

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.

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July 15, 2015

Honourable Andrew Wilkinson
Ministry of Advanced Education
Province of British Columbia

Dear Minister Wilkinson,

Vancouver Island University (VIU) is pleased to submit the Institutional Accountability Plan and Report for the 2014/15 reporting cycle.

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. Consistent with the university's "open access" mandate, VIU offers a diverse range of academic programming including continuing education, developmental, trades and applied technology, as well as undergraduate and graduate programs.

Over the past year, VIU delivered educational programming to more than 16,000 students of which there were approximately 2,000 International students, from more than 80 countries, and approximately 2,000 Aboriginal students (as per 2013/14 ministry-provided data). 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.

We are pleased to endorse the content of this report and look forward to working with the Ministry to advance post-secondary education, student success, and community engagement.

Sincerely,

A stylized, handwritten signature in black ink.

Allan Wiekenkamp
Chair, Board of Governors
Vancouver Island University

A stylized, handwritten signature in black ink, reading "Ralph Nilson".

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

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1. 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 providing access to 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 represents the university of the future, encouraging 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 the Cowichan Valley 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 Cowichan Trades Centre, Paine Horticultural Centre, Providence Farm, Deep Bay Marine Field Station, and Heavy Equipment Operator site.

In fiscal year 2014/15, VIU enrolled more than 16,000 students accounting for approximately 8,400 full-time equivalent (FTE) students. A significant number, approximately 12%, are self-declared Aboriginal students as per 2013/14 ministry-provided data. In addition to serving Canadian students, VIU also offers a successful International Education program that attracted more than 2,000 students from over 80 countries, representing 17% of our total student FTEs.

VIU is proud of its ongoing contribution to the cultural, social, economic, and intellectual life of Vancouver Island and coastal British Columbia. As one of the primary employers in the region, VIU employed over 2,200 faculty and staff during 2014. With consolidated revenues of \$135 million in 2014/15, VIU is a major economic driver in the region, contributing more than \$400 million per year and more than \$38 million in tax revenues to governments.¹

As a regional university, our mandate is defined in 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, which are responsible for program approvals and oversight.

VIU is fully aligned with the BC government's strategic goals that include: dual-credit programming, experiential learning opportunities, enhancing the provision of services to students with disabilities, realizing the potential of Aboriginal students by providing community-based programs, expanding the number of International students which diversify the educational experience for all students, and ensuring that VIU students have the education and training that match with jobs in demand.

¹ <https://www2.viu.ca/impact/documents/VIU-Impact-Report.pdf>

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

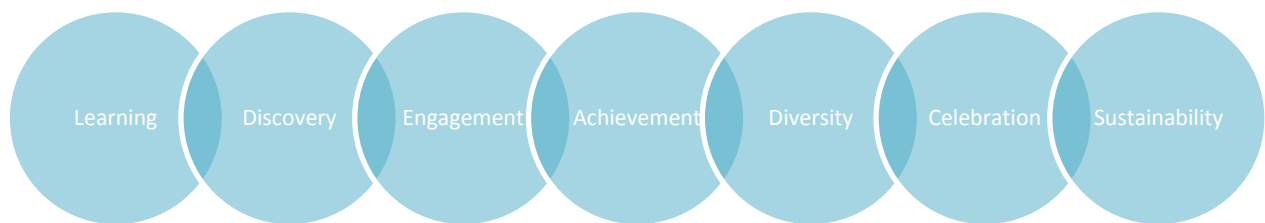
1.1 MISSION STATEMENT

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 programs designed for regional, national, and international students.

1.2 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.

1.3 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

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

1.4 VISIONARY GOAL

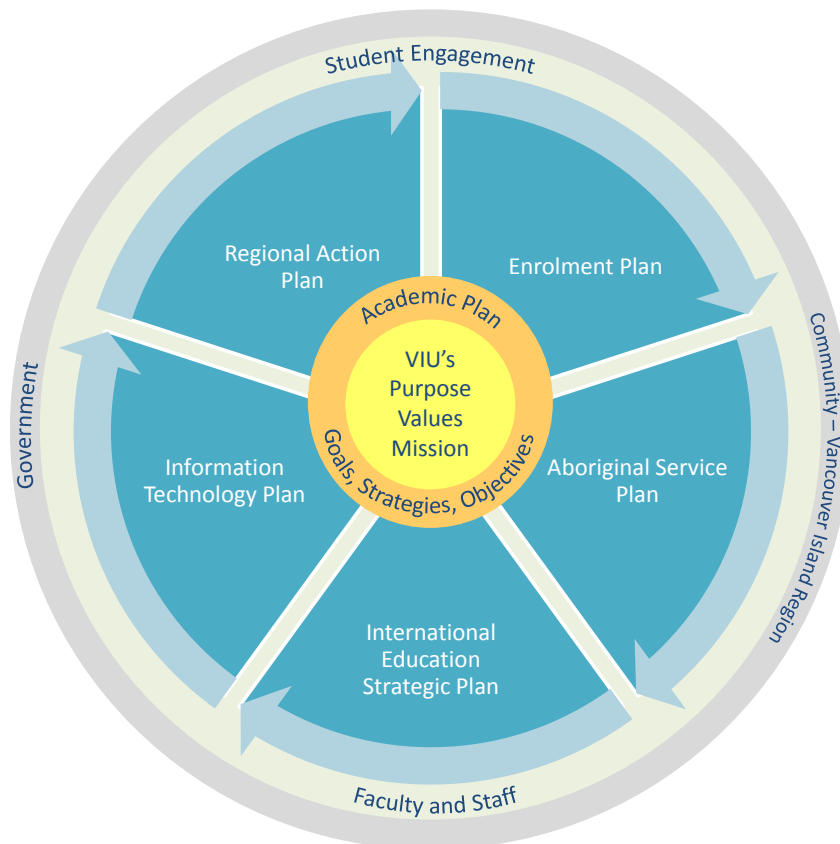
Through the promotion of excellence in learning, we inspire our students and the people of Vancouver Island and coastal British Columbia as a trusted educational partner in the search for sustainable cultural, economic, environmental and social prosperity.

2. PLANNING AND OPERATIONAL CONTEXT

Vancouver Island University recognizes the public's expectations of higher education, as well as existing conditions in the region, and plans its services accordingly. Within this context, VIU 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.

Figure 1 below illustrates the University's integrated planning process. Central to VIU's planning is our Purpose, Values, and Mission. Building on the University's fundamentals, the Academic Plan connects the Goals, Strategies, and Objectives to the five departmental plans. The action items under each of the departmental plans are implemented in the faculty-student engagement circle. Collectively these plans and activities exist to serve the needs of the outer-circle – the regional community and government.

Figure 1: Integrated Planning Diagram



The "BC's Skills for Jobs Blueprint: Re-Engineering Education and Training", as well as the "British Columbia 2022 Labour Market Outlook", provide an important framework within which VIU develops programs and assesses performance. VIU is on-track with regard to meeting targets set by the government within the Skills Gap Plan, introduced in 2014/15. Besides arts and sciences, VIU offers graduate and undergraduate business programs, health programming, and trades training opportunities. Many existing programs already align with the top 60 occupations identified by the Ministry of Jobs, Tourism, and Skills Training.

The following sections outline key planning initiatives and related activities at VIU.

2.1 ACADEMIC PLAN



The Academic Plan serves as a guide for our future.

The Academic Plan, approved by the University Senate and Board of Governors in 2010, is the expression of VIU's strategic thinking and the foundation of the University's integrated plans that guide the future of VIU. This process comprises VIU's Enrolment Management Plan, Aboriginal Service Plan, International Education Strategic Plan, Information Technology Plan, and Regional Action Plan.

Collectively these plans support the central mission of VIU: to be a dynamic and diverse educational institution, dedicated to excellence in teaching and learning, service, and research. VIU's mandate encompasses not only academic programming; 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.

VIU, however, faces 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. The last Major Capital funding received by VIU completed the new Cowichan Campus which opened in 2011.

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

VIU continues to work towards the priorities established in the Five Year Capital Plan, including:



1. Construction of a New Health and Science Centre



2. Information Technology Upgrades



3. Sports, Health and Wellness Centre

1. Construction of a New Health and Science Centre (HSC) is VIU's highest priority. Built to achieve LEED Gold certification, this new facility is urgently needed for VIU to meet requirements for accreditation and to continue providing industry relevant and responsive health and science programs in a safe, efficient and quality learning environment. This new, enhanced and consolidated learning environment will improve access for students, foster opportunities for interdisciplinary collaboration across programs, and provide infrastructure necessary to leverage current and emerging teaching methodologies and technologies. By consolidating health and science programs, the positive impact of a new HSC building at VIU is compounded by making space available for much needed classroom space for trades programs at the University, and to support the vision of the BC Skills for Jobs Blueprint.

2. 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, and inadequate classroom technology, and the implementation of an Emergency Notification System are essential for VIU to improve services and safety for students, faculty, and staff.

3. Sports, Health and Wellness Centre. Over the past two decades the need for a Sports, Health, and Wellness Centre 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.

The integrated plans that guide the strategic direction of the University are based in the [2010 Academic Plan](#).

CURRENT INITIATIVES

Elders-in-Residence

A Letter of Agreement between Vancouver Island University and the VIU Faculty Association was signed on February 26, 2015 to properly honour the important and distinctive role the Elders-in-Residence hold in the University's community. The first of its kind in British Columbia post-secondary institutions, this agreement is the result of a commitment outlined in VIU's Academic Plan to "formalize the role of the First Nations Advisory Committee and Elders, and recognize the knowledge they embody."

