



# **Institutional Accountability Plan and Report**

2012/13 REPORTING CYCLE



## HAY CH QA' SII'EM SIYE'YU MUKW MUSTIMUXW.

Vancouver Island University students, staff, faculty and administration acknowledge and thank the Snuneymuxw First Nation, Tla'amin First Nation and Cowichan Tribes for welcoming students, staff, faculty and administration to teach, learn, live and share educational experiences on the traditional territories of these nations.



VANCOUVER ISLAND  
UNIVERSITY

June 17, 2013

Honourable Amrik Virk  
Minister of Advanced Education  
Province of British Columbia

Dear Minister Virk:

We are pleased to submit Vancouver Island University's (VIU) Institutional Accountability Plan and Report for the 2012/13 reporting cycle.

The Accountability Plan and Report provides an opportunity to describe the many ways in which VIU is working to meet the needs of our students as well as the Island and coastal British Columbia communities we serve. Consistent with the university's "open access" mandate, VIU offers a diverse range of academic programming including continuing education, developmental, trades, applied technology, as well as undergraduate and graduate programs. At the Cowichan campus, for example, new programming options are planned that encompass four-year baccalaureate degree programs as well as an increased focus on Aboriginal course content.

Over the past year, VIU delivered educational programs to more than 17,000 students of which there were approximately 1,700 International and 2,000 Aboriginal students. Total full-time equivalent (FTE) enrolments in 2012/13 were 8,366, an increase of 2.7% over 2011/12. Of this total, 6,009 student FTEs were in ministry-countable programs, representing 90% of the ministry's target. In the past year VIU implemented an Enrolment Management Plan that provides the foundation on which the university can increase domestic student enrolments while also ensuring the continued provision of high quality education. VIU's goal is to provide students with the highest level of academic support to ensure they continue on their educational path and are successful in achieving their goals.

In accordance with VIU's governance structure, we are accountable for the Institutional Accountability Plan and Report. This document was prepared under our direction and we are responsible for achieving its objectives.

Sincerely,

Michael W. Brown  
Chair, Board of Governors  
Vancouver Island University

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

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# Institutional Accountability Plan and Report

*Vancouver Island University*

## INSTITUTIONAL OVERVIEW AND STRATEGIC DIRECTION

Known as a regional centre of excellence for teaching, learning, and applied research, Vancouver Island University's (VIU) graduates have the academic and work-related skills in demand by employers across the country and around the world. With a focus on access for students of all backgrounds, skills, and needs, including Aboriginal and International students, VIU offers an enriched, intellectually stimulating, and culturally diverse learning environment. Offering a wide range of programs encompassing basic literacy, 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 Salish Sea. We have campuses in Duncan and Powell River as well as 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 post-secondary institution, achieving university status in 2008. In fiscal year 2012/13, VIU enrolled more than 17,000 students accounting for over 8,300 full-time equivalent (FTE) students. A significant number, approximately 12% (2012/13), are self-declared Aboriginal students from our region and beyond. In addition to serving Canadian students, VIU also offers a successful International Education program that attracted over 1,600 students from over 80 countries, representing 14% of our total student FTEs.

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 nearly 2,100 faculty and staff during 2012. As a major economic driver in the region, VIU's consolidated revenue was approximately \$126 million for the year 2012/13.

As a regional university, our mandate is defined in the University Act and related legislation.<sup>1</sup> As specified in the Act, our governance structure is composed of a Board of Governors and a Senate, which are responsible for program approvals and oversight.

## 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 programs designed for regional, national, and international students.

## Purpose

As a leader in providing high-quality learning, Vancouver Island University supports the well-being of the people of Vancouver Island and coastal British Columbia by promoting a high quality of life for their communities through commitment to student success, community engagement, and associated scholarship.

## Core Values

**Learning:** we support student success, access to education, appropriate use of technology, development of literacies, communication and exchange of ideas across disciplines and locations, exploration and application of new thought and pursuit of lifelong learning

**Discovery:** through the pursuit of free enquiry we promote an enduring learning community

**Engagement:** we value ongoing cooperation with our partners in education, with communities in our region and with colleagues throughout the world

**Achievement:** we believe in the potential of our learners and are committed to promoting the excellence and success of our students, faculty, staff and alumni

**Diversity:** we value human diversity in all its dimensions and are committed to maintaining learning and working environments which are equitable, diverse and inclusive

**Celebration:** we celebrate the achievements of our students, faculty, staff, alumni and the communities we serve

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<sup>1</sup> <http://www.aved.gov.bc.ca/publications/legislation.htm>



**Sustainability:** we support a healthy sustainable environment through progressive operational practices and promotion of environmental awareness

## Visionary Goal

Through the promotion of excellence in learning, we inspire our students and the people of Vancouver Island and coastal British Columbia as a trusted educational partner in the search for sustainable cultural, economic, environmental and social prosperity.

