



VANCOUVER ISLAND
UNIVERSITY

Office of the President

June 24, 2010

Honourable Moira Stilwell
Minister of Advanced Education and Labour Market Development
Province of British Columbia

Dear Minister Stilwell:

We are pleased to present Vancouver Island University's Institutional Accountability Plan and Report for 2010/11 – 2012/13.

The Accountability Plan and Report provides us with an opportunity to describe the many ways in which we are working to meet the needs of our region, including our students, employees, and communities. Vancouver Island University is currently immersed in an integrated planning process that will recognize VIU's history, build on our institutional strengths and move us forward by engaging the community in deliberate planning activities that are integrated across the institution. We are working with our students, community organizations, First Nations leaders, partners in education, the public and our employees to identify and articulate a shared vision for our institution. We look forward to sharing this near the end of 2010.

We are pleased to report a significant increase of over 600 full-time equivalent students in our overall student delivery. This contributes to a 16% increase in enrolment over the past two years and a 97% delivery rate for 2009/10.

We are accountable for Vancouver Island University's Institutional Accountability Plan and Report, which was prepared under our direction. All material fiscal assumptions and policy decisions as of March 31, 2010, have been considered in preparing the plan and we are responsible for achieving its objectives.

Sincerely,

John Phillips
Chair, Board of Governors
Vancouver Island University

Ralph Nilson, Ph.D.
President and Vice-Chancellor
Vancouver Island University



VANCOUVER ISLAND
UNIVERSITY

Vancouver Island University Accountability Plan and Report 2010/11 – 2012/13

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1. Institutional Overview

Known as a centre of excellence for teaching, learning, and applied research, Vancouver Island University (VIU) is producing quality graduates that are in demand by employers across the country and around the world. VIU is an organization that values a diverse range of training and education. The university provides an enriched and intellectually stimulating environment for students and employees. Offering programs from basic literacy to vocational programs, trades, undergraduate and graduate degrees, VIU encourages all students to explore their potential, discover more about their world and excel in both life and learning.

Our main campus in Nanaimo is located on the slope of Mount Benson and overlooks the spectacular Strait of Georgia. We have campuses in Duncan and Powell River and a campus centre in Parksville. VIU is the proud owner of Milner Gardens and Woodlands in Qualicum Beach, recently named one of the top 10 public gardens in Canada. VIU also operates many off-campus teaching and learning facilities such as the Paine Horticultural Centre, Deep Bay Field Station, and Heavy Equipment Operator site.

Established in 1936 as a vocational training school, VIU has evolved into a dynamic, internationally known university. In 2009/10, VIU enrolled over 19,700 individual students (over 8,700 full-time equivalent students). Significant among them are a large number of aboriginal students from our region and beyond who constitute 10% of our student body. In addition to serving Canadian students, VIU also offers a successful International Education program that in 2009/10 attracted over 1,500 students from many different countries.

VIU is proud of its ongoing contribution to the cultural, social, economic, and intellectual life of Vancouver Island. As one of the primary employers in the region, VIU employed 2,321 individuals during 2009.¹ Not surprisingly, VIU is a major economic driver in the region with a consolidated statement of revenue of \$120.5 million in 2009/10.

As a special purpose university, our mandate is provided by the University Act and related legislation.² As specified in the Act, our governance structure is composed of a Board of Governors and a Senate with shared responsibilities.

1.1 Mission Statement

Vancouver Island University is a dynamic and diverse educational organization, dedicated to excellence in teaching and learning, service and research. We foster student success, strong community connections and international collaboration by providing access to a wide range of university and college programs designed for regional, national and international students.

1.2 Value Statement

- 1) First and foremost, we value our students and are committed to their educational and personal success.
 - a) As a learner-centred institution, we engage and challenge our students.
 - b) We support our students through personal interaction, small-scale learning environments, and sensitivity to student needs.

¹ Based on T-4 slips issued to employees during 2009.

² <http://www.aved.gov.bc.ca/publications/legislation.htm>

- c) We welcome students with different backgrounds, cultures, life experiences, and interests, and celebrate their diversity.
- 2) We value our collegial, respectful, and supportive working environment.
 - a) We encourage continuing opportunities for the learning and growth of our employees.
 - b) We honour the open exchange of ideas, academic freedom, and collaboration across departments and disciplines.
- 3) We value the quality of our programs and services, and are committed to offering a unique mix of vocational, applied, and academic programs to meet the needs of a wide range of learners.
- 4) We value our strong connections to the communities we serve.
 - a) We are committed to providing access and programming to meet community needs.
 - b) We value exchange and interaction with our communities – locally, nationally, and internationally.
- 5) We value the natural environment in which we are located.
 - a) We enjoy the beauty of our location and are committed to maintaining and enhancing the quality of our campus settings.

2. Planning and Operational Context

While planning at VIU flows from our mandate, mission, and values, we are also subject to a wide range of external environmental factors and trends. As part of our strategic and academic planning, we track demographic, economic, and labour market information with a potential bearing on our current and future student and employee populations. The following content describes some of the significant points.

2.1 External Planning Factors

2.1.1 VIU Region

In the context of regional planning, we must consider environmental trends not only in the immediate vicinity of our campus locations, but across the entire region from which we draw students. It is therefore important for us to understand the geographical places of origin of our students. We have two primary sources of information: one is the provincial Student Transitions Project (STP); the other is information on “home address” provided by students when they register at VIU.

Based on consideration of both student high school transitions data and analysis of students’ postal codes, we conceptualize our catchment region spatially as a series of concentric zones. The central tier is located on Vancouver Island and the mainland coast in proximity to our existing campus locations, the second tier consists of the remainder of Vancouver Island and adjacent areas of the mainland coast, the third tier consists of the rest of BC, and the fourth tier consists of other provinces and territories of Canada. We might also envision a fifth tier consisting of international locations from which we recruit and enrol international students. While all of these tiers are important to VIU as part of our student catchment, we have chosen to focus the discussion of environmental and planning trends on the Tier 1 and 2 regions of Vancouver Island and the mainland coast from which we currently draw the large majority of our students.

2.1.2 Demographic Factors

Population Growth

For the purposes of descriptive analysis, both BC Stats and Statistics Canada have identified regions that include Vancouver Island plus adjacent gulf islands and sections of the mainland coast. BC Stats refers to the region as the Vancouver Island/Coast Development region, and it approximates our Tier 1 and 2 regions. Population estimates and projections from BC Stats show that the overall population of this development region increased over the past decade (1999 to 2009) by 8.6% from 710,785 to 772,309.³ In the coming decade (2009 to 2019) the population is projected to increase by another 11.6% or 89,226.