Elders-in-Residence were first hired by VIU in the mid-1990s. Today, there are eight Elders who work at each of VIU's three campuses. As their roles at VIU evolved, it became clear that the employee scales did not have a category that appropriately reflected the value of the Elders' unique education, their specialized knowledge, and their contributions to the VIU community. The new Letter of Agreement addresses this issue by creating a new classification of employment for the Elders-in-Residence, one that formally recognizes them as "gifted faculty who provide a unique and highly regarded knowledge contribution to VIU and the VIU community."

Youth-in-Care Tuition Waiver

VIU was recently honoured with a special presentation recognizing the University's leadership in offering BC's first post-secondary Youth in Care Tuition Waiver program. The number of students registered in VIU's Youth in Care Tuition Waiver program has more than doubled from 16 students in its first year to 38 students in the 2014/15 academic year. The students, who come from Vancouver Island and elsewhere in BC, are registered in a wide range of VIU programs, including Fisheries and Aquaculture, Bachelor of Arts, Culinary, Tourism and Recreation, Child and Youth Care, Criminology, Bachelor of Business Administration and Automotive Technician. In addition to tuition, the University is working in collaboration with the Representative of Children and Youth for British Columbia to

raise funds for other costs such as books, living expenses and work study opportunities, as well as to encourage other post-secondary institutions in BC to introduce a similar tuition waiver programs.

Canada Education Savings Program

VIU is supporting the federal government's Canada Education Savings Program by promoting enrolment in the Canada Learning Bond program for low-income families. VIU students are organizing community sign-up events in Nanaimo, Duncan and other communities in the region with the support of financial institutions, Service Canada and community organizations. VIU's leadership is recognized as the only post-secondary institution in Canada to join the national Champions network for the Canada Education Savings Program.

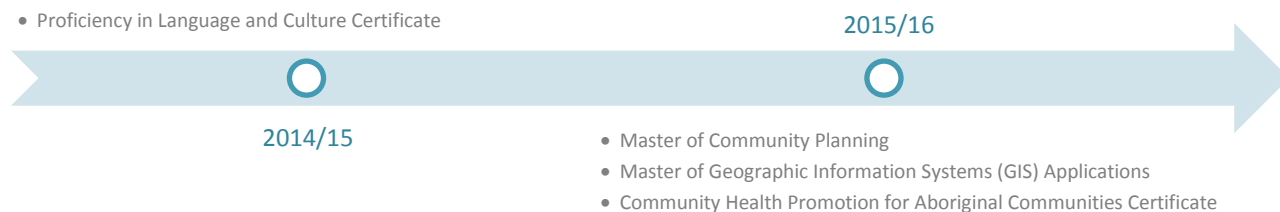
Health and Wellness Clinic

VIU opened a Health and Wellness Clinic at the Nanaimo campus in May, 2015. The student clinic has been a goal for many years and will fill a much-needed gap in providing access to primary health care services for all VIU students, including international students, as well as those from out-of-province. The Health and Wellness Clinic also advances the recommendations in VIU's Academic Plan and Enrolment Management Plan related to student learning, engagement and success; community engagement; institutional effectiveness; campus life; and student wellness.

New and Planned Programs

Four new programs were implemented at VIU in 2014/15 and an additional three new programs are scheduled for implementation in 2015/16, including two Master's degrees. The Master of Community Planning program has already exceeded first-year student demand expectations with over 60 student applications received to date.

- Bachelor of Arts, Major in Visual Art
- Business Fundamentals for Aboriginal Communities Certificate
- Fundamentals of Engineering Certificate
- Proficiency in Language and Culture Certificate



2.2 ENROLMENT MANAGEMENT PLAN

91% of VIU students would recommend their program to others



The goal of the Enrolment Management Plan is to provide a framework and process that supports VIU's Academic Plan, enrolment growth, and its students. Recommendations outlined in the [Enrolment Management Plan](#) address best practices and strategies for success in the delivery of services designed to enhance student engagement and success. These include twenty-two action items that are being implemented, pertaining to applicant and first-year student experience, enhancing student retention through inclusion in the academic community, and increased engagement with alumni. Among other enrolment strategies, VIU has completed a review of past recruitment activity and as a result expanded recruitment into new domestic markets, introduced activity to improve the conversion of applicants to registered students, and introduced an online transition course to assist students with a smooth transition to the university. Other activity to streamline enrolment processes, as well as, enhance student retention through inclusion in the academic community is ongoing.

In 2014, the institution embarked on several projects to enable data-driven decision-making and support the enrolment planning process. An Alumni Engagement Survey was completed to help inform the development of a strategic plan for increasing alumni engagement and to provide feedback on how VIU can strengthen student engagement. Enrolment Management also initiated a "Did Not Register Survey" to identify the main reasons students offered admission did not register at VIU.

Student retention and success strategies included an evaluation of Accuplacer (a tool to assess grade 12 English equivalency) and the effectiveness of the Supported Entry Assessment (SEA) program to identify if these programs would help improve student performance and retention. As well, Enrolment Management is currently developing an "At-Risk Identification Model" to identify students at-risk for stop-out and drop-out. By identifying predictors for stop-out and drop-out, VIU can develop strategies that address the needs of at-risk students to reduce drop-out rates and improve overall enrolment. The development of an "Applicant Model" is also underway to provide better data for decision-making and planning of recruitment and prospective student engagement activity. In September 2014 the introduction of the first phase of an online learning commons, "Learning Matters" <http://learningmatters.viu.ca>, has provided students with access to academic resources 24/7 to support their learning. In addition, VIU's first Student Success week was held in early January with a variety of events and activities, culminating in a one day student learning conference aimed to support academic success.

In addition to these projects, a number of other studies are under development to help inform enrolment management. These include a Health and Wellness Evaluation Study and a Student Financial Aid Project to assess the relationship between financial aid levels and student access to post-secondary education, to determine if there is a correlation between financial aid and student retention and completion rates, and document alternate methods of funding.

Moving forward, VIU will continue to enhance graduate education and explore the development of further high quality, in-demand Masters and post-degree diploma programs. VIU will also build on our niche of providing

excellence in teaching, affordable high quality programs, small class sizes, and community engagement, to attract learners both locally and outside the region.

2.3 ABORIGINAL SERVICE PLAN



In 2013/14 Aboriginal learners at VIU achieved 542 credentials (including eight Master's degrees), the highest number of all CDW-reporting institutions in BC.

Increasing the participation and completion rates amongst Aboriginal students is essential for improved economic and social opportunities. Of the approximately 2,000 Aboriginal students at VIU, there is a higher proportion registered in full-time studies (as compared to non-Aboriginal students) and approximately 30% are registered in baccalaureate programs. Retention and completion have also been identified as key areas for action by VIU and Aboriginal community partners. VIU tracks retention by program, using data models that are continually enhanced based on lessons learned. When Bachelor programs are considered, Aboriginal students' first-to-second year retention rates are comparable to those of non-Aboriginal students and, in some cases, higher. Furthermore, in 2013/14, Aboriginal learners at VIU achieved 542 credentials (including eight Master's degrees), the highest number of all CDW-reporting institutions in BC. This is a 90% increase from the 285 credentials and zero Master's degrees awarded to Aboriginal learners in 2007/08.

While working from a strong base, the VIU's Aboriginal Service Plan (2015/16 – 2017/18) goals are to:

- a) Increase access, retention, completion, and transition opportunities for Aboriginal learners;
- b) Strengthen partnerships and collaboration in Aboriginal post-secondary education; and,
- c) Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers.

As part of institutional base funding, VIU now supports eight Elder positions. In February 2015, Vancouver Island University and the VIU Faculty Association signed a letter of agreement creating a new category of employment for VIU Elders. This was a major accomplishment in identifying the distinct role of Elders-in-Residence and honoring their specific qualifications within the academy. Strengthening Aboriginal post-secondary education is a key priority for VIU; the 2015/16 – 2017/18 ASP is only one example of the university's engagement with Aboriginal communities and organizations to address the unique needs of Aboriginal learners. VIU's commitment to increasing Aboriginal student transition, access, retention and completion opportunities is outlined in the university's Academic Plan, Aboriginal Education Plan (under development), and other strategic documents.

Vancouver Island University will broaden existing Aboriginal expertise with the newly established Centre for Pre-Confederation Treaties and Reconciliation. The Centre, led by Interim Director Douglas White, (Kwulasultun and Tliishin) lawyer, former Chief of the Snuneymuxw First Nation and former member of the First Nations Summit Task Group and BC First Nations Leadership Council, provides leadership and education through advanced research, symposia, publications, and facilitation of dialogue regarding Pre-Confederation Treaties and Reconciliation. As well, 2014 marked the year that former Assembly of First Nations national chief Shawn Atleo was appointed the important role of Shqwi qwal for Indigenous Dialogue at VIU, appropriately housed in the Centre for Pre-Confederation Treaties and Reconciliation.

This year VIU increased access to post-secondary studies for Aboriginal peoples by our involvement with the Aboriginal Community-Based Delivery Partnership Program (ACBDPP). VIU successfully delivered two community-based programs funded by the Ministry of Advanced Education. The communities involved in VIU's programming included students attending community-based programming from south, central and north Vancouver Island, and the central and north coast of BC.

