AGENDA
Academic Planning and Priorities Committee

Wednesday, September 7, 2022 - 2:30 PM
Abbotsford campus, Room A225

Page

1. CALL TO ORDER and TERRITORIAL ACKNOWLEDGEMENT

2. APPROVALS

2.1. Agenda

MOTION: That APPC approve the agenda as presented.

2.2. Minutes

MOTION: That APPC approve the minutes of June 8, 2022 as presented

3. BUSINESS ITEMS

3.1. Terms of Reference

3.2. Provost's Report

- **Strategic Enrolment Management (SEM) Plan**

3.3. Vice-Chair Election

MOTION**:** That APPC approve _____ as Vice Chair of APPC with a term of September 8, 2022 – August 31, 2023.

3.4. Expedited Program Review Standing Subcommittee Selection

MOTION**:** that APPC approve _____ as members of the Expedited Program Review Standing Subcommittee with a term of October 1, 2022 – September 30, 2023.

4. INFORMATION ITEMS

4.1. Program Suspensions

- Applied Ethical & Political Philosophy Minor (AEPP)
- Digital Manufacturing diploma

4.2. Revisions – Procedures for Program Suspension and Discontinuance (222)

4.3. APPC In-Camera Approval – May 11, 2022

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5. ADJOURNMENT

Next Meeting: October 5, 2022; 2:30-4:30pm; A225

Draft Minutes
Academic Planning and Priorities Committee
Wednesday, June 8, 2022 - 2:30 PM
Abbotsford campus, Room A225

Present: James Mandigo (Chair), Al Wiseman, Amir Shabani, Betty Poettcker, Camille
Callison, Claire Carolan, Dale McCartney, David Johnston, Deanna Devitt, Derek
Ward-Hall, Emilio Landolfi (Vice-Chair), Garry Fehr, Jon Thomas, Jonathon Hughes,
Lin Long, Maureen Wideman, Peter Geller, Shelley Stefan, Shirley Hardman,
Sundeep Hans, Sylvie Murray, Vlada Dvoracek, Melinda Saretzky (recorder)

Regrets: David McGuire, Tracy Ryder Glass, Gerry Palmer, Ishika Sethi, Nicola Mooney, Pedro
Montoya-Pelaez,

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1. **CALL TO ORDER and TERRITORIAL ACKNOWLEDGEMENT**
Quorum confirmed.

2. **APPROVALS**

    2.1. **Agenda**

    MOTION: That APPC approve the agenda as presented.
    Change: Move 3.2 to 3.1
    Landolfi, E./2nd Thomas, J. Carried

2 - 4   2.2. **Minutes**

    MOTION: That APPC approve the minutes of May 11, 2022 as presented
    Landolfi, E./2nd McCartney, D. Carried.

3. **BUSINESS ITEMS**

9   3.1. **Arts Studies Department Name Change**

    The Arts Studies Department name change to the Arts and Integrated
    Studies Department was initiated by a recommendation from the
    Integrated Studies program review to move the degree responsibilities to
    the Arts Studies Department. Both the Department and College Council
    are in favour.

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MOTION: THAT APPC recommend that Senate recommend to the Board the change in name of the Arts Studies Department to the Arts and Integrated Studies Department.
Change: Minor edits in the proposal.
Derek/2nd Jon. Carried.

It was noted that Arts Studies is a regular department.

5 - 8   **3.2. Provost's Report**

Strategic Enrolment Management Plan Update
- James thanked David Johnston for their leadership
- Series of consultations took place
- Report was circulated and will expect to submit to Senate (June 10) and Board (June 9)
- Full framework expected at APPC (Sept 7), Senate (Sept 23), and Board (Oct 14)

Feedback:
- Potential to diversity international students by expanding areas in India and Asia.
- Other ways to diversify include our own domestic students, scholarship invitations, offering shorter programs such as Post-Baccalaureate, and current international students in our high schools.
- Increasing Indigenous learners is a key priority, as well as a more diverse Indigenous population
- There is a potential to grow UFV's student population as the Fraser Valley population to 2037 is expected to increase by 23%
- Potential to increase UFV' s FTE's with the upcoming provincial funding review. The last review was approx. 25 years ago. (Trades and block funding are separate)
- Increasing seats in Trades will need to involve other funding options.

4.   INFORMATION ITEMS

10-26   **4.1. Program Discontinuance and Suspension Procedures – revisions**

The procedures underwent revisions between the Offices of the Provost and VP, Academic and Program Development and Quality Assurance (PDQA) and now align with the changes that were made to the policy (222). Changes include addition of a work plan for program suspensions, a program reinstatement process, and PDQA now oversees administration of suspensions and discontinuances.

27   **4.2. 2022–23 Expedited Programs**

It was noted to expect a few new programs submitted through the expedited program review process for 2022-23.

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28   **4.3.**   **2022-23 APPC Meeting Schedule**

It was noted that the APPC meetings for 2022-23 are aligned to build more time to submit items to Senate.

James thanked everyone for their commitment and service to APPC and specifically thanked Emilio for his service as Vice-Chair for the past few years and to Melinda for keeping the committee organized and on track.

5.   **ADJOURNMENT - 3:45pm**

Shirley gave gifts to all APPC members and noted that a website to share Indigenous knowledge has been created and will be maintained by the research office.

Next Meeting: September 7, 2022; 2:30-4:30pm; A225

UNIVERSITY OF THE FRASER VALLEY

Academic Planning and Priorities Committee
Terms of Reference

RESPONSIBILITIES

Following consultation with relevant standing committees and areas of the university, as deemed appropriate by the Academic Planning and Priorities Committee:

1. Advise Senate on the mission, goals, objectives, strategies, and priorities of the university.

2. Advise Senate on the planning and priorities for the establishment, renewal, and/or discontinuance of academic programs.

3. Verify program suspension and discontinuance effectively address the criteria as outlined in Policy 222-Program Suspension and Discontinuance.

4. Verify new program proposals effectively address standards and criteria for institutional and post-secondary system needs.

5. Advise Senate on the establishment or discontinuance of academic faculties of the university.

6. Advise Senate on enrolment management strategies and plans.

7. Advise Senate on the policies relating to the library.

8. Advise Senate on policy and procedures related to educational affiliations, transfer articulation agreements, and partnerships with other post-secondary institutions.

9. Advise Senate on policies and processes for the development, review, implementation, and communication of plans that support the academic priorities of the university.

10. Advise the Budget Committee of Senate on the academic priorities for the allocation of funds.

11. Advise Senate on policy and procedures for the systematic review of courses, programs, and educational services.

12. Review the reports and recommendations of program reviews and advise Senate on actions.

13. Establish such subcommittees as needed to fulfill the committee's responsibilities.

14. Other duties as assigned by Senate.

15. Provide annual written reports to Senate.

16. Review the committee's terms of reference and composition annually, and submit proposed revisions to the Senate Governance Committee no later than the third week of April, to ensure approval by Senate before the end of the academic year.

Approved by Senate June 11, 2021   Page **1** of **2**

COMPOSITION

Chair
▪ Provost and Vice-President, Academic (*ex officio*, voting)

Vice-Chair
▪ A voting member of the committee, nominated and approved by the committee

Voting Members
▪ Chair or designate from the following standing committees of Senate: Budget, Undergraduate Education, Graduate Studies, Research, and Governance[*]
▪ Seven faculty members, approved by Senate, at least three of whom shall be members of Senate[†]
▪ Two staff members approved by Senate
▪ Two students approved by Senate
▪ Two deans or associate deans approved by Senate

Ex Officio Non-Voting Members
▪ Associate Vice-President, Teaching and Learning
▪ Associate Vice-President, Research, Engagement & Graduate Studies (or designate)*
▪ Associate Vice-President, UFV International
▪ Vice-Provost and Associate Vice-President, Academic
▪ Senior Advisor on Indigenous Affairs
▪ Associate Vice-President, Institutional Research and Integrated Planning (or designate)*
▪ University Librarian (or designated librarian)*
▪ University Secretary (or designate)*
▪ Associate Director, Program Development
▪ Director, Equity, Diversity and Inclusion

Administrative Support
▪ Office of the Provost and Vice-President, Academic

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[*] Normally the designate shall be appointed for a minimum one-year term to ensure continuity.

[†] Normally, there shall be at least one member from each of the faculties, selected to ensure that the composition of the committee reflects the diversity of disciplines at the university.

Access to Excellence

Managing Enrolment at the University of The Fraser Valley

Strategic Enrolment Management Plan Framework
University of the Fraser Valley

October 14, 2022

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Contents

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

Executive Summary

UFV needs a strong strategic enrolment management (SEM) framework with clearly defined goals and actions that enables the fulfillment of an institutional vision/mission/strategic plan and students' educational goals. 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.

UFV used the analogy of a clothoid loop to illustrate that journey. 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 academic programs of choice. 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.

To understand the stages of a student's journey, UFV has used an iterative consultation approach to collect both qualitative and quantitative data. Consultation has included discussions with Faculty Councils, focus groups within the UFV community, and framework reviews. A number of institutional and provincial documents containing key data and information were also incorporated. Key elements of discussion included population growth in the Fraser Valley, diversity within the Fraser Valley, projections based on current K-12 populations, and student demographics. We also looked at our internal statistics to better understand how students moved through their programs including transitions into UFV, waitlists, length to graduate and other key measures. The International student journey from recruitment onwards was also incorporated into the study. UFV also looked at the student experience through the lens of space utilization, the CUSC and NSSE surveys, retention numbers, waitlists, and student supports.

After analysing the information collected, key goals were created along with action items to achieve those goals. Following approval of this Framework, Deans will work with individual program areas to develop 7-year enrolment plans for current and future academic programs to implement the SEM Framework. Each unique program will receive an Enrolment Forecast Planner and an Enrolment Planning Resource Survey to assist in their planning.

Through the process described above, UFV has created a SEM Framework aligned with our Mission, Vison, Values, Strategic Imperatives, and Key Performance Indicators outlined in UFV's Integrated Strategic Plan, leading to sustainable enrolment outcomes by supporting an environment that promotes student success through effective recruitment, enrolment, retention and graduation.

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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 Indigenous 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 7 generations in the past to 7 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 framework.

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 alone 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 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 framework needs to exist. Strategic Enrolment Management (SEM) is a planning 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.

The outcome of the planning process is a framework identifying goals and key institutional enrolment strategies to assist academic 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. This framework is not meant to prescribe departmental level enrolment plans; rather the framework will allow for unit-level plans and metrics which can be monitored to ensure we are able to meet our institutional enrolment targets.

Purpose: To create a SEM Framework aligned with our Mission, Vision, Values, Strategic Imperatives, and Key Performance Indicators outlined in UFV's Integrated Strategic Plan, leading to sustainable enrolment outcomes by supporting an environment that promotes student success through effective recruitment, enrolment, retention and graduation.

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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 B.C. institutions, was identified as a Special Purpose Teaching University.

According to this designation, UFV must:

a) serve the combined areas of School Districts 78 (Fraser-Cascade), 33 (Chilliwack), 34 (Abbotsford), and 75 (Mission)
b) provide the following additional programs: English as a second language; adult special education; career; technical; trade and academic programs.

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.

In addition to the University Act and UFV's subsequent designation, the Chair of the Board of Governors at UFV receives an annual mandate from the Minister of Advanced Education and Skills Training. The five foundational principles identified by Minister Kang in the 2022 Mandate Letter to UFV were: i) Putting people first; ii) Lasting and meaningful reconciliation; iii) Equity and anti-racism; iv) A better future through fighting climate change; and, v) A strong, sustainable economy that works for everyone. The Minister also identified that the Provincial Government also expects UFV to: i) resume all on-campus learning and services for students and to support local COVID-19 recovery efforts; ii) participate fully in economic recovery and growing career opportunities for those most impacted by COVID-19; and, iii) fully engage with government in implementing mandate commitments to support a future-ready workforce and post-secondary system, increasing access to post-secondary education and skills training and high opportunity jobs for British Columbians.

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. The consultative process to date has included:

- November 19, 2021: Generative Discussion at Senate
  - See Appendix B for feedback received
- December 2, 2021: Board Update
- December 8, 2021: Provost Lunch and Learn
  - See Appendix B for feedback received
- December 8 – January 14, 2022: UFV Wide SEM Priorities Survey
  - See Appendix B for summary of survey results
- January 19, 2022: Update to APPC
- February 25, 2022: Update to Senate
- January – March, 2022: Provost consultations with Faculty Councils

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- March 21 – 25, 2022: Three focus group sessions with UFV community that focused on the consultation feedback received up to this point. A summary of the key findings from these consultations included:
  a) *Importance of Pedagogy*
     i. Infuse Indigenization and EDI practices
     ii. Enhance and extend active learning opportunities
     iii. Support faculty in the delivery of effective pedagogy
  b) *Supporting Learning Opportunities*
     i. Recognition that learning occurs everywhere
     ii. Programs with strong ties to the needs and aspirations of the Fraser Valley
  c) *Supporting Successful Progression*
     i. Accessible and Flexible
     ii. Barrier free to start to finish
  d) *Ensuring Student Support*
     i. Lifelong learning and learners
     ii. UFV ready to support the students it admits
     iii. Learning supports throughout the learning journey
     iv. Welcoming, Nurturing, and Inclusive for all
     v. Vibrant student campus
- June, 2022: Update and Draft SEM Framework presented to APPC, Senate, and Board of Governors. Overall support for the draft framework provided.
- *August, 2022: Final Draft SEM Framework available to Deans for faculty and staff feedback*
- *September 7, 2022: Final Draft SEM Framework presented at APPC*
- *September 23, 2022: SEM Framework presented to Senate for recommendation to Board of Governors*
- *October 14, 2022: SEM Framework presented to Board of Governors for approval*

Other Sources of Information

In addition to the various consultation sessions that took place to inform the SEM Framework, a number of institutional and provincial documents containing key data and information were also incorporated. These included:

- UFV Integrated Strategic Plan (2021)
- ISP Consultations
- ISP Foundations Document (2020)
- Integrated Strategic Plan Environmental Scan (2019)
- KPI Annual Report (2022)
- BC Labour Market Outlook (2021)
- Stronger BC Economic Plan (2022)
- Environmental Scan in Support of Strategic Planning and the SEM Plan (2021)
- Internal Leavers Study (2018)
- Academic University/ College Applicant Survey Study (2021)
- Academica Applicant Decline Survey (2019)

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Preparing for Population Growth in the Fraser Valley

Figure 1 shows population projections from 2020 to 2040, by B.C. college region, and by age group. The cumulative population changes by selected age groupings of 15-19, 20-24, 25-29, and 15-29 as a whole are shown for the Fraser Valley college region as well as Capilano and Kwantlen (two college regions served primarily by a teaching university), along with the neighbouring college region serving Douglas College, and B.C. overall.

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

Figure 1: Projected Change in Population in Select College Regions and B.C., by Selected Age Groupings (15-19, 20-24, 25-29, and 15-29 as a whole), 2020-2040, as a Percentage of 2020 Populations
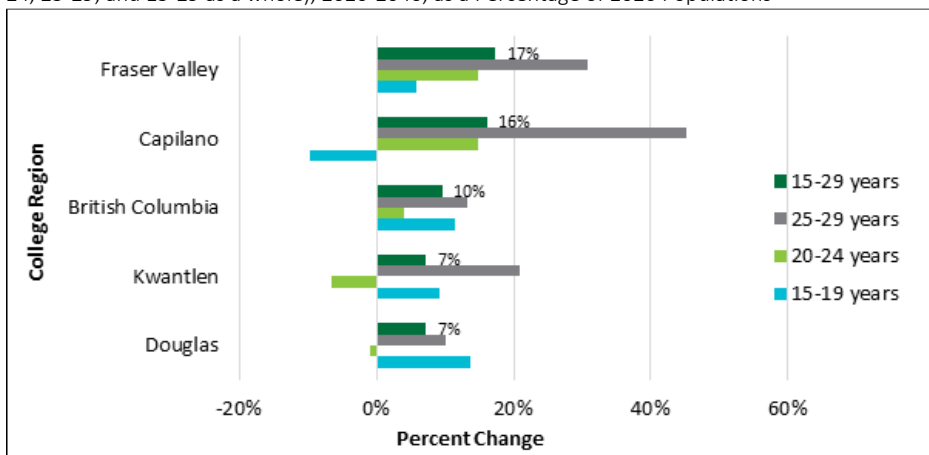
Figure 2 shows the cumulative projected changes over time in the population aged 15-29 for select college regions and B.C. from 2020 to 2040. All selected college regions are projected to have higher college aged populations in 2040 compared to 2020.

The Fraser Valley college region 15-29 year old population is projected to increase each year from 2020 to 2036, distinguishing it from the other selected college regions, which are projected to have periods of growth and decline in population during this same time period. From 2037 to 2040, the Fraser Valley is projected to see a gradual decline in its 15-29 year old population (some 2% less in 2040 compared to 2036). The Capilano college region's 15-29 year old population is projected to decline beginning in 2031; in 2040 it will have decreased approximately 4% compared to 2030.

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Figure 2: Cumulative Projected Change in Population, Ages 15-29 in Select College Regions and B.C., 2020-2040 as a Percentage of 2020 Population
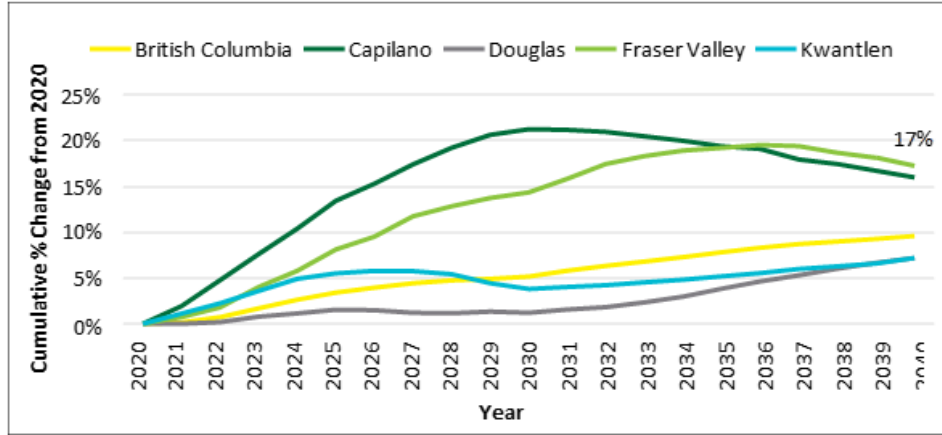
In the Fraser Valley college region, all three age groups are projected to increase in population from their levels in 2020 to 2040, with the largest change projected in the 25-29 year old grouping (31%); followed by those aged 20-24 (15%) and 15-19 (6%). Throughout this time period, these age groups are projected to have periods of growth and decline in population. Figure 3 shows the projected population for the Fraser Valley college regions by selected age groupings of 15-19, 20-24, and 25-29 from 2020-2040.

Figure 3: Projected Population for the Fraser Valley College Region, by Selected Age Groupings (15-19, 20-24, and 25-29), 2020-2040
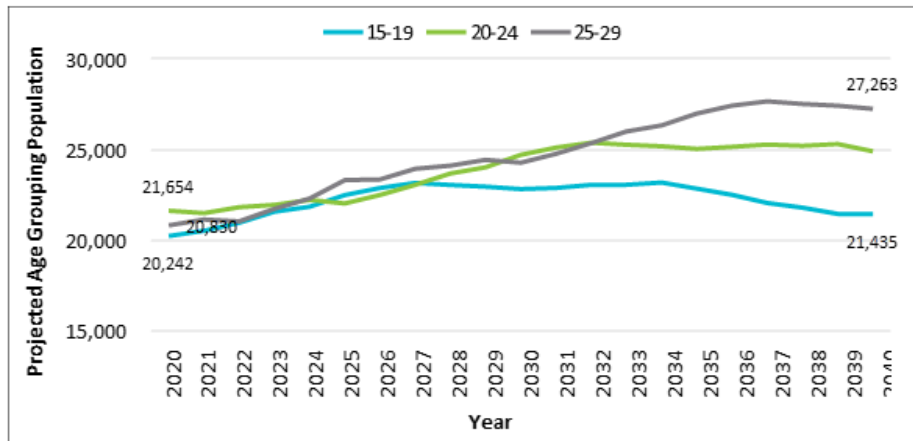
UFV is well situated compared to many of its peer universities, with college aged population growth forecast in its region for the majority of the next 20 years and larger total growth than most other regions in the province. Nonetheless, there will likely be increased competition for Fraser Valley college region students from institutions in B.C. and across Canada over the next several years as the share of college aged people in the population declines.

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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 B.C. or Canada. Figure 4 provides a comparison of Indigenous population statistics from the 2016 Census data.

Figure 4: 2016 Census Data Comparison of Indigenous Population Demographics for Canada, British Columbia, and the Fraser Valley Regional District

2016 Census Data			
District	**Canada**	**British Columbia**	**Fraser Valley Regional**
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

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

Figure 5: 2016 Census Data for Indigenous Population (Totals and Percent) by Age Group for British Columbia and the Fraser Valley Regional District

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

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Diversity in the Fraser Valley

Compared to Canada and B.C., the Fraser Valley has a lower percentage of visible minority population with 20.3% total visible minority population (Figure 6). 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 B.C. or all of Canada.

Figure 6: 2016 Census Data for Visible Minority Population by Region
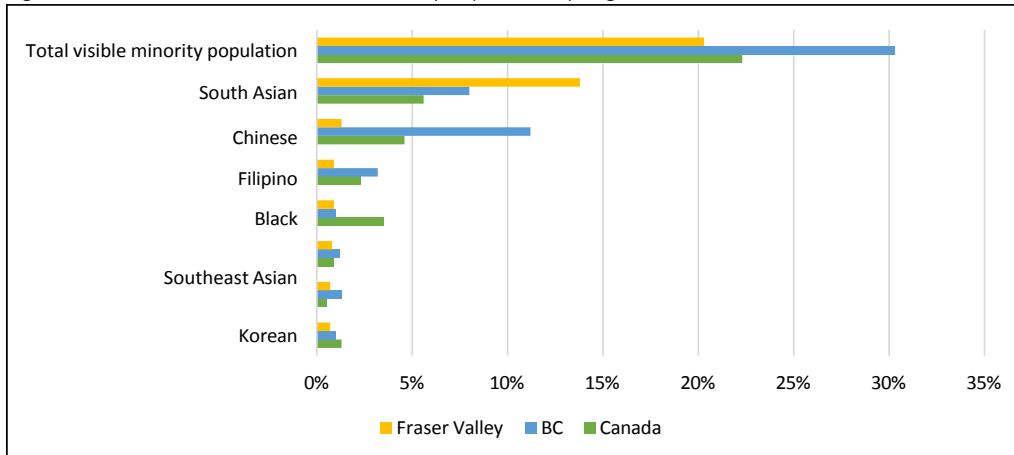
Source: Statistics Canada. 2017. Census Profile. 2016 Census.

