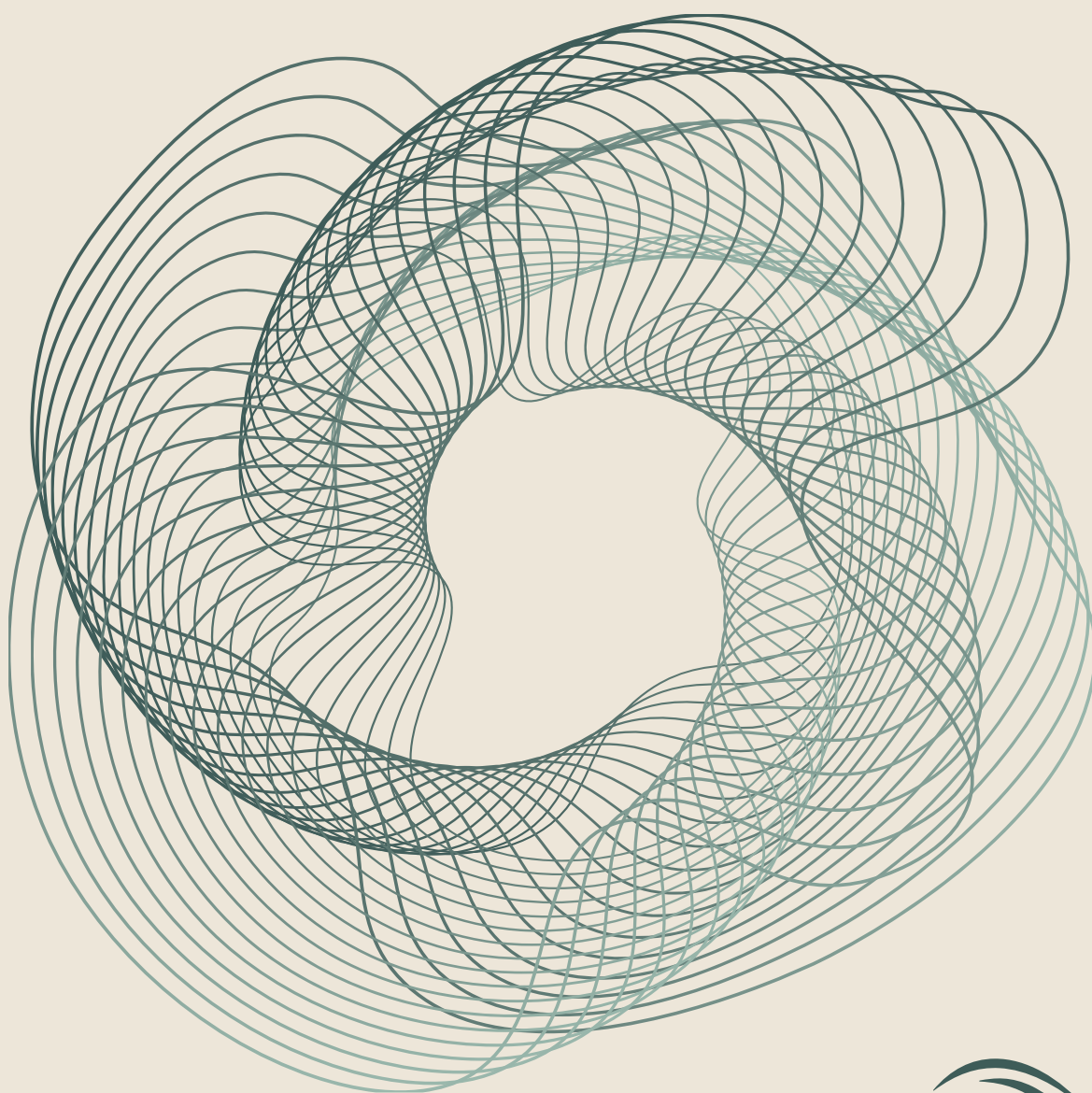


STRATEGIC ENROLMENT MANAGEMENT PLAN SUMMARY

Access to Excellence: Managing Enrolment at the University of The Fraser Valley

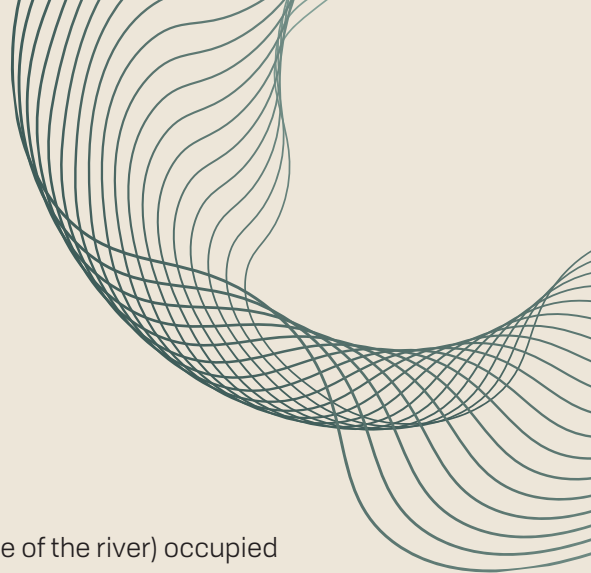
2023 – 2030



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Introduction

Long before Canada was formed, the Stó:lō (people of the river) occupied the land on which the University of the Fraser Valley (UFV) is located. They lived on Stó:lō Temexw, the territory of the Stó:lō, and they spoke Halq'eméylem, also known as the upriver dialect. UFV recognizes and honours the contribution that Indigenous¹ people have made — and continue to make — to our community. UFV supports Indigenous learners and seeks to incorporate Indigenous ways of knowing.