Through the community-based initiatives VIU has strengthened existing community partnerships and created long term commitments with Aboriginal communities, Aboriginal organizations and industry partners. Successes from these programs have seen students move to employment with other students laddering into a variety of post-secondary educational programs. Many of the students involved viewed their successes by highlighting their new-found confidence, career goals and recognition that a post-secondary education is now possible.

Table 1 provides the various community-based activities delivered by VIU over the past few years, including the number of Aboriginal communities represented by the participants.

Table 1: Summary of VIU's Aboriginal Community-Based Programs delivered by VIU, 2013/14 to 2014/15

Program	Number of Students Completed	Number of Communities Represented
Welder Level C	14	2
Health Care Assistant	7	3
Applied Business Technology	3	1
Introduction to First Nations Culinary Arts	28	3
Aboriginal Eco Tourism Program	12	8
Environmental Stewardship Training	11	9
Business Fundamentals for Aboriginal Communities	12	6

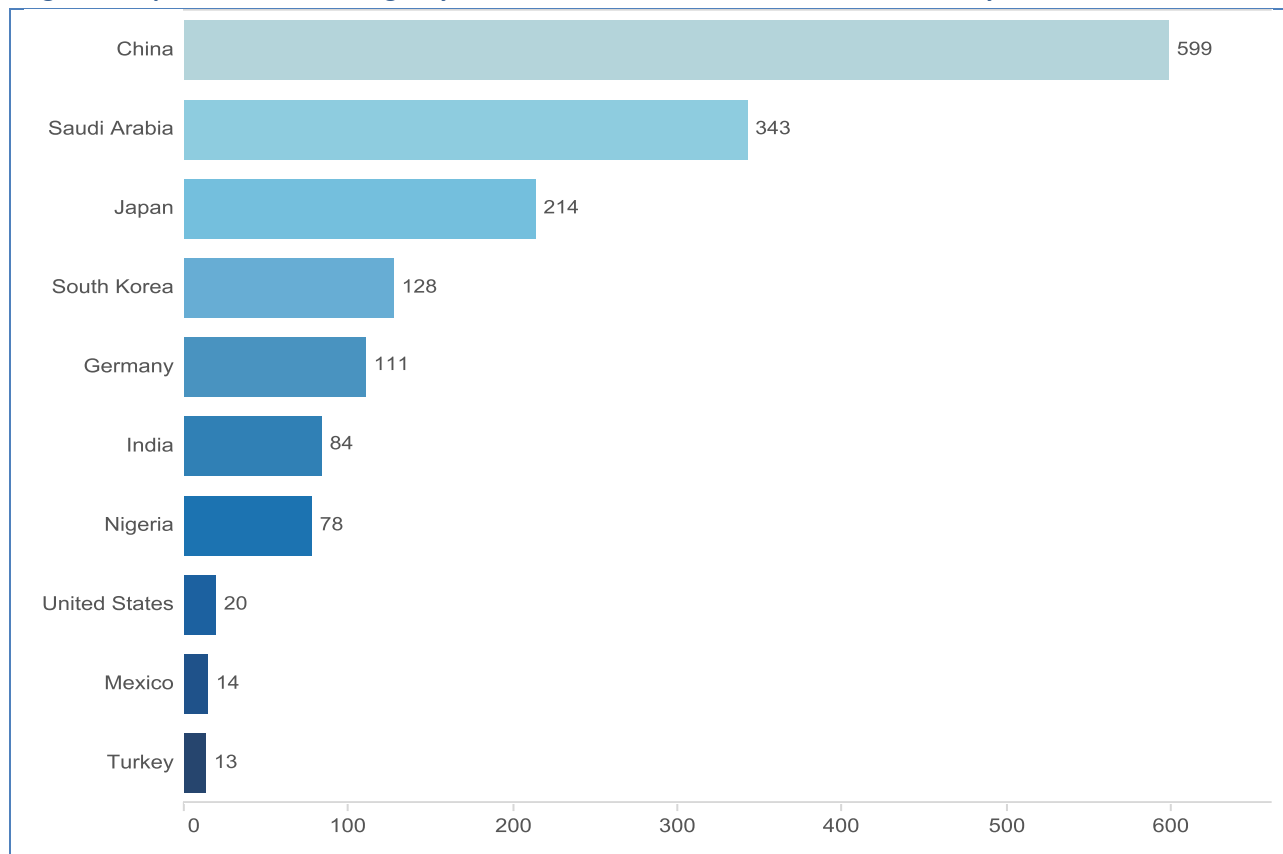
2.4 INTERNATIONAL EDUCATION STRATEGIC PLAN

*More than 2,000 International
students from over 80 countries*



VIU currently enrolls more than 2,000 international students from over 80 countries (Figure 2). These students contribute to the financial viability of the university and engage in a wide array of activities and programs that are designed to promote intercultural dialogue and understanding of the responsibilities of global citizenship amongst domestic students.

Figure 2: Top ten countries of origin by International student headcounts for academic year 2013/14



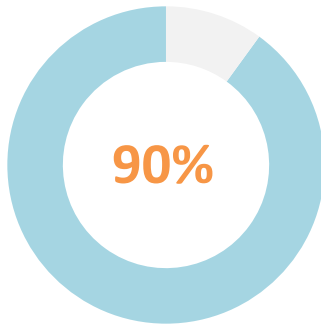
Source: VIU's 5-Year Data Point, September 2014

The [2013 – 2016 International Education Strategic Plan](#) details how the Faculty of International Education will focus on: Creating a diverse campus; Promoting international students' success; Fostering global literacy; and, Building a global community.

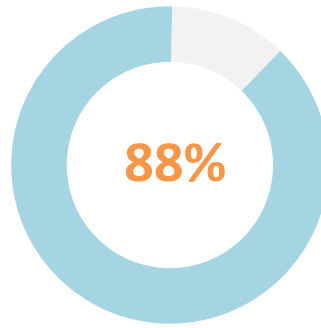
To fulfill this commitment within three years, strategies include:

- a) Increasing the diversity and number of “best fit” international students attending VIU and The High School at VIU each year;
- b) Strategically focusing enrolment planning and management for international students in English as a Second Language (ESL), academic, and applied programs;
- c) Achieving recruitment targets through a stronger emphasis on academic success;
- d) Improving international students' learning, engagement, retention, and success throughout the University; and,
- e) Working collaboratively with other faculties and service departments to develop responsive new supports for international students in academic programs.

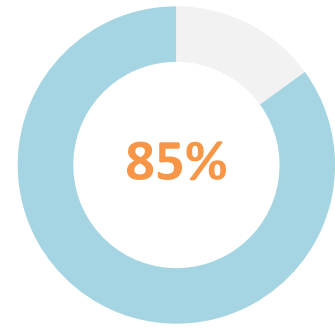
In 2014, Vancouver Island University participated in the International Student Survey conducted by the Ministry of Advanced Education. The purpose of the survey was to provide information to post-secondary institutions on the learning and daily life experiences of international students. Highlights from the 2014 survey showed that the majority of international students were satisfied with their experiences at VIU.



90% of international students were overall very satisfied or satisfied with VIU



88% of international students were very satisfied or satisfied with the quality of instruction at VIU



85% of international students were very satisfied or satisfied with VIU's International Student Services

2.5 INFORMATION TECHNOLOGY PLAN



Positioning information technology as a key component of effective teaching and learning

Information Technology plays an increasingly critical role in the achievement of the University's objectives. As a key component of effective teaching and learning it is therefore a major strategic institutional investment. There has been significant fiscal restraint by the University in relation to IT activities; however, there is a widening gap between the need for IT services to support the delivery of academic programs and the university's ability to keep pace with increasing, and changing, demands.

Given the dated and near obsolescence of many of the existing VIU learning environment technologies and institutional information systems, introducing new and updating/replacing existing systems and supporting technologies is a priority for VIU. Vancouver Island University defined the scope of the Teaching, Learning and Administrative Systems Renewal project in a capital submission to the Ministry of Advanced Education for \$30.7 million detailed in the VIU Five-Year Capital Plan. The requested funding is intended to be used to replace and transform the Institutional Information Systems, Learning Space Technologies and supporting infrastructure over the next five years.

2.6 REGIONAL ACTION PLAN

"The faculty gave me hope and the Cowichan campus is a welcoming, supportive environment."

MaryDawn MacWatt
Bachelor of Education, Cowichan Campus



For over seven decades, Vancouver Island University has been committed to serving the communities of Vancouver Island and the coastal regions of British Columbia, specifically Nanaimo, Cowichan, Parksville-Qualicum, and Powell River.

The VIU region (mid- and north-Vancouver Island) has a population of approximately 250,000, accounting for slightly more than 5% of the total population of B.C. Of this, 85,000 live in the City of Nanaimo with approximately 145,000 (or 58% of the total population) living within the Nanaimo Regional District. Providing educational programs and services to the other 42% of the region's population is therefore a key component of the university's mandate.

The Cowichan campus, completed in 2011, offers university credit courses and certificate programs in business, health and human services, trades and applied technology, and academic and career preparation courses in Adult Basic Education (ABE) and employability skills training. In 2014/15, VIU started offering a Bachelor of Education program at the Cowichan campus and plans to offer four-year degree programs within two years.