When looking at census metropolitan areas (Figure 7), 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 7: Percent of the Population Visible Minority by Census Metropolitan Area, 2016, Canada

Source: Statistics Canada, 2016 Census

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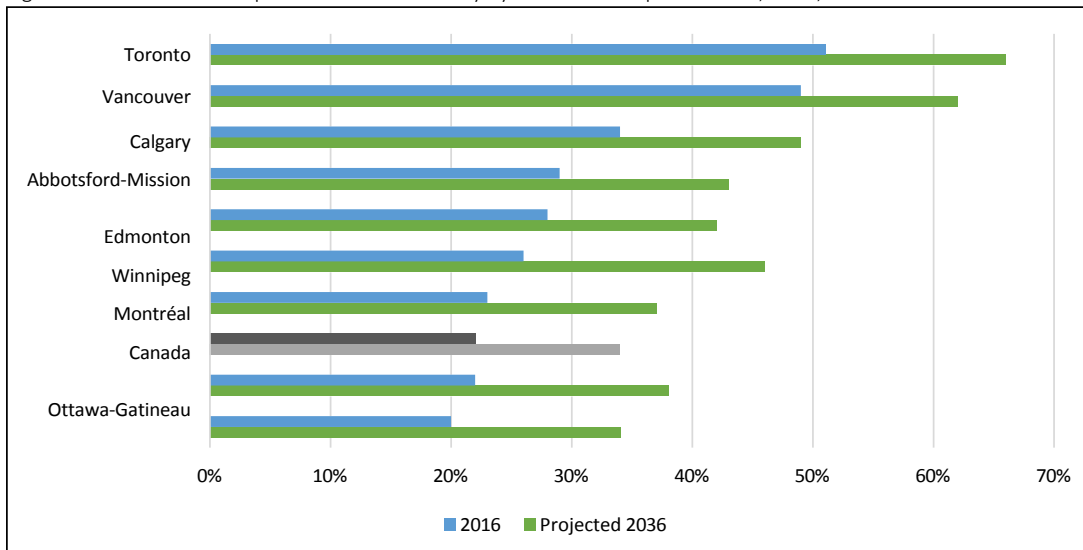
Regional K-12 Population

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 on aggregate by 13.1%: from 7,588 grade 12 enrolments in 2020 to 8,586 in 2030, an increase of 998 students. 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 8, 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 8: Selected Local School District Grade 12 Enrolment Projections, 2020-2030
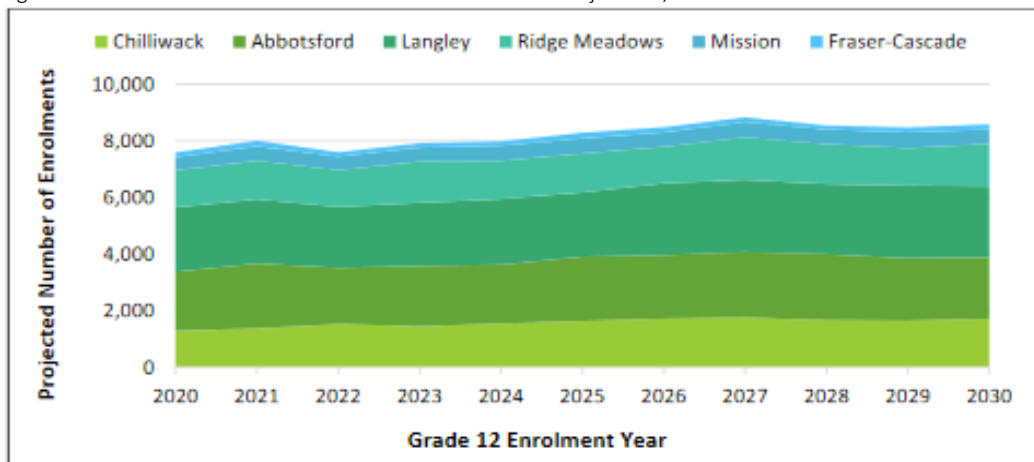
Combined, the population data for the Fraser Valley suggests that UFV should be preparing for an increase in domestic enrolments of approximately 20% over the next 10 years. A greater percentage of these students are anticipated to be younger, enrol directly from high school, be Indigenous, and have greater ethnic diversity than UFV's current student population.

A Framework for Strategic Enrolment Management at UFV

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. 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 academic programs of choice. The student experience can include leaving and then returning to UFV, sometimes to complete

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the program they left or to embark on a new program. 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 9: SEM Clothoid loop representing the student's educational journey
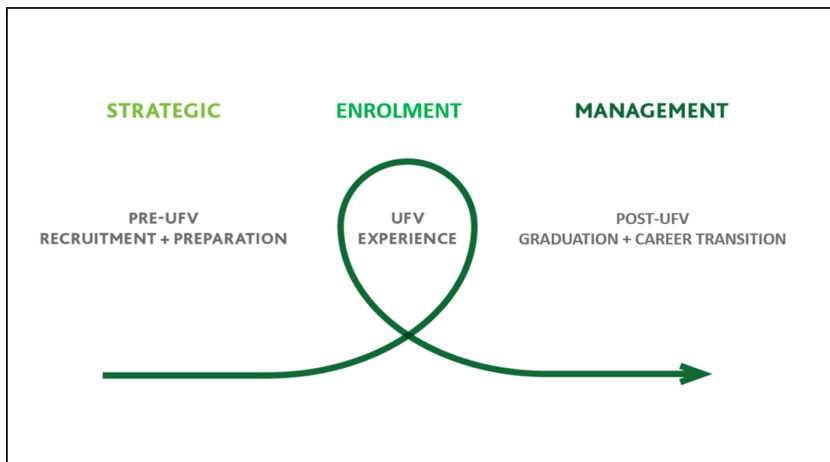
The analogy of the clothoid loop has served as a guide to incorporate the feedback and information generated to date and forms the basis for key components of the SEM Framework that will support the educational journey of students and inform long-term enrolment planning across UFV.

Recruitment and Preparation

The Future Students Office manages an extensive liaison and recruitment network with schools and school counselors. Through this they work in schools and participate in education fairs to reach as many high school students a year as possible; they present UFV as a first-choice destination for post-secondary education. They are also very involved in conversion activities for all newly admitted students building relationships and assisting with the course registration process.

Each year, UFV welcomes a mix of domestic and international students. Figure 10 shows that after growth leading up to a peak in 2018/19, the number of international students New to UFV dropped in 2019/20; this was by design as we implemented more competitive entry requirements in certain programs and worked to control international student growth. The number of international students New to UFV then dropped again in 2020/21 as a result of the pandemic. Domestic student numbers also declined in 2020/21, with 1,000 less New to UFV compared to the previous year. In 2021/22, the number of New to UFV domestic students increased by 521 from the previous year, and the number of New to UFV international students increased by 205.

Figure 10: Unduplicated Headcount for New to UFV, by Status and Student Type

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
New to UFV	**5,110**	**5,427**	**5,474**	**6,287**	**5,963**	**4,536**	**5,262**
Domestic	4,705	4,836	4,601	4,977	5,131	4,112	4,633
International	405	591	873	1,310	832	424	629

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Domestic Recruitment & Admissions

Approximately 70% of new domestic students who transition directly from high school into UFV are from the school districts identified within UFV's regional mandate (i.e., Chilliwack, Abbotsford, Mission, and Fraser-Cascade). Similarly, UFV receives 67% of high school grads from these school districts who immediately transition into post-secondary; making it the top choice of high school graduates in the Fraser Valley.

British Columbia has seen a steady rise in six-year high school completion rates, from 85% in 2011/12 to 90% in 2020/21. Abbotsford (93%) and Chilliwack (88%) School Districts have experienced similar increases to the provincial average while Mission (78%) and Fraser-Cascade (72%) have seen completion rates declining slightly over the time period.

Figure 11 provides a breakdown of the transition path for domestic New to UFV students; it groups students into four categories: direct transition from high school, delayed transition from high school, transfer from another institution, and other. Figure 12 displays how many students beginning credit level studies at UFV, previously took developmental activity at the university.

Figure 11: New to UFV domestic student transitions into UFV

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
New to UFV	**4,707**	**4,837**	**4,602**	**4,977**	**5,130**	**4,107**	**4,633**
Direct transition from High School	1,282	1,369	1,302	1,455	1,601	1,391	1,498
Delayed transition from HS	1,208	1,162	1,159	1,236	1,296	1,191	1,255
Transfer from another PSI (BCCAT)	607	625	520	551	570	591	520
Other	1,610	1,681	1,621	1,735	1,663	934	1,360

Figure 12: Headcount of students who took CR level activity at UFV for the first time, by whether they had previously taken Developmental level activity at UFV.

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Previous took DV level activity	198	199	218	232	177	151	96
Did not previously take DV level activity	2,588	2,833	2,783	3,475	3,361	2,801	3,075
Grand Total	2,786	3,032	3,001	3,707	3,538	2,952	3,171

Figure 13 provides an overview from the BC Student Transitions Project of the various pathways that students take into and out of UFV.

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Figure 13: Student Pathways to University of the Fraser Valley (UFV) in 2018/2019 and Future Student Pathways, up to Fall 2020
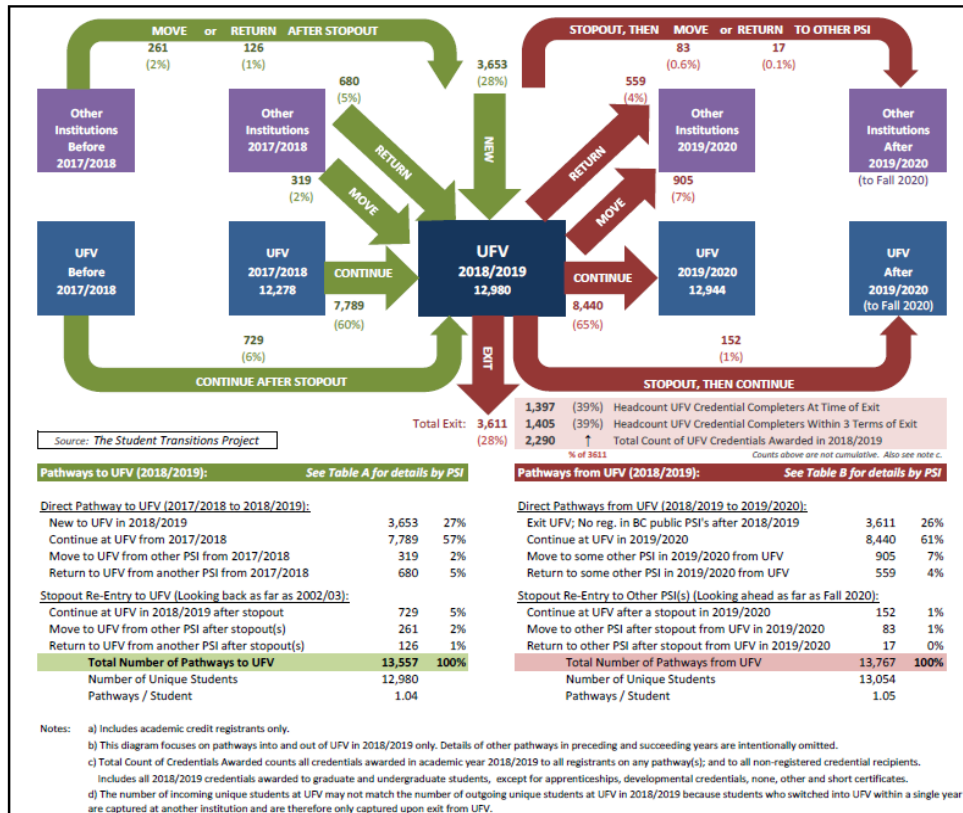
An applicant survey of 597 domestic applicants (10% response rate) to UFV in 2020 conducted by Academica identified the following top 10 factors that motivated first choice applicants to apply to UFV:

1. School is close to home
2. Flexible delivery (weekends, evenings, online, etc.)
3. Small classes
4. Easy to get accepted
5. Cost of attending post secondary, excluding tuition
6. Tuition costs
7. Graduates get high-quality jobs
8. Quality of faculty (professors/ instructors)
9. Academic reputation of program/ major
10. Ability to transfer credits earned to another school.

Figure 14 depicts a word cloud of terms that applicants most often associate with UFV.

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Figure 14: Top of Mind Associations of UFV from Applicants

For those students who applied to UFV but declined an offer of admission, the following top 10 reasons were identified by applicants in 2019:

1. I prefer the location of the school I am attending
2. The program has a better reputation at the school I am attending
3. UFV's academic reputation is not as strong as the reputation of the school I am attending
4. The program offered at UFV was not my first choice
5. The school I am attending offers better opportunities for co-op work placements
6. The school I plan to attend required a higher admission average than UFV
7. I wanted to attend a school in my home city (or within commuting distance)
8. Transit to campus was not convenient
9. Pick-up/drop-off points to campus were too far from where I live
10. I prefer the social and extracurricular environment at the school I am attending

Although 18% of those who declined an offer from UFV said there was nothing UFV could have done to influence their decision, the following top 3 reasons were identified as factors that could have swayed their decision:

1. Offer me an entrance scholarship (19%)
    a. NOTE: in a follow-up question, a one-time scholarship of $5,354 would have been sufficient to accept an offer of admission
2. Have a better location (12%)
3. Offer me the program that I was interested in (12%).

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International Recruitment

Recruitment of international students to UFV is via a number of channels. Traditionally, the majority of international students have come to UFV with the assistance of educational consultants or external agents. In addition, many students – including those coming as visiting or exchange students – come to UFV through an institutional partnership. These can be both domestic (i.e. Canada-based institutions) or international partnerships. Other students apply to UFV directly after meeting a recruitment representative or as a result of UFV International digital marketing initiatives. Applications are received, but the actual number of students that arrive at UFV can vary depending how long it takes to get a visa, economic factors, and political factors.

In 2021/22, the majority of students applied from India (956), Nigeria (96), and China (81). Countries that have reached or exceeded pre-pandemic application levels include India (956), Vietnam (35), USA (23), Nigeria (96), Brazil (16), Bangladesh (23), Hong Kong (17), Egypt (40), Iran (38), Kenya (23), Mexico (14), Morocco (22), Pakistan (40), Philippines (30) and Nepal (18) (Figure 15).

Figure 15 – Student applications by country

Number of applications								
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	
India	486	1,155	1,783	2,196	1,544	663	956	
China	377	316	246	197	239	137	81	
Japan	13	26	23	21	32	29	16	
Korea (S)	26	25	35	35	22	23	18	
Vietnam	8	6	40	36	24	42	35	
Saudi Arabia	46	15	9	1	3	5	3	
USA	9	15	23	11	19	14	23	
Nigeria	14	26	19	21	39	78	96	
Brazil	7	3	7	5	15	20	16	
Bangladesh	2	5	8	10	2	15	23	
Hong Kong	0	6	3	2	11	8	17	
Egypt	3	3	6	3	10	25	40	
Iran	4	6	11	20	19	21	38	
Kenya	3	2	2	9	11	21	23	
Mexico	2	1	8	9	6	23	14	
Morocco	2	1	2	0	5	18	22	
Pakistan	10	13	5	12	12	60	40	
Philippines	3	17	8	6	11	13	30	
Nepal	0	1	2	3	8	4	18	
Other	107	144	138	151	216	379	405	

As noted above, applications do not translate directly into the number of Arrived Students at UFV. UFV uses the formula of Arrived Students divided by Applications to arrive at the conversion rates shown in Figure 16. For 2021/22, the average conversion rate was 23% with India having the highest conversion rate of 54%. The data shows that the average conversion rate dipped during the 2019/20 and 2020/21 period and have not yet fully recovered. However, individual country conversion rates are rising. The conversion rates for India (54%) and Saudi Arabia (33%) are now above pre-pandemic rates, while many others are moving slowly back to pre-pandemic rates. There are several countries that have not yet recovered including Nigeria (4%), Egypt (5%), Iran (8%), and Kenya (9%). Again, it is important to note the impact of Immigration, Refugees, and Citizenship Canada's visa approval rates on UFV's conversion rates. Some countries have high visa approval rates from IRCC while others have traditionally low rates.

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Figure 16 – Conversion rates by country

Country (new apps 10+)	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	
India	41%	41%	41%	48%	38%	36%	54%	
China	35%	32%	32%	28%	18%	20%	16%	
Japan	77%	85%	83%	90%	75%	28%	31%	
Korea (S)	73%	32%	37%	40%	23%	52%	39%	
Vietnam	38%	67%	50%	58%	25%	29%	31%	
Saudi Arabia	17%	67%	11%	0%	0%	20%	33%	
USA	56%	40%	39%	27%	21%	14%	35%	
Nigeria	14%	12%	11%	10%	8%	5%	4%	
Brazil	29%	33%	43%	40%	13%	20%	38%	
Bangladesh	50%	20%	0%	10%	50%	7%	13%	
Hong Kong	0%	33%	33%	0%	36%	25%	18%	
Egypt	67%	10%	0%	33%	10%	0%	5%	
Iran	25%	50%	36%	10%	5%	10%	8%	
Kenya	33%	0%	100%	56%	18%	10%	9%	
Mexico	0%	0%	50%	67%	17%	22%	29%	
Morocco	0%	0%	50%	0%	0%	0%	14%	
Pakistan	20%	15%	0%	8%	0%	5%	8%	
Philippines	33%	59%	13%	33%	27%	46%	23%	
Nepal	0%	0%	0%	33%	25%	25%	33%	
Other	38%	49%	57%	54%	35%	11%	17%	
Average Rate of Conversion	**40%**	**40%**	**43%**	**38%**	**26%**	**21%**	**23%**	

As noted above, there are many factors that affect the conversion rate:

- Visa processing delays and backlogs have had a major impact on international student recruitment over the past year. This has been particularly noticeable in the Indian sub-continent.
- Because of the lengthy visa processing times, the processing times for letters of acceptance (LOA) have taken on heightened importance. According to an analysis by one of UFV International's recruitment partners, some markets can see a drastic decline in conversion rates when comparing a one-week turnaround time for the LOA versus a five-week turnaround time. [Source]
- Politics can play a role as governments encourage or discourage their students from studying internationally. This is particularly relevant in regions where government funding is available to students. Saudi Arabia and its tightening of the King Abdullah Scholarship Program (KASP) is one example. In addition, countries that used to send students are now recruiting students to attend their own universities. For several years now, China has attracted more international students to its institutions than Canada has.
- With 7.3% annual inflation in May 2022, the costs of studying in Canada as an international student are high.
- Related to the two points above, students have other, more economical destinations to choose from if they are pursuing international studies as a way of improving English proficiency. The Philippines as an English upgrading destination is an example of this.
- Some students cite lack of student housing as a barrier.

Looking to the future, UFV is expecting continued success in recruitment of students from India but also for challenges with recruiting in China to continue. At the same time, UFV is seeing small increases in the number of applications from the African, South American, and Southeast Asian countries. This is a direct

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result of targeted marketing campaigns in those regions. Another key factor as we look to the future is the ease with which students can get their study permits processed. For example, Immigration Refugees and Citizenship Canada (IRCC) offers a study permit fast-tracking process known as the Student Direct Stream (SDS). The list of countries where this expedited process is available continues to grow. UFV is expecting that these geographical regions will continue to increase. This direction will increase diversity in our student population.

In addition to the recruitment strategies noted above, we promote UFV in certain regions via digital marketing channels. Ideally, the promotion turns into interest in UFV (as measured by visits to the UFV International website) which later translates to applications and eventually student arrivals. The web traffic showing in Figure 17 shows where student interest is beginning to appear. Note that this type of promotion typically takes 3 years to show real results. A positive outcome will be an increase in student diversity as we move forward.

Figure 17 – Overall Website Visitors (Users) from top 20 countries in past 6 years

Overall Website Visitors (Users) from top 20 countries in past 6 years							
Country	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Total
Pakistan	1276	1364	1368	182027	579946	433674	1199655
Bangladesh	962	1776	2499	259332	534228	335528	1134325
Egypt	214	204	434	807	368523	398094	768276
India	20054	47133	58901	66929	143729	401312	738058
Turkey	327	297	705	262259	242370	62140	568098
Philippines	422	465	565	62153	108374	355590	527569
Morocco	136	165	355	146621	148134	56780	352191
Nigeria	2453	3080	3480	50292	169539	67897	296741
Nepal	197	432	581	62324	126887	84230	274651
Mexico	342	406	574	67820	46902	86681	202725
Canada	23843	28222	29618	35961	33776	44352	195772
Indonesia	202	196	382	51047	62111	74346	188284
Vietnam	1510	1770	1280	82664	18792	66994	173010
Brazil	807	745	2072	22665	10775	77619	114683
Dominican Republic	18	39	42	113	147	106171	106530
Ghana	606	694	821	25412	46522	29535	103590
Kenya	393	323	476	32867	41029	26221	101309
Colombia	176	251	397	22960	12542	64636	100962
United States	3363	2976	5052	12035	21435	15701	60562
Cambodia	5	12	17	10172	27086	20087	57379

Program Choice

As of August 8th, 2022, there were a total of 10,009 applications to programs from 8,367 students for the fall 2022 term (students can and do apply to more than one program; occasionally, a student applies to the same program more than once in the same term, 210 of total fall applications are such duplicates).

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Of the 10,009 total applications, 7,965 (80%) are from New to UFV students (from 6,613 new students), and 2,044 (20%) are from Returning to UFV students (from 1,754 returning students).

A total of 56.9% of fall applications (5,699/10,009), or 67.1% of fall applicants (5,615/8,367) were offered, or conditionally offered, admission into the fall 2022 term. The most popular programs, by share of applications were:

Figure 18: Applications by Domestic and International

All Applicants (% of total)	Domestic Applicants (% of total)	International Applicants (% of total)
Bachelor of Arts (12.9%)	Bachelor of Arts (14.2%)	Bachelor of Business Administration (12.3%)
Bachelor of Science (9.6%)	Bachelor of Science (10.3%)	Bachelor of Computer Information Systems (11.2%)
Bachelor of Business Administration (8.3%)	Qualifying Studies (7.5%)	Diploma in Computer Information Studies (9.8%)
Qualifying Studies (7.2%)	Bachelor of Business Administration (7.4%)	Diploma in General Studies (7.8%)
Bachelor of Science in Nursing (6.0%)	Bachelor of Science in Nursing (7.4%)	Bachelor of Arts (7.0%)
Diploma in General Studies (4.9%)	Bachelor of Arts (Criminal Justice) (5.2%)	Bachelor of Science (6.7%)
Bachelor of Arts (Criminal Justice) (4.4%)	Bachelor of Kinesiology (5.1%)	Qualifying Studies (6.7%)
Bachelor of Kinesiology (4.2%)	Diploma in General Studies (4.3%)	Diploma in Business Administration (5.9%)
Bachelor of Computer Information Systems (3.2%)	Bachelor of Education (3.7%)	Visiting Student on Exchange (4.3%)
Bachelor of Education (3.1%)	Nursing Track (2.9%)	Associate of Arts Degree (3.4%)

For programs that make up at least 1% of overall applications, there are nine programs that admit less than the university wide overall admission rate (offered admission/total applications) of 56.9%. These programs are:

1. Bachelor of Science in Nursing (7%)
2. Practical Nursing Diploma (12.2%)
3. Engineering Transfer (12.8%)
4. Bachelor of Education (22.5%)
5. Bachelor of Kinesiology (23.3%)
6. Social Service Worker Diploma (39.3%)
7. Bachelor of Business Administration in Aviation (42.7%)
8. Bachelor of Fine Arts (44.4%)
9. Bachelor of Social Work (54.3%)

The reason students do not gain admission to their first-choice program varies. For limited entry programs with high demand and complex admission, (e.g., the Bachelor of Science in Nursing, the Bachelor of Education) we have more qualified applicants than seats. Similarly, we have some programs

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where there is significant demand and simple admission, but limited capacity (e.g., Bachelor of Kinesiology). For other programs such as the BBA Aviation, and Bachelor of Fine Arts, many of the applicants do not meet the entrance requirements of their chosen program. The Engineering Transfer group is a different case as although there are limited seats and high applicant levels from qualified students the program sometimes runs at less than full capacity.

Profile of Incoming Students

Data from the Canadian University Student Consortium (CUSC) Survey conducted most recently in 2019 compared UFV to similar Canadian Universities in Group 1 (primarily undergraduate and have smaller student populations), that UFV also belongs to.