However, when the regional districts of which the development region is made up are examined individually, it can be seen that there are significant differences among projected growth trends. A large portion of the total population increase is accounted for by the Capital Regional District with a projected population increase of 39,261, although this district may have the least bearing on planning at VIU because it is already served by several post-secondary institutions including University of Victoria, Camosun College, and Royal Roads University. Looking at the remaining regional districts, several have even higher rates of projected increase. For example, the Nanaimo Regional District population is projected to increase by 17% or 25,714, the Comox-Strathcona District by 17% or 10,916, and the Cowichan District by 12% or 10,104. A few districts, including Mount Waddington, Alberni-Clayoquot, and Powell River are projected to have slight decreases in population.⁴

Aging Population

Planning for educational needs must consider not only projected population size but also population age. It is common knowledge that the massive Baby Boom generation is now reaching retirement age, and this trend is increasing the average age of the population to record highs. There is also a Baby Boom Echo generation creating a secondary peak in the 20-30 age range, and both of these aging trends are affecting our Tier 1 and 2 regions, just as they are affecting population demographics throughout BC and across North America.

According to BC Stats, the population of the Vancouver Island/Coast Development Region is aging at a faster rate than the provincial average, with a population 4 years older than the provincial median.⁵ This is part of a long-term trend in which the median age in the development region has increased from about 34 years in 1986 to about 44 in 2006, and is projected to increase to 48 by 2036. This can be attributed to both the natural aging of the population and the fact that many immigrants to the region are older or retirees. There are proportionately fewer children (aged 17 and younger) and more elderly (65 and older) in this area than in the province as a whole.

Although VIU enrolls students with a wide range of ages and has a large number of mature students, a key demographic for post-secondary attendance continues to be the 18-24 age group. In anticipating the number of potential students for post-secondary institutions, it is therefore important to track the projected number of people in that age category as well as the number of children in the region who are potential future students.

One of the clear messages we can take from these trends is that the current gradual decline in the number of school age children in our region will continue, leading to fewer students completing high school and making the transition to post-secondary institutions, including VIU. In order to maintain or increase post-secondary enrolment, we will need to: 1) increase the rate of direct and

³ BC Stats Population Estimates and Projections based on P.E.O.P.L.E. 34:

<http://www.bcstats.gov.bc.ca/data/pop/pop/dynamic/PopulationStatistics/SelectRegionType.asp?category=Census>

⁴ Ibid. Note that the Comox-Strathcona Regional District has recently been subdivided into two districts, Comox and Strathcona. For the purposes of this report, the older single district has been used to allow for comparisons with earlier data.

⁵ BC Stats Vancouver Island/Coast Development Region Summary based on P.E.O.P.L.E. Run 34, July 2009.

indirect transition from regional high schools, 2) attract students from a wider geographical area, and 3) attract students in older age cohorts by providing appropriate programming and services.

There are also many social and economic implications of a significantly aging population. One that is already being felt is the dramatically increasing demand for health care facilities and services of all kinds. There will also be a significant increase in the market for appropriate retirement housing. Universities can provide co-located retirement housing that develops potential beneficial revenue streams for the institutions. This potential has been identified in the recently approved campus master plan. With the anticipated increase in the number of retirees and elderly, we can expect more demand for personal services in general, as well as growth in leisure, travel, and hospitality sectors. Given the increasing proportion of elderly to those in mid-life age categories, significant labour shortages have been predicted, since there will not be the numbers of workers available to replace those retiring.

Some of the implications for post-secondary institutions are that there will be an ever-growing need to train more health professionals, personal service providers, leisure and recreation practitioners, and hospitality workers, as well as a need to produce the numbers of educated and trained workers needed to maintain the labour force.

Dependency Rates

A secondary implication of the aging trend is that younger members of society will bear an ever-increasing burden of care for the elderly. BC Stats forecasts that by 2036 there will be about eight dependents for every ten people of working age in the region, with most of these dependents being seniors. So, while the rates of child dependency are gradually dropping, they are more than made up for by anticipated increases in elderly dependency.

Because elderly dependence is increasing at such a fast rate, it overshadows the decline in child dependency and produces overall dependency rates that will increase in all regional districts in the next decade. The highest overall dependency rates are currently found in Powell River, Cowichan, and Nanaimo, and the lowest in the Capital, Mount Waddington, and Comox-Strathcona, and these rankings will remain very similar in coming years though the rates will increase.

What is the implication of these increases in dependency rates for post-secondary planning? They underscore the social implications for individuals and families who must assume both financial and personal costs of caring, often simultaneously, for children and increasing numbers of elderly. This means increasing financial challenges for potential students, and social obligations that may create scheduling and other challenges for those who wish to attend school. The regions from which we draw the majority of our students are also the regions with the highest current and forecasted dependency rates. We know from other sources that students at VIU already spend more hours caring for dependents than students at many other institutions, and we can expect this trend to not just continue, but increase significantly.

Immigration

Over one quarter of BC's population consists of immigrants (1.1 million).⁶ From the 2001 Census to the 2006 Census, the immigrant population has increased by 10%. Of immigrants aged 25-64, 65% have a post-secondary qualification (over 477,000) and almost 170,000 of these qualifications were earned in BC.⁷

⁶ BC Stats Profile of Immigrants <http://www.welcomebc.ca/shared/docs/immigration/British%20Columbia.PDF>

⁷ Ibid

Over the same time period, the Vancouver Island/Coast Development Region immigrant population grew slightly faster than the population as a whole at 6.6% compared to 5.7%.⁸ The most common world region of birth for recent immigrants (arriving in Canada between 2001 and 2006) was Asia and the Middle East and 83.2% of these recent immigrants are concentrated in the Victoria region.⁹ Although international immigration remains the principle driver in the province's population growth it means less for our immediate region. The vast majority of immigrants to BC settle in the lower mainland where there are established communities of various ethnic groups. For example, there was a net increase of only 600 international immigrants in the Nanaimo Regional District in 2008/09.¹⁰

With the aging of the regional population, the death rate has increased dramatically and will continue to increase. In the 1990s the death rate surpassed the birth rate in BC, resulting in an overall negative rate of natural population increase which is projected to continue. However, the decline in the natural rate of population replacement is more than compensated for by immigration into the development region. While immigration rates tend to respond quickly to economic changes, immigration is currently predicted to remain the primary driver of population growth in the region. Immigration is predicted to remain strong over the coming several decades, although there are differences in the relative importance of immigration within the region.¹¹

One of the implications of immigration trends for post-secondary planning is that we can expect the greatest population growth in districts with urban centres, and a continuing exodus from rural districts, particularly in the north Island and central coast (north of Powell River). While it is well known that many immigrants choose the Vancouver Island region as a retirement destination based on climate and lifestyle factors, it does not appear that inter-provincial migration is a significant factor in increasing the age of BC's population.¹² This is partly because trends in aging are affecting both in-migration and out-migration in the province, reducing the net effect on age. However, this may change in coming decades, given the fact that children aged 0-17 are declining as a proportion of the population while the proportion of those 65+ is increasing.

2.1.3 Educational Factors

Regional educational issues also provide context for planning at VIU. We work closely with school districts in our region to identify and address student needs, as well as to provide partnership programs, such as the Career Technical Centre (CTC) and high school enrichment classes. We provide recruitment and orientation information and activities for high school students to encourage their participation and we assist students in the transition to the post-secondary system.