This year the Powell River campus is going through a resurgence. There are plans and actions now in place to respond and deliver educational programs that benefit and help preserve this region's success and sustainability. A renewed offering of first-year university transfer courses has been selected, and to supplement, a comprehensive variety of Foundations For Success courses. Health and Human Services programs continue to be viable options, and due to an identified community need, the Powell River campus will offer a one-time delivery of the Early Childhood Education and Care Program. Enhanced access to the trade programs and dual credit possibilities remain a focus, including an application for contract funding to deliver *Fast Track to Trades* with specific job outcomes within the carpentry, culinary, and welding sectors. The Powell River campus is offering two sought after online courses; medical and dental terminology.

The Powell River campus continues to work effectively with community partners, specifically the School District 47, City of Powell River, Tla'amin First Nations to deliver the ABE Workplace Essential Skills and Training Program (WEST) courses, Link to Brooks (dual credit upgrading) program, and Sino Bright International Summer programming. One of the several factors considered in the revival of the Powell River campus is that of acknowledging the uniqueness of the Powell River community, and our ability to respond quickly. This regional campus will continue to offer first-year university courses, ABE, Health and Human Services (all include dual credit students), trades (automotive, carpentry, culinary, hairdressing, welding), contract training, ElderCollege, and online programming, as well as seek other sources of funding that meets the needs of the community.

In Parksville/Qualicum, VIU has launched a new Centre for Healthy Aging and Community-Engaged Scholarship that will benefit seniors. The Centre's mandate is to promote excellence in healthy aging research, education, and practice. VIU's Parksville/Qualicum centre also offers ABE, university credit courses, non-credit continuing education courses and certificates, and an eight-month esthetics certificate program. VIU is currently developing a

Graduate Diploma in Gerontology which will play a key role in the educational programming at the Parksville/Qualicum Centre. The proposed program will offer graduate practitioners a comprehensive, interdisciplinary understanding of the needs of older adults and the current trends in responding to those needs in a respectful, person-centered, and engaged manner.

In addition to these regional initiatives, the University and the City of Parksville have signed a memorandum of understanding to establish a foundation for regional cooperation in areas of mutual benefit and interest pertaining to the Mount Arrowsmith Biosphere Reserve (MABR). The Mount Arrowsmith Biosphere Reserve provides an important scholarship and applied research site for VIU students and offers exciting opportunities for a variety of interdisciplinary and discipline based activity across cultural, economic, natural environment and social themes.

As a Regional Teaching University, VIU has a unique relationship with the communities of Vancouver Island. The institution serves a more diverse student body than at many other universities, including a mixture of full- and part-time students, First Nations students, mature students, and an increasing number of International students. As well, higher proportions of our students work while going to school, care for dependents, and commute significant distances to campus. Understanding our communities and their respective cultures is an important component in achieving student success. The presence of Elders in residence at Cowichan is a particularly rich example of connecting campus and local community. VIU will continue to maintain its commitment to serving the diverse nature of our students by offering responsive and relevant university education, establishing community connections and regional focus, and offering flexible approaches to the delivery of educational programs.

2.7 EXTERNAL CONSIDERATIONS

The external conditions under which VIU must plan include:

- a) Shifts in the provincial and regional economy;
- b) Re-engineering of the post-secondary education system to support high-demand occupations;
- c) Changes to Adult Basic Education funding, Student Financial Assistance programs, programs for persons with disabilities, and government goal of increasing the participation and completion rates of Aboriginal students;
- d) Growing importance of post-secondary education internationally and the government's goal of increasing the number of international students choosing B.C.;
- e) Addressing the needs of an aging population and recognizing the impact of a diminishing number of "traditional" (18 – 24 year old) students;
- f) Demands for more flexible and personalized educational programming; and,
- g) Responding to the challenges and opportunities of an increasingly globalized world (i.e. greater competition, pressures to innovate, new worldwide markets).

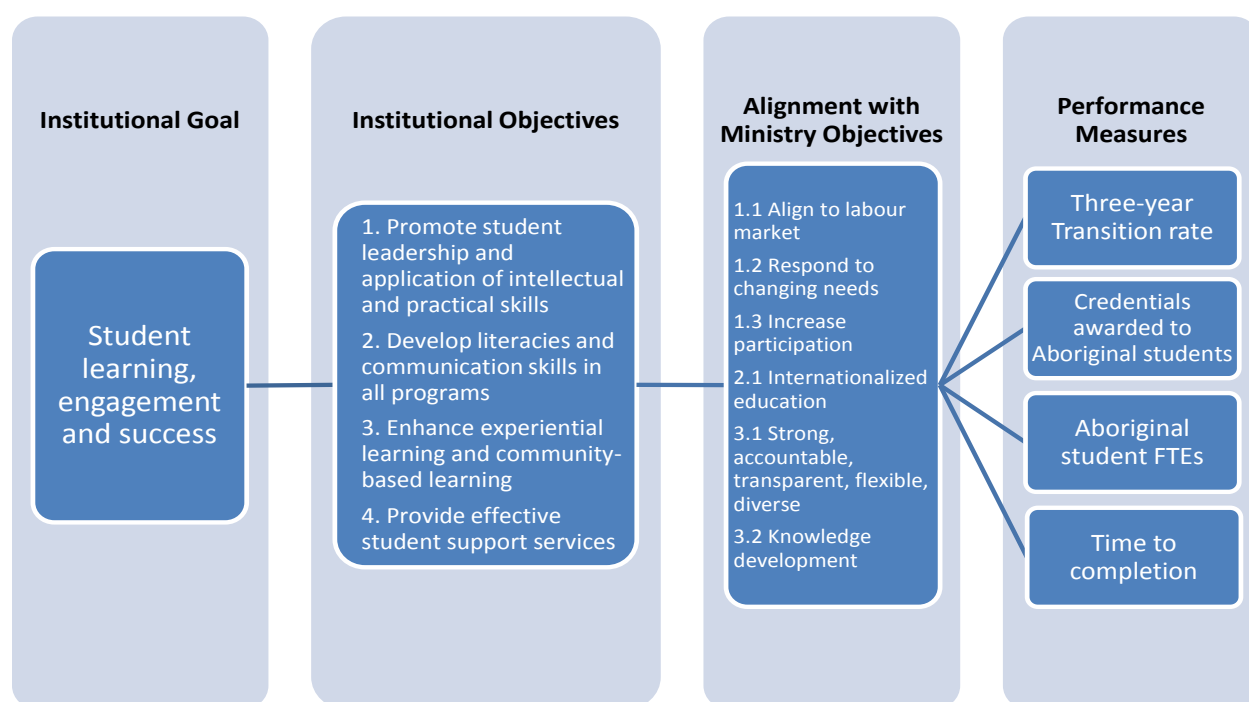
VIU's integrated plans provide a framework together with specific action items that directly support the above-noted factors and trends. They do so, however, within a constrained fiscal environment that is based, largely, on the number of students (inputs) rather than student outcomes and contribution to the communities within the VIU region. Notwithstanding these constraints, to achieve our purpose, values, and visionary goal we will continue to be flexible and nimble, provide a diverse set of programs designed to meet the unique regional needs of Vancouver Island, and focus on student learning, retention, and success.

3. GOALS AND OBJECTIVES

VIU represents a new breed of educational institution in Canada; a teaching-intensive, special-purpose university that relies on integrated teaching methods, internships and co-ops, community engagement, and ladderized pathway programs, all of which are closely tied to the region.

Vancouver Island University's goals and objectives are closely aligned with those of the Ministry of Advanced Education, as enunciated in the 2015/16 – 2017/18 Service Plan, and, specifically: supporting students in the achievement of their education, employment, and training goals; maintaining quality post-secondary programs with a competitive advantage; and maximizing return on investment and supporting British Columbia's diverse communities.

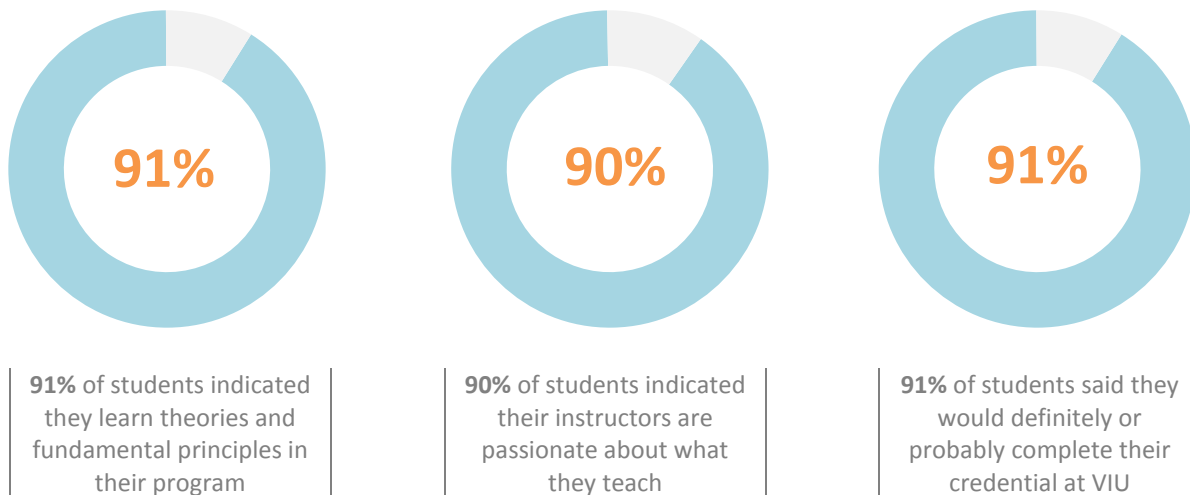
3.1 STUDENT LEARNING, ENGAGEMENT, AND SUCCESS



STUDENT EXPERIENCE AND SUCCESS

Student learning, engagement, and success have served as drivers for both the Academic Plan and Enrolment Management Plan at VIU. In addition to participating in external surveys (such as the Canadian University Survey Consortium and National Survey of Student Engagement), VIU designed and developed an internal Student Experience Survey in 2013/14 to solicit student feedback on educational experience, academic programs, and utilization of campus services.