## PLANNING AND OPERATIONAL CONTEXT

Vancouver Island University exists to serve our students as well as the island and coastal communities in our region. They look to us for relevant, responsive, and innovative educational programs and services. To this end, VIU is committed to ongoing integrated planning to ensure the decisions we make and the actions we take across the university all stream from a central vision and collective goals.

The Academic Plan, which defines VIU's strategies, was approved by the University Senate and Board of Governors in 2010 and provides the foundation for the University's comprehensive integrated plan. This process now comprises VIU's Enrolment Management Plan, Regional Action Plan, Information Technology Plan, and Campus Master Plan.

These plans collectively support the mission of VIU: to be a dynamic and diverse educational institution, dedicated to excellence in teaching and learning, service, and research. VIU's mandate, however, not only encompasses academic programming but the University also plays a critical role in supporting social and economic activities in the local, regional, and broader international communities.

This commitment is reflected in the breadth of academic programming (continuing education, developmental, vocational, undergraduate, professional and graduate programs) as well as programming and services to support Aboriginal and International students. Major capital projects include the recent completion of the Cowichan Campus, the Aboriginal Gathering Place, the International Centre for Sturgeon Studies, the Centre for Shellfish Research, the Deep Bay Field Station, and the Powell River Trades facility.

VIU does, however, face several challenges moving forward. At the Nanaimo campus a number of academic programs reside in separated and aging buildings that are over 30 years old. These buildings were never intended to be permanent university-level structures, are not adaptable to current teaching methods, and are expensive to operate in terms of energy use.

As well, VIU's Information Technology infrastructure is outdated making it difficult to support operational needs and meet government reporting requirements. To provide students with the level of access to online academic services required in today's networked world enhancements are required.

Consequently, VIU's planning priorities identified in its Five Year Capital Plan include:

Construction of a new Science and Health Centre is required to meet the growing demand by students for health- and science-related education. The Science and Health Centre will include formal and informal teaching and learning areas, general meeting and study spaces, flexible research space and multi-functional laboratories, faculty offices and support space.

Information Technology upgrades to replace aging infrastructure and systems are urgently required. New innovations in student learning styles and the rise of mobile internet technology have placed significant new demands on VIU. The replacement of outdated network infrastructure, aging operational systems, inadequate classroom technology, and implementation of an Emergency Notification System are essential for VIU to improve services and safety for students, faculty, and staff.

The vision for a Sports Health and Wellness Centre at VIU includes a strong emphasis on health promotion, with student and faculty involvement in an experiential and interdisciplinary capacity. Over the past two decades the need for such a service at VIU has been well documented. Supporting the well-being of our community is embedded in the mission and core values of the institution and having wellness resources that are comprehensive, accessible, and based on inter-professional practice reflects commitment to achieving this end.

As VIU continues to grow and mature as a university these investments will enhance the learning environment necessary to educate highly skilled and globally-aware students who, in turn, provide the foundation for long-term sustainable social and economic growth in our region.



## GOALS AND OBJECTIVES

Vancouver Island University's goals and objectives are consistent with those of the Ministry of Advanced Education, Innovation and Technology (Ministry) as enunciated in their 2013/14 – 2015/16 Service Plan.

The Ministry's four key goals are:

**Students:** Students are empowered and supported to achieve their education, employment, and training goals.

**System:** A quality post-secondary education system that provides B.C. with a global competitive advantage.

**Communities:** British Columbians value diversity and inclusiveness in our communities.

**Society:** An innovative approach to education, research and development that values creativity and maximizes return on investment and quality of life.

The Ministry's priorities inform Vancouver Island University's integrated planning process and the institution's objectives. Decisions made for 2013/14 focus on the following priorities:

Supporting academic excellence through the delivery of academic and vocational programs that are high quality, relevant, and financially sustainable. The recently completed Summative Program Assessment serves as a guide for investment decisions in this area.

Providing an ideal student experience through the services we provide to students, through implementing the Enrolment Management Plan, and through continuing to improve access to awards, scholarships, and bursaries particularly for students with financial need.

Investing in our people through support for quality teaching environments and infrastructure, recognition of contribution to student success and modest wage increases for faculty and staff in order to maintain a high-quality and motivated work force, encourage recruitment and foster retention.

Building for the University's future through the launch of a capital campaign to support the renewal of campus infrastructure and learning environments, and increase the VIU Foundation's endowment fund to support students and learning environments.