However, certain measures suggest that more work can be done to improve educational outcomes in our region. For example, in 2006 in the Malaspina Region (as defined by BC Stats), the regional percentage of the population aged 25-54 without high school completion (13.5%) was higher than the provincial average (11.1%).¹³ In 2007-09, approximately 4% more eighteen-year old students failed to graduate from high school in our region than the provincial average.¹⁴ The percentage of

⁸ Census 2006: Regional Settlement of Immigrants in British Columbia
http://www.welcomebc.ca/shared/docs/communities/regional_immigrant_settlement_in_bc.pdf

⁹ Ibid

¹⁰ BC Stats Regional District Migration Components, Jan. 2010.
<http://www.bcstats.gov.bc.ca/data/pop/mig/rdcomp.pdf>

¹¹ BC Stats Vancouver Island/Coast Development Region Summary based on P.E.O.P.L.E. Run 34, July 2009.

¹² BC's Inter-Provincial Migrants: A Changing Age Distribution; BC Stats, Migration Highlights, June 2008. See <http://www.bcstats.gov.bc.ca/pubs/mig/mig081fa.pdf>.

¹³ http://www.bcstats.gov.bc.ca/data/sep/col/college_8.pdf

¹⁴ Ibid

our region's population aged 25-54 without post-secondary completion in 2006 was 4.5% higher than the provincial average. In the same year, the percentage of the regional population over 20 years old with a university degree (16.2%) was significantly lower than the provincial average (24.1%); our region has a higher percentage of the same population that has a post-secondary certificate or diploma than the provincial average.¹⁵ These statistics suggest continued high priority for programs that support students in their return to school at any level, as well as for retention initiatives that help students succeed in their post-secondary and university degree programs. VIU is working to address these issues.

2.1.4 Economic Factors

The economy is a hot topic, and there is a vast amount of information available on economic conditions and performance measures. As background to post-secondary planning, we will outline here only a few of the key trends for our region. For example, it is important to us in planning future educational activity to understand the general state of the regional economy – for example, whether economic activity is sufficient to provide employment for existing workers and opportunities for new workers and businesses. While we believe strongly in the value of general education, it is also important for us to understand the relative role of different sectors in the regional economy, as well as future labour market trends, so that we can match educational programming to labour market needs. We also need to be aware of the relative wealth in communities and the ability of potential students to invest in post-secondary education.

The BC Wage and Salary Survey provides information on wages, hours of work, and skills shortages for common occupations by region. The report projects less than 1% increase in employment demand over the next five years (2008-13) in the Vancouver Island/Coast Development Region.¹⁶ Losses are expected in construction, mining, and printing but the forestry industry is expected to have positive gains. This is good news given many smaller communities in our region are highly resource dependent. High occupational demand is expected in the health field including demand for physicians, dentists, pharmacists, registered nurses, technicians and many supportive health services.¹⁷ As well, demand is projected in information technology-related occupations such as IT managers, analysts, and programmers.¹⁸ These projections can assist us in setting future program priorities and curriculum development.

It should be noted that post-secondary operations are themselves major economic drivers in their communities in their ability to support significant numbers of employees and attract thousands of students, whose spending has economic spin-off effects in local communities. Furthermore, post-secondary institutions can generate and support new economic activity through research and development in collaboration with local communities.

The Vancouver Island/Coast development region supports a wide range of economic activities ranging from resource dependent to highly diversified.¹⁹ As part of a long heritage, some industries on the Island remain highly dependent on natural resources, such as logging, forest products manufacturing, commercial fishing, and mining. In urban centres there is far more diversification and more service industries that buffer the economy somewhat from market changes.

¹⁵ http://www.bcstats.gov.bc.ca/data/sep/col/college_8.pdf

¹⁶ BC Stats & ALMD, Focus on Selected High Opportunity Occupations, March 2010.

http://www.bcstats.gov.bc.ca/data/lss/labour/wage/Doc/WS_2009_02_High_Opportunity_Occupations_Final.pdf

¹⁷ BC Stats Industry and Occupation Projects: 2008 to 2013, July 2009.

http://www.bcstats.gov.bc.ca/data/lss/rep/DR_Vancouver_Island_Coast.pdf

¹⁸ Ibid.

¹⁹ BC Stats Quarterly Regional Statistics, Fourth Quarter 2008: General Economy of Vancouver Island/Coast Development Region.

This trend to diversification parallels that in the province overall, where the relative role of resource industries has been declining since the 1990s.²⁰ As of 2006, only 9% of BC workers had jobs in resource harvesting and extracting industries such as agriculture, fishing forestry and mining, compared to 13% in 1990. However, these industries are still very important in communities where they are major employers, especially where there is less diversification, and still make a significant contribution to provincial GDP. But as the resource extraction industry contributions decline and the region transitions to a more knowledge based economy VIU has a key responsibility to provide a leadership role in this transition.

Increasing population in the urban nodes along the east side of the Island has generated a strong construction industry, and the ever-increasing numbers of elderly and retirees create ongoing demand for health care and personal services. In general, over the last five years there has been continuing economic growth in the region overall as reflected in population growth, real estate values, unemployment/employment levels, and income levels. However, from 2008 to 2009, the average price of home sales on Vancouver Island decreased by 4.5% after yearly increases for five years or more in most markets.²¹ There are also other serious challenges in the region, particularly affecting communities reliant on single resource industries, including forestry and fishing. As a result, some districts have enjoyed less prosperity than others. This is reflected in the average personal income of the regional districts in our region which range from well below the provincial average of \$40,266 (Mount Waddington at \$33,871) to well above (Capital at \$44,245).²²

2.1.5 Government Policy

Vancouver Island University has a well-deserved reputation as an innovative and entrepreneurial institution, yet as a publicly-funded post-secondary institution, we are still dependent on the provincial government for our mandate and a significant yet decreasing portion of our operating budget. All publicly funded post-secondary institutions are feeling the pressure of the recent economic downturn in terms of available funding. To meet the long-term needs of students and economy, we strongly support investment in post-secondary education as a way to prepare students for present and future economic opportunities. As well, the immediate economic contributions of post-secondary institutions benefit all. Vancouver Island University, through its four campuses, 2000-plus employees and thousands of graduates is shaping our communities in a very real and positive way. In addition to an annual injection of over 100 million dollars to the local economy, VIU is adding value to communities in the areas of Aboriginal engagement, cultural enrichment, environmental sustainability and social development and economic renewal.

We appreciate the fact that post-secondary education has been sheltered to some extent from budget reductions by the provincial government. Even so, short-term status-quo funding creates significant challenges when inflationary costs are factored in. A longer term planning horizon would provide the ability to better invest in the future of our communities, region, and the province. As well, the overall proportion of government funding at VIU as a percent of total funding is continuing to move downward (48% for 2010-2011) and is adding pressure to find new external funding sources. University-Colleges, such as VIU that have now been designated as special purpose universities, have always been the most cost-effective means of making public post-secondary education available to the citizens of BC. Therefore, we feel it is time to adjust the FTE funding formula for inflation and increased operating costs. The continued level of delivery expectations is at odds with a flat funding formula especially in the context of the tuition freeze. In

²⁰ A Guide to the BC Economy and Labour Market, BC Stats, 2006. See <http://www.guidetobceconomy.org/Library/GBCE.pdf>.