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

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

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

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

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Learnings and Associated Actions

- UFV will need to plan for an increase of approximately 20% more domestic students over the next 10 years given the anticipated population growth across the Fraser Valley and the regions in which UFV serves.
- UFV can expect school districts to continue to see increases in transition rates of their students from high school to post-secondary school. As a result, close relationships with the 4 school districts that UFV serves should be a key priority to support alignment and transitions to UFV.
- UFV should be actively preparing to welcome more Indigenous students to UFV as their youth population is one of the fastest growing in Canada.
- UFV should look to increase capacity in programs that have more qualified applicants than the program has available seats.
- UFV's International recruitment strategy should reflect emerging markets to support increased diversity and program capacity while balancing intakes with new domestic students.
- UFV should explore ways to increase its brand as a leader in quality undergraduate education across the Fraser Valley.
- UFV should review its scholarship strategy to ensure it is competitive to recruit top students and balances financial need.
- UFV should continue to ensure that potential students have accessible and flexible pathways into UFV's academic programs for learners across the lifespan.
- UFV should increase opportunities for applicants to be admitted directly into their program of choice. For example, students entering the BSc in the Faculty of Science and the BA in the College of Arts must take at least 30 credits before they can choose a major. The lack of direct entry opportunities leads to uncertainty for the students as they must pass a second admission threshold after admission to enter their preferred field of studies.
- The Future Student Office will require additional human and financial resources to effectively build awareness, marketing and recruitment campaigns to generate applications from "non-traditional" applicants.
- UFV does not currently have well defined access programs for those not entering University directly from high school or for those who have graduated but require additional educational supports to begin their program of choice. This can be improved by creating programs that address underrepresented or underprepared individuals. Requires rethinking developmental programs and support structures (examples include a) proper foundations program, b) Indigenous student pathways, c) reworking qualifying studies admission category to a "University certificate" style program with required courses and developmental advising).

Student Experience

Enrolment Trends

The number of international students at UFV has increased by 88.8% since 2015/16 (Figure 19), while the number of domestic students has dropped slightly over this time. Figure 20 shows that the proportion of international students has remained around 15% since 2018/19. Both international and domestic numbers saw a drop in 2020/21 compared to the year prior, which is likely in part due to the pandemic which caused classes to shift to mostly online starting in March 2020.

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Figure 19. Unduplicated Headcount by Student Type

Student Type	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	*5 Year % Change*
Domestic	12,810	12,897	12,748	13,042	13,324	12,374	*-3.4%*
International	1,112	1,312	1,703	2,359	2,353	2,100	*+88.8%*
Subtotal	**13,922**	**14,209**	**14,451**	**15,401**	**15,677**	**14,474**	***+4.0%***
Chandigarh	247	274	278	303	308	158	*-36.0%*
Grand Total	**14,169**	**14,483**	**14,729**	**15,704**	**15,985**	**14,632**	***+3.3%***

Figure 20: Proportion of Headcount by Student Type

Student Type	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Domestic	92.0%	90.8%	88.2%	84.7%	85.0%	85.5%
International	8.0%	9.2%	11.8%	15.3%	15.0%	14.5%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

From 2017 to 2020, UFV has seen an increase of 8.5% (from 705 to 765, respectively) in the number of self-identified Indigenous students (according to the Ministry count). As of November 1, 2020, UFV had 765 Indigenous students attending (according to the Ministry count), comprising 9.1% of the domestic student total.

Almost all activity for the 2020/21 fiscal year was delivered online, as shown in Figure 21. Prior to this, online activity was growing, but still made up only 8.7% of all activity delivered in 2019/20. A large majority of activity, before 2020/21, took place on either the Abbotsford campus or Canada Education Park in Chilliwack. Note that in this case, online activity is identified by campus, where hybrid activity would typically be assigned to a non-online campus. However, it wasn't until 2021/22 that a significant proportion of activity was offered as hybrid, so only a small amount of hybrid activity (2.6% of FTEs in 2020/21) is included in the data in Figure 21.

Figure 21: Proportion of FTEs by Campus

Campus	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Abbotsford	64.4%	63.9%	65.7%	65.8%	66.5%	0.7%
Online: UFV	6.4%	6.3%	7.0%	7.5%	8.7%	90.1%
Canada Education Park - Chwk	21.1%	22.4%	21.5%	21.2%	20.6%	7.8%
Off-campus location	2.4%	2.2%	1.9%	1.9%	1.6%	1.2%
Clearbrook Centre	2.4%	2.7%	2.2%	2.1%	1.6%	0.1%
Mission	1.5%	1.2%	0.9%	0.8%	0.7%	0.0%
Aerospace Training Centre	0.4%	0.4%	0.4%	0.5%	0.1%	0.1%
Challenge/PLA	0.4%	0.3%	0.2%	0.1%	0.1%	0.1%
Hope	0.5%	0.2%	0.1%	0.1%	0.1%	0.0%
Chilliwack (North Campus)	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%
Five Corners	0.1%	0.2%	0.1%	0.0%	0.0%	0.0%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

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After hovering around 10%-11% from 2015/16 to 2019/20, the share of activity in the Summer semester jumped up to 13.1% in 2020/21 (Figure 22). This is presumably a result of the pandemic with many of the alternatives to taking courses during summer, such as a summer job, being severely limited during 2020. The effect on activity in the Trades semester can also be seen, with a drop to 6.4% in 2020/21 after being around 9% in the years prior. Much of Trades activity is difficult to move to an online format.

Figure 22: Proportion of FTEs by Semester

Semester	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Summer	10.9%	10.0%	10.3%	10.8%	11.2%	13.1%
Fall	41.2%	41.2%	41.7%	40.9%	41.1%	42.8%
Winter	38.7%	39.2%	39.3%	39.6%	38.9%	37.8%
Trades	9.1%	9.6%	8.7%	8.7%	8.8%	6.4%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

The number of students in bachelor's degree programs has grown steadily, up 20.4% from 2015/16 to 2020/21 (Figure 23). Over this same period, there have been declines in students in certificate (-14.6%) and developmental credential (-46.1%) programs.

Figure 24 shows the proportion of students by credential type for both domestic and international students. For domestic students, bachelor's degree programs are the most common, and this proportion has gone from 39.1% in 2015/16 up to 47.8% in 2020/21. Over the same time, the proportion of domestic students in diploma programs has remained stable.

The number of international students in diploma programs is increasing and this was the most common credential type for these students in 2020/21. From 2015/16 to 2020/21, the proportion of international students in developmental credential programs has fallen from 26.0% to 2.2%. UFV is seeing a shift from diploma to degree for New Student applications; both bachelor's degree and associate's degree programs have seen proportional increases for international students since 2018/19.

Figure 23: Headcount by Credential Type

Credential Type	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	5 Year % Change
Baccalaureate Degree	5,718	5,837	6,023	6,220	6,453	6,884	*+20.4%*
Diploma	4,178	4,241	4,205	4,902	4,966	4,614	*+10.4%*
Continuing Ed	1,855	2,041	2,042	2,250	2,220	1,353	*-27.1%*
Certificate	1,083	1,128	1,073	1,093	1,014	925	*-14.6%*
Developmental Credential	1,185	1,028	1,101	940	809	639	*-46.1%*
Apprenticeship	315	306	369	378	396	296	*-6.0%*
Associate Degree	285	280	164	132	207	209	*-26.7%*
Short Certificate	54	45	33	70	58	36	*-33.3%*
Masters Degree	39	51	44	73	102	80	*+105.1%*
Post-degree Certificate	68	45	25	22	42	23	*-66.2%*

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	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	
Graduate Certificate				17	56	69	
Advanced Certificate	7	12	12	7	15	20	*+185.7%*
Total	**14,787**	**15,014**	**15,091**	**16,104**	**16,338**	**15,148**	*+2.4%*

Figure 24: Proportion of students by Credential and Student Type

Credential Type	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Domestic	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**
Baccalaureate Degree	39.1%	39.7%	41.5%	41.2%	41.6%	47.8%
Diploma	27.9%	27.1%	25.6%	25.5%	25.4%	25.9%
None	13.6%	14.7%	14.8%	15.4%	15.7%	10.4%
Certificate	8.0%	8.3%	8.0%	7.9%	7.1%	7.0%
Developmental Credential	6.3%	5.2%	5.7%	5.6%	5.2%	4.6%
Apprenticeship	2.3%	2.3%	2.8%	2.8%	2.9%	2.3%
Associate Degree	1.9%	1.8%	1.0%	0.4%	0.3%	0.4%
Short Certificate	0.4%	0.3%	0.2%	0.5%	0.4%	0.3%
Masters Degree	0.3%	0.4%	0.3%	0.5%	0.7%	0.6%
Graduate Certificate	0.0%	0.0%	0.0%	0.1%	0.4%	0.5%
Advanced Certificate	0.1%	0.1%	0.1%	0.1%	0.1%	0.2%
Post-degree Certificate	0.1%	0.1%	0.0%	0.1%	0.1%	0.0%
International	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**
Diploma	31.7%	38.1%	44.0%	57.3%	58.3%	57.5%
Baccalaureate Degree	33.5%	31.6%	28.7%	24.8%	27.7%	31.4%
Developmental Credential	26.0%	21.9%	19.0%	7.4%	3.5%	2.2%
None	1.3%	3.5%	4.5%	6.2%	1.6%	0.0%
Associate Degree	2.3%	2.0%	1.5%	2.9%	6.5%	7.4%
Post-degree Certificate	4.4%	2.4%	1.1%	0.6%	1.3%	0.9%
Certificate	0.6%	0.3%	1.0%	1.0%	1.0%	0.6%
Masters Degree	0.0%	0.1%	0.1%	0.0%	0.0%	0.0%
Short Certificate	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%

Credit level activity has been proportionately growing steadily, from 78.8% of all activity in 2015/16 to 84.3% in 2020/21 (Figure 25). Meanwhile, activity share at the Developmental level has fallen almost in half, down to 3.9% from 6.7% in 2015/16. Similar to activity in the Trades semester, Vocational activity in 2020/21 experienced a drop. Interestingly, Continuing Education saw a slight share increase in 2020/21. Figure 26 shows further detail for the credit level activity, by 100, 200, 300, 400 level, and PLAR (Prior Learning Assessment Recognition) activity. There has been proportional growth in 200 level activity while all other levels have seen slight declines.

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Figure 25: Proportion of FTEs by Course Level

Course Level	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Credit	78.8%	78.3%	79.2%	79.7%	82.1%	84.3%
Developmental	6.7%	6.0%	6.5%	5.9%	4.1%	3.9%
Graduate	0.4%	0.5%	0.5%	0.5%	1.0%	0.8%
Vocational	10.5%	11.3%	10.2%	10.2%	9.9%	7.5%
Continuing Education	3.6%	3.9%	3.7%	3.8%	3.0%	3.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Figure 26: Proportion of FTEs by Course Level Detail, Credit level only

Course Level Detail	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
100	47.7%	48.3%	48.6%	50.8%	50.8%	45.9%
200	22.3%	22.2%	22.4%	21.1%	22.7%	26.3%
300	19.3%	18.8%	18.3%	17.6%	16.7%	18.1%
400	10.7%	10.6%	10.7%	10.4%	9.8%	9.6%
PLAR	0.0%	0.1%	0.0%	0.1%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

How are Enrolments Funded?

In 2021/22, there were a total of 8603.09 Full Time Equivalent (FTE) students attending UFV. Domestic students were funded through a combination of tuition and the following Provincial funding sources:

1. Ministry of Advanced Education and Skills Training (AEST)
    a. Block Funding: UFV receives funding from AEST for 5876 FTEs each year. UFV is free to allocate these FTEs to any programs it wishes.
    b. Health Funding: UFV receives funding from AEST for 495 FTEs each year to support health-related programs. Examples include Nursing, Health Care Assistant, and Dental Assistant.
    c. Developmental Funding: UFV receives funding from AEST for 325 FTEs each year to support developmental programs such as ELS and adult basic education.
    d. Tech Expansion: UFV receives funding from AEST for 40 FTEs each year to support expansion in tech-related programs such as media arts, graphic and digital design, and coding.
2. Industry Trades Authority (ITA)
    a. UFV receives funding from the ITA for 775 FTEs to support Explore Trades programs as well as Foundation and Apprenticeship programs in the Trades area.

Since 2009, UFV has had a mean utilization rate of 100.3% (see Figure 27). In other words, it has filled every single funded seat provided by the Province over this time period.

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Figure 27: Total AVED FTE Utilization Rates, Fiscal Years 2009/10 to 2021/22
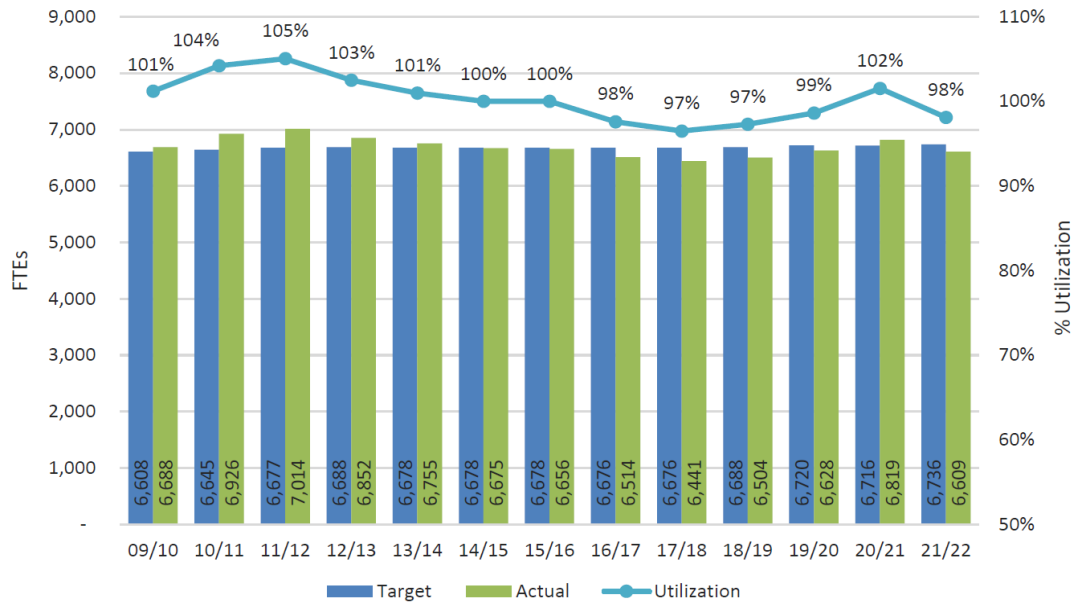
In 2021/22, there were a total of 1218.45 Full Time Equivalent international students attending UFV. International seats are not funded by the Province but rather are covered in full by tuition.

UFV also generates additional revenue through its Continuing Education Courses. In 2021/22, there were 3855 registrations in continuing education and trades continuing studies courses; these registrations came from 2025 students. The vast majority of revenue is directly from student tuition.

UFV Student Demographic Profile

Figure 28 shows that UFV students are getting younger across the board. Overall, the average student age has gone from 26.1 in 2015/16 to 25.3 in 2020/21. The average age of part time males has dropped most significantly over this period, from 27.3 to 25.8. We also see a consistent trend that male students are younger than female students and full time students are younger than those who are part time.

Figure 28: Average Age by FT/PT and Gender

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	5 Year % Change
Full Time	**23.3**	**23.0**	**22.8**	**23.0**	**22.6**	**22.9**	**-1.6%**
Female	23.7	23.4	23.1	23.4	23.0	23.2	-1.9%
Male	22.8	22.5	22.5	22.5	22.1	22.5	-1.5%
Part Time	**28.9**	**29.0**	**29.1**	**28.5**	**29.0**	**28.1**	**-3.0%**
Female	30.0	30.1	30.4	29.8	30.1	29.0	-3.1%

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Male	27.3	27.3	27.2	26.8	26.9	25.8	-5.3%
All Students	**26.1**	**26.1**	**26.1**	**25.9**	**25.7**	**25.3**	**-2.9%**

While the overall student body has increased by 4% since 2015/16, those from Abbotsford and Chilliwack have decreased, by 1.6% and 9.0% respectively (Figure 29). Meanwhile, students from Surrey (+65.4%) and Langley (+12.8%) have increased. This growth in students from Surrey and Langley has been fairly constant, but the drop in Abbotsford and Chilliwack are both driven by significant declines in 2020/21.

Figure 30 shows that from 2019/20 to 2020/21, the proportion of students from Abbotsford or Chilliwack went from a combined 61.9% to 56.4%. It is likely that with most activity being delivered online during this year, not as many students needed to move closer to one of the main UFV campuses. In addition to those mentioned above, UFV also saw increases in students from Maple Ridge, Vancouver, Delta, Coquitlam, and Burnaby in 2020/21.

Figure 29: Unduplicated Student Headcount by City of Residence

City of Residence	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	5 Year % Change
Abbotsford	5,665	5,804	5,915	6,312	6,542	5,574	-1.6%
Chilliwack	2,841	2,939	2,924	3,105	3,163	2,586	-9.0%
Surrey	812	882	950	1,174	1,238	1,343	+65.4%
Langley	1,066	1,064	1,034	1,086	1,146	1,202	+12.8%
Mission	975	990	971	960	959	905	-7.2%
Maple Ridge	528	485	428	428	449	495	-6.3%
Aldergrove	283	252	261	281	278	289	+2.1%
Agassiz	187	152	167	185	217	169	-9.6%
Hope	146	159	136	121	141	106	-27.4%
Vancouver	101	86	75	96	120	153	+51.5%
Delta	52	70	71	85	93	105	+101.9%
Coquitlam	76	65	60	70	71	87	+14.5%
Burnaby	42	42	46	59	57	77	+83.3%
Pitt Meadows	62	66	53	51	60	55	-11.3%
Richmond	43	36	30	27	31	35	-18.6%
All Other	1,043	1,117	1,330	1,361	1,112	1,293	+24.0%
Total	13,922	14,209	14,451	15,401	15,677	14,474	+4.0%

Note: City of residence is based on a student's self-reported mailing address at the end of a given fiscal year.

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Figure 30: Proportion of Unduplicated Student Headcount by City of Residence

City of Residence	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Abbotsford	40.7%	40.8%	40.9%	41.0%	41.7%	38.5%
Chilliwack	20.4%	20.7%	20.2%	20.2%	20.2%	17.9%
Surrey	5.8%	6.2%	6.6%	7.6%	7.9%	9.0%
Langley	7.7%	7.5%	9.2%	8.8%	7.1%	8.9%
Mission	7.0%	7.0%	6.7%	6.2%	6.1%	6.3%
Maple Ridge	3.8%	3.4%	3.0%	2.8%	2.9%	3.4%
Aldergrove	2.0%	1.8%	1.8%	1.8%	1.8%	2.0%
Agassiz	1.3%	1.1%	1.2%	1.2%	1.4%	1.2%
Hope	1.0%	1.1%	0.9%	0.8%	0.9%	0.7%
Vancouver	0.7%	0.6%	0.5%	0.6%	0.8%	1.1%
Delta	0.4%	0.5%	0.5%	0.6%	0.6%	0.7%
Coquitlam	0.5%	0.5%	0.4%	0.5%	0.5%	0.6%
Burnaby	0.3%	0.3%	0.3%	0.4%	0.4%	0.5%
Pitt Meadows	0.4%	0.5%	0.4%	0.3%	0.4%	0.4%
Richmond	0.3%	0.3%	0.2%	0.2%	0.2%	0.2%
All Other	7.5%	7.9%	9.2%	8.8%	7.1%	8.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Note: City of residence is based on a student's self reported mailing address at the end of a given fiscal year.

Along with the overall growth in the international student body at UFV since 2015/16, there has also been a change in the composition of this group of students (Figure 31). In 2015/16, 44.0% of international students were from China and 34.9% were from India (Figure 32). The number of international students from India has increased fourfold since then, to making up 76.0% of international students in 2020/21. International students from China have declined by 63.8% over this time and now make up 8.4% of the international student body. Students from Vietnam have increased from 5 in 2015/16 to 34 in 2020/21 to become the 3rd most common country of origin of international students.

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Figure 31: International Student Headcount by Country of Origin

Country	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	*5 Year % Change*
India	388	636	1,038	1,678	1,814	1,596	*+311.3%*
China	489	418	357	293	232	177	*-63.8%*
Japan	23	28	29	26	28	15	*-34.8%*
Korea (S), Republic of	36	32	29	27	23	32	*-11.1%*
Vietnam	5	5	18	39	37	34	*+580.0%*
Saudi Arabia	44	32	24	13	3		
United States of America	9	11	18	13	11	10	*+11.1%*
Nigeria	10	9	9	6	6	12	*+20.0%*
All Other	108	141	181	264	199	224	*+107.4%*
Total	**1,112**	**1,312**	**1,703**	**2,359**	**2,353**	**2,100**	***+88.8%***

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

Country	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
India	34.9%	48.5%	61.0%	71.1%	77.1%	76.0%
China	44.0%	31.9%	21.0%	12.4%	9.9%	8.4%
Japan	2.1%	2.1%	1.7%	1.1%	1.2%	0.7%
Korea (S), Republic of	3.2%	2.4%	1.7%	1.1%	1.0%	1.5%
Vietnam	0.4%	0.4%	1.1%	1.7%	1.6%	1.6%
Saudi Arabia	4.0%	2.4%	1.4%	0.6%	0.1%	0.0%
United States of America	0.8%	0.8%	1.1%	0.6%	0.5%	0.5%
Nigeria	0.9%	0.7%	0.5%	0.3%	0.3%	0.6%
All Other	9.7%	10.7%	10.6%	11.2%	8.5%	10.7%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Campus Utilization

Figure 33 provides the space utilization by campus for instructional spaces (Class/Labs/Shops) split out by campus. Figure 31 illustrates utilization rates, which include both domestic and international activity, for the past seven years. Note that 2020/21 was the year of the COVID-19 pandemic with the majority of classes delivered online.

The largest two campuses (Abbotsford and CEP) supported most of the domestic and international activity and represent 95.7% of all activity in 2020/21. Abbotsford houses the majority of administration so much of the online and offsite programming is attributed to this campus. This is particularly apparent in 2020/21 when the majority of all activity was moved to online delivery. As Figure 34 illustrates, the Abbotsford campus (which includes the majority of online and off-site activity) has more than three-quarters of all student contact hours and CEP another 20%. Clearbrook Centre increased its share by 1.3 percentage points but the four small campuses combined still only comprise a very small portion of our total activity (4.3%).