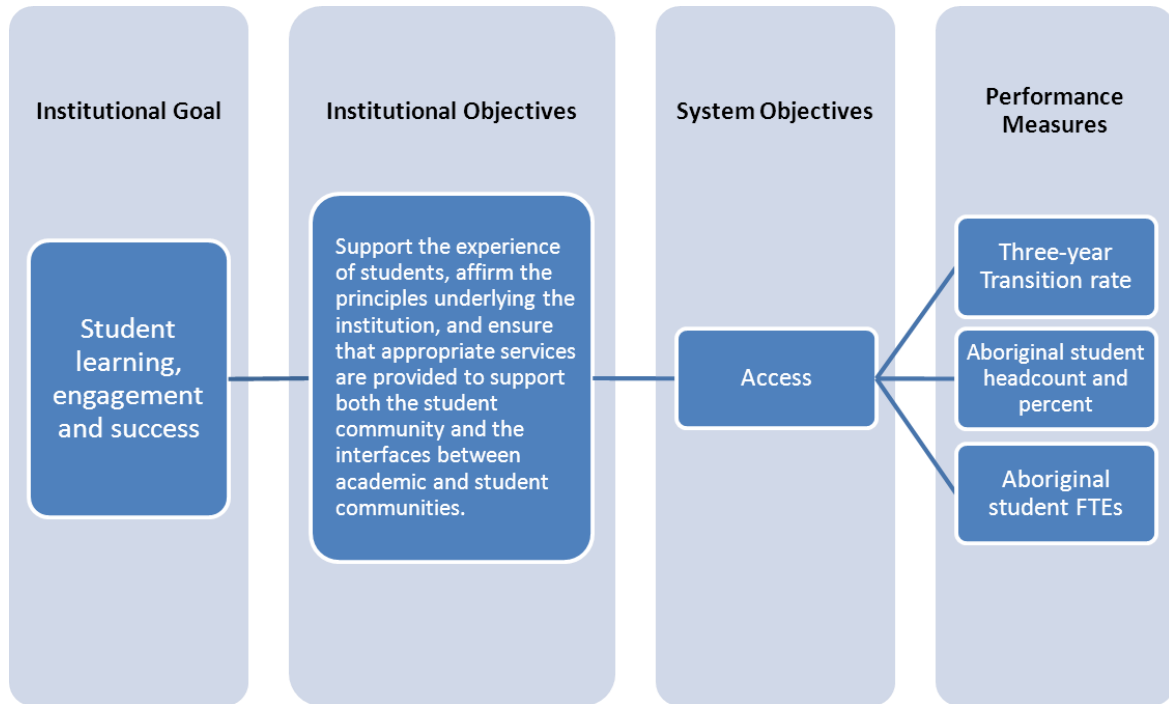
Vancouver Island University's Academic Plan<sup>2</sup> stands on a foundation of past achievements and successes and is intended to serve as a guide for the continuing evolution of VIU. The following models demonstrate the integration of some of our institutional goals with the four strategic objectives and performance measures outlined by the Ministry that assess teaching-intensive universities: access, capacity, quality, and relevance.

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<sup>2</sup> <http://www.viu.ca/integratedplanning/academic.asp>



## VIU Goal: Student learning, engagement and success



### Institutional context and response to results

Student learning, engagement, and success have served as the drivers for recommendations contained in the Academic Plan as well as the Enrolment Management Plan<sup>3</sup>, which is now being implemented at VIU. The objectives of the Enrolment Management Plan, from the planning process and the management and implementation process include:

- A strengthened reputation for quality teaching and learning, and the ongoing reliable and credible operation of the institution;
- The establishment of an ongoing planning process that responds to fiscal and demographic realities and determines an appropriate program mix and enrolment targets for each program;
- The creation of a student community, the character and profile of which is described in the VIU Vision Statement;

<sup>3</sup> <http://www.viu.ca/integratedplanning/documents/VIUEnrolmentMgmtPlan-March292012s.pdf>

- The provision of a learning process that ensures all students receive the scope and quality of educational experience as described in the VIU Vision Statement;
- The implementation of a service delivery concept that ensures prospective students, first year students, and returning students receive optimal support for all stages of their educational, cultural, and social experiences at VIU; and,
- The ongoing integration of program, service, fiscal, and physical planning.

### **Grade 12 to Post Secondary Transition Rate**

To promote post-secondary participation, the Ministry has set a target for B.C. high school graduates who register at a B.C. post-secondary institution - in the three academic years subsequent to Grade 12 completion - at 70% or more (regardless of institution attended). The immediate transition rate for Grade 12 graduates in the VIU “catchment” area 2011/12 was 44.5%, considerably below the provincial average of 53%. Over a three-year time period, however, VIU’s cumulative Grade 12 transition rate is 65% as compared to the provincial average of 68%.

