid. The ones I owe to UFV and BlackBerry, especially my manager and team, are ones that I humbly cherish. University and work are supposed to teach you about the subject at hand — I've been blessed as the lessons that I learned were definitely for life.”



## Measure 8: Unemployment Rate

For the last 5 years, UFV performance – as assessed through APPSO, DACSO and BGS survey responses – has achieved or exceeded the target: the unemployment rate has been lower than the target for each year (in 2010/11, the APPSO students met the target since the +/- for that year was 9.6%). This year, graduates in each category have exceeded the target by a large margin, with the highest unemployment rate being for DACSO students at 6.8%, still well below the 12.5% target. These results indicate that UFV graduates, whether they are baccalaureate graduates, or certificate and diploma holders, are well trained to meet the requirements of the job market and are contributing to BC’s economy with their skills. In Figure 16 there are years where the APPSO measure is missing since 2010/11 year was the first to include APPSO (Apprenticeship) survey results and in 2012/13 the number of respondents was insufficient for assessment.

Figure 16 Unemployment Rates and Targets 2008/09 – 2013/14



## Comments on Performance Measures

Tracking student outcomes and performance results provides several benefits for UFV stakeholders.

Performance measures:

- are a necessary component of UFV decision-making in evaluating accomplishments of the university and identifying areas for improvement;
- provide useful information to students in their decision-making process regarding post-secondary education; and
- provide the Ministry with important feedback and insight on the success and challenges of post-secondary education and the institutions that provide it in the province.

In 2013/14, UFV has achieved or exceeded its targets in most areas, with particularly strong performance in our apprenticeship and degree programs. UFV's strategic plan calls for UFV to become the best undergraduate university in Canada, and UFV has scored highly on surveys that measure student engagement and UFV's reputation in the community.

Evidence of this is seen in the 2013 National Survey of Student Engagement where students rated us highly on Effective Teaching Practices, Quality of Interactions, and Discussions with Diverse Others. Effective teaching speaks to our primary focus on the excellence of undergraduate education. In Quality of Interactions, our students rated us highly on interactions involving a wide variety of counterparts including students, advisors, faculty, and staff. UFV prides itself on maintaining a supportive and inclusive culture and our high rating for Discussions with Diverse Others provides evidence of this.

To gauge its reputation in the community, UFV participated in the Higher Education Reputation Syndicated Study conducted by Ipsos Reid and released in January 2014. The survey asked Canadians about their opinions on Canadian post-secondary institutions. The results of this large, syndicated study showed that residents of the Fraser Valley rated UFV highly on measures including favorability and trust. (The data remains the property of Ipsos and is not to be shared outside the institution.)

UFV strives to provide the best undergraduate education possible by providing access to education in the Fraser Valley, consistently meeting or exceeding the Ministry's FTE targets, providing support and programming for Aboriginal students, and focusing on producing FTEs in specific strategic skills, aligned with the demands of the labour market and the regional community. Through its engagement with the community, UFV endeavors to be a leader of social, cultural, economic, and environmentally-responsible development in the Fraser Valley. In order to facilitate achieving its goals, UFV is consistently innovative, entrepreneurial, and accountable.



*Nursing Graduates July 2014*