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Figure 33: Space utilization by Campus
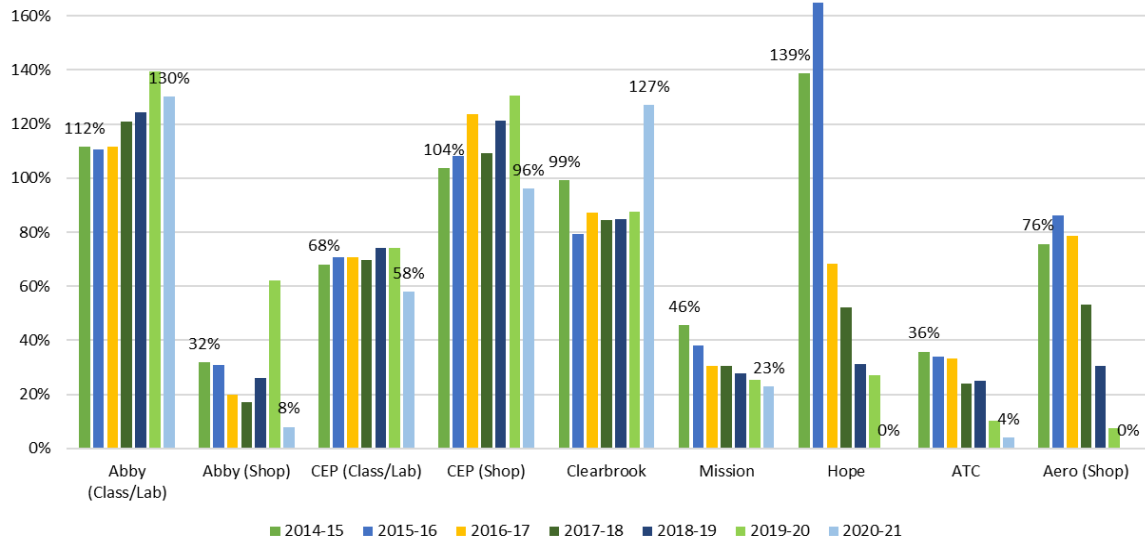
Figure 34: 2020/21 Share of Annual Student Contact Hours (ASCH) by Campus
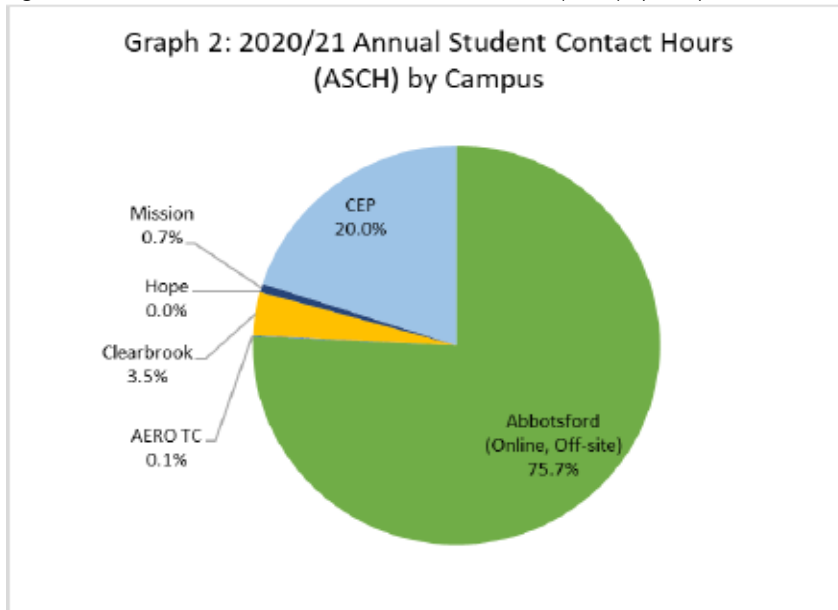
Student Surveys

UFV participates in several national and international student surveys: annually in the Canadian University Survey Consortium (CUSC) and every several years in the National Survey of Student Engagement (NSSE). These surveys provide valuable information from the students' perspective that can be used to refine and improve curriculum, pedagogy, and administrative and service processes. The

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CUSC survey runs on a rotating basis through three different cohorts: the CUSC 2019 First-Year Student Survey, the CUSC 2020 Middle-Year Student Survey, and the CUSC 2021 Graduating Student Survey (in addition to comparison with the past CUSC Graduating Student Survey in three areas). The NSSE First-Year and Senior Student Survey was last completed in 2019.

2021 Graduating Students CUSC Results

The 2021 cohort included graduating students enrolled in bachelor's programs across 32 participating Canadian institutions, with 16 being in Group 1 (primarily undergraduate and have smaller student populations), that UFV also belongs to.

The 2021 survey of graduating students was distributed to 51,892 students across Canada, resulting in feedback from 15,334 students from 32 institutions.

UFV respondents are younger on average (24.8) than graduating students in Group 1 (26.6) but slightly older than students nationally (24.2), and more likely to be female; 71% of UFV graduating respondents were female compared to Group 1 (70%) or nationally (65%). UFV graduating respondents are slightly more likely to be in a relationship than their peers (26%) compared to Group 1 (23%) or nationally (24%), or married or common-law (16%) compared to overall (11%), but less likely to be married or common-law compared to respondents in Group 1 (23%). The proportion of UFV graduating respondents having children is the same as those nationally (7%), a lower percentage compared to Group 1 (16%). A larger proportion of UFV graduating respondents are first generation university students (26%) compared with Group 1 (17%) and nationally (14%); the share of UFV graduating students whose parents' highest level of education is some college or university and below is considerably larger (36%) compared to Group 1 (28%) or nationally (25%)

UFV graduating respondents had very positive experiences with their professors; 97% agreed that their professors seem knowledgeable in their fields, compared to 97% for Group 1 and 96% overall, and 98% of UFV respondents agree that their professors treat students the same regardless of gender (compared to 95% for Group 1 and 94% overall). UFV respondents also had high perceptions of UFV staff; 91% agreed most university support staff are helpful, compared to 88% for Group 1 and 86% overall. A reported 71% of UFV graduating respondents agreed that university contributed to their ability of speaking to small groups (compared to 58% for Group 1 and 59% overall), similarly 62% agreed that university contributed to their ability of speaking to a class or audience (compared to 52% for Group 1 and 49% overall). Most UFV graduating respondents (61%) agreed that Indigenous course content has enriched their university experience, compared to Group 1 (51%) and overall (44%).

Based on the survey, UFV 2021 graduating respondents are **more likely** to:

Live with parents, guardians, or relatives	More than half (55%) of UFV graduating respondents are living with parents, guardians, or relatives (compared to 42% in Group 1 and 51% overall).
Attend campus	Only 12% of UFV graduating respondents reported not attending campus at all (compared to 30% in Group 1 and 26% overall).
Be a first-generation student	A larger proportion of UFV graduating respondents are first generation (26%) compared with Group 1 (17%) and all respondents (14%).
Be satisfied with employment services	More UFV graduating respondents are satisfied or very satisfied with employment services (94%) compared with those in Group 1 (85%) or overall (83%).

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Use academic advising	A greater proportion of UFV graduating students use academic advising (67%) as compared to Group 1 (45%) or overall (42%) and are satisfied or very satisfied (94%) with it (compared to 86% in Group 1 and 85% overall).
Be employed	A much larger proportion of UFV graduating respondents work and go to school at the same time (77%) compared with those in Group 1 (66%) or overall (56%) with UFV respondents working an average of 21.8 hours per week (compared to 23.5 in Group 1 and 20.4 overall).
Pay for their education from current employment	More UFV graduating respondents indicated that they use *earnings from their current employment* (64%) to pay for their education as compared to Group 1 (51%) or overall (43%).
Take longer to graduate	A greater proportion of UFV graduating students had been attending UFV since 2015 or earlier (31%) as compared to Group 1 (25%) or overall (17%).

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

Use public transportation	Only 11% of UFV graduating respondents indicated that they use public transportation to commute to campus (compared to 15% in Group 1 and 28% overall); and almost three-quarters (69%) of UFV respondents commute to campus in a car by themselves, compared to 44% in Group 1 and 30% overall.
Be satisfied with services for international students	74% of UFV graduating respondents who have used the services for international students are satisfied or very satisfied with the services (compared to 88% overall and 82% in Group 1).
Be given the chance to evaluate the quality of teaching	UFV graduating survey participants indicated that there is much less opportunity to evaluate their instructors in all courses (21%) in comparison to their peers in Group 1 (64%) and overall (55%).

Overall, UFV's results were very positive: A total of 86% of UFV respondents agreed that they were generally satisfied with the quality of teaching they received, similar to Group 1 (89%) and nationally (84%). A full 82% of UFV respondents felt that UFV had at least met their overall expectations (compared to 85% for Group 1, and 81% nationally) and 90% of UFV respondents were satisfied with overall quality of education at UFV.

2019 NSSE Results

The National Survey of Student Engagement (NSSE) is an international survey that UFV participates in every several years. NSSE collects survey information at hundreds of universities in Canada and the US about student participation in programs and activities and the results provide an estimate of how undergraduates spend their time and what they gain from attending university. UFV most recently participated in the NSSE survey in 2019.

Both of the NSSE 2019 survey groups, first-year and senior students, rated the educational experience at UFV highly, with 79% of first-year and 86% of senior-year students rating their experience as good or excellent. Both groups of students also rated UFV highly in regard to the quality of their interactions with various groups on campus, including other students, faculty, and support staff. When UFV students were asked if they could start over again, if they would go to UFV, 82% of first-year students and 84% of senior students said definitely or probably. Both senior and first-year students, however, were less likely than students at a comparable set of Canadian universities to agree that UFV encouraged students to attend campus activities or provide opportunities for social involvement. UFV senior and first-year students are more likely than students at a comparable set of Canadian universities to report the highest

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level of education completed by their parents (or those that raised them) as graduated from high school or less.

Results from the NSSE 2019 First-Year and Senior Student Survey identified that:

- 43% of senior respondents reported that they had participated (or were in progress) in an internship, co-op, field experience, student teaching, or clinical placement, compared to 46% in Group 1.
- 26% of senior respondents said that they had done work (or were in progress) with a faculty member on a research project, compared to 25% in Group 1.
- UFV respondents work a higher average number of hours per week than their Canadian university peers. The average number of hours worked per week by UFV first-year respondents was almost double that of first-year respondents in the Canadian university comparison group; 13.7 compared to 7.3, respectively. UFV senior students worked an average of 18 hours per week, compared to 10.7 hours per week for Group 1.
- UFV first-year student respondents spend an average of 6.2 hours per week commuting to campus, compared to 5.1 at comparable Canadian universities, whereas UFV senior students spend less time on average commuting to campus than their peers at Canadian universities; 5.3 hours per week compared to 5.9, respectively.
- UFV senior students spend an average of 5.9 hours per week providing care for dependents (children, parents, etc.), compared to 3.8 hours per week for Group 1. Similarly, UFV first-year students spend more time per week providing care for dependents than their Canadian university peers, with an average of 4.6 hours per week compared to 3.0 for Group 1. It is not surprising then, that UFV first-year and senior students spend less time relaxing and socializing than their peers at Canadian universities; 12.5 hours per week compared to 13.9 for first-year students, and 11.0 hours per week compared to 12.6 for senior students.
- 33% of first-year and 32% of senior UFV student respondents reported the highest level of education completed by their parents (or those that raised them) as graduated from high school or less (compared to 21% for Group 1 first-year and senior respondents).
- Only 3% of UFV first-year students reported living in university residence compared to 43% of Group 1 students.
- 79% of first-year and 86% of senior UFV respondents rated their overall experience as "excellent" or "good."
- 82% of first-year and 84% of senior UFV respondents said that if they could start over again, they would "definitely" or "probably" go to UFV.

From the results of the NSSE 2019 Survey, UFV rated highly in the following three areas: Effective Teaching Practices, Quality of Interactions, and Discussions with Diverse Others.

Retention

For the following section on short term retention, we are looking at students who are new to UFV in the fall, entering into either a bachelor's degree or diploma program. Fall to Winter retention is defined as the proportion of students who return to UFV in any program in the subsequent Winter semester.

Similarly, Fall to Fall retention is defined as the proportion of students who return to UFV in any program in the Fall semester of the subsequent year. Lastly, Winter to Fall retention looks at the winter intake, those who are new to UFV in the winter, and is the proportion of students who return to UFV in any program in the subsequent Fall semester.

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Figure 35 shows that the intakes for new domestic students in bachelor's degree programs has continued to rise since Fall 2015. During this time, both the Fall to Winter and Fall to Fall retention rates have remained relatively stable, at around 90% and 75% respectively. However, both of these rates saw a slight dip in Fall 2020, another potential impact of the pandemic.

Figure 35: Short term retention rates for New Domestic, Bachelor's Degree Students

Domestic, Bachelor's Degree	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Cohort Size	741	779	821	920	942	994
Fall to Winter Retention Rate	90.8%	91.1%	90.0%	89.7%	89.6%	88.6%
Fall to Fall Retention Rate	76.5%	77.4%	75.6%	75.4%	76.3%	73.2%

Figure 36 shows the short term retention rates for new international bachelor's degree students. The intake cohorts have increased from Fall 2015 to Fall 2019, before a significant decline in Fall 2020, similar to the overall drop observed in all new international students during this time. Both the Fall to Winter and Fall to Fall rates are higher for international bachelor's degree students than their domestic counterparts. The Fall to Winter retention rate hovered around 95%, hitting a peak of 98.0% in Fall 2019, before dropping down in Fall 2020. The Fall to Fall rates have seen much more variance over this time, ranging from 80.4% to 94.6%. The Fall 2020 cohort saw a decline in both the Fall to Winter and the Fall to Fall retention rates; both showed substantial declines from the previous year.

Figure 36: Short term retention rates for New International, Bachelor's Degree Students

International, Bachelor's Degree	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Cohort Size	59	97	98	112	149	106
Fall to Winter Retention Rate	96.6%	94.8%	93.9%	94.6%	98.0%	88.7%
Fall to Fall Retention Rate	86.4%	80.4%	87.8%	92.0%	94.6%	85.8%

For new domestic students entering diploma programs, Figure 37 shows that the intakes have fluctuated from Fall 2015 to Fall 2020. During this period, the Fall to Winter retention rates have been stable around 74%. The Fall to Fall rates have been fairly stable as well, hovering around 59%.

Figure 37: Short term retention rates for New Domestic, Diploma Students

Domestic, Diploma	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Cohort Size	781	843	736	719	858	750
Fall to Winter Retention Rate	74.0%	73.9%	76.1%	74.3%	75.5%	72.1%
Fall to Fall Retention Rate	55.7%	59.1%	61.3%	56.5%	58.5%	56.5%

Figure 38 shows that the number of new international students entering diploma programs jumped up in Fall 2017 and has remained at that higher level, even experiencing growth in Fall 2020 compared to the most recent two intakes. The Fall to Winter retention rates have varied during this period, growing from 70.5% for the Fall 2017 intake up to 97.8% of the Fall 2019 intake retained, back down to 86.1% for the Fall 2020 cohort. Similarly, the Fall to Fall rate has fluctuated over this period as well, ranging from 60.3% to 82.2%, with the most recent two intakes seeing the highest retention.

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Figure 38: Short term retention rates for New International, Diploma Students

International, Diploma	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Cohort Size	21	21	78	121	90	101
Fall to Winter Retention Rate	81.0%	76.2%	70.5%	84.3%	97.8%	86.1%
Fall to Fall Retention Rate	76.2%	66.7%	60.3%	71.9%	82.2%	78.2%

Waitlists

Data from the 2021 Canadian University Survey Consortium (see Figure 39) survey which polled graduating students and found that UFV students are more likely to experience a delay in completing their program (56% compared to 43% for Group 1 and 38% overall). The most common reasons cited are lack of availability in required courses and elective courses. UFV students find that required courses are not available at a higher rate (39%) compared to Group 1 (21%), and overall (20%). Similarly, UFV students find that elective courses are not available at a higher rate (17%) compared to Group 1 (8%), and overall (9%).

Figure 39: Delay in Completion of Program, CUSC 2021 Graduating Students
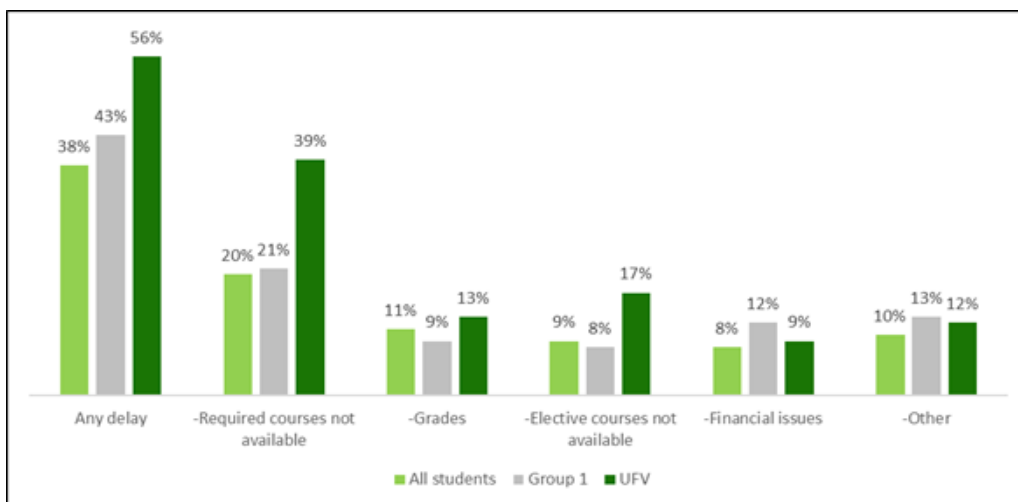
To address these barriers, UFV has been actively working on reducing the number of students on waitlists and getting students into the courses they need to progress in their programs. Results to date are optimistic with waitlists down significantly from fall 2020 (-29.0%) and down 53.7% from fall 2019 (Figure 40). Figure 40 shows that, over the last 4 years, there has been a consistent decrease in the number of students who do not get into waitlisted courses; that is, there has been an increase in the number of students who started on a waitlist three weeks before a course and who were accepted into their course. This is a good thing; more students are experiencing a decline in waitlists as the registration period progresses. In 2018 01, 33% of such students experienced a decrease in waitlists; by 2022 01, the share had increased to 68% (Figure 40).

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Figure 40: Transition from 3 Weeks Before to 1 day Before Classes Begin (January intake)

Students who started on waitlist	201801	201901	202001	202101	202201
Decrease in waitlisted courses	33%	34%	33%	40%	68%
No change in waitlisted courses	55%	51%	53%	50%	28%
Increase in waitlisted courses	12%	14%	14%	9%	4%

The share of students who end up registered in the course they waitlisted on has increased over the last 4 years. In 2018 01, it was 19.2% of students who ended up registering in a course they were waitlisted on; by 2022 01, this had increased to 25.3% (Figure 41). This is a good thing.

Figure 41: Students who end up in Courses they were Waitlisted on (January intake)

Registration Status	201801	201901	202001	202101	202201
Not registered in Course	80.8%	80.7%	83.0%	80.2%	74.7%
Registered in Course	19.2%	19.3%	17.0%	19.8%	25.3%
Grand total	100.0%	100.0%	100.0%	100.0%	100.0%

New to UFV students are more likely to end up registered in a course they waitlisted on compared to returning students. In 2022 01, 34.8% of new student course waitlists ended up registered in the course; for returning students, it was 24.8% (Figure 42).

Figure 42: New to UFV Students who end up in Courses they were Waitlisted on (January intake)

	201801	201901	202001	202101	202201
New to UFV					
Not Registered in Course	77.0%	78.1%	82.5%	81.6%	65.2%
Registered in Course	23.0%	21.9%	17.5%	18.4%	34.8%
Returning to UFV					
Not Registered in Course	80.9%	80.8%	83.0%	80.2%	75.2%
Registered in Course	19.1%	19.2%	17.0%	19.8%	24.8%

Finally, we have seen an overall decline in the number of students on a course waitlist since 2020 01 (Figure 43).

Figure 43: Students on a Course Waitlist 3 Weeks Prior to the Start of Class, Winter Semester (January intake)

	201801	201901	202001	202101	202201
Not registered in Course	2,476	3,175	5,070	2,039	1,945
Registered in Course	589	759	1,042	502	660
Grand total	3,065	3,934	6,112	2,541	2,605

In Fall 2021 (as of the day before the first day of class), the Kinesiology and Psychology departments had the highest waitlist numbers, 348 and 278, of all departments (Figure 44).

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Figure 44: Students on waitlists by department (September intakes)

| Faculty | Department | Semester - Event Date | | | | | |
| | | 201909-20190904 | | 202009 - 20200914 | | 202109 - 20210913 | |
		Overall Total	Unique by Department	Overall Total	Unique by Department	Overall Total	Unique by Department
Social Sciences	Psychology	393	352	216	182	348	262
Health Science	Kinesiology	503	320	405	273	278	182
Humanities	English	361	333	227	219	209	192
Professional Studies	Business Administration	639	487	252	223	201	172
Social Sciences	Criminology & Criminal Justice	668	498	178	145	178	149
Professional Studies	Computer Science	458	378	120	110	146	140
Science	Biology	291	233	205	175	130	109

There appears to be a disproportionate number of courses at the 300-level driving these waitlists. Psychology and Kinesiology both have more than double the 300-level waitlists of Business (Figure 45).

Figure 45: Students on waitlist by department by 300-level courses (September intakes)

| Faculty | Department | Course Level | Semester - Event Date | | | | | |
| | | | 201909-20190904 | | 202009 - 20200914 | | 202109 - 20210913 | |
			Overall Total	Unique by Level	Overall Total	Unique by Level	Overall Total	Unique by Level
Social Sciences	Psychology	300	54	44	47	41	127	78
Health Science	Kinesiology	300	76	58	85	62	118	65
Professional Studies	Business Administration	300	99	84	48	41	43	37
Science	Biology	300	74	51	61	46	36	30
Social Sciences	School of Culture, Media, and Society	300	50	49	36	29	33	26
Humanities	English	300	37	28		-	27	24
Social Sciences	Criminology & Criminal Justice	300	96	82	37	34	23	22
Humanities	Arts Integrated Studies	300		-		-	13	13
Science	Geography	300	20	20	12	12	11	11

Student Supports

UFV students benefit from a number of supports. Results from the 2019 NSSE survey indicated that first year students rated the quality of their interaction with Academic Advisors and Administrative Areas (e.g., registrar, financial aid) significantly higher than other Canadian Universities. The quality of Student Support Staff (e.g., career services, housing, student activities) was also higher than other Canadian Universities but not significantly. First year students identified UFV's emphasis on providing time for them to be involved socially, their overall well-being, managing non-academic responsibilities, and attending campus activities as being significantly lower than first year respondents from other Canadian Universities.

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Graduating students continued to rate the quality of their interaction with Academic Advisors, Administrative Areas, and Student Support Staff higher than other Canadian Universities but only the quality of interaction with Administrative Areas was significantly higher than respondents from other Canadian Universities. Graduating students also felt that UFV significantly emphasized the importance of spending significant amounts of time studying and on academic work and also providing support for students to succeed academically compared to respondents from other Canadian Universities. Graduating students continued to emphasize that UFV put significantly less emphasis on opportunities for them to be socially involved and attending campus activities and events.

Areas where UFV scored low satisfaction, from the CUSC survey, included parking (50% compared to 51% nationally), food services at 78% relative to 82% nationally, athletic facilities at 88% against 91% nationally, and facilities for university-based social activities, 88% against 93%.

UFV has a comprehensive suite of supports and services for students that are available in-person, and many have an on-line or virtual component as well. A listing of these is available in Appendix A.

 In addition to the university provided services, students have access to services offered by the three student societies. This includes extended health and dental insurance, a BC Transit pass (UPASS), a student newspaper and a student run radio station. Students have the opportunity to participate in student society leadership and staff roles. In addition, UFV provides $100K annually to the Student Union Society to support the Campus Shuttle Bus which is managed by the UFV SUS and currently provides transportation between the Abbotsford and CEP campuses.

Learnings and Associated Actions

- With increased population growth anticipated for the Fraser Valley and UFV already at its maximum domestic funding limit from AEST, UFV will need to explore additional revenue sources in order to accommodate growth in existing programs and/or the introduction of new programs.
- Although UFV's official catchment areas do not include Surrey or Langley, UFV is experiencing increases in the number of students who are attending from these areas. UFV will need to explore ways on how best to support students from these areas to continue their programs at UFV (e.g., transportation, course delivery, time of day).
- UFV should continue to invest in supporting teaching excellence.
- Getting students into the courses they need to progress towards credential completion in a timely manner should be a top priority for UFV. Both the CUSC and the NSSE surveys demonstrate that the quality of a student's experience is highest when the student is able to enrol in all their desired courses at UFV. This can be accomplished in a number of different ways:
    - Over the past 4 years, UFV has made significant strides in reducing course waitlists. Identifying required courses that have significant waitlists that delay graduation should continue to be a top priority moving forward.
    - Diploma and degree programs should be reviewed and adjusted to ensure they are not overly structured and allow for some flexibility in the choices a student has for completion. Curriculum review and mapping to examine the number of required courses should be an initial first step to increase flexibility.
    - As more students enter Degree programs, reducing waitlists for high-demand and required 3rd year courses requires additional attention and strategies at the program level to mitigate delays in program completion.