In Stó:lō culture, the practice of tómiyeqw represents the connections between the past, the current, and the future. It represents the connection of seven generations in the past to seven generations of the future. The decisions we make today are meant to honour those who have come before us and to support those who will come after us. This important teaching from the Stó:lō has helped to guide our approach in the development of this Strategic Enrolment Management Plan.

UFV began in 1974 as Fraser Valley College. As the university approaches its 50th anniversary, it is also approaching its 50,000th alumni. This past year UFV awarded 3,344 credentials including 1,138 bachelor's degrees. Looking to the future, the population in the Fraser Valley will continue to grow and will form the base of our enrolment. UFV anticipates that based on population growth, domestic enrolments will need to increase by 20% over the next 10 years with international enrolments capped at around 25% of UFV's overall student population. In order to manage this increase, UFV has created a Strategic Enrolment Management (SEM) Framework to guide our planning.

SEM is an intentional practice that addresses an institution's overarching strategic priorities in terms of student enrolment, retention, and graduation. Specific goals are defined and pursued through collaborative planning and action, fostering alignment of curriculum, delivery, processes and services with institutional priorities and values. Based on the UFV Mission, Vision, and Values, a SEM strategy was developed to guide the planning process:

UFV seeks to engage learners, transform lives, and build communities by positioning the institution to meet the growing educational needs and demands within the Fraser Valley; balanced with opportunities to welcome international students from around the world.

¹ The term Indigenous has been used throughout this document and includes those who self-identify as First Nations, status & non-status Indians, Métis, or Inuit.

UFV's Provincial Mandate

In 2008, the University of the Fraser Valley was granted full University status under the [British Columbia University Act](#). Within the Act, UFV, along with four other BC institutions, was identified as a [Special Purpose Teaching University](#).

According to the Act, a special purpose teaching university such as UFV "serves a geographic area or region of the province, provide[s] adult basic education, career, technical, trade, and academic programs leading to certificates, diplomas and baccalaureate and masters degrees."

Specific requirements within the Act related to UFV's obligations as a [Special Purpose Teaching University](#) state that UFV must serve the combined areas of School Districts 78 (Fraser-Cascade), 33 (Chilliwack), 34 (Abbotsford), and 75 (Mission).

As well, UFV has a letter of agreement with the Industry Training Authority setting out an annual trades training plan which specifies the skilled trades programs and number of intakes.

SEM Plan Consultation Process

An iterative consultation process has been used to develop a framework for SEM planning. Each level of engagement has informed the next level of engagement to ultimately arrive at the proposed SEM Framework. Throughout the process, specific themes and keywords were repeatedly identified as important and foundational to the process and to UFV. These included diversity, access, Indigenization, student success, excellence, increased retention, employment opportunities, university of choice, and others. These concepts have been embedded into the planning process and the resulting SEM Framework.

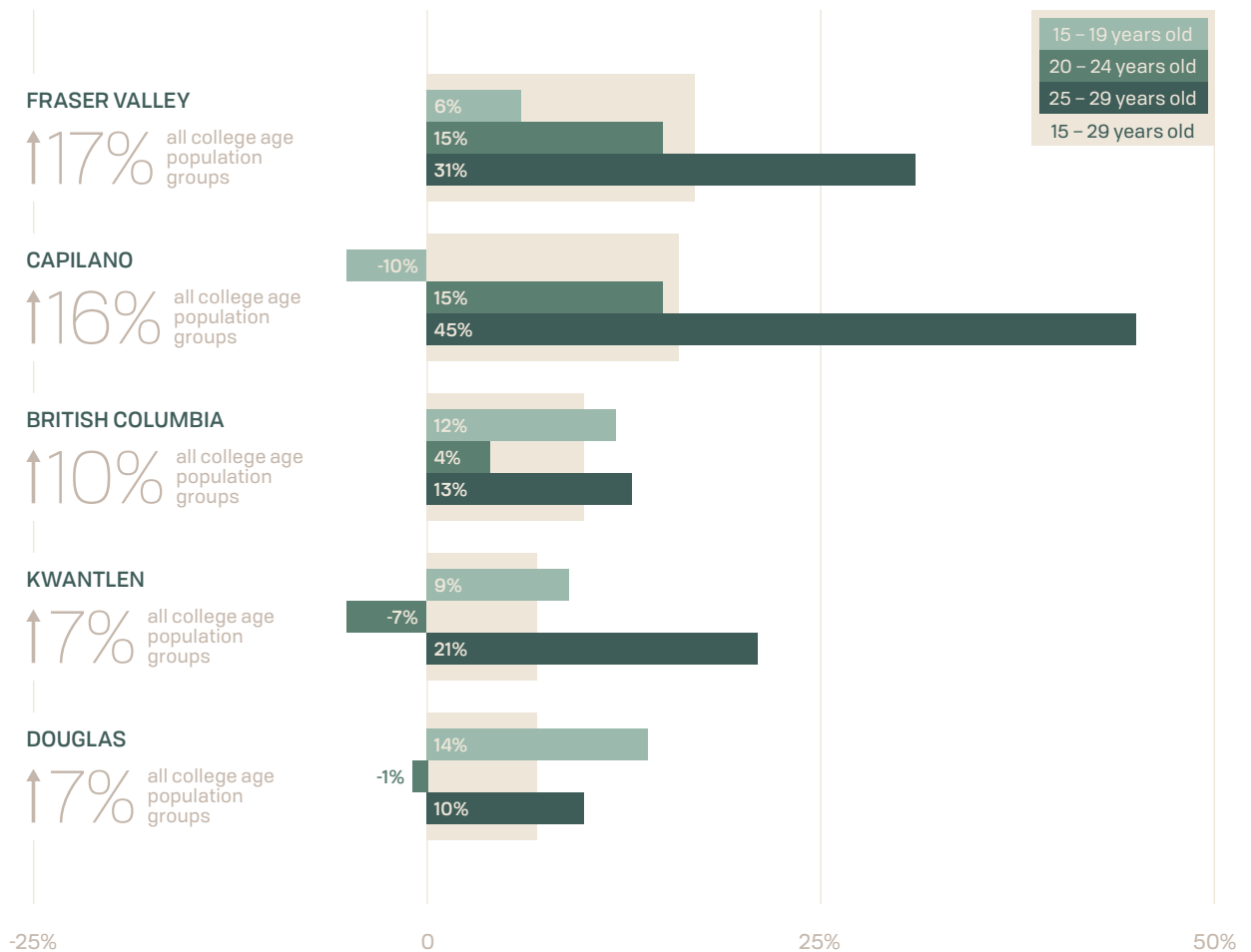
The consultative process included:

→	November 19, 2021	Generative discussion at Senate.
→	December 2, 2021	Update to Board of Governors.
→	December 8, 2021	Provost lunch and learn.
→	December 8 – January 14, 2022	UFV-wide SEM priorities survey.
→	January 19, 2022	Update to Academic Planning and Priorities Committee (APPC).
→	February 25, 2022	Update to Senate.
→	January – March, 2022	Provost consultations with faculty councils.
→	March 21 – 25, 2022	Three focus group sessions with UFV community that focused on the consultation feedback received up to this point. The themes discussed were: importance of pedagogy; supporting learning opportunities; supporting successful progression; and ensuring student support.
→	June 2022	Update and draft SEM Plan presented to APPC, Senate, and Board of Governors. Overall support for the draft framework provided.
→	August 2022	Final draft SEM Plan available to deans for faculty and staff feedback.
→	September 7, 2022	Final draft SEM Plan presented at APPC.
→	September 23, 2022	SEM Plan presented to Senate for recommendation to Board of Governors.
→	October 14, 2022	SEM Plan presented to Board of Governors for approval.

Preparing for Population Growth in the Fraser Valley¹

All college age population groupings are projected to increase in BC from 2020 to 2040, with the largest change in projected population observed in the 25–29 years old category, increasing by 13%, followed by the 15–19 years age category with 12% growth, and 4% growth for the 20–24 years old grouping. The Fraser Valley is projected to have the highest total growth in 15–29 years olds from 2020 to 2040 (17%); ahead of the other college regions (Capilano 16%, Kwantlen 7%, and Douglas 7%), and BC as a whole (10%).

Figure 1: Projected change in population in select college regions and BC, by selected age groupings (15–19, 20–24, 25–29, and 15–29 as a whole), 2020–2040, as a percentage of 2020 populations.



UFV is well situated with college-aged population growth forecasted in its region for the majority of the next 20 years and larger total growth than most other regions in the province. Nonetheless, there will likely be increased competition for Fraser Valley college region students from institutions in BC and across Canada over the next several years as the share of college-aged people in the population declines.

¹ Data for this section has been provided by the Office of Institutional Research and Planning



Indigenous Population

The Indigenous population in Canada, British Columbia, and the Fraser Valley Regional District is younger, and is growing at a much faster rate than the non-Indigenous population. Over the last ten years, the Fraser Valley has seen larger growth and has a younger average age for its Indigenous population than either BC or Canada. Figure 2 provides a comparison of Indigenous population statistics from the 2016 Census data.

Figure 2: 2016 census data comparison of Indigenous population demographics for Canada, British Columbia, and the Fraser Valley Regional District