²¹ BC Stats Multiple Listings Statistics, February 2010. <http://www.bcstats.gov.bc.ca/data/dd/handout/mls.pdf>

²² BC Stats Taxation Statistics 2007, January 2010. <http://www.bcstats.gov.bc.ca/data/dd/handout/07txhand.pdf>

order to assist the government with achieving its first great goal of having the best educated, most literate jurisdiction on the continent, and the Ministry's goal of having a dynamic and integrated post-secondary education system that meets the needs of a knowledge-driven economy and society, investment is crucial.

The Treasury Board directive of "no deficit on an all-funds basis" requiring annual balanced budgets is placing focus on a short-term perspective rather than long-term which provides the stability needed for non-profit institutions. Although the requirement for annual balanced budgets may provide for positive reporting in the media and alleviate taxpayers' concerns it actually reduces public institutions' financial planning flexibility and restricts access to reserves that could be used in the future. This accounting treatment can result in capital assets being funded twice: first when the funds are set aside by the institution, and a second time with an operating surplus. In order to mitigate risk, it has been common practice in the BC college and university sector to secure a substantial, if not total, portion of the asset in advance. The change in accounting procedures puts our responsible planning efforts at risk by not allowing access to the internally funded portion.

The strong increase in demand for Adult Basic Education (ABE) courses in our region, due in part to the decline in the resource extraction industries employment levels and many people thrown into career transitions, paired with the requirement to offer these courses tuition free with capped funding, has resulted in an inability to meet demand. Although institutions received an addition to 2007/08 budgets to help compensate for lost tuition, the formula was based on 2006/07 actual ABE FTEs which is well below our most recent estimate of cost per ABE FTE and we must realign our level of delivery closer to available funding.

Another financial constraint is the strict adherence to the government's tuition policy that limits tuition and mandatory fee increases. If sufficient lead up time was provided before the introduction of this policy, VIU could have assessed fees and perhaps realigned fees for some programs with market demand. As it is, the restriction to 2% increases results in some programs being undervalued and fees not keeping pace with real cost increases. University designation may justify an adjustment to some fee structures.

Capital projects worth a total of \$47.5 million, including \$31 million under the "Knowledge Infrastructure Program", are scheduled to be substantively completed by March 31, 2011. These include a new campus in Duncan, Deep Bay Field station, Aboriginal Gathering Place, International Centre Sturgeon Studies, and the Powell River Trade Centre. However, the significant 73% reduction in our Annual Capital Allowance (ACA) makes facilities maintenance and renewal targets unachievable. Degradation of facilities has a direct impact on students and programming. The ACA funds are also used for projects that increase campus safety and security, disabled access, pre-planning, site works, and reducing greenhouse gas emissions – important initiatives that must be maintained. On a positive facilities note the VIU Integrated Planning Process, including our Nanaimo Campus Master Plan, has received the prestigious Institutional Innovation and Integration award from the Society for College and University Planning (SCUP) and our Executive Director of Facilities and Campus Services has been invited to present the plan at the Annual International Conference and Idea Marketplace this summer. It is important to bring projects within this long term plan to fruition to benefit our students and region and we will be working with government to develop implementation plans.

Aboriginal education continues to be a priority at VIU. We will continue to work with government and others who support integrated planning and funding that supports Aboriginal students. We valued the opportunity to participate in the Aboriginal Service Plan initiative and have implemented many of the strategies presented in our initial plan. We continue to make use of the data that was obtained through our research activities made possible by that funding. With support and advice from our Chancellor, Chief Shawn (A-in-chut) Atleo, the Ministry, and province, we

will continue to invest in our Aboriginal students to better meet their needs. Improving the lives of these students through education will be socially and economically beneficial to our communities and the province. As an institution VIU will continue to provide leadership in Aboriginal education provincially, nationally, and increasingly on an international basis.

Recent proposed federal changes to the copyright law, and the proposed associated costs and tariffs before the Copyright Board, may have a material financial impact on the costs of licensing the use of educational materials. Collective action coordinated by the Ministry on similar matters in the past has been successful and could be a successful strategy to mitigate impact on the post-secondary system.

VIU has undertaken an exciting integrated planning process to shape our future. This process is continuing in 2010/11 through the work of four key planning committees: Academic Plan, Regional Plan, Strategic Enrolment Management, and Information Technology and Systems. The integrated planning process will recognize VIU's history and past planning activities, build on our institutional strengths and move us forward by engaging the community in deliberate planning activities that are integrated across the institution. Input from our students, community organizations, First Nations leaders, partners in education, the public and our employees is critical to the success of this process. The work of these committees will culminate in reinvigorated strategic priorities and a vision statement. We look forward to sharing this near the end of 2010.

2.2 Internal Planning Factors

2.2.1 Students

In 2009/10, 19,779 individual students enrolled at Vancouver Island University, including 13,066 in certificate, diploma, or degree programs leading to credentials, and 6,713 in Continuing Education courses not leading to credentials.²³ When expressed in FTE (full-time equivalent) students, this equates to a total of 8,219 FTE students in programs leading to credentials, and 486 FTE students in courses not leading to credentials.²⁴

In addition to serving Canadian students, VIU offers an International Education program that attracted 1,536 students in 2009/10 from many different countries, with the majority from China, Saudi Arabia, and Japan. VIU also enrolls a significant number of aboriginal students from our region and beyond. In the 2008/09 academic year, we enrolled approximately 1,819 Aboriginal students or 10% of our student body, one of the largest populations of Aboriginal students at public post-secondary institutions in BC.²⁵

In order to anticipate and plan for student needs, we continue to track certain demographic characteristics of our student body. We know, for example, that VIU has more female than male students. The female to male ratio in 2009-10 was 57/43.²⁶ The predominance of female students in post-secondary education is part of a recognized national trend.²⁷

When all students in all programs and courses were considered, the average student age at VIU in 2009/10 was 33, although the modal, or most common, age was 19. The average age of students in programs leading to credentials in 2009/10 was 27, while the modal age was 19. The 34% of

²³ Based on unduplicated headcounts in the 2009/10 fiscal year; Office of Educational Planning, VIU.

²⁴ Based on VIU's 2009/10 Full Time Equivalent (FTE) Enrolment Report.

²⁵ This includes self-identified Aboriginal students and those identified by on Ministry of Education K-12 (PEN) records. Based on data from the 2008/09 academic year.

²⁶ Based on unduplicated headcounts in the 2009/10 fiscal year; Office of Educational Planning, VIU.