### **Aboriginal Students**

Amongst the 21 B.C. post-secondary institutions that participate in the Central Data Warehouse, VIU has the third highest number of Aboriginal students<sup>4</sup>, representing 12% of the university’s student body. As outlined in the Aboriginal Service Plan, VIU continues to increase our support for Aboriginal students with a focus on increasing access, transition, retention, completion, and student satisfaction. Further, awareness and integration of Aboriginal cultures are encouraged in VIU curriculum development.

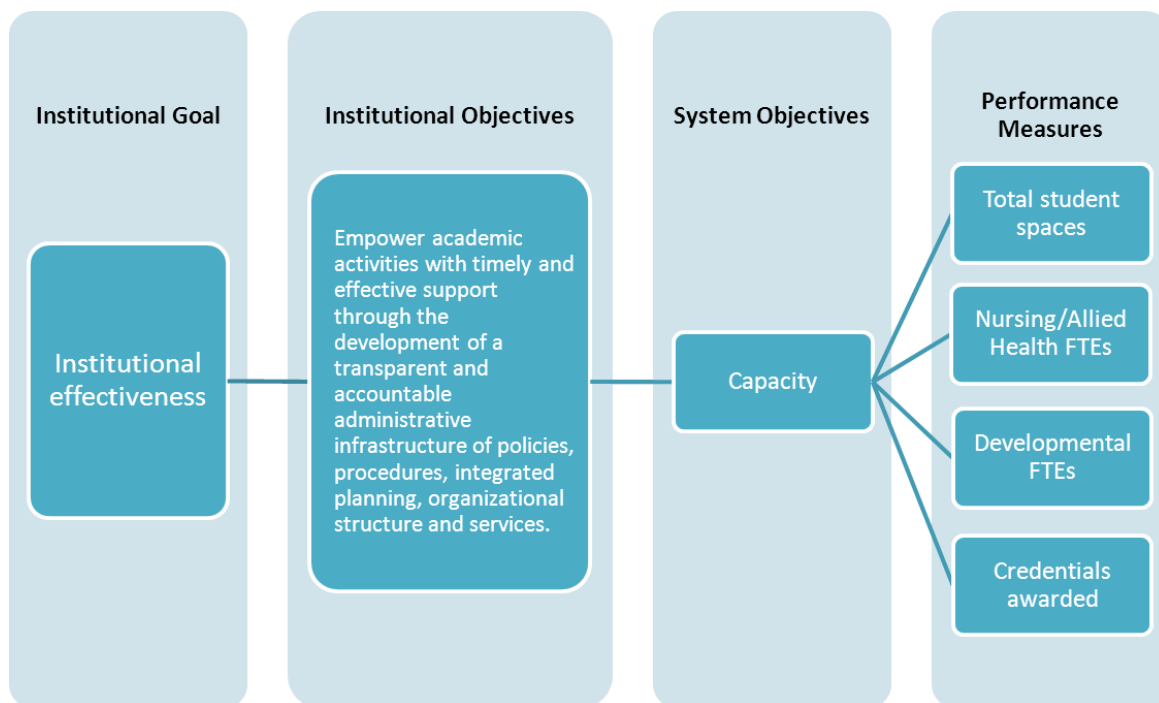
As for Aboriginal student participation, VIU has historically achieved targets. Using ministry-provided data (which includes Aboriginal students who self-declared not only at VIU but also in K-12 as well as at other reporting post-secondary institutions) VIU’s Aboriginal student headcount was 2,026 in fiscal 2012/13. Based on the number of Aboriginal students who self-declared at VIU, a subset of the total, there were 846 FTEs in 2012/13 which included 736 in ministry-countable programs and 110 in ITA-funded programs.

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<sup>4</sup> On an Academic Year basis



## VIU Goal: Institutional effectiveness



### Institutional context and response to results

Institutional effectiveness is a key theme in our Academic Plan and includes specific action items related to program assessment and prioritization, maintaining a viable mix of high-quality programs, and improving enrolment planning and management. During 2012/13 VIU completed a consultative, evidence-based process through which the performance of 130 instructional programs was assessed. This summative program assessment was based on standardized criteria and comparative information related to relevance, access, quality, financial viability, and strategic fit. This is an ongoing process that will result in a strategic program mix with associated enrolment targets.

### Total Student Spaces

In fiscal year 2012/13, VIU provided education to 6,009 full-time equivalent (FTE) students in ministry-countable program, thereby achieving 90% of the ministry's 6,659 target.

Given the declining number of Grade 12 students in the VIU catchment area, regional economic considerations, and the effects of labour disruptions, student enrolments have declined over the past few years. Through the implementation of

the Enrolment Management Plan, however, VIU expects to meet or exceed our goal of 95% within three years.

Additionally, VIU has 1,690 International students, or 1,200 FTEs, representing 14% of total student FTEs. VIU is committed to achieving the ministry performance target of increasing the number of international students by 10%.