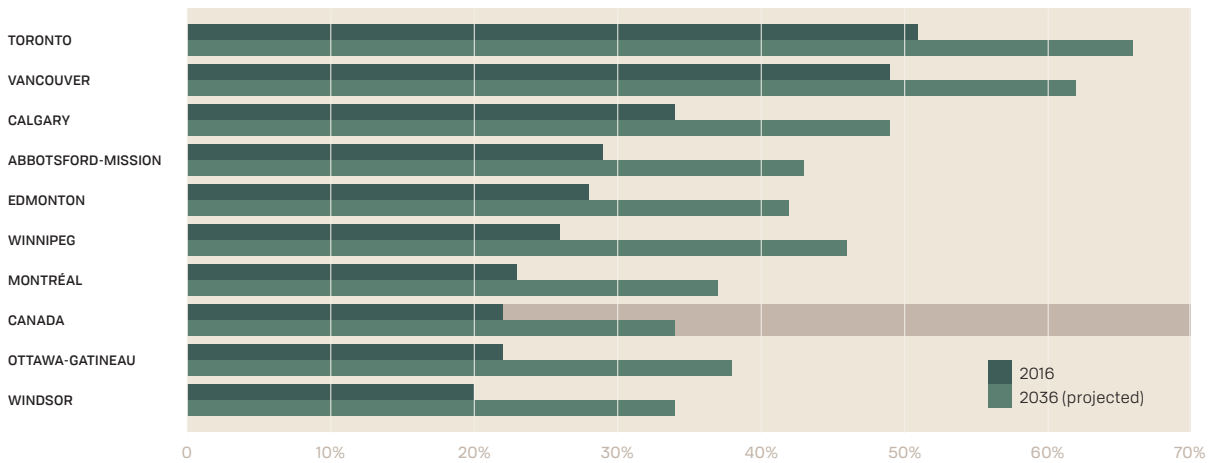
	IN CANADA	IN BRITISH COLUMBIA	IN THE FRASER VALLEY
Indigenous Population	1,673,785	270,585	22,205
Indigenous Share of Population (2006)	4.9% (3.8%)	5.9% (4.8%)	7.7% (5.7%)
Growth of Indigenous Population (2006 to 2016)	↑42.5%	↑38.0%	↑52.8%
Average Age of Indigenous Population	32.1 years	32.8 years	30.4 years

Diversity in the Fraser Valley

Compared to Canada and BC, the Fraser Valley has a lower percentage of visible minority population with 20.3% total visible minority population. The largest component of the 20.3% comes from the 13.8% for South Asian, which is significantly higher than the South Asian proportion in BC or all of Canada.

When looking at census metropolitan areas (Figure 3), Abbotsford-Mission has the fourth highest proportion of visible minorities in the country (29%), behind only Toronto (51%), Vancouver (49%), and Calgary (34%). This proportion is expected to rise to 43% for Abbotsford-Mission by 2036.

Figure 3: Percent of the Population Visible Minority by Census Metropolitan Area, 2016, Canada

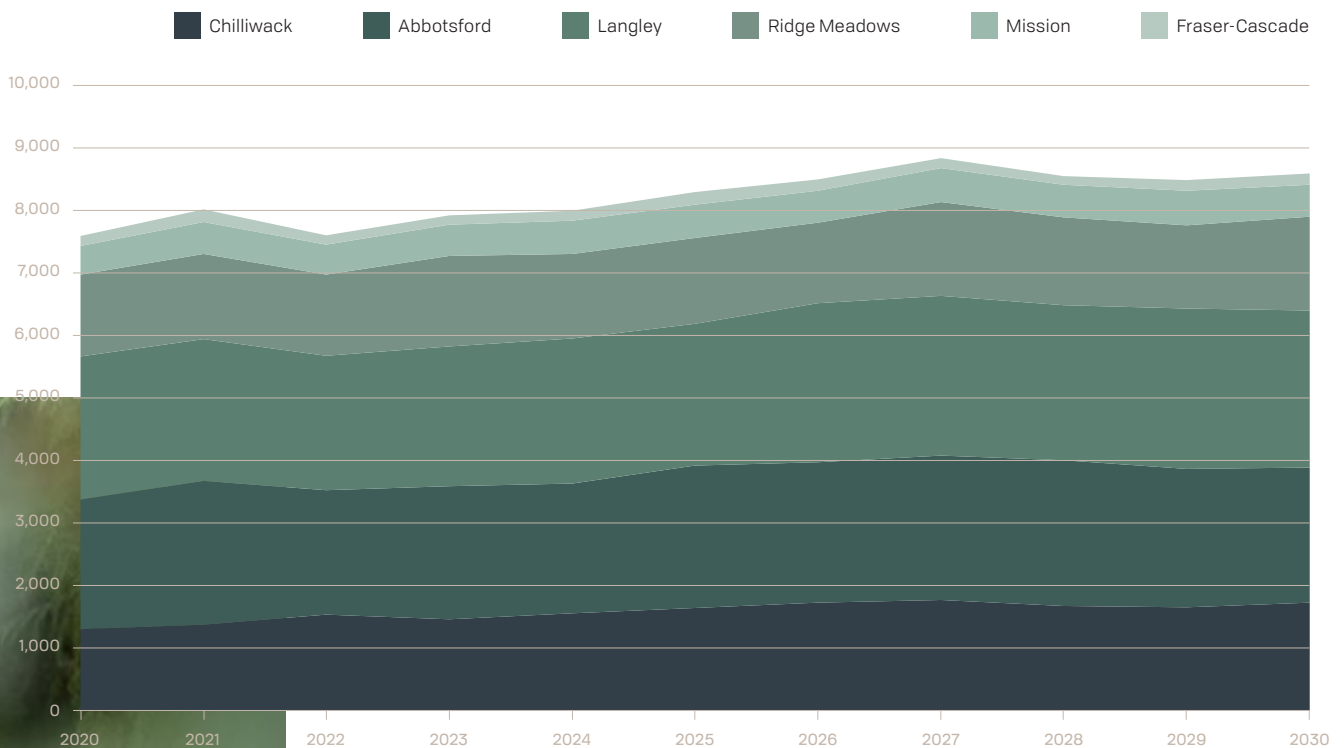


Regional K-12 Population

From 2020 to 2030, Grade 12 enrolments in UFV’s local school districts (including Abbotsford, Chilliwack, Fraser-Cascade, Langley, Mission, and Ridge Meadows) are projected to increase in the aggregate by 13.1%: from 7,588 Grade 12 enrolments in 2020 to 8,586 in 2030, an increase of 13%. The Chilliwack School District accounts for the largest share of growth during this time period (43.2%), followed by Langley (23.4%), Ridge Meadows (18.6%), Abbotsford (7.9%), Mission (5.4%) and Fraser-Cascade (1.5%).