²⁷ "The Gender Imbalance in Participation in Canadian Universities 1977-2003," Louis N. Christofides, Michael Hoy, and Ling Yang; April 2006; http://www.utoronto.ca/rdc/files/papers/L_Yang_Gender.pdf.

students who enrol only in Continuing Education courses (non-credential programs), including Elder College, are significantly older; their average age is 45 with a modal age of 48.²⁸

Based on the 2009 Diploma, Associate Degree, and Certificate Student Outcomes Survey (DACSO, formerly known as CISO) 54% of VIU students in non-degree programs were single with no children (provincial average 63%), while 19% were part of a couple with no children (provincial average 17%), 15% were part of a couple with children (provincial average 15%), and 12% were single parents (provincial average 4%). In 2008, VIU undergraduate students participated in the National Survey of Student Engagement (NSSE). The results of this survey indicated that undergraduate students at VIU, particularly in their first year, spent more hours per week caring for dependents at home than did the average first-year student in the other 772 participating universities across North America. Some other ways in which VIU students differed from the average: more students were female, students tended to be older, far fewer students lived on campus, and students spent more hours per week in off-campus employment for pay. More information on NSSE results can be found at http://www.mala.ca/EducationalPlanning/surveys/NSSE_Results_2008_Summary_for_Chairs_May_2009.pdf.

Overall, VIU's total enrolment was stable for a few years but experienced a substantial increase of almost 600 FTE students (7.9%) in 2008/09 and an increase of over 614 FTEs (7.6%) in the most recent year. This is an increase of over 16% in two years and although positive, this creates its own set of challenges. The increase in demand for classes and facilities, paired with static funding, requires careful planning for the allocation of resources. VIU has not experienced such a sharp increase in demand since 1992 when Malaspina College became a University-College and began introducing a range of degree programs. Now, VIU is developing new approaches to strategic enrolment management, program prioritization, and curriculum development in order to continue to meet the needs of our students.

At Vancouver Island University, we are committed to student success and this is enshrined in our value statement. Although it has grown into what is categorized nationally as a “medium-sized” institution, VIU maintains small classes with a personal atmosphere in which students have face-to-face contact with their instructors. Many of our courses contain experiential components such as practica, co-op placements, internships, and research projects giving students real-life experience and linking them to the community and workplace. Through our service departments, we provide students with program and career planning advice, personal support and counselling, targeted assistance with writing and mathematical skills, advice and instruction in the use of technology, financial assistance, athletic and recreational opportunities, and many other services to ensure their academic and personal success.

Over the past decade, we have changed from a primarily transfer-based college to a primarily undergraduate institution with a wide range of four-year degree options, graduate programs, expanded student residence facilities, and enhanced campus life. We have identified many initiatives that will improve the quality of student life, support students in their learning processes, and contribute to student success in the broadest sense. As well, our Nanaimo Campus Master Plan will assist us in creating a vision to build our campus in ways that best support the needs of students, community, employees, and visitors.

2.2.2 Employees

Vancouver Island University is one of the primary employers in the mid-Vancouver Island region, with over 2,300 employees.²⁹ VIU is a unionized workplace with three bargaining units: faculty

²⁸ Based on unduplicated headcounts in the 2008/09 fiscal year; Office of Educational Planning, VIU.

²⁹ Based on T-4 slips issued to employees during 2009.

and non-instructional faculty are represented by the Vancouver Island University Faculty Association (VIUFA) and the BC Government Employees Union (BCGEU), while support staff members are represented by the Canadian Union of Public Employees (CUPE). As of April 2010, our permanent staff complement consisted of 446 instructional faculty members and 99 non-instructional faculty members, 253 support staff, and 112 administrative/excluded staff.³⁰ The majority of our employees are female, with a female/male ratio of 63/37, although this varies by employee category.³¹

Vancouver Island University has dedicated, well-qualified faculty and staff committed to providing the best possible teaching and learning environment and service to our students and the public. Our workforce is stable; however, following the trend of the general population, VIU's employees as a group are aging and we anticipate a continuing higher rate of retirement in the coming years. An analysis of permanent employees by age in 2009/10 by our Human Resources office indicated that 32% of administrators, 37% of faculty members, and 31% of support staff were 55 years old or older and approaching retirement. Given that the retirement wave is a demographic trend throughout North America and the fact that BC already a population older than the national average, we also anticipate increased challenges in recruitment as competition for the pool of qualified applicants increases.³² VIU is competing with larger institutions in more urban locations and must find ways to attract new employees. Succession planning and employee recruitment have therefore assumed greater importance in the institution, and we must direct a larger amount of energy and resources to employee recruitment, hiring, and training.

Of full-time permanent academic faculty employed at VIU in the fall of 2009, 48% (135) hold PhDs and 32% (146) overall of academic faculty hold PhDs.³³ This represents an 80% increase over the number of PhD-qualified faculty at VIU in 1999 (81). Our Human Resources department is currently working on a project that will report the credentials of all employees, providing a fuller picture of the qualifications of faculty members and staff that do not necessarily terminate with a Doctorate degree.

2.2.3 Programming

Vancouver Island University has a reputation for providing good quality, relevant educational programs. Our comprehensive programming, which includes developmental, trades, applied career/technology programs, baccalaureate and master's degrees, contract training, and community education programs, offers a wide range of options for students and provides for their lifelong learning needs. Institutional program review processes, the involvement of external advisory committees, and other mechanisms help to ensure the ongoing quality of our programs.

As part of our plan to recruit and retain students, VIU is committed to providing students in our region with relevant programming. In 2009/10, new programming included Bachelor of Arts Minors in Digital Media and Criminology and Wine Business Certificate.

Programs to be implemented in 2010/11 include diplomas in First Nations Studies and Theatre, Bachelor of Arts Major in Political Science, Teacher Leadership Graduate Diploma, Master of Education in Special Education, and Master of Arts in Sustainable Leisure Management. Longer term plans include Bachelor of Science programs in Chemistry and Environmental Chemistry.

³⁰ Part and full-time permanent employees during fiscal 2009/10, Human Resources Department, VIU.

³¹ Based on permanent employees with employment status as of March 31, 2010, Human Resources Department, VIU.

³² <http://www.bcstats.gov.bc.ca/data/cen06/facts/cff0601.pdf>

³³ The number of academic faculty is based on a headcount of members of the VIU Faculty Association with regular status, *excluding* non-instructional members; Human Resources Department, VIU.

As part of our strategic priorities, we have highlighted aboriginal education as an area for further development in the next three years. Our large number of Aboriginal students has made this a logical focus for innovative programs and services that specifically meet their needs. First Nations students have a significant presence in programs and courses across the institution. We will continue to work in consultation with local bands and tribal councils to build appropriate programs and services. It is an institutional priority to expand activities to support Aboriginal student recruitment and success. Fundraising has begun in earnest for our Gathering Place at Vancouver Island University which will provide a special place for VIU's aboriginal students, First Nations Student Services, and our community partners and will be the welcoming place for all others who attend VIU.

2.2.4 Governance

VIU operates under a bicameral system of governance comprised of the Senate and the Board of Governors. The Senate is responsible for the academic policy of the University and the Board of Governors is responsible for all other aspects of the governance of the University not assigned to the Senate.

In the transition to a special-purpose teaching university, the Board of Governors of the University have adopted a principled approach to Board governance, based on the vision and values of Vancouver Island University (VIU) and best practices for Board effectiveness. In May 2010, the Board of Governors approved a new Governance Policy and framework. This Governance Policy provides a framework of documents for the effective exercise of the chain of authority within the Vancouver Island University and its group of organizations.