### **Nursing / Health-Related FTEs**

Health-related credentials continue to be in high demand by students. In 2012/13 VIU's domestic student FTEs included 530 Nursing / Health students.

### **Developmental FTEs**

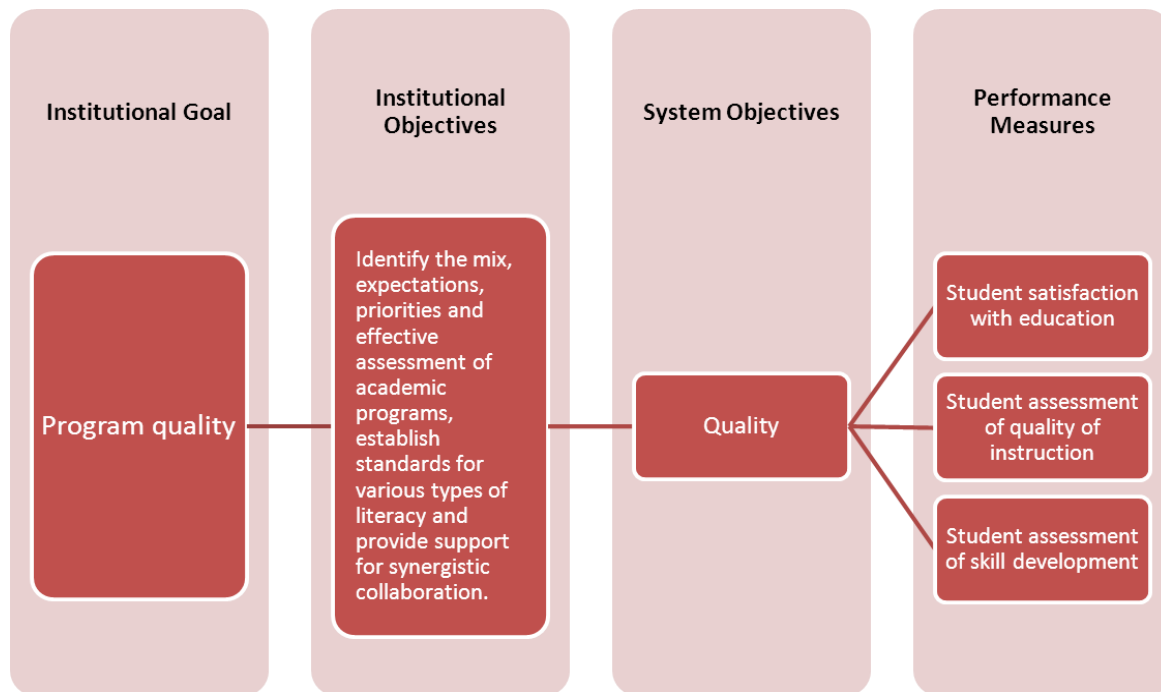
In 2012/13, VIU delivered 828 developmental domestic student FTEs, or 103% of target. VIU expects, however, that developmental FTEs will remain constant over the next three years.

In 2012/13, 1,245 student FTEs, including domestic and international enrolments, were delivered in Adult Basic Education and English as a Second Language programs. These account for about 15% of our total delivery and provide the foundation for further academic studies, thereby contributing significantly to our institutional effectiveness (capacity) and community engagement (relevance) targets. Similarly, almost 1,300 student FTEs, or 15% of our total delivery, were enrolled in trades-related programs at VIU. Our experience has shown that students who complete a developmental or vocational program often return and register in an academic certificate, diploma, or degree.

### **Credentials Awarded**

VIU achieved the 2012/13 target for Credentials awarded, with 3,152 certificates, diplomas, and degrees awarded. This represents a slight decrease from credentials awarded in 2011/12.

## VIU Goal: Program quality



### Institutional context and response to results

At VIU, program quality is reflected throughout the University's academic, applied, developmental, experiential, and professional programs, as well as graduate programs.

In 2012/13 VIU completed an evidence-based summative assessment of all instructional programs. This assessment was based on standardized criteria related to program context, relevance, quality, financial performance, access, and strategic priority. The program quality assessment addressed the learning objectives, academic standards, qualifications of faculty, student success, and whether the facilities, learning resources, technology and equipment was sufficient to support the program's learning objectives.

In addition, student satisfaction was a key indicator of program quality. The student outcomes surveys, administered by B.C. Stats, provide feedback from graduates of various credential types from B.C. public post-secondary institutions. Overall, student satisfaction targets on multiple constructs are set at 85% or 90% at the provincial level. VIU's student outcomes results either Achieved (achieved up to 10% above target) or Substantially Achieved (achieved up to 10% below target).