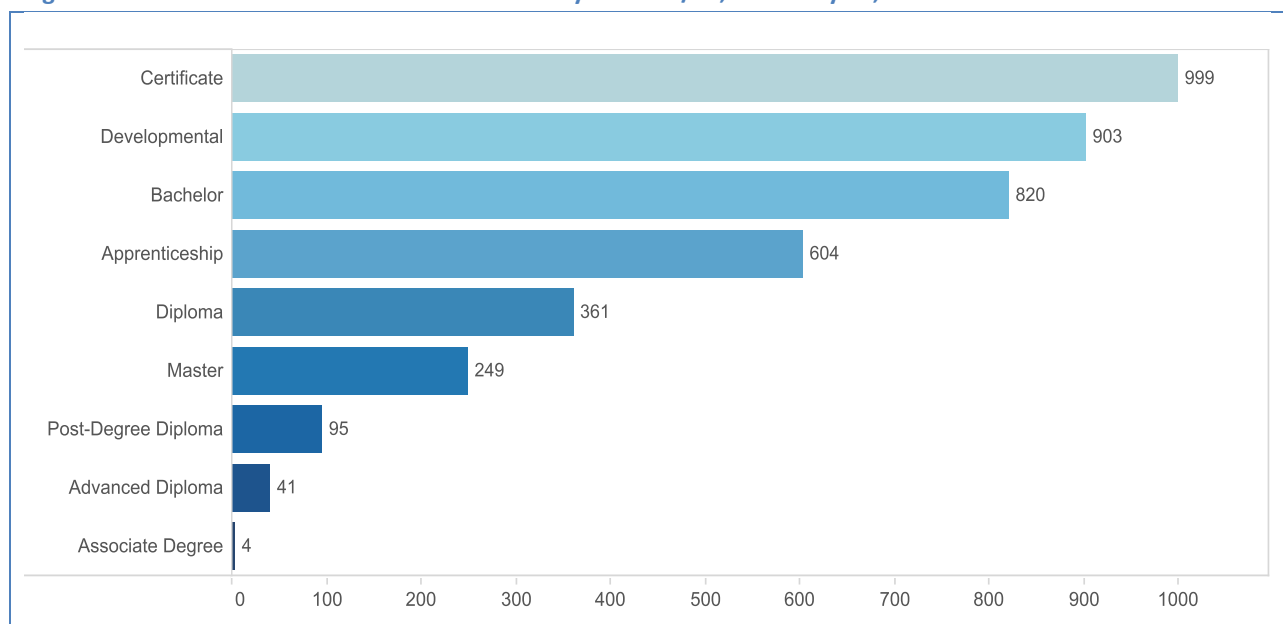
The results of the survey are being utilized extensively for planning purposes, program review, and summative program assessments. Highlights from the most recent Student Experience Surveys are provided below.



The Student Experience Surveys, completed by more than 45% of the approximately 8,000 registered VIU students in January, 2013 and 36% in November, 2013, provide solid evidence that VIU is meeting or exceeding students' goals. The surveys also provide insights, being used at the program, Faculty, and institutional level, as to areas for improvement. Specifically, these relate to the need to increase WiFi access on campus, technology to enhance learning, and facilities (both learning and social space). Results from the 2014/15 Student Experience Survey are still being analyzed.

At VIU another key indicator of student engagement and success is the number of credentials awarded, as this provides evidence of successful student completion. Figure 3 shows that VIU awarded over 3,500 credentials in fiscal year 2014/15, a consistently higher number than peer institutes.

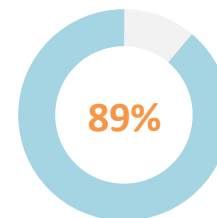
Figure 3: Number of credentials awarded in fiscal year 2014/15, as at May 26, 2015



Source: VIU's 5-Year Data Point, May 2015. Short certificates and None are excluded from credential counts.

ENHANCING ABORIGINAL STUDENT SUCCESS

Provincially and nationally Aboriginal youth are under-represented at the post-secondary level. VIU, however, has historically achieved ministry performance targets relative to Aboriginal student enrolments with approximately 2,000 Aboriginal students representing 12% of the student body in fiscal year 2013/14. VIU offers a number of programs specifically designed to meet the needs of Aboriginal students including: Bachelor of Arts, Major or Minor in First Nations Studies, Child and Youth Care First Nations, Arts One—First Nations, and Aboriginal University Bridging Program Certificate.



89% of Aboriginal students are satisfied with VIU's Services for Aboriginal Students.

In 2013 a research study was undertaken at VIU to assess Aboriginal student success. While it was determined that Aboriginal student retention and completion rates are comparable to non-Aboriginal students there continue, however, to be financial, personal, and academic challenges for Aboriginal students. The report recommended several action items to enhance Aboriginal student success including financial management workshops, increased awareness for Aboriginal services with a focus on student health and wellness, and community-based programming and curriculum development.

ENHANCING EXPERIENTIAL LEARNING

Enhancing experiential learning opportunities and involvement in scholarship and community-based learning is a key priority in the university's Academic Plan. VIU equips students with the skills they need for work and lifelong learning by providing a variety of experiential education programs across all disciplines. These programs include apprenticeships, internships, practicum placements, co-operative education, education abroad (internships, field schools/trips, exchange programs, language/culture programs), governance participation, research and scholarly activity, connexions - first-year learning communities, and student employment.

Our mission is to break the "no experience without a job, no job without experience" cycle by expanding experiential learning opportunities to every VIU program. Highlights from the 2014 NSSE survey results indicate we are doing an excellent job at engaging students in experiential learning opportunities.

VIU final year students are more likely to have engaged in high impact practices, more specifically:

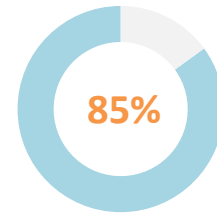
- Completing a culminating senior experience (16% more than peers)
- Participating in an internship, co-op, field experience, student teaching, clinical placement (11% more)
- Participating in a study abroad program (11% more)
- Working with a faculty member on research (6% more)



"Experiential learning not only connects theory to practice, it gives our students a leg up in working in the industry."

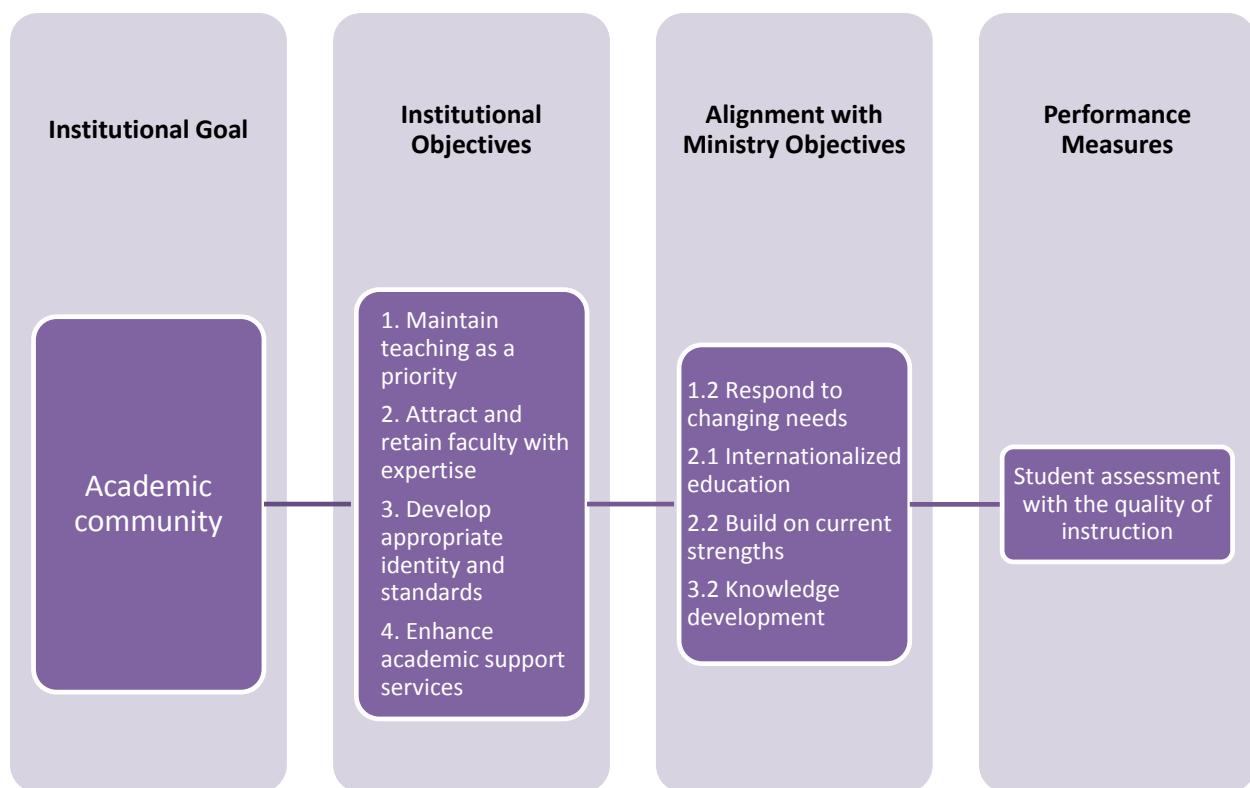
Peter Briscoe, faculty and chair of VIU's Hospitality Management program

Four students in the Hospitality Management program will end their fall term at VIU on a high note after winning the LinkBC Marketing Case Diploma Category. Taylor Doherty and Jonelle Van Rensburg of Nanaimo, and Jerren Hung and Gary Guy, international students from Australia and China respectively, entered the November 4, 2014 competition as a second-year student team from the diploma program, travelling to Vancouver to compete with 17 teams from BC universities and colleges. “The preparation they receive at VIU gives them a head start when it comes to being selected and promoted by employers,” said Peter Briscoe, faculty and chair of VIU's Hospitality Management program.