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- UFV will need to better utilize its space across its multiple campuses. With a utilization rate at approximately 130% in 2020/21, the Abbotsford campus has reached its space capacity. For UFV to fulfil its mandate and service the expanding population growth of the Fraser Valley, it will need to focus on expansion on its Chilliwack, Mission, and Hope campuses.
- UFV continually scores high on its academic nurturing supports (e.g., academic advising, supported learning groups). Ensuring that UFV's various student supports are able to interact with each other and share information to best support students in a collaborative way will continue to raise the quality of service that these areas are able to provide to students.
- UFV's student population report having more personal responsibilities outside of school (e.g., employment, families, etc.). Building flexibility into a student-centred timetable (e.g., online courses, evening classes, balanced schedule throughout the week) should be a key priority.
- Approximately 73% of domestic degree students and 86% of international degree students enrolled in fall courses return the following fall. Similarly, 57% of domestic diploma and 78% of international diploma students enrolled in fall courses return the following fall. Increasing these retention rates, especially amongst domestic students, should be a key focus for UFV.
- With a growing number of students utilizing Accessibility Services and the introduction of new Accessibility Legislation for the Province of British Columbia, UFV should be actively ensuring that course delivery is consistent with the principles of universal design learning.
- UFV students continually rate their on-campus experience lower than other Canadian Universities. As the average age of UFV's student population continues to decline and with tripling the amount of on-campus housing by 2025 following the construction of a new student residence building, UFV should continue to explore ways to enhance the vibrancy across all its campuses to enhance students' non-academic experiences.
- UFV has committed to Indigenization and Equity, Diversity, and Inclusion. With a goal of increasing the number of Indigenous students and the number of countries represented amongst international students, UFV will need to ensure that its campuses are inclusive and welcoming for a more diverse student population.
- UFV's emphasis on high-impact practices such as experiential learning, student-engaged research, and outbound international mobility should continue to be promoted and supported as they are rated very positively by students and are seen as a competitive edge for UFV.

Graduation and Career Readiness

The overall number of credentials awarded has increased from 2015/16 to 2020/21 (+19.2%), as has the number of unique graduates (+29.2%) (Figures 46 and 47). During this period, the number of diplomas awarded rose significantly, as a result of 915 in 2020/21 compared to 515 the year before. Both certificates and associate degrees awarded saw similar increases in 2020/21. In the case of associate degrees, this comes after a continued decline from 2015/16 (63) to 2019/20 (16), before jumping up in 2020/21 when 74 were awarded. Bachelor's degrees awarded has grown steadily, with a 9.1% increase since 2015/16. On the other hand, the number of short certificates awarded has declined by 30.3%.

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Figure 46: Credentials Awarded by Credential Type

Credential Type	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	*5 Year % Change*
Baccalaureate Degree	1,043	986	1,037	1,039	1,077	1,138	*9.1%*
Certificate	777	730	718	796	737	880	*13.3%*
Diploma	507	477	412	480	515	915	*80.5%*
Short Certificate	274	301	310	258	188	191	*-30.3%*
Associate Degree	63	55	34	29	16	74	*17.5%*
Developmental Credential	42	27	35	42	44	40	*-4.8%*
Other	29	42	38	26	12	14	*-51.7%*
Post-degree Certificate	38	24	25	8	23	40	*5.3%*
Masters Degree	19	15	27	11	31	32	*68.4%*
Advanced Certificate	13	10	4	6	2	2	*-84.6%*
Graduate Certificate						6	18	
Total	**2,805**	**2,667**	**2,640**	**2,695**	**2,651**	**3,344**	*19.2%*

Figure 47: Unique Headcount of Graduates

2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	5 Year % Change
2,316	2,286	2,312	2,429	2,380	2,993	29.2%

Figure 48 shows these grad rates for the cohort years of 2011/12 through 2013/14. The cohort size of direct entry students into bachelor's degree programs was consistent for these three years, right around 900 students. Over this time, 38% of students had graduated in the program that they directly entered, but this rate has slightly declined. The rate of these students graduating in any bachelor's degree program at UFV after 7 years has averaged 50% for these cohorts, dipping to 48.6% for the 2012/13 cohort before rising back above 50% for the 2013/14 cohort. Therefore, around 12% of these students end up graduating in a different bachelor's degree program than the one they directly entered into. On average, around 57% of these students have been awarded some UFV credential after 7 years, with this rate being the largest for the 2013/14 cohort. This means that 7.5% of the students in these cohorts graduate with a credential other than a bachelor's degree. The proportion of those who, after 7 years, are still attending UFV (and may or may not have graduated with a bachelor's degree or other credential) and considered to be retained has increased from 8.1% for the 2011/12 cohort to 10.3% for the 2013/14 cohort. The proportion of institutional leavers (those who, 7 years following direct entry into a bachelor's degree program, are no longer attending UFV and have not received a UFV credential of any type) has declined from 39.5% for the 2011/12 cohort to 38.1% for the 2013/14 cohort.

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Figure 48: Graduation Rates after 7 Years, Direct Entry into Bachelor's Degree Program

Fiscal Year of Direct Entry	Cohort Size	Graduated in Program	Graduated with Bachelor's Degree	Graduated at UFV	Institutionally Retained	Institutional Leaver
2011/12	902	38.7%	50.7%	57.5%	8.1%	39.5%
2012/13	899	38.5%	48.6%	56.8%	10.2%	39.3%
2013/14	909	37.2%	50.3%	57.9%	10.3%	38.1%
Total	**2,710**	**38.1%**	**49.9%**	**57.4%**	**9.6%**	**38.9%**

Time to Graduation

In comparison to retention and graduation rate data, instead of fixing the point in time based on when a student started at UFV, time to graduation data fixes the point in time (and determines the cohort) based on when a student graduated from UFV and was awarded a given credential. Figures 49, 50, 51, and 52 show this time to graduation data, both the years in program and years at UFV, for bachelor's degrees and diplomas, domestic and international students. For domestic bachelor's degree grads, the time in program and time at UFV has remained stable, averaging 3.5 years and 6 years respectively since 2015/16. International bachelor's degree grads on the other hand, average much less time both in their programs (2.1) and at UFV (3.4). Since 2018/19, international bachelor's degree grads have averaged a shorter period of time at UFV than domestic students averaged in their programs. The gap between years in program and years at UFV has shrunk considerably for international bachelor's degree grads, with just a 0.7 year difference since 2018/19, compared to an average of 2.6 year difference for the domestic counterparts.

Figure 49: Average Time to Graduation for Domestic students, Bachelor's Degrees, in Years

Bachelor Degree, Domestic	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	Trend
Years in Program	3.5	3.4	3.5	3.5	3.5	3.6	
Years at UFV	5.8	5.8	6.0	6.2	6.2	5.9	

Figure 50: Average Time to Graduation for International students, Bachelor's Degrees, in Years

Bachelor Degree, International	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	Trend
Years in Program	2.0	1.8	2.2	2.2	2.3	2.2	
Years at UFV	3.8	4.0	3.8	2.9	3.0	2.9	

For domestic diploma grads (Figure 51), there is an interesting trend that the time in program is decreasing while the years at UFV is increasing. For 2020/21 domestic diploma grads, average years in program was 2.2, while the average years at UFV was 5.1, almost a full 3 year difference. International diploma grads (Figure 52) have seen both the years in program (from 1.6 to 1.2) and years at UFV (from 3.2 to 2.2) decline from 2015/16 to 2020/21. In 2020/21, international diploma grads had a low of 2.2 average years at UFV to graduate, and this may have been somewhat in part to the COVID-19 pandemic. With the increased proportion of activity in the summer 2020 and summer 2021 terms, it is possible that students were taking these courses over the summers to finish their degree quicker than they otherwise may have.

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Figure 51: Average Time to Graduation for Domestic students, Diplomas, in Years

Diploma, Domestic	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	Trend
Years in Program	2.7	3.1	2.5	2.7	2.5	2.2	
Years at UFV	4.6	4.8	4.7	4.7	4.8	5.1	

Figure 52: Average Time to Graduation for International students, Diplomas, in Years

Diploma, International	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	Trend
Years in Program	1.6	1.4	1.4	1.2	1.2	1.2	
Years at UFV	3.2	2.6	2.4	2.4	2.3	2.2	

Figure 53 shows the average time at UFV to graduate for specific bachelor's degree programs. The most common bachelor's degree program at UFV, the BA, has an average time at UFV to graduation of around 6 years, with this figure rising slightly. The second most common bachelor's degree program, the BBA, has one of the shortest times to graduation, and this figure has declined to 4.5 years in 2020/21. Similar to the BA, the BSc has seen increasing times to grad, but this number is smaller than the BA. The bachelor's degree program with the shortest average time to graduation is the Bachelor of Computer Information Systems (CIS), which has declined down to an average time at UFV of just 3.6 years for the 2020/21 grads. The short time to graduation for CIS is the result of (I) the CIS degree consists largely of international students who take more credits per year and (ii) these international students are often transferring a significant number of credits to UFV when they enter.

While the program itself is one year in duration, the average time at UFV for the Bachelor of Education averages the longest times at UFV to graduation, because of the requirement for a four-year degree before entering the program. Most of the students in the BEd program earned their first degree at UFV (and did not move to UFV from another institution) so their time at UFV to graduation for the BEd degree will be long. The Bachelor of General Studies program has seen the biggest increase in time to graduation, going from an average of 5.4 years at UFV in 2015/16 to 7.2 years in 2020/21. On the other hand, the Bachelor of Social Work program has seen the largest drop in time to graduation from 8.1 years at UFV in 2015/16 to 6.0 years in 2020/21.

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Figure 53: Average Time at UFV to Graduation, by Bachelor's Degree Program, in Years

Bachelor Degree, Time at UFV	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	Trend	Total Grads
Bachelor of Arts	5.7	5.7	5.8	6.1	5.8	6.0		1,379
Bachelor of Business Administration	5.1	5.3	5.1	4.8	4.6	4.5		1,082
Bachelor of Science	5.0	5.5	5.2	5.3	5.2	5.4		595
Bachelor of Arts (Criminal Justice)	5.5	5.6	5.5	5.7	5.7	5.7		480
Bachelor of Kinesiology	5.2	5.1	5.0	5.0	4.8	4.9		465
Bachelor of Education	7.6	6.9	7.5	7.6	8.8	7.3		433
Bachelor of Science in Nursing	5.7	5.4	5.6	6.2	5.8	5.6		429
Bachelor of Computer Information Systems	4.1	4.5	5.2	4.4	4.0	3.6		340
Bachelor of General Studies	5.4	6.0	7.6	7.0	7.7	7.2		280
Bachelor of Social Work	8.1	5.9	6.3	6.1	6.7	6.0		274
Bachelor of Arts (Child & Youth Care)	5.6	5.7	6.9	6.9	7.0	5.4		164
Bachelor of Integrated Studies					6.5	7.1		122
Bachelor of Fine Arts	6.7	5.4	6.4	5.8	6.0	5.8		106
Bachelor of Arts in Adult Education	6.3	9.0	8.3	6.7	4.6	7.0		80
Bachelor of Business Administration in Aviation	-	-	-	-	-	-		27
BA in Global Development Studies	-	-	-	-	-	-		25
Bachelor of Media Arts				-	-	-		22
Bachelor of Agriculture Science		-	-	-	-	-		15
Bachelor of Environmental Studies						-		2

Note 1: Data suppressed for programs that had less than 30 graduates over the last 6 years.
Note 2: Bachelor of Education, Bachelor of Social Work, and Bachelor of Science in Nursing includes the time students took to earn their first degree at UFV, and so the time to complete is longer than those students who transfer into the program with a degree from another institution.

For diploma programs, Figure 54 shows the similar data for average time at UFV to graduation. The Diploma in General Studies, the most common UFV diploma, has seen a significant drop-in time to graduation, almost cutting in half from 3.9 years in 2015/16 to an average of 2.4 years for 2020/21 graduates. Similar declines in time to graduation can be observed for many diploma programs including considerable drops for the Diploma in Computer Information Systems and Diploma in Liberal Arts. Conversely, the Diploma in Library & Information Technology saw a stark rise in time to graduation for 2020/21 grads, 6.1 years compared to 3.1 in the previous grad year, and 4.4 for two years back. The Diploma in Agriculture Technology has seen fluctuation in the time to graduation but remains one of the shortest programs by this measure overall. The Diploma in Social Services has the longest average time at UFV to graduation among diploma programs, and this has increased from 4.8 years in 2015/16 to 5.4 years in 2020/21.

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Figure 54: Average Time at UFV to Graduation by Diploma Program, in Years

Diploma, Time at UFV	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	Trend	Total Grads
Diploma in General Studies	3.9	4.1	3.9	3.4	2.8	2.4		1,097
Diploma in Business Administration	3.9	4.0	3.5	3.6	4.1	3.4		476
Diploma in Computer Information Systems	4.5	3.0	3.1	3.1	2.7	2.2		324
Diploma in Liberal Arts	4.6	4.4	3.6	5.2	4.9	2.4		271
Diploma in Social Services	4.8	4.5	5.5	5.0	5.0	5.4		224
Diploma in Criminal Justice	5.0	5.3	4.3	4.2	4.5	4.3		224
Diploma in Library & Information Technology	4.3	4.0	4.8	4.4	3.1	6.1		150
Graphic and Digital Design Diploma	2.9	4.0	3.1	3.2	2.6	2.1		113
Practical Nursing Diploma	4.3	4.4	5.1	3.3	5.2	5.0		86
Diploma in Agriculture Technology	3.3	2.5	2.2	4.7	2.5	3.4		76
Engineering Physics Diploma in Mechatronics	4.7	3.4	5.2	4.6	4.7	3.4		54
Automation and Robotics Technician Diploma	2.7		2.4	3.1	2.0	4.0		49
Diploma in Visual Arts	4.3	4.7	5.3	4.3	6.7	2.4		44
Social Service Worker Diploma						5.0		32
Diploma in Early Childhood Education	-				-	-		29
Diploma in Aviation	-	-	-	-	-	-		22
Diploma in Theatre	-	-	-	-	-			22
Diploma in Fashion Design	-	-	-		-			8
Diploma in Business Administration in Aviation					-	-		4
Aboriginal Culture & Language Support Diploma			-					1

Note: Data suppressed for programs that had less than 30 graduates over the last 6 years.

Institutional Leavers

As indicated previously, approximately 38% of students who start in a degree program end up leaving UFV without a credential after 7 years. In 2018, UFV conducted a survey of 142 students who left UFV prior to graduation. A total of 76% of the respondents had UFV as their first choice when applying to B.C. post-secondary institutions. Respondents identified the following top 6 reasons why they left UFV:

1. Personal circumstances (health, family, etc.)
2. Changed career or educational path (tie)
3. Needed a break from school (tie)
4. Didn't feel motivated
5. Disappointed with program or UFV
6. Disappointed with performance at UFV

When asked what could UFV have done to keep them at UFV, these were the top 5 reasons identified:

1. Nothing
2. Better outreach/information on support services
3. Better academic support
4. More financial support
5. More program flexibility

Since leaving UFV, 19% attended another post-secondary institution within 4 months of leaving UFV. The number grows to 48% without the time limit.

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Career Readiness

Each year UFV participates in the BC Student Outcomes surveys. Student assessment of usefulness of knowledge and skills in performing their job is at 90.6% for bachelor's degree graduates and 100% for former apprenticeship students in trades programs in 2020/21.

The overall career opportunities for students who graduate with a university credential are optimistic within British Columbia. The 2021 Edition of the BC Labour Market Outlook identifies the factors affecting labour market supply and demand; projections from 2021 to 2031 indicate 1,004,000 job openings in British Columbia.

Approximately 77% (or 773,000 job openings) will require some level of postsecondary education or training. Job opening requirements are comprised of 29% for diploma/certificate excluding apprenticeship, 12% for apprenticeship certificate, 36% for bachelor's, graduate, or first professional degree, and only 3% for less than high school. These projections highlight the expected demand for workers with post- secondary education in the B.C. labour market in the coming years.

The Mainland/Southwest region is as granular as the BC Labour Market Outlook gets to forecasting the labour market in the Fraser Valley. Some 65% (653,200) of the total 1,004,000 job openings projected over the next 10 years in B.C. are in the Mainland/Southwest region. The BC Labour Market Outlook states that approximately 60% of these job openings will be from the replacement of existing workers and the remaining 40% from economic growth. Employment demand is forecasted to increase at an average annual rate of 1.4% over the next ten years, a rate similar to B.C.'s average annual growth. Figure 55 shows the top 10 industries by job openings forecast for the Mainland/Southwest region from 2021 to 2031.

Figure 55: Top 10 Industries by Job Openings for Mainland/Southwest Region, 2021-2031

Mainland/Southwest, 2021-2031			
Industry	**Job Openings 2021-2031**		
	Expansion	**Replacement**	**Total**
Computer systems design and related services	39,590	18,620	58,210
Construction	15,660	35,170	50,830
Other retail trade (excluding cars, online shopping and personal care)	16,810	27,330	44,130
Food services and drinking places	17,950	15,360	33,310
Personal, non-automotive repair and non-profit services	15,520	13,360	28,890
Legal, accounting, design, research and advertising services	10,670	15,830	26,500
Hospitals	9,000	16,620	25,620
Ambulatory health care services	10,870	14,520	25,390
Wholesale trade	8,130	15,890	24,020
Elementary and secondary schools	7,130	16,490	23,620

Source: WorkBC, BC Labour Market Outlook: 2021-2031 Forecast, 2021 Edition.

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Post-secondary education also benefits other aspects such as employment rate (Figure 56). There is a clear increase in employment rate with increasing levels of post-secondary education. Some post-secondary experience results in a slight increase, but obtaining any post-secondary credential leads to at least a 5 percentage point boost to employment rate compared to high school graduate or lower.

Figure 56: B.C. Employment Rate by Highest Educational Attainment, Ages 15 Years and Older, 2020
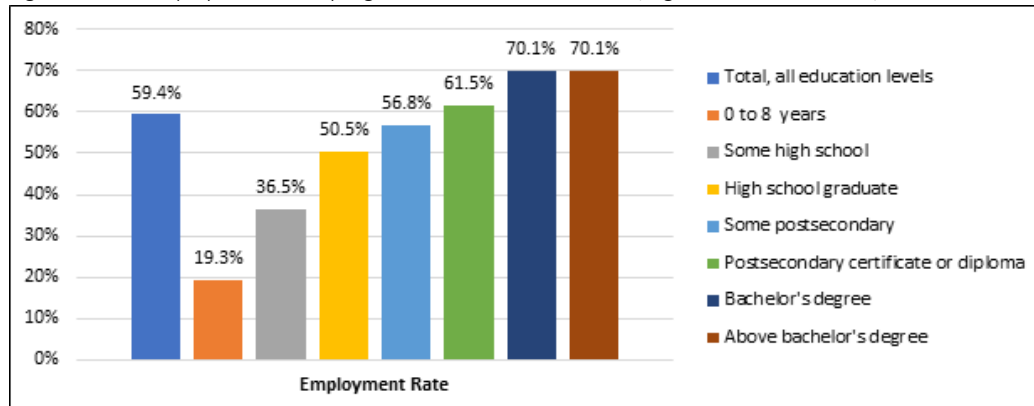
Source: Statistics Canada. Table 14-10-0020-01 Unemployment rate, participation rate and employment rate by educational attainment, annual

While post-secondary credentials are becoming increasingly common in the province, Figure 57 shows that as a region, the Fraser Valley has a significantly smaller portion of population (aged 25-64) with university credentials at or above a bachelor level compared to B.C. overall. Correspondingly, the Fraser Valley has a much higher proportion of the population aged 25-64 who have either a highest educational attainment of a high school diploma or no certificate than the averages for B.C. The Fraser Valley also has a higher proportion of people with apprenticeship or trades certificates or diplomas compared to the province as a whole.

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Figure 57: Proportion of Population aged 25-64, by Highest Educational Attainment
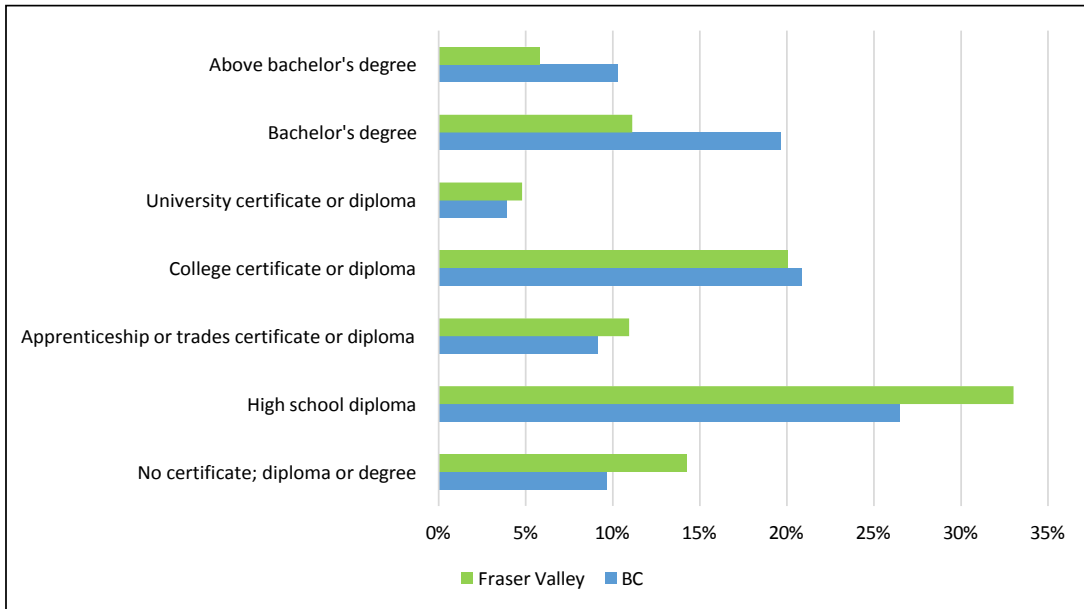
Source: Statistics Canada. 2017. Census Profile. 2016 Census.

Figure 58 focuses on specifically the age group 25-34 by highest educational attainment. This shows that even members of the younger population in the Fraser Valley are still behind the province in terms of post-secondary credentials, but are slightly higher than B.C. for apprenticeship or trades certificates or diplomas and university certificates and diplomas. Comparing this age group to the larger 25-64 age group, there is a higher proportion of bachelor's degrees, while a lower proportion of college certificates or diplomas as well as a lower proportion with no certificates, and this is the case for both B.C. and the Fraser Valley.
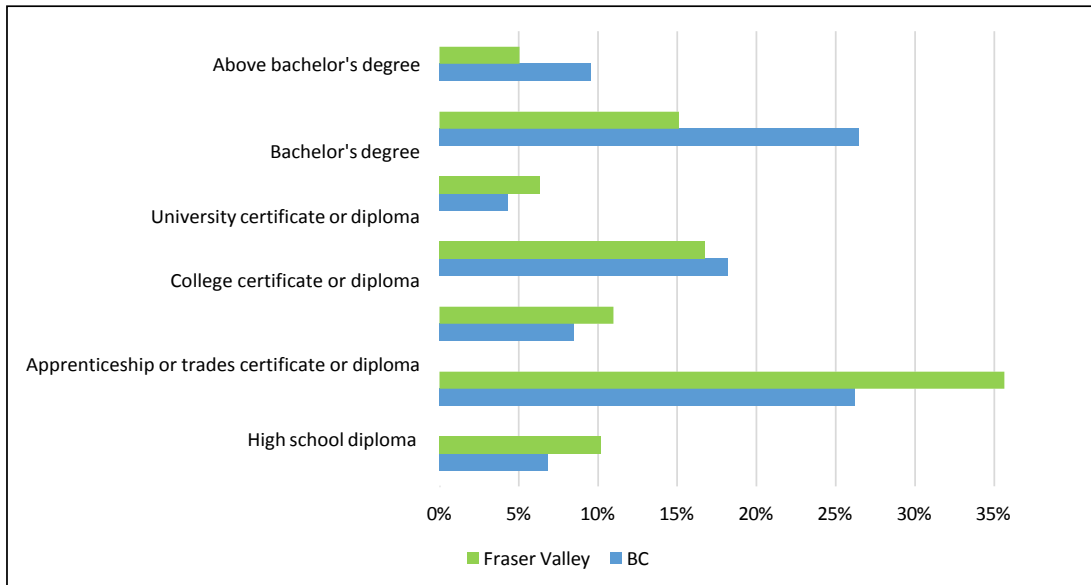
47

Figure 58: Proportion of Population aged 25-34, by Highest Educational Attainment

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

Learnings and Associated Actions

- Nearly 40% of students who start a bachelor's program end up leaving UFV without a credential. Based on internal surveys, about half of these students end up attending another post-secondary institution resulting in 20% of these students who never return to any post-secondary education. UFV must strive to remove academic barriers to prevent students from completing their credentials and provide supports for students whose personal circumstances negatively impact their progression.
- Program flexibility was a key area identified by those who left UFV. It was also a key principle identified through various SEM consultations and as a strategic imperative within UFV's ISP. Individual program areas should critically examine their graduation requirements to ensure they are flexible and enable students to complete their requirements in a reasonable time period.
- Programs should work with their students to ensure that they have a clear understanding and pathway to graduation.
- UFV should increase its utilization of its Career Mapping Tool to increase awareness amongst students of multiple career opportunities that match their academic program.
- UFV should continue to ensure multiple access points to its academic programs and ensure that credentials can scaffold into another educational opportunity at UFV.
- Academic programs should continue to work with industry leaders to ensure that students are receiving the future-ready skills needed for an evolving workforce.
- There is currently only one program remaining that is designed for students to start at UFV and then transfer to another University (Engineering Transfer). All of UFV's other programs have credential completion opportunities. UFV should promote the benefits of starting and completing a credential at UFV.