### **Student Satisfaction with Education**

VIU results were reported at:

89.9% (Achieved) – Certificate and Diploma students

92.4% (Achieved) – Apprenticeship students

95.5% (Achieved) – Baccalaureate students

### **Student Assessment of Quality of Instruction**

Similarly, VIU student assessment of the quality of instruction rated:

93.2% (Achieved) – Certificate and Diploma students

96.0% (Achieved) – Apprenticeship students

97.4% (Achieved) – Baccalaureate students

### **Student Assessment of Skill Development**

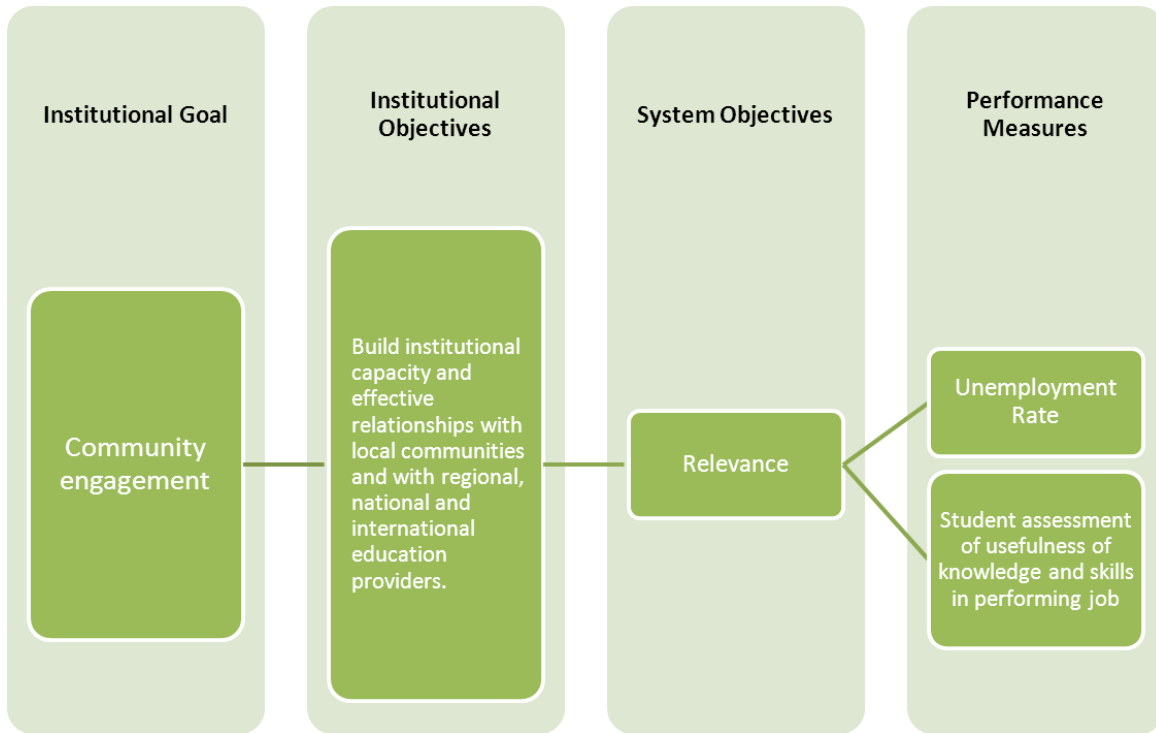
Finally, student assessment of their skill development was reported at:

76.7% (Substantially Achieved) – Certificate and Diploma students

80.2% (Substantially Achieved) – Apprenticeship students

87.8 % (Achieved) – Baccalaureate students

## VIU Goal: Community engagement



### Institutional context and response to results

VIU has a mandate to provide educational services on central and northern Vancouver Island and Coastal British Columbia. VIU therefore provides a wide range of programs in adult basic education, professional certificates and diplomas, undergraduate and graduate degrees, trades, and applied technology. Delivery of these services necessitates ongoing dialogue with regional communities to address cultural, social, and economic conditions in our region.

While the Nanaimo campus acts as the academic “hub” for the university, the Regional Action Plan, completed in 2012/13, recommended several new programs and activities that will further support our mission as an engaged regional university. These recommendations include:

- the delivery of four-year degree programs at the Cowichan campus within three years,
- focusing on Aboriginal learners and course content throughout all programs at the Cowichan campus,
- as a focal point for technology-enhanced learning initiatives, expanding online and blended learning models at the Powell River campus,

- offering both first- and second-year courses that lead to a bachelor degree in Powell River,
- consolidating regional applied and research programs at Bowser-Deep Bay, and,
- exploring the development of an Oceanside Centre for Aging in Parksville-Qualicum

## **Unemployment Rate**

Vancouver Island University offers relevant and useful programming as evidenced by the low unemployment rate of our graduates as well as their satisfaction with the knowledge and skills they gained when applying them at work.