As shown in Figure 4, all of UFV’s nearby school districts are projected to experience an increase in Grade 12 enrolments by 2030, with Chilliwack School District having the largest projected increase (431 students, 33.2% growth), followed by Langley School District (234 students, 10.3% growth), Ridge Meadows School District (186 students, 14.2% growth), Abbotsford School District (79 students, 3.8% growth), Mission School District (53 students, 11.7%), and Fraser-Cascade School District (15 students, 9.1% growth).

Figure 4: Selected local school district Grade 12 enrolment projections, 2020–2030



Combined, the population data for the Fraser Valley suggests that UFV should be preparing for an increase in domestic enrolments of approximately 20% over the next 10 years. A greater percentage of these students are anticipated to be younger, enrol directly from high school, be Indigenous, and have greater ethnic diversity than UFV’s current student population.

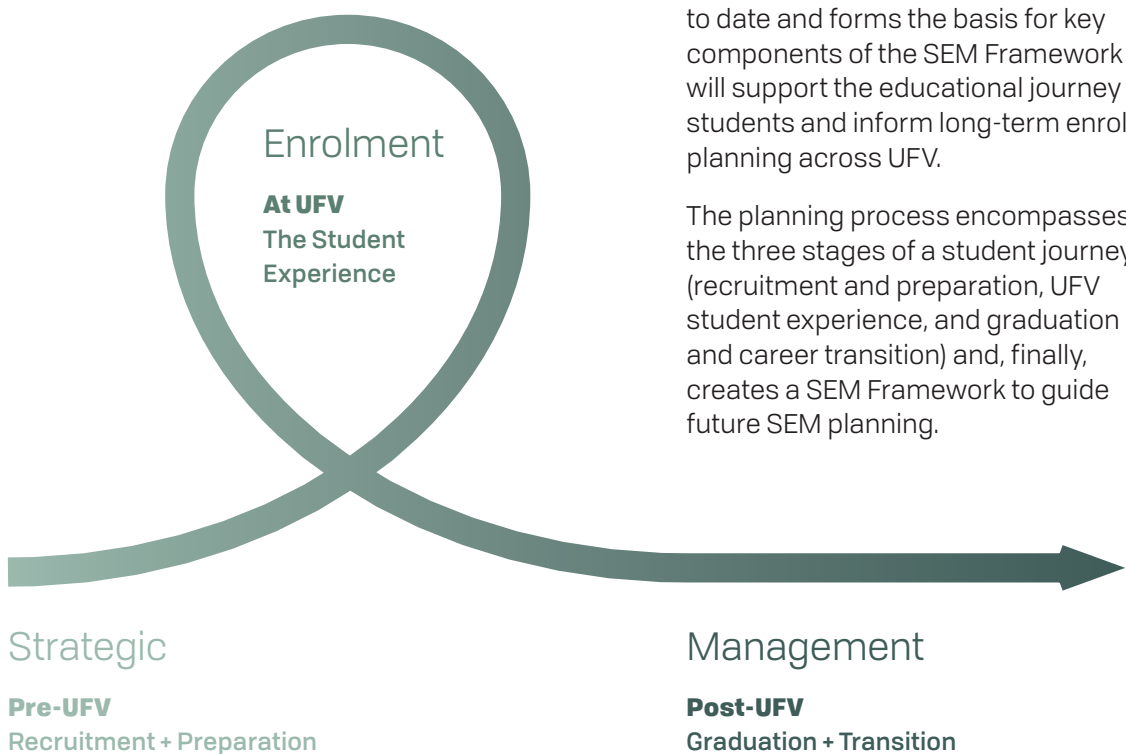
Strategic Enrolment Management at UFV

Strategic enrolment management is an intentional practice that addresses an institution's overarching strategic priorities in terms of student recruitment, admissions, retention, and graduation. Specific goals are defined and pursued through collaborative planning and action, fostering alignment of curriculum, delivery, processes and services with institutional priorities and values.

UFV understands that a successful SEM Plan focuses its attention on the educational journey of the student — including before, during, and after they leave the University. To illustrate this journey, a clothoid loop is used (figure 5). The loop provides a preparation pathway into the University through various recruitment and engagement opportunities before a student officially becomes a UFV student. Then, once a student becomes a member of the UFV community, the structure of a clothoid loop is such that it is designed to support a student throughout the entire duration of their UFV experience to stay on track and minimize the stress and barriers students might face so that they can successfully complete their programs of choice.

The student experience can include leaving and then returning to UFV, sometimes to complete the program they left or to embark on a new program. The inclusive nature of the loop is intended to provide students with seamless opportunities to continue their journey when they are ready to rejoin. Upon graduation, the momentum provided by a student's UFV experience should prepare them to be successful when transitioning onto their next journey which may include further education, career aspirations, and/or other personal contributions.

Figure 5: SEM clothoid loop representing the student's educational journey



The analogy of the clothoid loop has served as a guide to incorporate the feedback and information generated to date and forms the basis for key components of the SEM Framework that will support the educational journey of students and inform long-term enrolment planning across UFV.