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- The Fraser Valley is underrepresented with respect to the percentage of the population with bachelor's degrees. UFV should continue to promote and increase opportunities for residents of the Fraser Valley to access UFV's bachelor's degree programs.
- Overall, students report feeling that UFV prepared them to be successful in the workplace. UFV should enhance their promotion of these successes.
- UFV will need to be proactive to respond to the changing labour market needs across B.C. and the Lower Mainland and align its program capacity of both existing and new academic programs with these demands and opportunities.

SEM Framework

The sections above discuss the qualitative and quantitative data points of the student journey through UFV; that data, the learnings, and associated actions have been used to create a SEM Framework aligned with our Mission, Vision, Values, Strategic Imperatives, and Key Performance Indicators as outlined in UFV's Integrated Strategic Plan.

The proposed SEM Framework is based on the following strategy: Engage learners, transform lives, and build communities by positioning UFV to meet the growing educational needs and demands within the Fraser Valley; balanced with, opportunities to welcome international students from around the world.

The proposed SEM framework (Table 1) has been divided into three steps 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 allow for unit-level plans and metrics which can be monitored to ensure we are able to meet our institutional enrolment targets.

Following approval of this Framework, Deans will work with individual program areas to develop 7-year enrolment plans for current and future academic 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.

Table 1 provides an overview of the SEM Framework. The following overarching Strategy serves as a basis for the corresponding Steps, Goals, and Tactics of the SEM Framework. Table 1. Proposed SEM Framework

Recruitment & Preparation	
Goal	Action
1. Increase the number of Indigenous students attending UFV	1a) Dedicated seats in targeted programs identified by Indigenous communities
	1b) Offer academic programming directly in Indigenous communities
2. Strengthen partnership with local School Districts to support	2a) Expand Dual Credit opportunities for students

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	successful pathways into UFV	
		2b) Host an annual education summit with leaders from the Fraser Valley K-12 sector that focuses on alignment
3.	Increase conversion rates of first choice applications to UFV	3a) Increase capacity to take in students in high-demand programs
		3b) Introduce competitive entry in high-demand areas where needed.
		3c) Develop clear value proposition on *Why UFV* for marketing material.
4.	Increase diversity amongst international students	4a) Increase digital marketing in emerging international markets
		4b) Increase incentives (e.g., scholarships, agent bonus) to attract students from new international markets and into underrepresented programs
		4c) Increase transnational articulation agreements with international PSIs
5.	Enhance university brand identity and image throughout the Fraser Valley	5a) Initiate an annual Open House/Discovery Day for prospective students and their supporters.
		5b) Develop recruitment and outreach plan for non-traditional students
		5c) 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	6a) Conduct an analysis of UFV's scholarship program to compare its competitiveness with other PSI's and its impact on student retention
		6b) Create a student financial support strategy including priorities for philanthropic support
7.	Increase access and pathways points of admission that purposefully lead into UFV credential programs.	7a) Expand "direct entry" for applicants into their program and major of choice starting in Year 1
8.	Identify and remove non-academic barriers that may prevent acceptance of offers of admission	8a) Review admission requirements for equity and access consistency
		8b) Enhance laddering opportunities through Continuing Education and University Upgrading Preparation (UUP)
		8c) Support recognition and promotion of prior learning, competencies, and non-traditional credentials (e.g., micro

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credentials)

8d) Develop a marketing strategy for campus housing (concurrent with the opening of the new building).

8e) Conduct regular Applicant and Applicant Decline surveys

9.	Increase awareness amongst Sr. Administrators and faculty of enrolment targets and patterns	9a) Provide access to enrolment dashboards to track applications and admissions

UFV Student Experience	
Goal	**Action**
1. Every course outline should identify how Truth and Reconciliation is infused into the course	1a) Ensure curriculum infuses Indigenization and principles of EDI 1b) Review institutional ILO's to ensure they reflect Indigenous principles
2. All new program proposals will be strongly aligned to regional needs and can demonstrate financially sustainable in the absence of additional government funding	2a) 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	3a) Increase the diversity of post-baccalaureate diplomas for international students
4. Increase the number of faculty who utilize Teaching and Learning supports	4a) Conduct a needs assessment survey of faculty members to identify areas of further professional growth to support teaching excellence 4b) Provide more awareness and professional development opportunities in the areas of high-impact practices and universal design learning principles
5. Reduce the number of students on waitlists	5a) Produce an annual waitlist progress report to identify courses that have large waitlists and efforts to reduce them. 5b) Prioritize reducing in-year waitlists for required and core courses that students need to graduate
6. Ensure flexible credential completion pathways for students	6a) Integrate data from MyGRADplan (Degree Works) into course planning for Deans Departments and Schools. 6b) Revise policies on course withdrawal and continuance, so they have students' success elements built in.

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Goal	Action
	6c) Recognition that learning can take place anywhere and can be applied in multiple environments
7. Increase student retention rates – particularly from Year 1 to Year 2	7a) Improve existing and develop new responsive, relevant, and proactive learner supports for key stages of the student learning journey, enhancing existing resources where needed. 7b) Initiate a Retention Grant from the Strategic Initiatives Fund to support UFV community led retention initiatives 7c) Encourage the utilization of Open Educational Resources within courses to reduce financial barriers for students
8. Explore the requirements to develop a student-centered timetable	8a) Implement concurrent Fall and Winter registration 8b) Offer approximately 20% of UFV's total courses in an online format 8c) Increase the number of courses offered during the evening and on low intensity days (e.g., Fridays, weekends)
9. Balance space utilization rates across UFV's multiple campuses	9a) Increase academic programming at both the CEP and Mission Campuses 9b) 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.	10a) Explore the feasibility of student services being co-located in a centralized location on each campus 10b) Explore opportunities to enhance the student experience on campus 10c) Under the leadership of the VPS, engage in discussions around a Student Ready University plan

Graduation and Career Transition	
Goal	**Action**
1. Increase graduation rates	1a) Review degree requirements to increase flexibility for completion. 1b) Create graduation pathways for on-line and part-time students

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		1c) Measure and support t program progression and completion
2.	Increase the % of students who graduate with a degree within 7 years and diploma within 4 years	2a) Utilize early alerts and predictive analytics, which are inclusive of EDI and Indigenization, to support students most at risk of leaving UFV 2b) Ensure required courses are offered and delivered when a student needs them
3.	Map learning outcomes with future ready skills that prepare graduates for a successful transition into a global workforce	3a) Teaching and Learning to lead a review and subsequent update of Institutional ILO's
4.	Increase the number of programs that can ladder into additional educational opportunities	4a) Strive towards ensuring all academic programs can ladder into another educational program by 2026 4b) Explore the feasibility for short credentials that students can take at their own pace and continually stack credentials 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	5a) Increase UFV's reputation as a place to start and finish diplomas and degrees 5b) Profile successful alumni who started and finished their degrees at UFV
6.	Support successful transition of alumni to employment or post-graduate studies.	6a) Collect data on graduate employment rates 6b) Collect data on transition to professional programs (law medicine, etc.) and graduate school (Master's and Doctoral) and identify potential curricular gaps they may be experiencing for successful admission
7.	Facilitate attainment of future ready skills and competencies for graduates	7a) Foster opportunities for students to enhance post-graduation pathways to employment and furthers 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 framework needs to exist.

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Strategic Enrolment Management (SEM) is a planning 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.

The outcome of the planning process is a SEM framework identifying goals and key institutional enrolment strategies to assist academic 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. This framework is not meant to prescribe departmental level enrolment plans; rather the framework will allow for unit-level plans to be created with metrics which can be monitored to ensure we are able to meet our institutional enrolment targets.

Following approval from the UFV Board of Governors based on a recommendation from the UFV Senate, Deans will work with individual program areas to develop 7-year enrolment plans for current and future academic programs in their areas to assist them with the implementation of the SEM Framework. Each unique program will receive the following resources to assist in their planning:

1. Enrolment Forecast Planner (EFP). This planner developed by IRP will require each unique academic program to forecast new incoming students. Based on a combination of historical and predictive analytics, the EPS will be able to provide anticipated forecasts for each unique program over a 7-year period.
2. Enrolment Planning Resource Survey (EPRS). Each academic program will be asked to complete the EPRS to assist Deans in prioritizing the necessary resources each program area requires to successfully implement their enrolment plan.

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Appendix A: Services and Supports for Students

Service	Description
Academic Advising	The Academic Advising Centre assist students with completing their program requirements and meeting their educational and personal goals.
Academic Success Centre	The Academic Success Centre provides tutoring, workshops, online resources and support programs to help students develop their academic skills and knowledge.
Assessment Services	Assessment Services provides support for UFV students needing accommodated exams and assessments as well as for those needing invigilation services for other agencies and educational institutions.
Athletics	UFV fields 8 men's and women's varsity teams and supports 4 additional club sports.
Campus Card	UFV uses a Campus Card for identification and for access to a variety of services on campus. It can also be loaded with funds to purchase food, goods and services.
Campus Recreation	Campus Recreation provides students with opportunities to actively participate in fitness classes, drop-in sports, and partner programs within the community. Students also have the opportunity to develop their leadership and creative ideas through Co-Curricular opportunities, volunteering, or part-time employment.
Centre for Accessibility Services (CAS)	CAS operates as the central contact point for students with disabilities at UFV. The focus is on providing accommodations (e.g., examinations, note taking assistance, applications for disability-related funding) and services that support overall student success.
Centre for Experiential and Career Education	The Centre for Experiential and Career Education helps with career preparation by; connecting students with paid and unpaid work experiences, educating students in developing their career skills, facilitating relationships between students and employers, and curating real-world opportunities for students to explore and grow their knowledge, skills, and networks related to their area of academic study and in service of their future career goals.

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Clubs and Associations	Clubs and Associations are a joint venture between the Student Union Society and UFV, supporting approximately 50 groups annually.
Counselling	UFV Counsellors provides students with personal assistance and gives urgent and crisis support through one-on-one and group sessions, and workshops This unit also offers mental health and wellness education opportunities for the campus community.
Dining Services	Dining services are provided on both Abbotsford and Chilliwack campuses, offering a variety of food choices, healthy options and enhanced social spaces.
Financial Aid and Awards	Supports students applying for government run loan and grants programs. Oversees the distribution of bursaries and scholarships as well as leadership awards.
Food Security	The UFV-SUS Food Bank provides nutritious food and promotes healthy eating, in an accessible, inclusive, respectful and sustainable manner.
Health and Dental	Extended health and dental insurance coverage is provided through the UFV Student Union Society.
Housing/Residence	Lá:lem te Baker provides a safe and secure on-campus living environment that supports student well-being while studying at UFV.
Human rights and conflict resolution office	UFV provides confidential services to students, faculty, staff, and administrators who seek advice, assessment, and assistance in the resolution of interpersonal conflicts between members of the University community and/or on human rights matters.
Indigenous Affairs	The Senior Advisor on Indigenous Affairs provides leadership for the development of Indigenous programs, the recruitment and retention of Aboriginal faculty and staff, and the development of strong links with Aboriginal communities.
Indigenous Student Centre	The ISC works to provide cultural and academic support for incoming and current students, helps to bridge the gap between the University and Indigenous peoples, and helps to facilitate the Indigenization of our Academy.
Math and Stats Centre	The Mathematics and Statistics Department provides a drop-in centre to students seeking assistance and to better

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	their understanding of their mathematics and/or statistics courses.
Priority Access to Student Support (PASS)	PASS is a referral system that allows members of the UFV community to refer students who may need support. Safe Student Community staff act as a first point of contact facilitating student connection to other supports and services on campus and the community.
Student Life	Using student workers and volunteers, the staff in the Student Life department coordinate a variety of programs that support student success, build community and connection, promote holistic wellness, provide opportunities for personal and professional development, and create a platform for students to create their own initiatives in the UFV community and beyond. The particular areas of focus are peer mentorship , leadership development, student orientation and sexualized violence prevention.
Student Support Centre	The Student Support Centre oversees the process for students under review for non-academic misconduct and helps students: • Navigate the university system • Connect quickly to resources and programs available • Find ways to solve problems they are facing • Develop work plans to support their success.
Study Abroad	The Study Abroad Program provides students with opportunities to study abroad as an integrated component of their studies.
Supportive Learning Groups	Supplemental instruction, provided by senior students in historically difficult courses, is designed to increase learning outcomes.
UFV International	Provides a range of cultural and social support services for international and domestic students Additionally the collaborate with other campus service providers to ensure international students have access to the full suite of supports and services.
Work Study Program	The Work-Study program provides students the opportunity to work part-time on campus.

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Appendix B - Results of University Wide SEM Consultations

Based on UFV's Integrated Strategic Plan, what should our enrolment priorities focus on?

Senate Generative Discussion – November 19, 2022

In 10 yrs from now, how will we know if UFV's SEM plan has been successful?

Senate Generative Discussion – November 19, 2022

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Based on UFV's Integrated Strategic Plan, what should our enrolment priorities focus on?

Mentimeter

Provost Lunch and Learn Session – December 8, 2021

In 10 yrs from now, how will we know if UFV's SEM plan has been successful?

Mentimeter

Provost Lunch and Learn Session – December 8, 2021

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UFV Community Survey

Student	2
Staff member (part time or full...	21
UFV Alumni	5
Teaching Faculty member	38
Sessional instructor	4
Non-teaching Faculty member	5
Member of UFV Governing bo...	0
Community Member	1
Administrator	13
Sr. Administrator	11
Prefer not to answer	5
Other	1

- Survey Open December 8, 2021 to January 14, 2022
  - Soft launch at Provost Lunch and Learn on December 8, 2021
  - UFV Invitation Announcement on December 13, 2021
- Survey took on average 10 – 15 minutes to complete
- Total of 101 responses

2. **Programs and Credentials**
Please rate the importance of the following factors impacting program and credential considerations as they relate to the development of a strategic enrolment management plan.

Legend: Not important | Slightly Important | Moderately Important | Important | Very Important | No Opinion

- Program is in high demand by applicants
- Program is relevant to addressing societal needs
- Program facilitates immigration pathways for students
- Program provides flexibility to support student progression at their own pace
- Fully online programs
- Offering programs that differentiate UFV from other post-secondary institutions in BC
- Programs that facilitate life-long learning

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4. **Progression, Retention, and Graduation**

Please rate the importance of the following factors impacting student progression, retention, and graduation rates as they relate to the development of a strategic enrolment management plan.

■ Not important ■ Slightly Important ■ Moderately Important ■ Important ■ Very Important ■ No Opinion
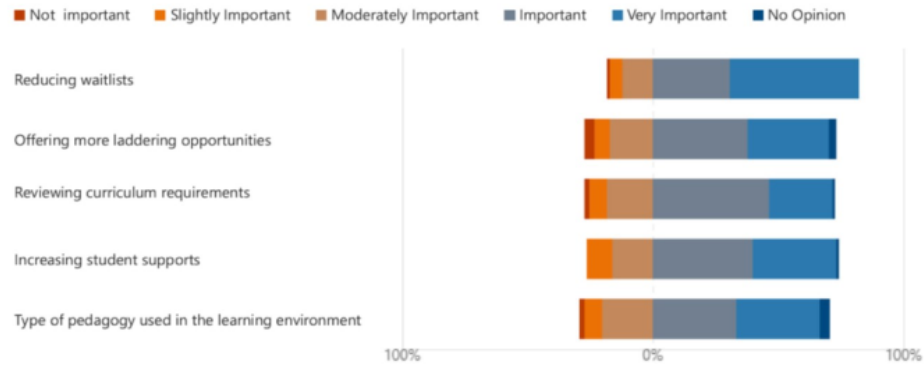
6. **Articulation and Transfer**

Please rate the importance of the following factors impacting articulation and transfer agreements as they relate to the development of a strategic enrolment management plan.

■ Not important ■ Slightly Important ■ Moderately Important ■ Important ■ Very Important ■ No Opinion

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8. **Admissions**

Please rate the importance of the following factors impacting student admission as they relate to the development of a strategic enrolment management plan.
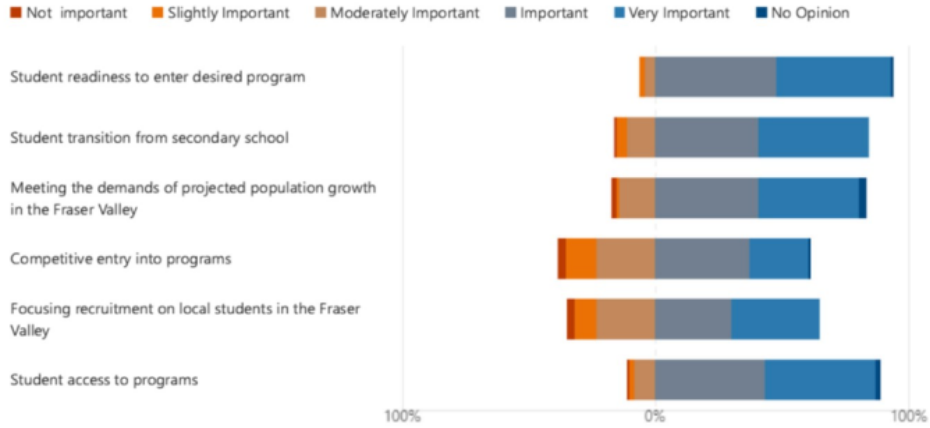
10. **Labour Market Outlook**
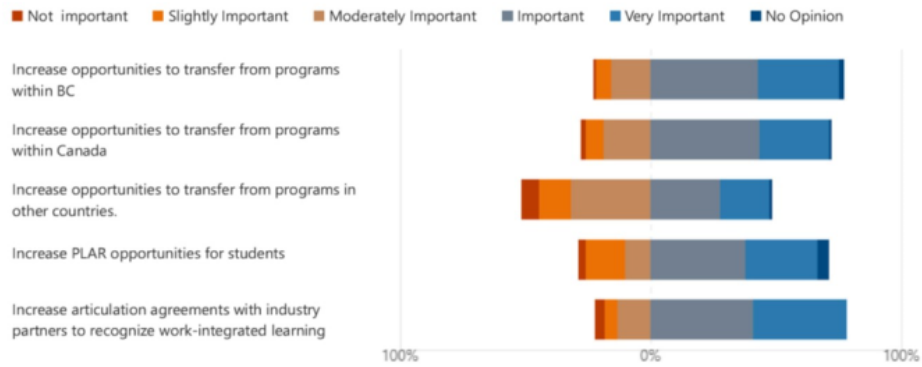
Please rate the importance of the following labour market factors as they relate to the development of a strategic enrolment management plan.

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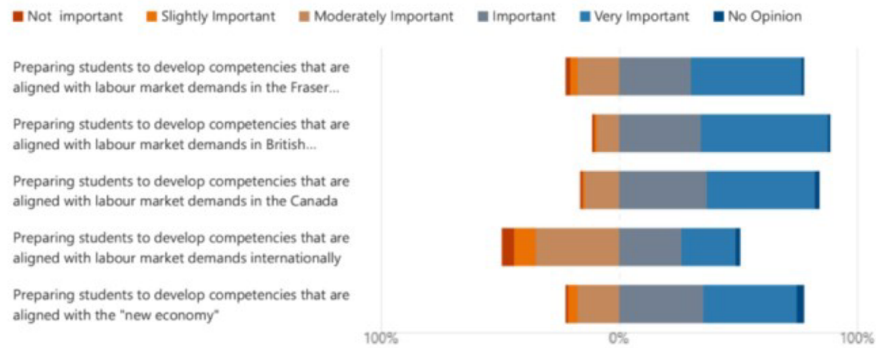
12. **Financial Costs and Supports**

Please rate the importance of the following financial factors as they relate to the development of a strategic enrolment management plan.

■ Not important ■ Slightly Important ■ Moderately Important ■ Important ■ Very Important ■ No Opinion

14. **Campus Culture**

Please rate the importance of the following campus culture factors as they relate to the development of a strategic enrolment management plan.

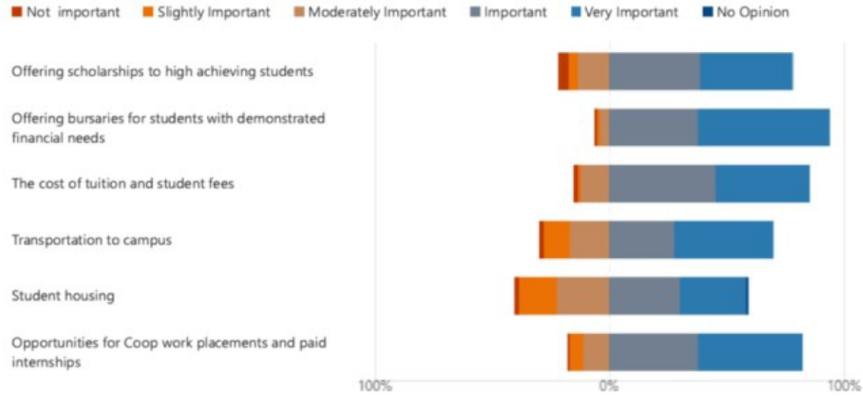■ Not important ■ Slightly Important ■ Moderately Important ■ Important ■ Very Important ■ No Opinion

63
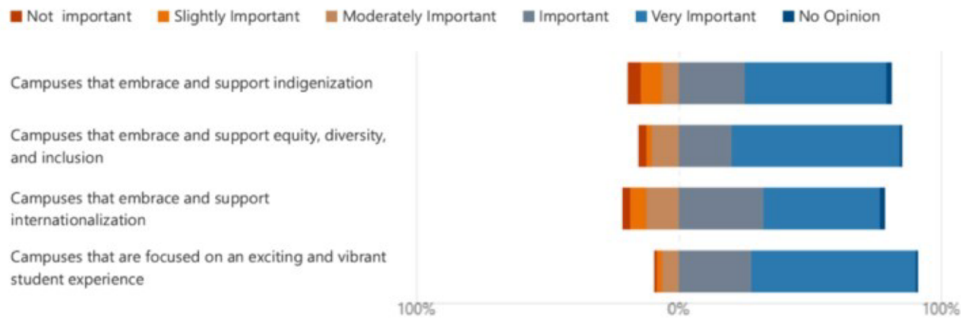
Written Comments

- What sets UFV apart from others?
- Programs and program outcomes that are relevant and adaptable to local social and economic needs
- Curriculum review to address barriers to graduation (e.g., too many core courses to graduate, recognizing previous learning, articulation agreements, core competencies)
- Flexibility for students to change direction and be responsive to local needs
- Reducing waitlists is critical
- Examining admission criteria and transition into UFV to ensure students are prepared to be successful in their program
- More competitive entry and competitive admission practices
- Facilitate more transfer and PLAR opportunities for students outside of BC
- Tension between preparing students for "jobs" and traditional role of university education
- A balanced scholarship strategy of financial need and attracting top students
- Change vs embrace the commuter culture stigma
- Recognizing the important role that faculty play in supporting SEM

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Procedures for Expedited Program Approval

Part I: Determination of whether a program meets the criteria for Expedited Approval Process

1. **Formation of PWG and development of proposal:** Dean of the program area approves a Program Working Group (PWG) to develop the program and new courses or major revisions to existing courses, if needed.