The unemployment rate target for VIU graduates is to be less than, or equal to, the provincial or regional rate for those aged 18 – 29 years with a high school credential. For the Vancouver Island / Coast region the unemployment rate target is < 11.3% VIU's results were:

7.3% with 1.8% margin of error (Exceeded) – Certificate and Diploma students

9.5% with 3.0% margin of error (Achieved) – Apprenticeship students

3.5 % with 1.2% margin of error (Exceeded) – Baccalaureate students

## **Student assessment of usefulness of knowledge and skills in performing job**

VIU's student feedback was reported at:

87.0% (Substantially Achieved) – Certificate and Diploma students

92.8% (Achieved) – Apprenticeship students

88.3% (Achieved) – Baccalaureate students

The unemployment rate in the Nanaimo area was slightly lower than the provincial average in 2012<sup>5</sup>. Providing residents with the knowledge and skills required to enter the workforce and increase their standard of living is part of the mandate of regional universities. VIU takes this responsibility seriously and has policies and procedures in place to ensure that our programs are reviewed regularly – using both formative and summative processes.

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<sup>5</sup> Stats Canada report: <http://www.bcstats.gov.bc.ca/Files/51ac1290-2fa5-440a-a44a-983217f05c7f/UnemploymentRatesbyRegion2012.pdf>

## PERFORMANCE MEASURES AND RESULTS

Vancouver Island University						
2012/13 Accountability Framework Performance Measure Results <sup>1</sup>						
Performance measure	Reporting year					
	2011/12	2012/13	2012/13	2012/13		
	Actual	Target	Actual	Assessment		
Student spaces <sup>2</sup>						
Total student spaces	6,091	6,659	6,009	Substantially achieved		
Nursing and other allied health programs	529	593	530	Not achieved		
Developmental	883	805	828	Achieved		
Credentials awarded <sup>3</sup>						
Number	3,554	3,081	3,152	Achieved		
Aboriginal student headcount <sup>4</sup>						
Number	2,046	≥ previous year	2,026	Substantially achieved		
Percent	12.4%		13.1%	Achieved		
Aboriginal student spaces <sup>5</sup>						
Total Aboriginal student spaces	963	N/A	986	Not assessed		
Ministry	818		864			
Industry Training Authority (ITA)	145		122			
Student satisfaction with education <sup>6</sup>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	85.8%	1.9%	≥ 90%	89.9%	1.7%	Achieved
Apprenticeship graduates	94.1%	2.5%		92.4%	2.7%	Achieved
Bachelor degree graduates	95.8%	1.4%		95.5%	1.2%	Achieved
Student assessment of the quality of instruction <sup>6</sup>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	90.9%	1.5%	≥ 90%	93.2%	1.4%	Achieved
Apprenticeship graduates	97.1%	1.8%		96.0%	2.0%	Achieved
Bachelor degree graduates	97.9%	1.0%		97.4%	0.9%	Achieved
Student assessment of skill development <sup>6</sup>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	74.5%	2.6%	≥ 85%	76.7%	2.6%	Substantially achieved
Apprenticeship graduates <sup>7</sup>	N/A	N/A		80.2%	4.7%	Substantially achieved
Bachelor degree graduates	88.5%	2.3%		87.8%	1.9%	Achieved

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Student assessment of usefulness of knowledge and skills in performing job <sup>6</sup>							
	%	+/-			%	+/-	
Former diploma, associate degree and certificate students	86.0%	2.8%	≥ 90%		87.0%	2.5%	Substantially achieved
Apprenticeship graduates	91.2%	3.7%			92.8%	3.0%	Achieved
Bachelor degree graduates	86.1%	2.9%			88.3%	2.2%	Achieved
Unemployment rate <sup>6,8</sup>							
	%	+/-			%	+/-	
Former diploma, associate degree and certificate students	11.0%	2.3%	≤ 11.3%		7.3%	1.8%	Exceeded
Apprenticeship graduates	11.0%	3.7%			9.5%	3.0%	Achieved
Bachelor degree graduates	3.4%	1.4%			3.5%	1.2%	Exceeded
<b>Notes:</b>							
TBD - for measures where results are still to be received, the fields have been labelled as "To Be Determined".							
N/A - Not applicable							
<sup>1</sup> Please consult the 2012/13 Standards Manual for a current description of each measure. See <a href="http://www.aved.gov.bc.ca/framework/documents/standards_manual.pdf">http://www.aved.gov.bc.ca/framework/documents/standards_manual.pdf</a> .							
<sup>2</sup> Results from the 2011/12 reporting year are based on data from the 2011/12 fiscal year; results from the 2012/13 reporting year are based on data from the 2012/13 fiscal year.							
<sup>3</sup> Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2012/13 reporting year are a three-year average of the 2009/10, 2010/11 and 2011/12 fiscal years.							
<sup>4</sup> Results from the 2011/12 reporting year are based on data from the 2010/11 academic year; results from the 2012/13 reporting year are based on data from the 2011/12 academic year.							
<sup>5</sup> Results from the 2011/12 reporting year are based on data from the 2010/11 fiscal year; results from the 2012/13 reporting year are based on the 2011/12 fiscal year.							
<sup>6</sup> Results from the 2011/12 reporting year are based on 2011 survey data; results from the 2012/13 reporting year are based on 2012 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the confidence interval is 10% or greater.							
<sup>7</sup> The 2012/13 reporting cycle is the first time Apprenticeship (APPSO) survey results have been included.							
<sup>8</sup> Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the Vancouver Island/Coast region.							
Target assessment scale	Description						
Exceeded	110% or more of the target						
Achieved	100% - 109% of the target						
Substantially achieved	90% - 99% of the target						
Not achieved	Less than 90% of the target						
Not Assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets						