This governance platform of documents includes, but is not limited to, the following:

- (a) The chain of authority through Legislation;
- (b) Interpretation;
- (c) Board Charter;
- (d) Committee Mandates;
- (e) Statements of roles and responsibilities for the Board of Governors, Board Chair, and the President & Vice-Chancellor;
- (f) Policies and protocols to put into practice and administer such authority; and,
- (g) Governance Orientation and Development Plan.

The Governance Policy is the umbrella document that organizes and provides for the development, updating, and administration of the governance document framework, and is consistent with an open and transparent approach to governance at Vancouver Island University. The new framework will be implemented August 1, 2010.

Consistent with the University's new mandate, the Office of the Chancellor established in September 2008, has received national attention as our Chancellor, Chief Shawn (A-in-chut) Atleo, Hereditary Chief from the Ahousaht First Nation, and National Chief of the Assembly of First Nations, represents Vancouver Island University in various venues both nationally and internationally. The Chancellor confers all degrees at both the winter and spring convocation ceremonies, and participates on the Board and Senate as a voting member.

In September 2009, VIU's new structure of Senate, chaired by President and Vice-Chancellor, Dr. Ralph Nilson, and six standing committees was implemented. Both Senate and the standing committees enjoy strong faculty participation and representation from across the institution. Work continues on the development of the Faculty Council Bylaws which we anticipate completing within the year.

The challenge of reconciling our new status and mandate as a University, along with expectations of students, faculty members and staff, and the needs of our communities and region is driving our integrated planning process.

2.2.5 Research and Scholarly Activity

Vancouver Island University research activity continues to grow. We continue to focus on undergraduate research, inquiry and engagement. The 2009/10 academic year saw two major multi-year research projects start-up. An International Community University Research Alliance project titled 'Protected Areas and Poverty Reduction: A Canada-Africa Research and Learning Alliance' is a partnership that brings together universities, community organizations and government agencies across Canada, Ghana and Tanzania. This multi-year project is funded through the Social Sciences and Humanities Research Council (SSHRC). It aims to address challenges of reducing rural poverty and ensuring environmental sustainability by focusing on protected areas and their adjacent communities in the three countries. In Canada we are working closely with the communities involved in Pacific Rim National Park Reserve. The second major project looks at defining the ecological and immunological role of sea lice in the propagation and progression of pathogens among farmed salmonids in British Columbia. This multi-year project is funded through the National Sciences and Engineering Research Council (NSERC). Both topics are of special interest to communities in our region.

The past year was also a milestone for VIU with the creation of our first Research and Innovation Chairs Endowment, established through the provincial government Leading Edge Endowment Fund (LEEF) chairs program, which will fund the ongoing positions of a BC Regional Innovation Chair in Tourism and Rural Community Development, and the BC Regional Innovation Chair in Aboriginal Early Childhood Development.

3. Goals, Objectives, Performance Measures, Targets, and Results

Vancouver Island University has adopted the goals and objectives presented by the Province of British Columbia and the Ministry of Advanced Education and Labour Market Development (ALMD) in their 2009/10 – 2011/12 Service Plans.

Five Great Goals of the Province of British Columbia:

- Make BC the best educated, most literate jurisdiction on the continent.
- Lead the way in North America in healthy living and physical fitness.
- Build the best system of support in Canada for persons with disabilities, those with special needs, children at risk and seniors.
- Lead the world in sustainable environmental management, with the best air and water quality, and the best fisheries management, bar none.
- Create more jobs per capita than anywhere else in Canada.

Goals of the Ministry of Advanced Education and Labour Market Development:

1. BC's dynamic and integrated post-secondary education system meets the needs of a knowledge-driven economy and society.
2. BC's workforce is highly skilled and globally competitive.
3. BC is a global destination of choice for students, skilled workers and entrepreneurs.
4. Public sector labour relations support the Province's goals for long term, sustainable growth and prosperity.

The Ministry's strategic objectives remain: capacity, access, quality, relevance, and efficiency.

3.1 Institutional Alignment with Ministry Goals

Vancouver Island University aligns institutional goals and objectives with those of the Ministry and these continue to inform our integrated planning process. VIU sees the expanded mandate of the Ministry as mutually beneficial to students seeking professional and technical opportunities and the provincial labour market. As well, we hold a firm commitment to students seeking general undergraduate and graduate level education and believe that this has long term benefits – socially and economically. We also believe in the role of Universities in knowledge transfer and exchange related to transitions in the regional economy. VIU will remain relevant, responsive, and innovative in partnering with the communities it serves in post-secondary education delivery.

3.2 Accountability Framework Performance Results and Targets

Goal 1: BC's dynamic and integrated post-secondary education system meets the needs of a knowledge-driven economy and society.

Objective 1.1: British Columbians are able to fulfill their potential through access to quality educational and training opportunities.

Objective 1.2: BC's post-secondary education sector fosters creativity, innovation and knowledge development.

2009/10 Accountability Framework Performance Measure Results¹

Performance measure	Reporting year			
	2008/09 Actual	2009/10 Target	2009/10 Actual	2009/10 Target assessment
Student spaces²				
Total student spaces	5,900	6,652	6,443	Substantially Achieved
Nursing and other allied health programs	579	598	601	Achieved
Developmental	809	805	919	Exceeded
Credentials awarded³				
Number	2,697	under review	2,679	Not assessed
Aboriginal student headcount⁴				
Number	1,731	≥ previous year	1,819	Achieved
Percent	9.7%		10.0%	Achieved
VIU MEASURE: Aboriginal Spaces⁵				
Number	51	17	44	Exceeded

Notes:

¹ There have been a number of changes to the performance measures for the 2009/10 reporting cycle. Please consult the standards manual for a description of each measure. See http://www.aved.gov.bc.ca/framework/documents/standards_manual.pdf.

² Results from the 2008/09 reporting year are based on data from the 2008/09 fiscal year; results from the 2009/10 reporting year are based on data from the 2009/10 fiscal year.

³ Annual performance is measured using a rolling three-year average of the most recent academic years, e.g., the results for the 2009/10 reporting year are a three-year average of the 2006/07, 2007/08 and 2008/09 academic years. Revisions are incorporated once a year based on October 2009 CDW data and January 2010 RUCBC data. The formula for the credentials target is currently under review. In the interim, the 2009/10 result has not been assessed.

⁴ Results from the 2008/09 reporting year are based on data from the 2007/08 academic year; results from the 2009/10 reporting year are based on data from the 2008/09 academic year.

⁵ This is a VIU measure and includes FTEs from the Aboriginal Bridging Certificate for fiscal 2009/10.

Vancouver Island University experienced a significant increase in enrolment during the 2009/10 fiscal year. Our target assessment for Student Spaces is Substantially Achieved at 97% with an increase of over 530 FTEs of total ALMD-funded programs (+ 9%).