   The PWG must consult with academic areas potentially affected by, or with expertise on, the proposed new program.

2. **Program Development Office (PDO) verification:** The PDO verifies that the proposal package (including budgetary analysis, as approved by Dean and Budget Office) is complete and in compliance with UFV and Ministry guidelines for approval of new programs.

3. **Faculty/College Council and Dean:** The proposal package is submitted to the Faculty/College Council and Dean for review and approval.

4. **University-wide notification**: All academic and relevant service areas are notified of the proposed program and are given five business days to respond. The purpose of the notification is to ensure that implications that the new program may have for other academic units, programs, and services are identified. Comments received and the PWG's responses are included in the proposal package.

5. **Vice-Provost and APPC approves for Expedited review:** The Dean and Budget office submit a Memo to the Vice-Provost, or delegate, explaining how the proposed program meets the criteria for expedited process as stated in Policy 21.

   The Vice-Provost makes one of the following recommendations:

   a. The proposed program meets the criteria for expedited process and can proceed through the rest of the expedited screening process.
   b. The proposed program does not meet the criteria for expedited process, therefore cannot proceed through the rest of the expedited screening process.

   The Vice-Provost's recommendation is submitted to the APPC chair and vice-chair for confirmation.

   The Dean may appeal a recommendation not to follow the expedited process (b. above) to the APPC Expedited Review standing subcommittee, whose decision is final.[1]

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[1] APPC Expedited Review Standing Subcommittee is comprised of the Chair of APPC, the Vice-Chair, and three faculty members, where possible from different Faculties/College.

approved September 2015

Part II: Review of Program Proposal under the Expedited Approval Process

The Board of Governors' approval of the proposed program is required and can be requested at any point after UEC Screening Subcommittee's review is completed.

6. **UEC Screening, CWC, UEC and Senate Budget Committee:** The proposal package is submitted to UEC Screening Subcommittee who reviews it prior to submission to campus-wide consultation for information and to UEC for recommendation to APPC (the Screening Subcommittee may recommend that UEC vote on the proposal by e-mail). Analysis of the proposed program's budgetary implications is submitted to the Senate Budget Committee also for recommendation to APPC. (Senate Budget Committee may exempt specific Departments from review under the expedited process. The program proposal from an exempt Department goes to SBC for information.)

7. **APPC:** APPC Expedited Review Standing Subcommittee receives UEC's and, when applicable, SBC's recommendation and makes a recommendation to Senate. The program proposal goes to APPC for information.

8. **Senate:** The Senate reviews the proposal, along with the APPC Expedited Review Standing Subcommittee's, UEC's, and, when applicable, SBC's recommendations, for approval.

9. **External Approval:** If external approval is required, the Program Proposal is sent to the Office of the Provost and Vice-President, Academic for external submission (typically, through posting on the Post-secondary Institution Proposal System for 30 days).

Policy 21 excerpt on the Expedited Program Approval Process

8. The criteria for applying the expedited program approval process to a new program are as follows:

    8.1. The expedited program approval process may be requested for a new undergraduate program if at least one of the following circumstances applies:

    - There is funding available from an external source, with time constraints.
    - There is a sudden emergent need in the community for a narrow, focused theme, and there is a funding source.
    - There is a request for a partnership with a time constraint, and there is a funding source.
    - There is a clearly demonstrable opportunity for revenue generation to meet a specific demand, with time constraints.
    - There is an opportunity for capital or infrastructure injection, with time constraints.

    In addition,

    8.2. The program must be sustainable.

    8.3. The program must be consistent with the strategic goals of UFV.

    8.4. The program must be consistent with program priorities of UFV.

    8.5. There are minimal adverse implications for other faculties, programs, and services.

PART I: DETERMINATION OF WHETHER A PROGRAM MEETS THE CRITERIA FOR THE EXPEDITED PROGRAM APPROVAL PROCESS
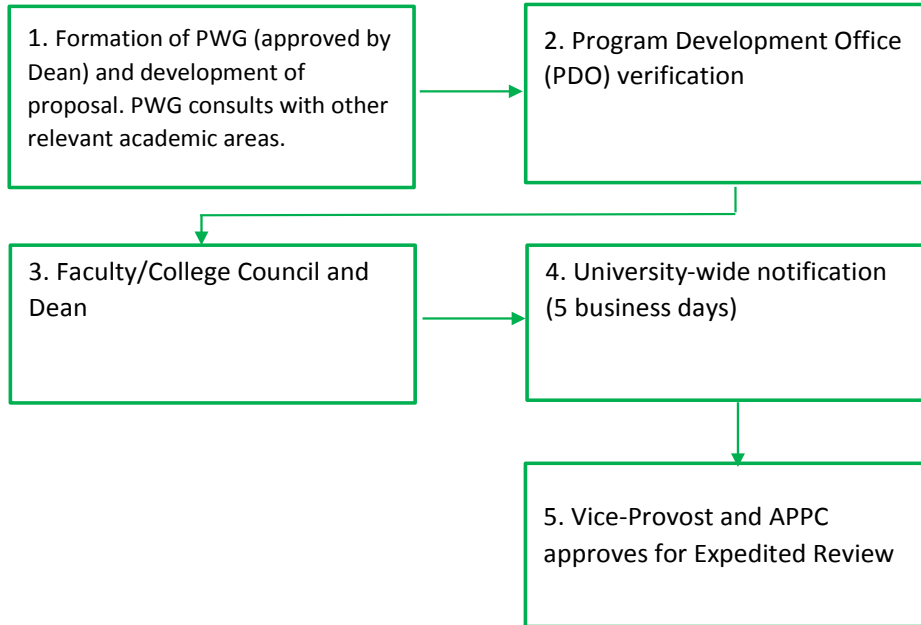
1. Formation of PWG (approved by Dean) and development of proposal. PWG consults with other relevant academic areas.	2. Program Development Office (PDO) verification
3. Faculty/College Council and Dean	4. University-wide notification (5 business days)
	5. Vice-Provost and APPC approves for Expedited Review

PART II: REVIEW OF PROGRAM PROPOSAL UNDER THE EXPEDITED PROGRAM APPROVAL PROCESS

The Board of Governors' approval of the proposed program is required and can be requested at any point after UEC Screening Subcommittee's review is completed (in step 6).

6. UEC Screening, CWC, UEC and Senate Budget Committee	7. APPC Expedited Review Standing Committee
8. Senate reviews for approval	9. External approval (if required)

September 2015

UNIVERSITY OF THE **FRASER VALLEY**
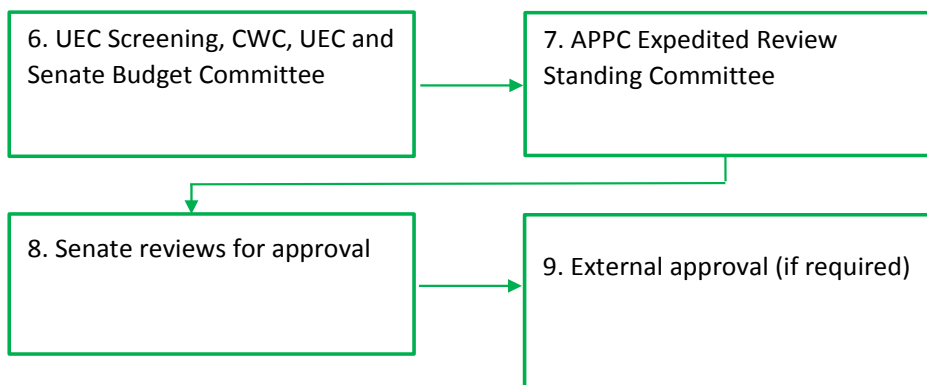
MEMORANDUM

TO:	Academic Planning and Priorities Committee, Senate, Board of Governors
CC:	Undergraduate Education Committee, Senate Budget Committee
FROM:	James Mandigo, Provost & VP, Academic
DATE:	June 27, 2022
RE:	Program Suspension – Applied Ethical & Political Philosophy minor (AEPP)

For the reasons outlined in the attached proposal from Sylvie Murray, Dean, College of Arts, dated June 2022, and as per the Program Suspension and Discontinuance Policy (222), I have approved the two-year suspension for the Applied Ethical & Political Philosophy minor (AEPP) offered through the College of Arts. The suspension is effective immediately for two years starting September 2022. The rationale notes that due to low student enrolment and lack of faculty with expertise to teach the key courses, the suspension will allow time to engage in discussion regarding a possible revision to a public policy minor.

Consultation included the College of Arts Council on May 20, 2022 and the Senate Budget Committee (SBC) on June 16, 2022. SBC notes that there are no budget implications as the College of Arts Deans office will absorb the costs to guide the four students currently enrolled through to program completion. The Philosophy department consulted with the Political Science department on February 25, 2022 and a small working group was created to begin discussions about what the public policy minor would include.

Please add this to your next agendas for information.

Attachment:
- Proposal Memo from Dean
- SBC Memo

UNIVERSITY
OF THE FRASER VALLEY

SBC MEMORANDUM

TO: Dr. James Mandigo, Provost and VP Academic

FROM: Jackie Hogan, Senate Budget Committee Chair

DATE: June 23, 2022

RE: Applied Ethical and Political Philosophy Minor (AEPP) Program Suspension

The Applied Ethical and Political Philosophy Minor (AEPP) Program Suspension came forward for Senate Budget Committee (SBC) review at its June 16, 2022 meeting, with guest Dr. Sylvie Murray in attendance to speak to the proposal. The following points were noted:

- With low student demand (four graduates in the last five years), a two-year suspension of the AEPP minor will allow time for consideration of the merits of a Public Policy minor in replace of the AEPP minor
- Dr. S. Murray confirmed the Dean's Office will absorb the minimal costs of the four currently enrolled students, and supports will collectively guide each of the four students through program completion

As quorum was not met, and in effort of keeping momentum on approval, SBC enacted an electronic voting procedure. The follow motion was voted in favor by each of the 12 voting members:

MOTION:

THAT the Senate Budget Committee has reviewed the Applied Ethical and Political Philosophy Minor program suspension proposal and confirms there are no budget implications.
CARRIED

UNIVERSITY
OF THE FRASER VALLEY

TO: SENATE BUDGET COMMITTEE

FROM: DR. SYLVIE MURRAY, DEAN, COLLEGE OF ARTS

PROGRAM: AEPP MINOR, PHILOSOPHY

SUBJECT: ☐ PROGRAM REINSTATEMENT

              ☒ PROGRAM SUSPENSION

              ☐ PROGRAM SUSPENSION RENEWAL

              ☐ PROGRAM DISCONTINUANCE

PROGRAM SUSPENSION or SUSPENSION RENEWAL

1) Program information (credential, department/school, etc.);
   - **Applied Ethical & Political Philosophy Minor (AEPP).**

2) What term would the program suspension would take effect:
   - **September 2022**

3) Length of time the program is suspended for (up to two academic years):
   - **Two years. The plan is to engage discussion on a possible minor in policy studies which would replace the AEPP minor. Strategically there may be an opportunity to do so through a major program revision, rather than a new program creation. The suspension of the AEPP will provide time to consider the merits of a Public Policy minor.**

4) A rationale for suspension that is clear and comprehensive;
   - **Low student demand for the program (only 4 students graduated in the last 5 years).**
   - **Focus of the minor is dated and in need of revision to be attractive and relevant for students.**
   - **Key courses in the program were supported by faculty members who have now retired, and PHIL will not be replacing them with new hires with similar profiles.**

5) The summary of consultation with stakeholders, including Faculty Council approval date;
   - **The Philosophy department consulted with the Political Science department on February 25, and agreed to suspend the program which was created at a time when Philosophy and Political Science were one department.**
   - **A small working group with representatives from PHIL, POSC, SCMS and ECON will begin discussions in Spring 2022 about what a public policy minor would include, we would then engage the program development office at this stage.**
   - **College of Arts Council approved this proposal on May 20, 2022**

Last updated August 2019 | Page **1** of **3**

6) A plan to accommodate students already enrolled in the program or to otherwise mitigate the effects of the suspension.
   - **There are currently 4 students enrolled in the program. CoA will work with incoming department head of Philosophy, Dr. Anna Cook, and Academic Advising to establish a plan to ensure each student can finish the program. This will be done through Directed Studies or appropriate course substitutions. CoA will work proactively with each student starting with an analysis of their remaining courses requirements.**
7) Attachments: (All supporting documents, e.g., Memo from the Department)
   - **Please see relevant excerpt from the Feb 25th Political Studies minutes on the following pages.**

UNIVERSITY OF THE FRASER VALLEY

Department Meeting
Meeting Minutes

Fri, Feb 25, 2022
Zoom Meeting

Political Science

Chair: Edward Akuffo

Present: Edward Akuffo, Ron Dart, Jessica Price, Hamish Telford

Regrets:

Recorder: Natasha Tvete

Discussion Items

Discontinuance of AEPP Minor

G. Baier and S. Murray attended the POSC department meeting to consult about the future of Applied Ethical & Political Philosophy (AEPP), both departments (POSC & PHIL) agreed to suspend not discontinue this program.

Rationale to discontinue are:

1. Low student demand for the program (4 students graduated in the last 5 years)
2. Key courses in the program were supported by faculty members who have now retired, and PHIL will not be replacing them with new hires with similar profiles.

There are currently 4 students enrolled in the program, COA will work with G. Baier and advising to establish a plan by ensuring students can finish the program by analyzing the remaining courses and the impact of transition.

The plan is to resume discussion on a minor in policy studies, therefore we will not discontinue the AEPP minor at this point, to assess whether we could go through a major revision route, rather than a new program creation, replace the AEPP with a Policy Studies minor.

A small working group with representatives from PHIL, POSC, SCMS and ECON will discuss in spring what a policy studies minor would look like, we would then engage the program development office at this stage.

H. Telford is the point of contact for the policy studies working group and will reach out to C. Marlor and M. Maschek.

COA – S. Murray to help with the paperwork for the AEPP suspension.

Action items	Person responsible	Deadline
Contact Chantelle Marlor & Michael Mascheck	H. Telford	March 21, 2022
COA – paperwork for AEPP suspension	S. Murray	TBD

UNIVERSITY
OF THE FRASER VALLEY

MEMORANDUM

TO: APPC, Senate, Board of Governors

FROM: James Mandigo, Provost & VP, Academic

DATE: July 4, 2022

RE: Program Suspension – Digital Manufacturing diploma program

For the reasons outlined in the attached memo from Peter Geller, Interim Dean, Faculty of Applied and Technical Studies dated June 29, 2022 and as per the Suspension and Discontinuance Policy (222), I have approved the one-year suspension for the Digital Manufacturing diploma program and look forward to look forward to receiving an update on the long-term viability of the program.

Attachment:
- Memo from Faculty of Applied and Technical Studies

MEMO

To:	James Mandigo, Provost and VP, Academic
From:	Peter Geller, Dean, Faculty of Applied and Technical Studies
Cc:	Randy Kelley, Associate Dean; Melinda Saretzky, Assistant to the Provost; Claire Carolan, Associate Director
Subject:	Program Suspension: Digital Manufacturing Diploma, Technology programs, Faculty of Applied and Technical Studies
Date:	JUNE 29, 2022

SECTION 1 - Program Information
Not applicable.

SECTION 2 - Effective Date
Fall 2022

SECTION 3 - Length of Suspension
Request suspension for:
☒ 1 year
☐ 2 years

SECTION 4 - Rationale
The rationale for the one year suspension is a lack of applicants to the program.

Graduates from the Electronics Technician Program can enter the Automation and Robotics diploma program (AR) or the new Digital Manufacturing (DM) diploma program. The 2021-22 Electronics Technician program has not generated graduates wanting to enter Digital Manufacturing. Some of this is an ongoing impact of the lower than usual enrolments in the Electronics program, likely a response to COVID-19 restrictions.

With the suspension of the program for this academic year efforts will be undertaken to recruit for 2023-24.

SECTION 5 – Work Plan
The suspension period will allow for marketing and recruitment of the program. This will include working with Marketing and the Future Student Office. As well, a digital marketing strategy will be developed and implemented using Faculty of Applied and Technical Studies resources.

SECTION 6 – Consultation

The decision to suspend the program for one year was made with consultation of the program area. In addition, UFV International was consulted as the program was open to international students.

Note that due to the timing of the proposed suspension consultation was not able to take place with ATS Faculty Council or Senate Budget Committee as there are no meetings until the fall term. They will be informed of the suspension at the first meeting of the fall term.

SECTION 7 - Accommodation Plan

All current students (enrolled in the 2021-22 academic year) have completed the program.

There is one (1) student currently registered in the program. The student will be offered the choice of applying to the Automation and Robotics diploma program or deferring to 2023-24.

Any potential applicants expressing interest in the program will be informed that the next offering will be in 2023-24 and also provided the option applying to the Digital Manufacturing diploma.

SECTION 8 - Communication Plan

As noted above, there are no existing students in the program.

Immediately upon approval of the suspension the Office of the Dean in Applied and Technical Studies will communicate the one year suspension to the following relevant areas:

- Office of the Registrar
- Academic Calendar Editor
- Undergraduate Education Committee
- Senate Budget Committee (with proposal for inclusion in September meeting)
- Academic Advising Centre
- University Relations
- UFV International
- Applied and Technical Studies Faculty Council (with proposal for inclusion in September meeting)

SECTION 9 – Additional Relevant Information

Not applicable.

UNIVERSITY
OF THE FRASER VALLEY

Procedures

for Program Suspension and Discontinuance

Appendix to Policy 222

Academic Planning and Priorities Committee

Last revised: June 29, 2022

Table of Contents

Section 1 - Introduction

The Program Suspension and Discontinuance policy (222) guides the transparent and accountable suspension and discontinuance of academic programs at the University of the Fraser Valley. The policy applies to all undergraduate and graduate programs; excluding all non-credit continuing education programs and a specific focus embedded within a program (e.g., a concentration within a major). This policy does not apply to adjustments in the number or location of course offerings as part of the ongoing management of program delivery.

The procedures and templates in support of this policy will, with consultation from the PDQA office, be developed and maintained by the Chair, Vice-chair and APPC assistant; communicated to APPC; and published on the UFV website.

These procedures describe the process and standard of evidence that the University of the Fraser Valley (hereafter "the University" or "UFV") employs to determine the suspension, discontinuance, or reinstatement of a program of study.

Submission guidelines

Typically, a proposal for program suspension or discontinuance will be initiated by the Dean of the relevant area. A request to consider program discontinuance, suspension, or reinstatement may also come from the Provost or the Academic Planning and Priorities Committee (APPC) based on results from formal university review processes.

Program suspensions, discontinuances, and reinstatements can be submitted at any time and must coincide with committee approvals and other UFV deadlines, such as Admission, Academic Calendar, etc. Submission deadlines may be subject to change at any time (see sections below for deadlines). Areas must also be attentive to admission application start dates and it is best to submit requests as early as possible, in the event of unexpected delays. Whenever possible, decisions to discontinue or suspend programs will take place within the academic planning processes of the UFV Plans, including the Integrated Strategic Plan.

Note: Program suspension for two years is recommended (with a possible extension) to allow time for the course and program approval processes when program revisions are expected. Deadlines may be tight, please connect with the Academic Calendar Editor and Admissions office for timelines.

Timelines

The annual Academic Calendar (ufv.ca/calendar) is the official source for all approved courses and programs. All changes to programs must be published in the calendar prior to implementation. There are other areas within the Office of the Registrar that must be notified to implement these changes, such as admissions, myGradplan, and Banner. Changes should be submitted as early as possible to avoid missing these deadlines.

Minimum timelines

The approximate time required from faculty/college recommendation to final approval are:

- Program discontinuance: 4-5 months
- Program suspensions: 3-4 months
- Program reinstatement: 2-3 months

Program Suspension and Discontinuance (222) Procedures

Principles

The following principles guide the program suspension/discontinuance/reinstatement processes:

Program Rigour: Program suspension/discontinuance/reinstatement ensures academic relevance, currency, and response to student needs and the educational environment.

Transparency: The review and approval processes are consultative, based in peer review, and communicated clearly.

Accountability: The decision to discontinue a program is consistent with appropriate stewardship of resources and the meeting of community expectations.

Compliance with Recognized University Processes: The consultation and approval process comply with policy Program Suspension and Discontinuance (222).

Definitions

APPC: Academic Planning and Priorities Committee

AVP REGS: Associate Vice-President, Research, Engagement, and Graduate Studies

Communication Plan: How the program suspension, discontinuance, or reinstatement will be communicated to all stakeholders

Consultation: Seeking of input and opinions

GSC: Graduate Studies Committee

Implementation Plan: Course of action by a department or program during suspension or reinstatement to either review and reinstate or discontinue a program

PDQA: Program Development and Quality Assurance

Program: A set of courses and associated requirements offered as a credential (e.g., a certificate, diploma, degree, etc.) or as a defined area of study within a credential (e.g., a major, minor, honours, specialization, etc.)
   These procedures do <u>not</u> apply to:
   - a specific focus embedded within a program (e.g., a concentration or specialization within a major), which is treated as a program revision under the Undergraduate Course and Program Approval policy (21) or Graduate Course and Program Approval policy (209)
   - all non-credit continuing education programs
   - adjustments in the number or timing of program intakes during an academic year or the scheduling or location of courses offered in a program that are part of the ongoing management of program delivery

Program Discontinuance: Elimination of the offering of a program

Program Suspension: Temporary cancellation of the intake of new students into a program for one or more academic years

Reinstatement: Resuming enrolment and delivery of a suspended program

SBC: Senate Budget Committee

Transition Plan: Plan outlining how the program will ensure student transition through the existing program or transition to a new credential

UEC: Undergraduate Education Committee

Work Plan: How the suspension time will be used to address to reasons for suspension

Program Suspension and Discontinuance (222) Procedures

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Additional resources

Memo Templates: Contact pdqa@ufv.ca

Main page: https://www.ufv.ca/program-development/

Program Suspension and Discontinuance (222): https://www.ufv.ca/secretariat/policies/

Procedures for undergraduate program changes: ufv.ca/senate/standing-committees/uec/uec-resources/program-changes/

Procedures for graduate program changes: ufv.ca/graduate-studies/faculty-and-staff-resources/forms-guidelines/

Program Suspension and Discontinuance (222) Procedures
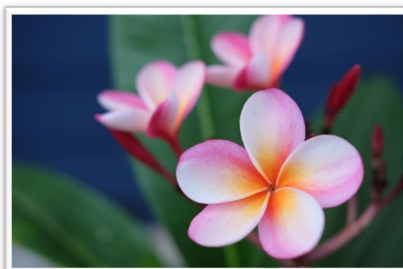
Section 2 - Program Discontinuance

Program discontinuance forms part of an ongoing process of program revision and renewal. Proposals can be submitted at any time but should allow for at least four months lead time. Areas must be attentive to when applications are open. Effort should be made to time submission, review and approval of a proposal for discontinuance to align with UFV deadlines, such as admissions and the Academic Calendar.

Note: Choose program suspension if more time is needed to consider a program discontinuance.

Based on outcomes from the UFV program review process, APPC may recommend that either or both the Provost and/or Dean examine the quality and viability of a specific program for the purpose of discontinuance.