The planning process encompasses the three stages of a student journey (recruitment and preparation, UFV student experience, and graduation and career transition) and, finally, creates a SEM Framework to guide future SEM planning.



SEM Framework

Leveraging internal and external data as well as iterative feedback provided by the UFV community, the SEM Framework (Table 1) has been divided into three stages of a student journey: recruitment and preparation, UFV student experience, and graduation and career transition. Goals have been identified for each category and then action items have been identified for each goal.

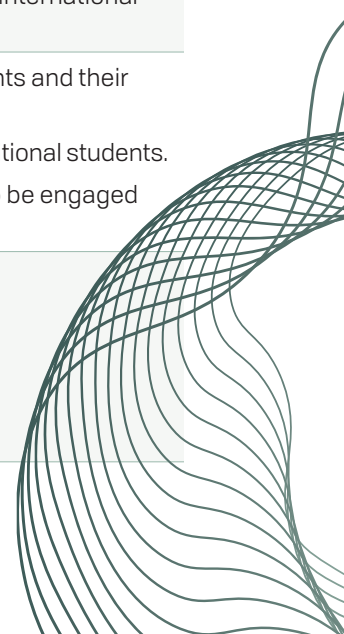
This Framework is not meant to prescribe departmental-level enrolment plans; rather the Framework will guide unit-level plans and metrics, which can be monitored to ensure we are able to meet our institutional enrolment targets.

Following approval of the SEM Plan, Deans will work with individual program areas to develop seven-year enrolment plans for current and future programs in their areas to assist them with the implementation of the SEM Framework. Each unique program will receive an Enrolment Forecast Planner and an Enrolment Planning Resource Survey to assist in their planning. These tools will enable each UFV program to identify their seven year enrolment targets which in turn will inform UFV's overall long-term enrolments.

The following tables provide an overview of the SEM Framework. The Institutional Goals and Actions identified within the Framework are focused at the institutional level. In other words, these are the Goals and Actions that collectively we as a UFV community are striving towards achieving together. Through future planning at the Faculty/Department/Program level, unique actions and tactics that are specific to areas to achieve the Institutional Goals will emerge and be supported wherever feasible and possible. It is also understood that Faculties/Departments/Programs will prioritize the Goals and Actions differently as a result of their unique planning processes.

Table 1. SEM Framework

STAGE 1 — RECRUITMENT & PREPARATION	
Institutional Goals	Institutional Actions
1. Increase the number of Indigenous students by making UFV their destination of choice.	<ul style="list-style-type: none"> a – Build relationships with Indigenous communities in order to collaboratively advance the goals of Indigenous peoples. b – Dedicate seats in programs identified by Indigenous communities as important to their goals. c – Collaborate with Indigenous communities on opportunities to reduce the barriers to higher education.
2. Strengthen partnerships with local school districts to support successful transition and pathways into UFV.	<ul style="list-style-type: none"> a – Expand dual credit opportunities for students. b – Host an annual education summit with leaders from the Fraser Valley K-12 sector that focuses on alignment between the K-12 curriculum and UFV’s academic programs.
3. Increase conversion rates of first-choice applications to UFV.	<ul style="list-style-type: none"> a – Increase capacity to take in students in high-demand programs. b – Introduce competitive entry in high-demand areas where needed. c – Develop a clear value proposition on <i>Why UFV</i> for marketing material.
4. Increase diversity among international students.	<ul style="list-style-type: none"> a – Increase digital marketing in emerging international markets. b – Increase incentives to attract students from new international markets and into underrepresented programs. c – Increase transnational articulation agreements with international PSIs.
5. Enhance university brand identity and image throughout the Fraser Valley.	<ul style="list-style-type: none"> a – Initiate an annual Open House for prospective students and their supporters. b – Develop a recruitment and outreach plan for non-traditional students. c – Increase opportunities for local children and youth to be engaged with UFV.
6. Increase UFV’s return-on-investments for scholarships to ensure they are competitive and foster attraction and retention.	<ul style="list-style-type: none"> a – Conduct an analysis of UFV’s scholarship program to compare its competitiveness with other PSIs and its impact on student retention. b – Create a student financial support strategy including priorities for philanthropic support.



- | | |
|---|--|
| <p>7. Increase access and pathways points of admission that purposefully lead into UFV credential programs.</p> | <p>a – Expand direct entry for applicants into their program and major of choice starting in year 1.</p> <p>b – Create new pathways that lead from Continuing Education and non-traditional programs into traditional programs.</p> |
| <p>8. Identify and remove non-academic barriers that may prevent acceptance of an offer of admission.</p> | <p>a – Review admission requirements for equity and access consistency.</p> <p>b – Support recognition and promotion of prior learning, competencies, and non-traditional credentials (e.g., micro credentials).</p> <p>c – Develop a marketing strategy for campus housing (concurrent with the opening of the new building).</p> <p>d – Conduct regular applicant and applicant decline surveys for all program areas.</p> |
| <p>9. Increase awareness amongst senior administrators and faculty of enrolment targets and patterns.</p> | <p>a – Provide access to enrolment dashboards that track applications and admissions.</p> |