85% of diploma grads said their education at VIU was useful in getting their main job

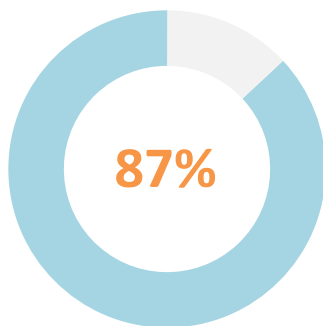
3.2 ACADEMIC COMMUNITY



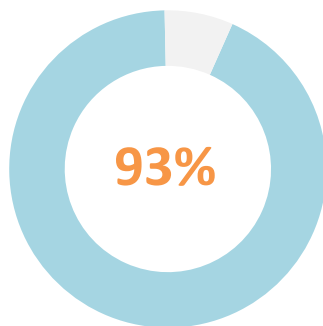
FACULTY STRENGTH

Studies consistently show that faculty are central to student engagement and success. As a teaching-intensive university, VIU's faculty therefore play a critical role in developing citizens with the knowledge and skills to fully participate in the labour market and within their communities.

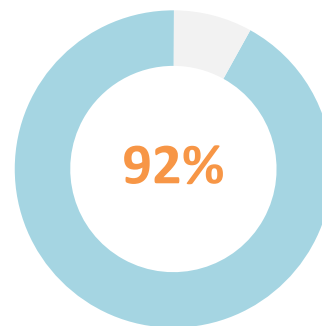
Results from the most recent Student Experience Survey suggest that VIU faculty are doing an exceptional job.



87% of students agreed that instructors encourage students to participate in class discussions



93% of students responded that instructors are knowledgeable in the subjects they teach



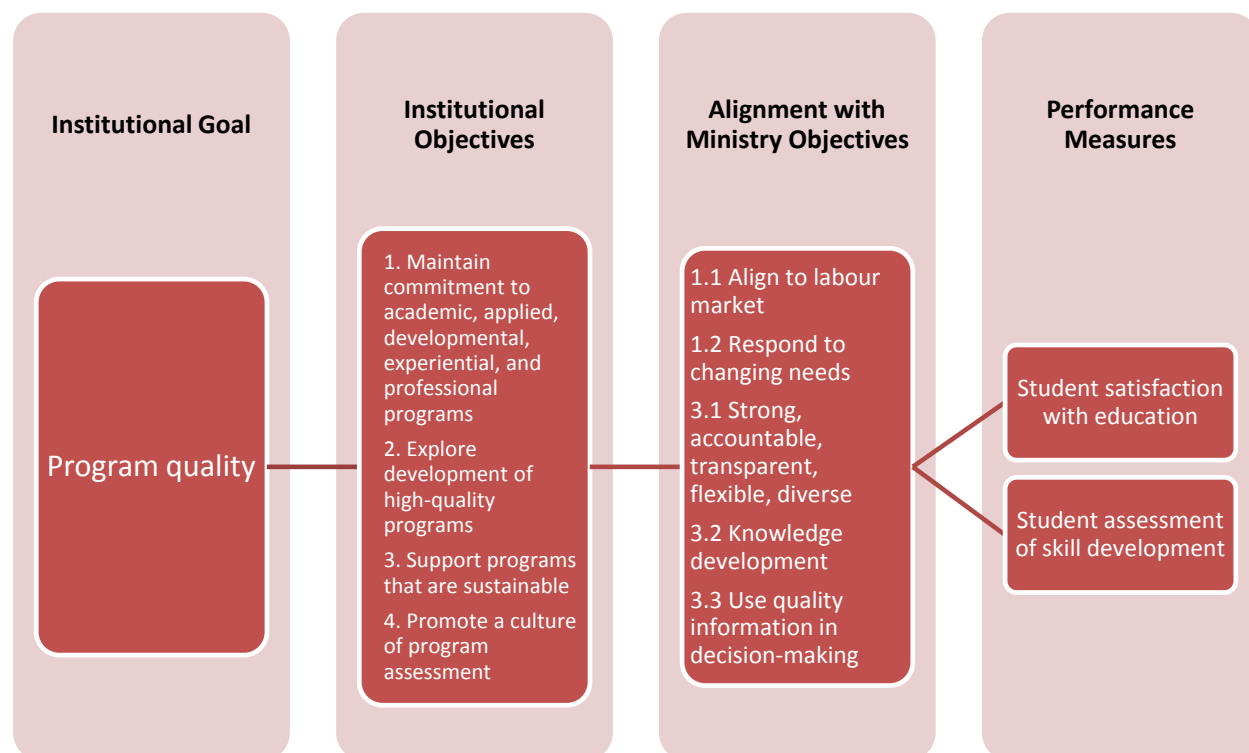
92% of Aboriginal students reported their instructors interact with students in a respectful manner

BCGEU faculty members at Vancouver Island University and the VIU Board of Governors have both ratified the tentative agreement reached on March 12, 2015. This five-year agreement, effective April 1, 2014 to March 31, 2019 will strengthen faculty engagement and our commitment to providing the highest quality education for our students. BCGEU represents about 330 Vancouver Island University faculty members in Trades and Technology, Adult Basic Education, International Education, The High School at VIU and in Health and Human Services.

Recognizing and rewarding excellent teaching design and practice is a priority for Vancouver Island University. Each year the Vice-President Academic and Provost recognize and reward excellent teaching design and practice that engages with and responds to evidence of effective student learning. These awards are designed to encourage all faculty to engage in innovative and reflective teaching practices, as well as, connect with the Academic Plan and the associated values and mission of the institution. In 2014 four award recipients were recognized for their outstanding contributions to student learning in areas of employing experiential learning, enhancing deep learning, using technology to enhance student learning, and for community-based learning in regional communities.

Assisting faculty is the Centre for Innovation and Excellence in Learning (CIEL), which promotes and supports innovation and excellence in the creation and development of high quality and curriculum-supported learning opportunities. Implementation of an online delivery platform (Desire2Learn) is now being used consistently at VIU for fully online, blended, and web-enhanced courses. As part of the revised formative program review process at VIU, CIEL is also now actively supporting faculty with reviewing their teaching and learning practices, refining program learning outcomes, and evaluating assessment tools and techniques.

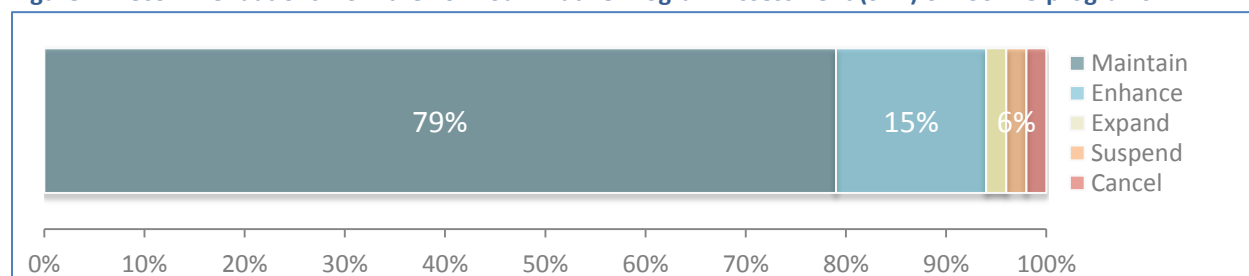
3.3 PROGRAM QUALITY



PROGRAM ASSESSMENT

At VIU program quality is reflected throughout the University's academic, applied, developmental, experiential, and professional programs. In 2012, VIU was one of the first universities in Canada to complete a comprehensive Summative Program Assessment (program prioritization) of all instructional programs (Figure 4). 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 each program's learning objectives. VIU is currently undertaking the second iteration of Summative Program Assessment (SPA). This process runs from January through December of 2015.

Figure 4: Recommendations from the 2012 Summative Program Assessment (SPA) of 130 VIU programs



As well, VIU revised the (formative) program review process in 2013/14 and established a 5-7 year review cycle for all instructional programs. VIU currently has eight program reviews in progress and another five program reviews and three accreditation/program reviews are scheduled to start this fall. To support this effort (and reduce

duplication of effort) online program profile reports, using data from the student information system and Student Experience Survey, were created to support both the formative program review as well as the summative program review processes.