Once a program is discontinued, the program no longer has status as an approved program at the University of the Fraser Valley. PDQA will remove discontinued programs from the program review 10-year schedule. Any proposal to reinstate the program will be considered a new program under the Undergraduate and Graduate Course and Program Approval policies (21 and 209).

Decisions regarding the discontinuance of programs at UFV will take into consideration UFV's academic plans (e.g., Integrated Strategic Plan, SEM plan, etc.), implications to the BC education system, the UFV community, Collective Agreement, and university values and ethics.
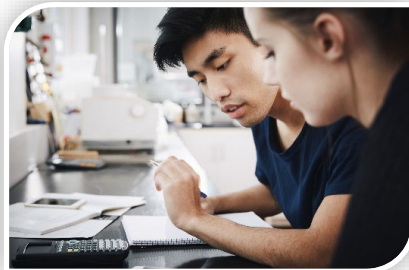
Procedures (minimum 4-5 months)

In cases where a program is discontinued, the University will honour its commitment to currently enrolled students, by providing pathways for completion where possible.

Program discontinuances must be approved by the January APPC meeting to be included in the September Academic Calendar and to allow sufficient notice for other implementation processes, if submitted earlier, a note can be added to indicate that the program is no longer available.

Note: To discontinue courses, please follow the Undergraduate or Graduate Course and Program Approval procedures.

1. Initiate

- A program discontinuance is typically initiated by the dean of the relevant area. A request to consider program discontinuance may also come from the provost; or from APPC based on results from formal university review processes, and if applicable, the AVP REGS
- If the program is currently in suspension, the discontinuance proposal must be submitted before the suspension period ends

2. Complete Proposal

- Dean or program area completes the proposal
- Documents required: memo (sample template provided); and supporting documents, if applicable (see Proposal Components section below for more details)

3. Consult with Areas

- Must include: department/school, Faculty/College Council, Senate Budget Committee, and, if applicable, the AVP REGS

4. Submission

- Dean submits to PDQA at pdqa@ufv.ca
- PDQA submits the proposal to the APPC (cc: provost, assistant to the provost, department head/director, other relevant assistants, and if applicable, the AVP REGS)
- APPC forwards the proposal and its recommendation along with supporting evidence, including the record of its deliberations to Senate for decision. Senate will advise the Board of Governors of its recommendation. The final authority rests with the Board of Governors. The provost will also notify the Office of the Registrar, UEC/GSC, and SBC of the decision and effective date.

5. Execute Communication Plan

- After Board approval, the Dept Head/Director executes the communication plan as soon as possible.

Program Suspension and Discontinuance (222) Procedures

Proposal Components - Program Discontinuance

Memo template available.

| 1. Program Info | Further program information (credential, etc.) |

| 2. Effective date | Semester the program discontinuance would take effect |

| 3. Rationale | *Note: If the credential here presented for discontinuance is being replaced by a new credential, with no impact on the criteria listed in this rationale section, please provide only a brief explanation here.* |

Decide to discontinue a program on a holistic assessment of the program in terms of all the variables, within a process with a broadly consultative and collegial process. APPC will assess the proposal according to the following five criteria. (Note that these criteria are not weighted or listed in order of priority.)   The proposal should address as many of the specific aspects listed under each criterion that are relevant. General or contextual information relevant to the assessment of this proposal may be provided as well.

The rationale for program discontinuance will typically consider issues arising from the following categories:

Section A. Demand - What is the current demand for the program?
Include information about:
- Student enrolment, domestic and international
- Graduation/completion rate; Employment opportunities for graduates;
- Whether the program serves an institutional demand (for instance, if program courses are required in another program or if it duplicates a similar program);
- Community or regional demand

Section B. Capacity – determined by a broad assessment of program inputs - What resources are currently available to deliver the program? Include information, as relevant, about:
- Faculty and staff
- Capital equipment
- Facility infrastructure
- Course offerings

Section C. Program Output – What is the program delivering? Including graduation, quality, and performance in terms of both key performance indicators and a summative assessment of the program's contribution to the strategic directions of the university. Consider:
- Number of graduates;
- Contribution to the university's mandate, strategic directions, strategic plans, institutional learning outcomes;
- Meeting the program's own goals, objectives, or outcomes; Students' engagement and success;
- Opportunities for laddering; Research capacity and any ongoing research projects

Section D. Financial Impact/Viability – Provide a full accounting of both direct and indirect program revenue and costs. How efficient is the use of available resources?

Section E. Reputational Considerations for the University. Will discontinuance of this program affect current commitments? For instance, will it affect partnerships? Have external donors contributed to the program? Has UFV made a firm commitment to an external party to offer the program?

Program Suspension and Discontinuance (222) Procedures

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Proposal Components - Program Discontinuance -continued

4. Principles	The proposal should include evidence that the principles outlined in these procedures have been applied, and that the program has been assessed according to the criteria as outlined in rationale of the proposal.
5. Accommodation Plan	An accommodation and transition plan must be included in the proposal outlining how the existing students will transition through the existing program or to a new credential. When relevant, also include a plan for reallocation of any remaining program resources.
6. Communication Plan	The Department Head/Director, in consultation with the Dean and the Provost, will develop the communication plan which must be included in the proposal; and after approval, will execute the communication plan. The plan must include following areas including the approval and effective dates: ➢ existing students ➢ Office of the Registrar ➢ Academic Calendar Editor ➢ Undergraduate Education Committee (or Graduate Studies Committee) ➢ Senate Budget Committee ➢ Academic Advising Centre ➢ University Relations (include Marketing) ➢ Faculty/College Councils affected ➢ others as needed ➢ external stakeholders, if relevant
7. Other relevant documents	Submit any relevant, supporting documents, for example, memo from the department.

Section 3 - Program Suspension

Students will not be able to apply to the program while it is in suspension, during which time the program is to be reviewed to determine its future. Program suspension proposals can be submitted at any time for a maximum of two academic years and may be renewed only once. Ideally, the decision will be made and communicated at least four months before the usual start date of the program. Areas must also be attentive to other UFV deadlines, such as admissions and the Academic Calendar.

Procedures (minimum 3-4 months)

To ensure UFV deadlines are met, program suspensions must be approved by the provost by March for fall semester, by September for winter semester, and by December for summer semester

1. Initiate

- Program suspension is typically initiated by the dean (and AVP REGS, if a graduate program), making note of the submission deadlines
- The provost or the APPC can also initiate

2. Complete Proposal

- Dean or program area completes the proposal
- Documents required: memo (sample template provided); and supporting documents, if applicable (see Proposal Components section below for more details)

3. Consult with Areas

- Must include: department/school, Faculty/College Council, Senate Budget Committee, and, if applicable, the AVP REGS

4. Submission

- Dean submits to PDQA at pdqa@ufv.ca
- PDQA submits the proposal to the provost for review and decision (cc: assistant to the provost, department head/director, other relevant assistants, and if applicable, the AVP REGS)
- Provost reviews and responds with decision

5. Submit to Committees

- If approved, the provost submits a supporting memo with the proposal to the following committees for information: APPC, Senate, Board, and will also notify the Office of the Registrar, UEC/GSC, and SBC of the decision and effective date

6. Execute Communication Plan

- After approval, the dept head/director executes the communication plan as soon as possible and as stated in the proposal

7. Next Steps

- Before the end of the suspension period department head/director and dean decide whether to renew the suspension (see Section 4), reinstate the program (see Section 5), or discontinue the program (see Section 2)

Program Suspension and Discontinuance (222) Procedures

Proposal Components - Program Suspension

Memo template available.

| 1. Program Info | Further program information (credential, etc.) |

| 2. Effective date | Semester the program suspension would take effect |

| 3. Length | The length of time the program is suspended for (up to two academic years); two years is suggested if revisions to the program are expected |

| 4. Rationale | Proposals to suspend admissions must clearly and concisely present the rationale with consideration to the following:
▸ insufficient resources
▸ low enrolment or demand
▸ declining employment opportunities for graduates
▸ curricular issues
▸ inability to provide appropriate educational environment and/or supports
▸ decline in quality or the inability to meet required program outcomes
▸ program review for renewal or restructuring |

| 5. Work Plan | Dean or program area drafts a work plan for how the suspension time will be used to address the reasons for suspension |

| 6. Consultation | Consultation must take place and evidence given prior to the recommendation being approved. When timelines and decisions are pressing, the consultation process may be abridged or expedited depending on the nature of the circumstances and the summary must include the following stakeholders:
➢ Department/School
➢ Faculty/College Council
➢ Senate Budget Committee
   ▪ short-term impact on space (both employee and instructional)
   ▪ short-term impact on operating budget and resources dedicated to the suspended program
➢ for graduate programs, the Associate Vice-President, Research, Engagement & Graduate Studies. |

| 7. Accommodation Plan | Proposals to suspend admissions must include a plan, where appropriate, to accommodate students who are already enrolled in the program, or to otherwise mitigate the effects of the suspension |

Program Suspension and Discontinuance (222) Procedures

Proposal Components - Program Suspension -continued

8. Communication Plan	The Department Head/Director, in consultation with the Dean and the Provost, will develop the communication plan which must be included in the proposal; and after approval, will execute the communication plan. The plan must include following areas including the approval and effective dates: ➢ existing students ➢ Office of the Registrar ➢ Academic Calendar Editor ➢ Undergraduate Education Committee (or Graduate Studies Committee) ➢ Senate Budget Committee ➢ Academic Advising Centre ➢ University Relations ➢ Faculty/College Councils affected ➢ Others as needed ➢ external stakeholders, if relevant
9. Other relevant documents	Submit any relevant, supporting documents, for example, memo from the department.

Program Suspension and Discontinuance (222) Procedures

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Section 4 – Program Suspension Renewal

Suspensions may be renewed only once for a maximum of two years. Requests for program suspension renewals must be submitted before the end date of the first suspension

Procedures (minimum 3-4 months)

A decision to continue suspension should be made and communicated at least four months before the end date of the first suspension. Areas must be attentive to other UFV deadlines, such as admissions and the Academic Calendar. They share submission timelines with program suspensions: by March for fall semester, by September for winter semester, and by December for summer semester

1. Initiate

- Typically initiated by the dean, with, if applicable, the AVP REGS, before the initial program suspension period ends, noting the submission deadlines

2. Complete Renewal Memo

- Dean or program area completes the renewal memo (template provided) and collects any supporting documents, if applicable (see Memo Components section below for more details)

3. Consult with Areas

- Must include: department/school, Faculty/College Council, Senate Budget Committee, and if applicable, the AVP REGS

4. Submission

- Dean submits to PDQA at pdqa@ufv.ca
- PDQA submits renewal memo to the provost for review and decision (cc: department head/director, assistant to the provost, other relevant assistants, and, if applicable, the AVP REGS)
- Provost reviews and responds with decision

5. Submit to Committees

- If approved, the provost will submit a supporting memo with the renewal memo to the following committees for information: APPC, Senate, Board and will also notify the Office of the Registrar, UEC/GSC, and SBC of the decision and effective date.
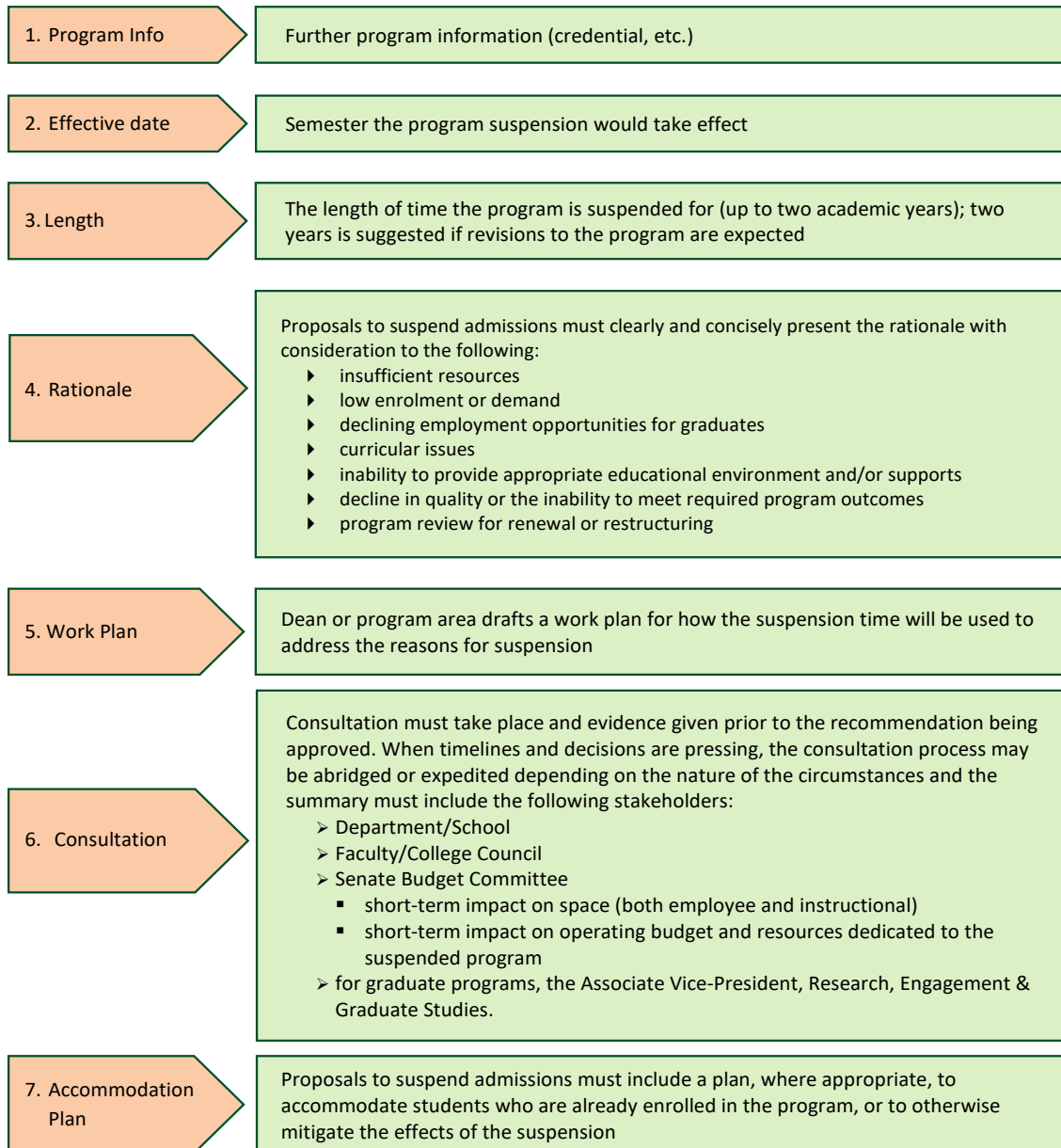
6. Execute Communication Plan

- After approval, the department head/director executes the communication plan as necessary

7. Next Steps

- Dean submits a proposal to either reinstate (see Section 5) or discontinue (see Section 2) the program before the end of the second program suspension

Program Suspension and Discontinuance (222) Procedures

Memo Components - Program Suspension Renewal

Memo template available.

1. Program Info	Further program information (credential, etc.)
2. Effective date	Semester the program suspension would take effect
3. Length	The additional length of time the program is suspended for (up to two academic years
4. Rationale	To continue to suspend admissions, clearly and concisely present the rationale with consideration to the following: ▸ insufficient resources ▸ low enrolment or demand ▸ declining employment opportunities for graduates ▸ curricular issues ▸ inability to provide appropriate educational environment and/or supports ▸ decline in quality or the inability to meet required program outcomes ▸ program review for renewal or restructuring
5. Work Plan	Dean or program area drafts a work plan for how the additional suspension time will be used to address to reasons for suspension
6. Consultation	Consultation must take place and evidence given prior to the recommendation being approved. When timelines and decisions are pressing, the consultation process may be abridged or expedited depending on the nature of the circumstances and the summary must include the following stakeholders: ➢ Department/School ➢ Faculty/College Council ➢ for graduate programs, the AVP REGS
7. Accommodation Plan	To continue to suspend admissions include a plan, where appropriate, to accommodate students who are already enrolled in the program, or to otherwise mitigate the effects of the suspension
8. Communication Plan	The Department Head/Director, in consultation with the Dean and the Provost, will develop the communication plan which must be included in the proposal; and after approval, will execute the communication plan. The plan must include following areas including the approval and effective dates: ➢ existing students ➢ Office of the Registrar ➢ Academic Calendar Editor ➢ Undergraduate Education Committee (or Graduate Studies Committee) ➢ Senate Budget Committee ➢ Academic Advising Centre ➢ University Relations ➢ Faculty/College Councils affected ➢ others as needed ➢ external stakeholders, if relevant
9. Other relevant documents	Submit any relevant, supporting documents, for example, memo from the department.

Program Suspension and Discontinuance (222) Procedures

Section 5 - Program Reinstatement

Departments moving to reinstate programs more than four months prior to the end of the set suspension period may initiate the process by contacting PDQA. Reinstatement procedures will otherwise be automatically initiated by PDQA four months prior to the end date of the suspension. On the effective reinstatement semester, the program will be opened to receive student admissions applications once again.

Procedures (minimum 2-3 months)

To ensure UFV deadlines are met, a memo to reinstate a suspended program must by approved by the provost by March for fall semester, September for winter semester, and December for summer semester.

1. Initiate

- The Dean's office will communicate an implementation plan for the program before the program suspension period ends, noting the submission deadlines, and if applicable, the AVP REGS

2. Complete Reinstatement Memo

- Dean or program area completes the reinstatement memo.
- Memo should directly address any steps taken to address the reasons for suspension (e.g., low enrolment, curriculum revitalization, major program changes etc.)
- Documents required: reinstatement memo (template provided); and supporting documents, if applicable (see Memo Components section below for more details)

3. Consultation

- Agreement between the department/school and the Faculty/College Council (for graduate programs, AVP REGS)
- Appropriate stakeholders as necessary in consultation with PDQA, (e.g., SBC, UEC, GSC, etc.)

4. Submission

- Dean submits to PDQA at pdqa@ufv.ca
- PDQA submits the reinstatement memo to the provost for review and decision (cc: department head/director, assistant to the provost, other relevant assistants, and if applicable, the AVP REGS)
- Provost reviews and responds with decision

5. Submit to Committees

- If approved, the provost will submit a supporting memo with the reinstatement memo to the following committees for information: APPC, Senate, and the Board; and will also notify the Office of the Registrar, UEC/GSC, and SBC of the decision and effective date.

6. Execute Communication Plan

- After approval, the department head/director executes the communication plan as soon as possible and as stated in the memo.

Program Suspension and Discontinuance (222) Procedures

Memo Components - Program Reinstatement

Memo template available.

1. Program Info	Further program information (credential, etc.)
2. Effective date	Semester the program would be reinstated (i.e., first term to accept new students)
3. Rationale	Provide a summary of the program's readiness to be reinstated; (if revisions to the program were made, provide UEC/GSC approval dates)
4. Consultation	➢ Agreement between the department/school and the Faculty/College Council (for graduate programs, AVP REGS) ➢ Appropriate stakeholders as necessary in consultation with PDQA, (e.g., SBC, UEC, GSC, etc.)
5. Communication Plan	The Department Head/Director, in consultation with the Dean and the Provost, will develop the communication plan which must be included in the proposal; and after approval, will execute the communication plan. The plan must include following areas including the approval and effective dates: ➢ existing students ➢ Office of the Registrar ➢ Academic Calendar Editor ➢ Undergraduate Education Committee (or Graduate Studies Committee) ➢ Senate Budget Committee ➢ Academic Advising Centre ➢ University Relations ➢ Faculty/College Councils affected ➢ others as needed ➢ external stakeholders, if relevant
6. Other relevant documents	Submit any relevant, supporting documents, for example, memo from the department.

Program Suspension and Discontinuance (222) Procedures

Academic Planning and Priorities Committee
2022/23 Meeting Schedule
Wednesdays
2:30 – 4:30 pm

Meeting Date	Agenda Deadline at noon	Location
September 7	Aug 30	TBD
October 5	Sept 27	TBD
November 2	Oct 25	TBD
December 14	Dec 6	TBD
January 25	Jan 17	TBD
February 22	Feb 14	TBD
March 22	Mar 14	TBD
April 19	Apr 11	TBD
May 17	May 9	TBD
June 14	June 6	TBD

ACADEMIC PLANNING AND PRIORITIES COMMITTEE MEMBERSHIP 2022-23

UNIVERSITY
OF THE FRASER VALLEY

AREA REPRESENTED	TERMS OF OFFICE	MEMBER
Chair		
Provost & Vice-President, Academic (*ex officio*, voting)	Ongoing	James Mandigo
Voting Members		
Vice-Chair of Senate	Ongoing	Gerry Palmer, Faculty of Professional Studies
Chair, Senate Budget Committee (or designate)	Ongoing	Betty Poettker, AVP, Integrated Planning & Resource Allocation (designate)
Chair, Undergraduate Education Committee (or designate)	Ongoing	David Johnston, Registrar & AVP, Enrolment Management
Chair, Graduate Studies Committee (or designate)	Ongoing	Nicola Mooney, Faculty of Social Sciences
Chair, Research Committee (or designate)	Ongoing	Shelley Canning, Faculty of Health Sciences
7 faculty members, approved by Senate, at least 3 from Senate		
Faculty (senator)	08-01-2022 to 07-31-2025	Shelley Stefan, Faculty of Humanities
Faculty (senator)	08-01-2022 to 07-31-2025	Nathan Bialas, Faculty of Science
Faculty (senator)	08-01-2021 to 07-31-2024	Pedro Montoya-Pelaez, Faculty of Science
Faculty	08-01-2021 to 07-31-2023	Dale McCartney, Faculty of Social Sciences
Faculty	08-01-2021 to 07-31-2024	Rupinder Sandhu, Faculty of Health Sciences
Faculty	08-01-2021 to 07-31-2023	Lin Long, Faculty of Applied & Technical Studies
Faculty	08-01-2022 to 07-31-2024	Vandy Britton, Faculty of Education, Community, and Human Development
Two deans or associate deans		
Dean	08-01-2021 to 07-31-2024	Sylvie Murray, Dean, College of Arts
Dean	08-01-2021 to 07-31-2024	Peter Geller, Interim Dean, Applied & Technical Studies
Two staff members		
Staff	08-01-2021 to 07-31-2023	Deanna Devitt, Work-Integrated Learning Coordinator, Science & Geography
Staff	08-01-2021 to 07-31-2024	Derek Ward-Hall, Regional Manager, International Student Recruitment
Two students		
Student (senator)	08-01-2022 to 07-31-2023	Aiden Haagensen
Student	08-01-2022 to 07-31-2024	Karn Dhillon
Ex-Officio Non-Voting Members		
Associate VP, Institutional Research and Planning (or designate)	Ongoing	Vlad Dvoracek
Associate VP, Research, Engagement & Graduate Studies (or designate)	Ongoing	Garry Fehr
Associate VP, Teaching and Learning (or designate)	Ongoing	Awneet Sivia
Associate VP, UFV International	Ongoing	David McGuire
Associate Director, Program Development & Quality Assurance	Ongoing	Claire Carolan
Senior Advisor on Indigenous Affairs	Ongoing	Shirley Hardman
University Librarian (or designated Librarian)	Ongoing	Camille Callison
University Secretary (or designate)	Ongoing	Al Wiseman
Vice-Provost Academic	Ongoing	Tracy Ryder Glass
Director, Equity, Diversity & Inclusion	Ongoing	Sundeep Hans
Administrative Support (non-member)		
Office of the Provost and Vice-President, Academic		Melinda Saretzky
CURRENT MEMBERSHIP: 29 members - 19 voting members and 10 non-voting members		
Quorum: Shall be a minimum of fifty percent (50%) of voting membership (not including vacancies)		Current as of June 13, 2022

† Normally, there shall be at least one member from each of the faculties, selected to ensure that the composition of the committee reflects the diversity of disciplines at the university.

AGENDA ITEM # 4.7.