STAGE 2 – UFV STUDENT EXPERIENCE

Institutional Goals	Institutional Actions
1. Provide a welcoming and supportive environment for all Indigenous peoples.	<ul style="list-style-type: none"> a – Ensure curriculum includes Decolonization, Indigenization, UNDRIP, and TRC Calls to Action. b – Align institutional learning outcomes to Indigenous principles. c – Ensure every course outline identifies how Decolonization, Indigenization, UNDRIP and TRC Calls to Action are infused into the course.
2. Align all new program proposals to regional needs and ensure they demonstrate financial sustainability in the absence of additional government funding.	<ul style="list-style-type: none"> a – All Statement of Intents for new programs must demonstrate how the program meets the needs of the Fraser Valley. SOIs must also demonstrate financial sustainability for the program in the absence of additional provincial funding.
3. Increase the diversity of academic programs that are attractive to international students.	<ul style="list-style-type: none"> a – Provide incentives to support transition from diploma to degree programs. b – Increase the diversity of post-baccalaureate diplomas for international students that recognize the knowledge and qualifications students have gained in their home countries. c – Continue to prioritize the goals of the EDI Action Plan to foster a welcoming community for all students.
4. Increase the number of faculty who utilize Teaching and Learning supports.	<ul style="list-style-type: none"> a – Conduct a needs assessment survey of faculty members to identify areas of further professional growth to support teaching excellence. b – Provide more awareness and professional development opportunities in the areas of high-impact practices and universal design learning principles. c – Increase the number of faculty who support and are prepared to support and promote the work of Indigenization.
5. Reduce the number of students on waitlists.	<ul style="list-style-type: none"> a – Produce an annual waitlist progress report to identify courses that have large waitlists and the efforts to reduce them. b – Prioritize reducing in-year waitlists for required and core courses that students need to graduate.
6. Ensure flexible, well documented, credential completion pathways for students.	<ul style="list-style-type: none"> a – Integrate data from MyGRADplan (Degree Works) into course planning for deans, departments, and schools to assist students in clearly understanding credential completion requirements. b – Revise policies on course withdrawal and continuance, so that elements of student success are built in. c – Recognize that learning can take place anywhere and can be applied in multiple environments.

STAGE 2 – UFV STUDENT EXPERIENCE

Institutional Goals	Institutional Actions
7. Increase student retention rates by 5% – particularly from Year 1 to Year 2 ² .	<ul style="list-style-type: none"> a – Improve existing and develop new responsive, relevant, and proactive learner supports for key stages of the learning journey for all students. b – Initiate a retention grant from the Strategic Initiatives Fund to support UFV community-led retention initiatives. c – Encourage the utilization of Open Educational Resources within courses to reduce financial barriers for students. d – Identify and resolve challenges experienced by underserved and/or historically marginalized students. e – Identify first-year courses with low success rates and increase targeted support accordingly.
8. Explore the requirements to develop a student-centered timetable.	<ul style="list-style-type: none"> a – Implement concurrent Fall and Winter registration. b – Offer approximately 20% of UFV’s total courses in an online format. c – Increase the number of courses offered during the evening and on low-intensity days (e.g., Fridays, weekends). d – Explore expanded offerings in the summer.
9. Balance space utilization rates across UFV’s multiple campuses.	<ul style="list-style-type: none"> a – Increase academic programming at both the CEP and Mission campuses. b – Conduct a needs assessment of the Hope Centre and Aerospace Centre to explore increasing their usage.
10. Enhance student experience and strive to be a student-ready University.	<ul style="list-style-type: none"> a – Explore the feasibility of student services being co-located in a centralized location on each campus. b – Explore opportunities to enhance the student experience on campus. c – Under the leadership of the Vice President Students, engage in discussions around a student-ready University plan.

² NOTE: Current KPI established by the Board of Governors states: “Increase retention rates by 5 percentage points in degree programs by 2026”



STAGE 3 — GRADUATION AND CAREER TRANSITION

Institutional Goals	Institutional Actions
1. Increase graduation rates.	<ul style="list-style-type: none"> a – Review curriculum and degree requirements to increase flexibility for completion. b – Create graduation pathways for online and part-time students where possible. c – Measure and support program progression and completion. d – Increase Indigenous completion rates.
2. Increase the % of students who graduate with a degree within seven years and diploma within four years.	<ul style="list-style-type: none"> a – Utilize early alerts and predictive analytics, inclusive of EDI and Indigenization, to support students most at risk of leaving UFV. b – Ensure required courses are offered and delivered when a student needs them. c – Develop a robust full summer timetable.
3. Map learning outcomes with future-ready skills that prepare graduates for a successful transition into a global workforce.	<ul style="list-style-type: none"> a – Teaching and Learning to lead a review and subsequent update of institutional learning outcomes. b – Create and support more opportunities for students to engage in real-world issues and produce real-world change while practicing their learning.
4. Increase the number of programs that can ladder into additional educational opportunities.	<ul style="list-style-type: none"> a – Incrementally ensure all credentials can ladder into other educational opportunities either at UFV or other educational institutions. b – Explore the feasibility of micro-credentials that students can take at their own pace and stack on top of one another to achieve a more advanced credential.
5. Increase the number of bachelor's degree recipients amongst students from the Fraser Valley.	<ul style="list-style-type: none"> a – Increase UFV's reputation as a place to start and finish diplomas and degrees. b – Profile successful alumni who started and finished their degrees at UFV.
6. Support successful transition of alumni to employment or post-graduate studies.	<ul style="list-style-type: none"> a – Collect data on graduate employment rates and employers. b – Collect data on transition to professional programs (law, teaching, medicine, etc.) and graduate school (master's and doctoral) and identify potential curricular gaps they may be experiencing for successful admission. c – Provide dedicated resources, programming, and/or supports to facilitate the successful transition of Indigenous graduates into employment and/or post-graduate study opportunities.
7. Facilitate attainment of future-ready skills and competencies for graduates.	<ul style="list-style-type: none"> a – Foster opportunities for students to enhance post-graduation pathways to employment and further study.