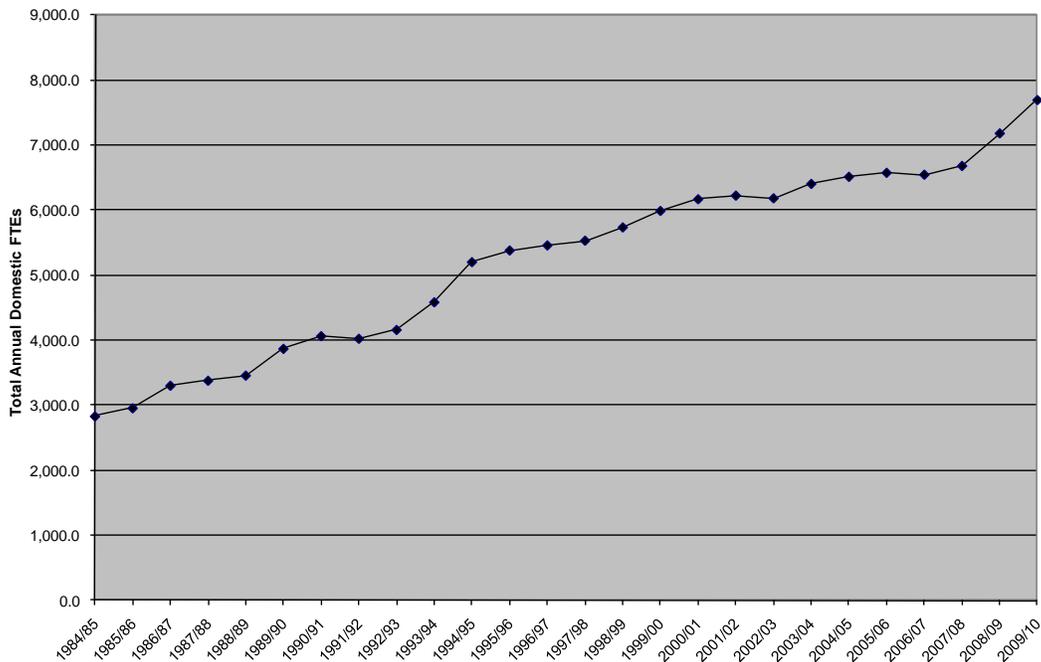
Almost all levels of programming saw increases. With regard to domestic student enrolment in ALMD-funded programs:

- Baccalaureate Degree Programs saw an increase of over 248 FTEs (+8%). Master's Degree Programs saw an increase of over 18 FTEs. This increase is due primarily to the second year of our new Master of Education in Educational Leadership program. VIU is also implementing a Master of Education in Special Education in September 2010.
- Certificate programs increased by 64 FTEs (+13%) and Diploma programs were stable at 775 FTEs (+3%).
- Post-Degree Programs saw an increase of almost 10 FTEs (+21%); this includes teacher upgrading offerings in Port Alberni and Saanich.
- Developmental programs saw an increase of over 97 FTEs (+11%). This was due to an increase in Adult Basic Education. We have exceeded our target by more than 100 FTEs.
- We experienced continued strong delivery in health and health-related programs such as Nursing, Home Support and Resident Care, and Dental certificates.

It is important to look at enrolment overall in a broader picture to conceptualize the impact VIU has had on our region. We have analyzed VIU's long-term FTE enrolment trend going back to 1984 and as the following chart shows, enrolment has been growing at a steady rate.

**Vancouver Island University
FTE Enrolment by Fiscal Year 1984-2009**

Data taken from audited enrolment reports includes domestic students only.



*FTEs are based on annual audited FTE reports and approximate the total domestic students enrolled each year. As of 2005/06, the FTE method was changed. Previous FTEs have been recalibrated according to the factor provided by the Ministry of Advanced Education. It should be noted that the specific methods of calculating and reporting FTEs for various programs have changed over the years, therefore direct comparability of FTE counts decreases with time.

As part of the Aboriginal Service Plan initiative, we dedicated one half-time position of a Research Analyst for two fiscal years to examine the enrolment and demographic trends of our aboriginal students as well as conduct a student satisfaction analysis. We have been able to build on this foundation and are now in a position to provide regular data on Aboriginal students. A few preliminary highlights include:

- According to the Central Data Warehouse standard reports, VIU has the third highest Aboriginal headcount of public BC institutions at 1,819. VIU, along with Northwest Community College, and College of New Caledonia, account for 34% (6,689) of Aboriginal students in the province.
- At 10% of total student headcount, the number of self-declared Aboriginal students at VIU is higher than the 6% of Aboriginal people in our regional population (BC Stats) and also higher than the 5% provincial average of Aboriginal students in public post-secondary institutions (ALMD).
- As of mid 2009, the Ministry has been providing information on a new group of self-declared Aboriginal students: those that self-declare at other post-secondary institutions. This new information adds approximately 100 students per academic year to our institution's Aboriginal student headcount.
- There are proportionally more Aboriginal students at our Cowichan campus (18%) than our Nanaimo campus (8%).
- Our Aboriginal students remain younger than our overall student population.
- 60% of Aboriginal students were female compared to 58% female for all students.

This is our third year of reporting on Aboriginal Spaces. This measure reports the student delivery in programs with targeted Aboriginal funding. Right now, this only includes our Aboriginal Bridging Certificate Program which is comprised mostly of ABE courses as well as a year-long course in student support. Students are also encouraged to begin university level courses in anticipation of beginning a university program the following year. This program is in the third year of three years of targeted funding from the Ministry. The success of this program is very encouraging and we hope to work with the Ministry to find a way to continue to offer it.

Student Satisfaction Measures:

2009/10 Accountability Framework Performance Measure Results¹

Performance measure	Reporting year					
	2008/09		2009/10	2009/10		2009/10
	Actual		Target	Actual		Target assessment
Student satisfaction with education⁵						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	92.6%	1.1%	≥ 90%	93.2%	1.4%	Achieved
Baccalaureate graduates	95.4%	1.4%	≥ 90%	95.2%	1.3%	Achieved
Former diploma, certificate, and associate degree students' assessment of skill development⁵						
	%	+/-		%	+/-	
Skill development (avg. %)	81.1%	1.8%	≥ 85%	81.7%	2.4%	Substantially achieved
Written communication	76.1%	2.3%		77.3%	3.1%	
Oral communication	75.7%	2.3%		75.9%	3.2%	
Group collaboration	85.7%	1.5%		85.5%	2.0%	
Critical analysis	85.5%	1.5%		84.9%	2.1%	
Problem resolution	78.1%	1.8%		80.7%	2.3%	
Learn on your own	82.7%	1.7%		85.1%	2.1%	
Reading and comprehension	83.8%	1.6%		82.9%	2.2%	
Baccalaureate graduates' assessment of skill development⁵						
	%	+/-		%	+/-	
Skill development (avg. %)	87.3%	2.3%	≥ 85%	87.9%	2.2%	Achieved
Written communication	85.6%	2.5%		89.7%	2.0%	
Oral communication	89.4%	2.1%		87.8%	2.2%	
Group collaboration	89.9%	2.1%		87.7%	2.1%	
Critical analysis	91.4%	1.9%		92.7%	1.6%	
Problem resolution	79.9%	2.8%		82.7%	2.6%	
Learn on your own	87.4%	2.4%		88.1%	2.2%	
Reading and comprehension	87.3%	2.4%		86.5%	2.3%	
Student assessment of the quality of instruction⁵						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students ⁶	85.1%	1.5%	≥ 90%	94.3%	1.5%	Achieved
Baccalaureate graduates	95.1%	1.4%	≥ 90%	95.2%	1.3%	Achieved

NOTES:

¹ There have been a number of changes to the performance measures for the 2009/10 reporting cycle. Please consult the standards manual for a description of each measure. See http://www.aved.gov.bc.ca/framework/documents/standards_manual.pdf.