Student satisfaction with education is one of the ministry's performance indicators of program quality. The student outcomes surveys, administered by BC Stats, provide feedback from graduates of all credential types from B.C. public post-secondary institutions. Overall, student satisfaction targets are set at 85% or 90% at the provincial level. VIU's student outcomes typically achieve or substantially achieve these targets.

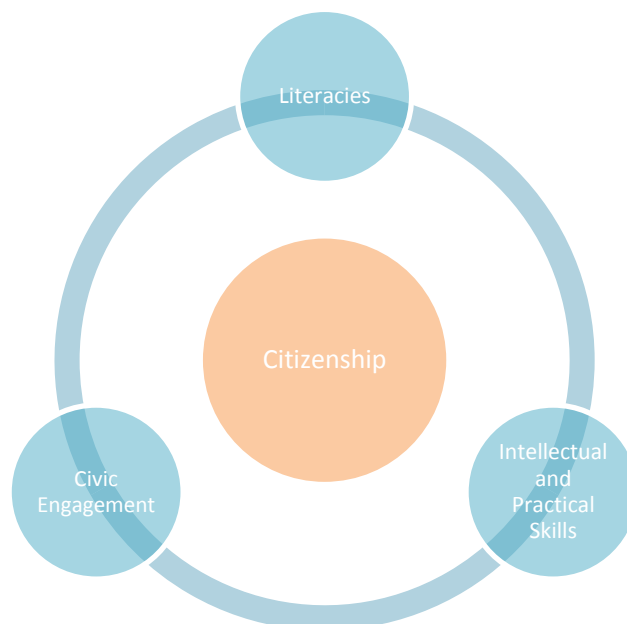
PROPOSED LEARNING OUTCOMES

95% of VIU students indicated that analyzing and thinking critically were relevant learning objectives in their program



Establishing Institutional Learning Outcomes is one of the key recommendations outlined in the university's Academic Plan. In 2012, a working group was created to identify institution-level learning outcomes and factors such as student engagement, retention and success. Senate approved the final proposed Institutional Learning Outcomes in March 2015.

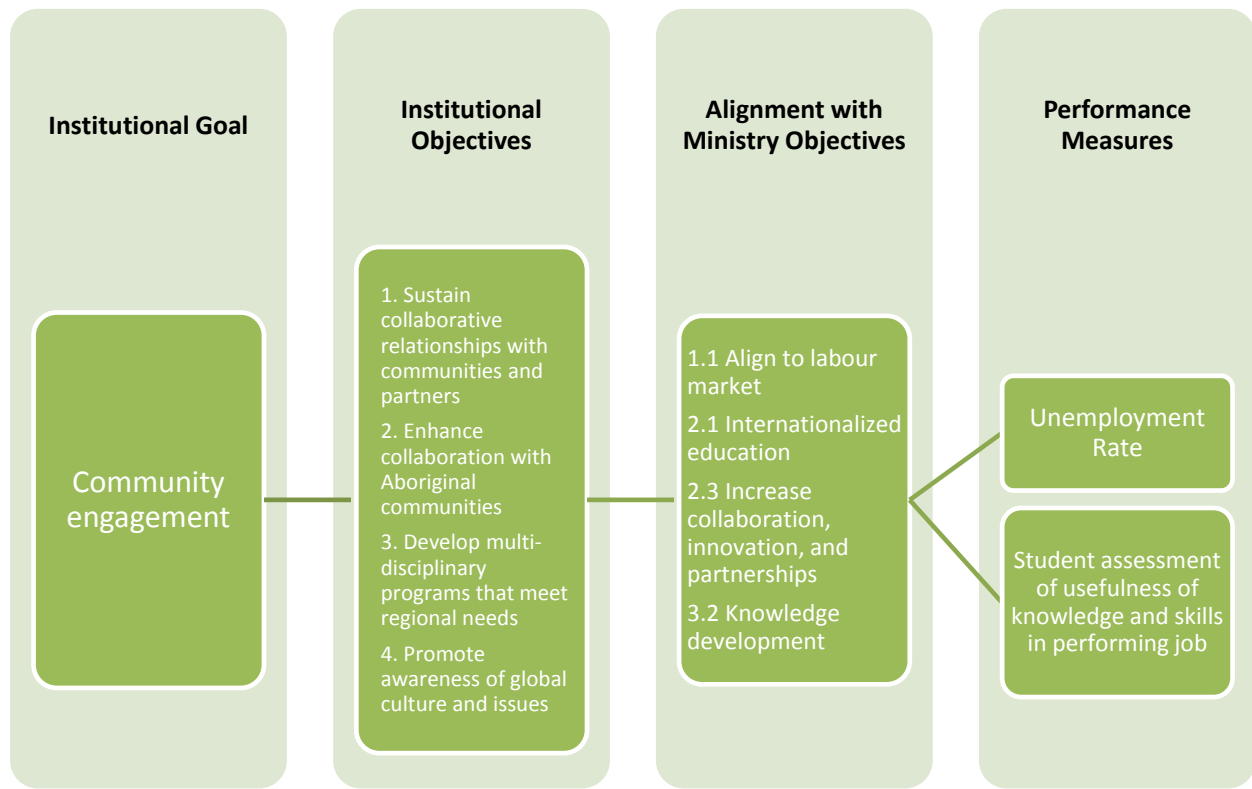
The purpose of any institution's teaching is to foster the citizenship of students. VIU's Learning Outcomes are grouped into three "pillars," which form a solid foundation of citizenship. These pillars are Literacies (i.e. the acquisition of knowledge), Intellectual and Practical Skills (i.e. understanding the application of gained knowledge), and Civic Engagement (i.e. appreciating that knowledge exists in context).



Through VIU's Learning Outcomes, there can be common expectations such that students will:

- a) Become independent learners;
- b) Develop intercultural competencies and encourage learning and discovery through awareness of, and engagement with, other cultures;
- c) Develop an appreciation for, and an understanding of, Canada's Aboriginal heritage;
- d) Understand problems and challenges within their immediate, local contexts as well as within larger, global contexts;
- e) Appreciate the aesthetic and inherent value of others' work and contributions;
- f) Make the most of opportunities by drawing on both the depth and the breadth of their learning; and,
- g) Emerge with a life-long love of learning and discovery.

3.4 COMMUNITY ENGAGEMENT



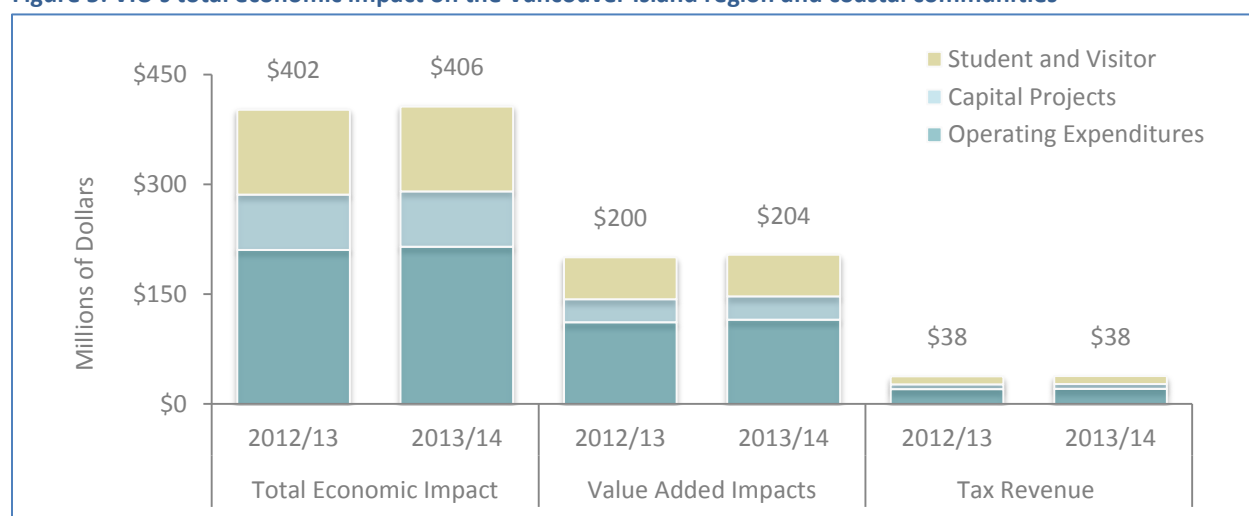
ECONOMIC IMPACT

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 to meet the diverse needs of this geographic area. Delivery of these services necessitates ongoing dialogue with regional communities to address not only educational needs but also cultural, social, and economic conditions in our region.

As well, VIU is one of the largest employers on central Vancouver Island, with an annual operating budget of \$135 million, generating substantial economic impact, not only by providing educational services, creating employment opportunities, and supporting local businesses, but also by producing citizens who are more knowledgeable, more skillful, and more productive within society itself.

In 2013 an Economic Impact Analysis was conducted by Roslyn Kunin and Associates that embraced community engagement as a key objective. As such, valuable data was collected through 65 structured and open-ended telephone interviews with a variety of community stakeholders including representatives from municipalities, regional districts, school districts, First Nations, industry associations, business improvement associations, non-profit agencies, housing providers, the VIU Students' Union, as well as VIU faculty, staff, and related unions. Overall, VIU's total economic impact is \$406 million, with over \$204 million in value-added impacts, including an annual \$42.5 million contribution from international students to the regional and provincial economy (Figure 5).