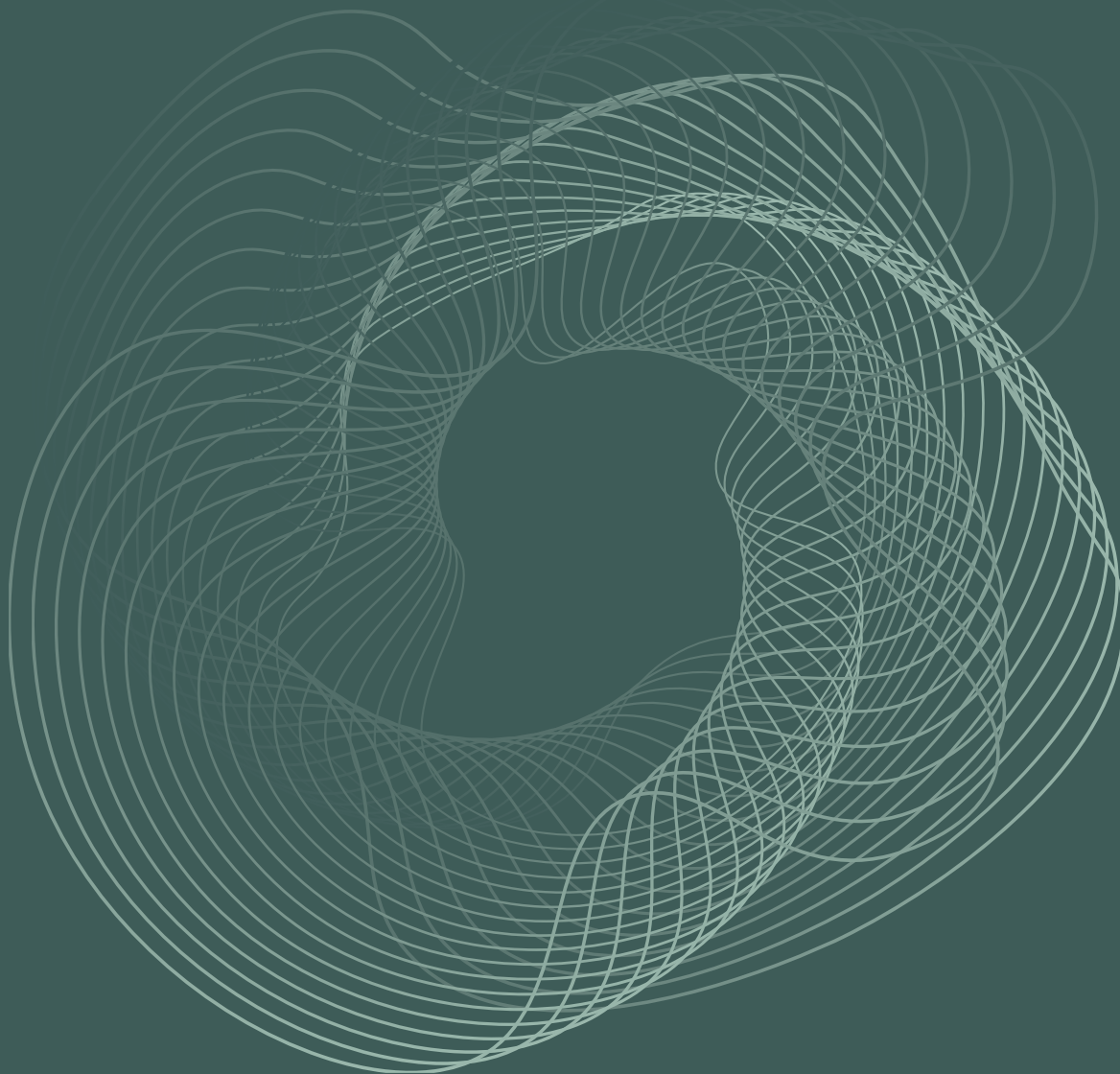
Conclusion and Next Steps

UFV seeks to engage learners, transform lives, and build communities by positioning the institution to meet the growing educational needs and demands within the Fraser Valley, balanced with opportunities to welcome international students from around the world. UFV anticipates that based on population growth, domestic enrolments will need to increase by 20% over the next 10 years with international enrolments capped at around 25% of UFV's overall student population.

In order to achieve these goals and to achieve UFV's Mission, a robust SEM Plan needs to exist. Strategic Enrolment Management (SEM) is an intentional practice that addresses an institution's overarching strategic priorities in terms of student enrolment, retention, and graduation. Specific institutional goals are defined and pursued through collaborative planning and action, fostering alignment of curriculum, delivery, processes and services with institutional priorities and values.

The outcome of the planning process is a SEM Framework identifying institutional goals and key institutional actions to assist programs in successful long-term enrolment planning that is aligned with the UFV Integrated Strategic Plan, our Provincial mandate, the provincial job strategy, and the demographic trends in the Fraser Valley.





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