⁵ Results from the 2008/09 reporting year are based on 2008 survey data; results from the 2009/10 reporting year are based on 2009 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment.

⁶ The 2009/10 Diploma, Associate Degree and Certificate (DACSO) survey results are calculated using a new method which includes the three response categories "Very good, Good and Adequate". The 2008/09 results are shaded because they were calculated on a different basis and should not be compared with the 2009/10 results.

VIU's student satisfaction results still fall well within the Achieved or Substantially Achieved Target Assessment and reveal high student satisfaction levels in relation to education, skill development, and quality of instruction. Our Baccalaureate graduates have a high level of satisfaction in all three categories with an average of 92.7% overall; non-degree students averaged satisfaction levels of 89.7%.

Goal 2: BC's workforce is highly skilled and globally competitive.

Objective 2.1: BC's workforce is flexible and responsive to the changing and future needs of the provincial economy.

Objective 2.2: British Columbians have the expertise and tools needed to make sound labour market decisions.

2009/10 Accountability Framework Performance Measure Results¹

Performance measure	Reporting year						
	2008/09 Actual		2009/10 Target		2009/10 Actual		2009/10 Target assessment
Student spaces²							
Nursing and other allied health programs	579		598		601		Achieved
Student assessment of usefulness of knowledge and skills in performing job⁵							
	%	+/-		%	+/-		
Former diploma, associate degree and certificate students ⁷	78.6%	2.2%	≥ 90%	85.8%	2.6%		Substantially achieved
Baccalaureate graduates	90.3%	2.2%	≥ 90%	89.4%	2.3%		Achieved
Unemployment rate^{5,8}							
	%	+/-		%	+/-		
Former diploma, associate degree and certificate students ⁷	5.6%	1.1%	≤ 13.8%	9.3%	2.0%		Exceeded
Baccalaureate graduates	1.8%	0.9%	≤ 13.8%	5.1%	1.5%		Exceeded

NOTES:

¹ There have been a number of changes to the performance measures for the 2009/10 reporting cycle. Please consult the standards manual for a description of each measure. See http://www.aved.gov.bc.ca/framework/documents/standards_manual.pdf.

² Results from the 2008/09 reporting year are based on data from the 2008/09 fiscal year; results from the 2009/10 reporting year are based on data from the 2009/10 fiscal year.

⁵ Results from the 2008/09 reporting year are based on 2008 survey data; results from the 2009/10 reporting year are based on 2009 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment.

⁷ The 2009/10 Diploma, Associate Degree and Certificate (DACSO) survey results include graduates only. The 2008/09 results were calculated on a different basis and should not be compared with the 2009/10 results.

⁸ Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the Vancouver Island/Coast region.

VIU continues to have strong enrolment in Health programs. In 2009/10 we had increases in Bachelor of Science in Nursing, Practical Nursing, and Health Care Assistant.

Regarding employment, both groups of our surveyed students, baccalaureate and non-degree students, reported lower levels of unemployment than those aged 18 to 29 with high school credentials or less (2009) for the Vancouver Island/Coast region. Post-secondary education will continue to provide graduates with more skills and experience to compete in the job market and may encourage more post-secondary participation. As well, many areas of Vancouver Island have been hard hit by the economic downturn as their economies are resource based. VIU will continue to perform environmental scanning and work with ALMD to identify labour market gaps and ways VIU can assist in retraining unemployed workers and provide innovative training for emerging sectors.

Vancouver Island University supports training for low skilled and unemployed individuals by maintaining open access admissions policies in many programs, a strong commitment to programs for people with disabilities, and an institutional commitment to Adult Basic Education (ABE) to encourage those who have not completed high school or who are seeking to upgrade their skills, to continue their education. Many of our ABE students continue on into university programs and VIU is very proud of these students and their accomplishments.

Our Faculty of Trades and Applied Technology strives to specifically address provincial labour market needs and skill shortages in trades. VIU enrolment in ITA-funded Foundation-level Trades programs and Apprenticeships remained stable in 2009-10, with a slight decrease in enrolment (-2%).

Goal 3: BC is a global destination of choice for students, skilled workers and entrepreneurs.

Objective 3.1: BC attracts and increases newcomers to the province through effective partnerships and outreach.

Objective 3.2: BC's immigration services ensure the successful integration of newcomers into workplaces and communities.

VIU values the presence of international students on campus and strongly supports this rich cultural exchange opportunity. Increased targeted recruitment efforts saw an increase of over 100 international student FTEs in 2009/10.

International marketing and recruitment activity highlights for 2009/10:

- VIU attracted 1,536 (1,010 FTE) international students in 2009/10, an increase of 23% (+11% FTE). This increase can be attributed to the change to university designation, a more comprehensive marketing strategy, and a significant rise in the number of students from Saudi Arabia on government scholarships. The majority of VIU's international students are in English as a Second Language (ESL) or Business programs.
- In January 2009 VIU established an International Student Centre in Germany to facilitate the flow of fee paying German students to VIU. Since then, VIU has collaborated with about a dozen German universities that are interested in sending their students to VIU for a semester abroad.
- In early 2010 VIU's office in India moved to a new, larger office in Noida, near Delhi and referred 34 students to VIU. More satellite offices are planned for across India.
- Over one fiscal year, our students from Saudi Arabia increased by 156. Most of these students were funded by Saudi Arabia's King Abdullah Scholarship Program.
- Several agreements were signed with post secondary institutions in Latin America/Caribbean to facilitate the flow of Emerging Leaders of the Americas Program scholarship students to VIU.

For more than two decades, VIU has been a leader in international education, preparing Canadian and international students to contribute to a changing world. Hundreds of international students have graduated from VIU to pursue further study in Canada and the U.S., or back in their home countries. Others have started new careers in Canada using their newly acquired educational and practical skills to achieve their professional goals and contribute to Canadian society and economy.

We are also exploring program ideas that will help newcomers with credentials from their home countries bridge into careers here in British Columbia and Canada.

Goal 4: Public sector labour relations support the Province's goals for long term, sustainable growth and prosperity.

Objective 4.1: Effectively support Government's management of public sector labour relations and human resources strategies.

In order to recruit and retain highly qualified staff that will provide high quality programming, our Human Resources department has identified four main themes in their Strategy Plan for 2009-12: Employee Recruitment and Retention, Organizational Culture, Labour Relations(hips), and Health/Wellness and Safety.

3.3 Vancouver Island University Institutional Goals

As mentioned in our cover letter, our own integrated planning process is currently underway and we will post an updated plan to our website when available that reflects our institutional priorities. We are also developing a Vision Statement that will encompass our Mission, Values, and Vision.

4. Financial Reports

Vancouver Island University's audited financial reports can be viewed at <http://www.viu.ca/financialplanning>.