APPENDIX

Vancouver Island University

2012/13 Accountability Framework Performance Measure Results

Performance measure	Reporting year						
	2011/12	2012/13		2012/13	2012/13		
	Actual	Target		Actual	Assessment		
Former diploma, certificate, and associate degree students' assessment of skill development							
	%	+/-			%	+/-	
Skill development (avg. %)	74.5%	2.6%	≥ 85%		76.7%	2.6%	Substantially achieved
Written communication	67.5%	3.2%			68.3%	3.4%	
Oral communication	68.0%	3.2%			72.3%	3.2%	
Group collaboration	80.1%	2.2%			85.1%	2.1%	
Critical analysis	78.5%	2.3%			77.2%	2.5%	
Problem resolution	73.2%	2.5%			75.7%	2.5%	
Learn on your own	78.6%	2.3%			79.7%	2.4%	
Reading and comprehension	75.8%	2.4%			78.9%	2.4%	
Apprenticeship graduates' assessment of skill development							
	%	+/-			%	+/-	
Skill development (avg. %)	N/A	N/A	≥ 85%		80.2%	4.7%	Substantially achieved
Written communication	N/A	N/A			68.9%	7.4%	
Oral communication	N/A	N/A			71.2%	7.2%	
Group collaboration	N/A	N/A			83.3%	4.0%	
Critical analysis	N/A	N/A			87.8%	3.5%	
Problem resolution	N/A	N/A			79.1%	4.4%	
Learn on your own	N/A	N/A			86.9%	3.5%	
Reading and comprehension	N/A	N/A			83.9%	3.8%	
Bachelor degree graduates' assessment of skill development							
	%	+/-			%	+/-	
Skill development (avg. %)	88.5%	2.3%	≥ 85%		87.8%	1.9%	Achieved
Written communication	87.1%	2.4%			83.7%	2.2%	
Oral communication	86.5%	2.5%			87.5%	2.0%	
Group collaboration	89.5%	2.2%			90.9%	1.6%	
Critical analysis	92.3%	1.9%			93.0%	1.4%	
Problem resolution	81.9%	2.8%			84.1%	2.1%	
Learn on your own	92.8%	1.9%			89.5%	1.8%	
Reading and comprehension	89.0%	2.3%			85.4%	2.1%	

## VIU ACCOUNTABILITY FRAMEWORK PERFORMANCE TARGETS: 2013/14 – 2015/16

Performance measure	2013/14	2014/15	2015/16
Student spaces			
Total student spaces	6,636	6,636	TBD
Nursing and other allied health programs	582	582	TBD
Developmental programs	805	805	TBD
Credentials awarded			
Number	≥ 3,079	TBD	TBD
Aboriginal student headcount			
Number	≥ 2,026	≥ previous year	
Percent	≥ 13.1%		
Student satisfaction with education			
Apprenticeship graduates	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
Student assessment of the quality of instruction			
Apprenticeship graduates	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
Students' assessment of skill development (average %)			
Apprenticeship graduates	≥ 85%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
Student assessment of usefulness of knowledge and skills in performing job			
Apprenticeship graduates	≥ 90%		
Diploma, associate degree and certificate graduates			
Baccalaureate graduates			
Unemployment rate			
Apprenticeship graduates	≤ unemployment rate for individuals with high school credentials or less		
Diploma, associate degree and certificate graduates			
Baccalaureate graduates			

## FINANCIAL INFORMATION

Vancouver Island University's audited financial reports can be viewed on the VIU website.<sup>6</sup>

<sup>6</sup> <http://www.viu.ca/financialplanning/financialstatements.asp>





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