Figure 5: VIU's total economic impact on the Vancouver Island region and coastal communities



Source: [VIU Economic Impact Analysis and Community Engagement Report](#)

All community stakeholders acknowledged VIU as a positive force in the region, capable of attracting new people to the area, retaining the region's youth, and providing the regional economy with a skilled workforce. Through consultation with industry and employers, VIU has ensured its programming is responsive to local demand and drives demand by offering innovative programming in the region thus making the region a destination for new business, entrepreneurs, and start-ups.

In addition to its role in the economy, VIU plays a critical role in the social and cultural life of the region. From small speakers' series to large conferences, VIU hosts a wide range of events and facilitates community dialogue on a variety of subjects. As an impartial and knowledgeable leader in the social and cultural life of the community, VIU impacts the community in ways no other organization can.

VIU's impact in the communities of Powell River, Parksville/Qualicum, and Cowichan is proportionately greater due to their small size. Small communities face unique challenges in retaining young people and attracting new people to settle there. In light of an aging population, retaining youth in the community and attracting new young people and families is necessary to ensure the future of these communities.

COLLABORATIVE PARTNERSHIPS

The Cowichan campus is one example of VIU working hard to better serve students and meet the needs of regional communities. It has not only served to strengthen relationships with First Nations groups, the City of Duncan, and the District of North Cowichan, but also to improve access to education. VIU's successful partnership with Providence Farm in the Cowichan Valley is a recent example of how the University is working with the community to support relevant training options for students. In February 2013, VIU's Culinary Arts program was moved to Providence Farm and a new restaurant – The Farm Table - was opened to rave reviews. Culinary Arts students use many of the ingredients grown on the farm to prepare dishes for the restaurant with a local, organic, field-to-table ethos. VIU's commitment to strengthening stakeholder relationships is also evident by our partnership with Cowichan Tribes to offer a 14-week pre-Culinary Arts program for Aboriginal students. Students get a valuable experience in culinary arts and at the same time prepare food for the Cowichan Valley school lunch program.

VIU is also committed to collaborating and co-operating with other post-secondary institutions to further the social and economic prosperity of the Island. In 2014, the presidents of Camosun College, North Island College, Royal Roads University, the University of Victoria, and Vancouver Island University signed an agreement creating the Vancouver Island Public Post-Secondary Alliance. Among other goals, the alliance is committed to improving students' ability to access Vancouver Island's full range of post-secondary education and training, to seamlessly move between institutions, and to meet the educational and regional employment and training needs of Vancouver Island and BC communities.

Vancouver Island University's partnership initiatives also extend overseas. VIU will award more than \$800,000 in prestigious scholarships to 31 undergraduate, graduate and international students through the Canadian Queen Elizabeth II Diamond Jubilee Scholarships (QES) program so they can participate in internships or academic study for periods of three to six months in Belize. VIU will work in partnership with the University of Belize and community partners in Belize and in Canada, on the new Building Resilience in Coastal Communities project. VIU's Canadian partners include Nanaimo Foundation, Parksville-Qualicum Foundation, Commonwealth of Learning, K'omoks First Nation, and the World Leisure Centre of Excellence in Sustainable Leisure Management.

DEEP BAY MARINE FIELD STATION

Government of Canada supports innovation in B.C.'s Aquaculture industry



VIU's Deep Bay Marine Field Station supports coastal and marine research activities related to sustainable shellfish aquaculture development and preservation of coastal ecosystems. The Honourable Michelle Rempel, Minister of State for Western Economic Diversification, announced funding of \$667,000 to VIU to support a project that will enable the university to purchase equipment and undertake a comparative analysis of new technologies in shellfish farming. With this funding, VIU is proposing to advance shellfish hatchery design by integrating the latest technological developments into an operating hatchery at its Deep Bay Marine Field Station. The evaluation of these technologies will include research into techniques to better monitor and mitigate factors that are impeding shellfish seed production, including ocean acidification.

The Honourable Michelle Rempel is quoted as saying, "British Columbia's aquaculture industry is a significant component of the province's economy. This project will help address the challenges faced by B.C.'s shellfish producers with the additional benefits of strengthening the sector, creating jobs and supporting Western Canada's economy."

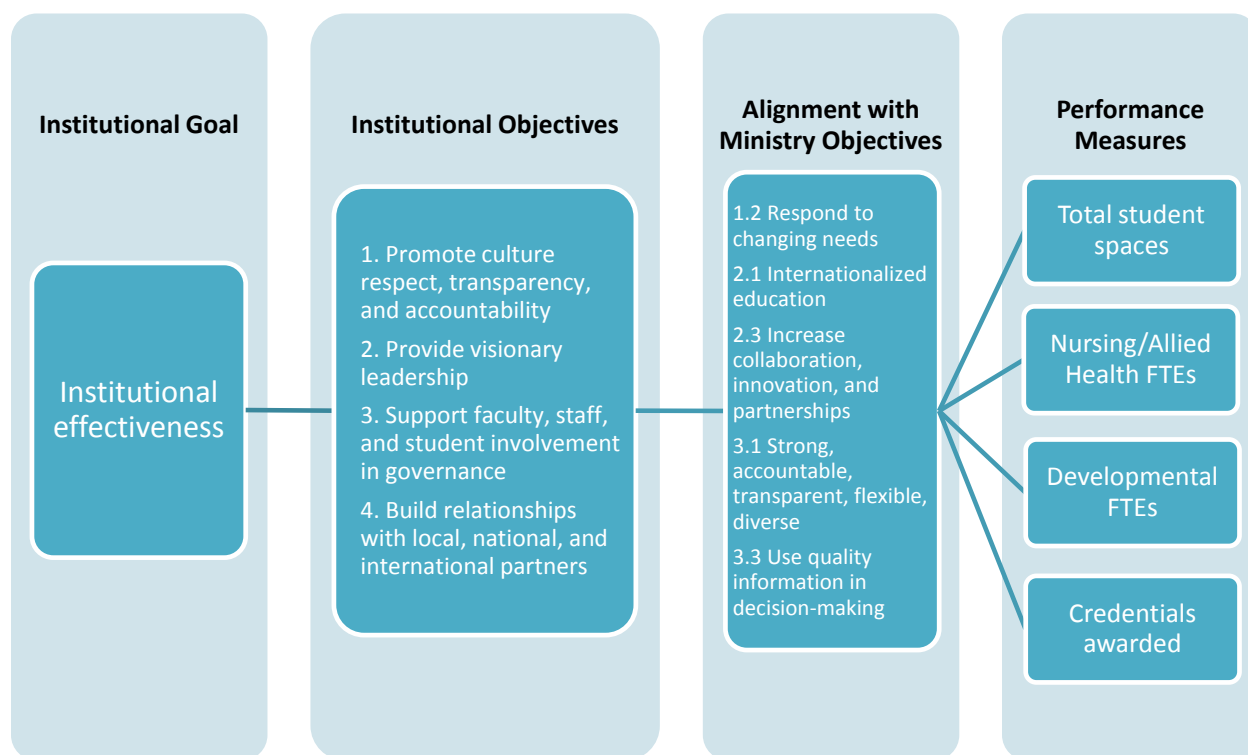
DUAL CREDIT PROGRAMS



Powell River Dual Credit students shine in Skills Canada competition

Powell River students studying trades at Vancouver Island University in the Dual Credit Trades program offered through VIU and Brooks Secondary were among the top competitors at the Skills Canada Regional Skills BC competition in Nanaimo on February 20, 2015. Moving forward, VIU is also working with the Cowichan school district to offer Dual Credit Trades programming at the recently closed Koksilah Elementary School. The 'Cowichan Trades Centre', as it has been named, will see new and existing trades programs to support the region's educational goals and skills training.

3.5 INSTITUTIONAL EFFECTIVENESS



ALIGNMENT TO STUDENT AND LABOUR-MARKET NEEDS

Institutional effectiveness is a key theme in our Academic Plan and includes specific action items related to maintaining a viable mix of high-quality programs that are aligned with student and labour-market needs. This includes collaborating with other Vancouver Island and B.C. post-secondary institutions to ensure seamless delivery of programs for students in a cost-effective manner. In this regard, a revised process for assessing

proposed new programs was developed at VIU that includes an assessment of student and labour-market demand, opportunities to increase seats for international and under-represented students, enhancing access through alternative and innovative delivery methods, and laddering or transfer opportunities. VIU will continue to leverage existing resources, such as the “British Columbia 2022 Labour Market Outlook” and “BC Labour Market Scenario Model”, to provide useful workforce projections and to better understand the education and training needs for both the province and the Vancouver Island region. Using this information, a feasibility and labour-market analysis is now being completed for all new programs, including an evaluation of how new programs directly align with labour market priorities (i.e. top-60 jobs in demand, health occupations, regional or specialized labour market needs, as well as programs for Aboriginal persons and persons with disabilities).

In anticipation of the need to better understand our existing programming, in 2012, VIU was one of the first universities in Canada to complete a comprehensive Summative Program Assessment (program prioritization). Through that process, VIU redirected resources to ensure program relevance across a number of areas including student and labour market demand. Summative Program Assessment (SPA) continues to inform our decision making and investments.

SKILLS GAP PLAN

89% of VIU bachelor grads that are employed said the knowledge and skills they gained from their program is useful in performing their jobs



A post-secondary credential has become the standard prerequisite in today's labour market. The BC government estimates that more than three-quarters of total projected job openings will require a university or college level education by 2022.³ VIU is already well-positioned to meet this labour market demand. Besides arts and sciences, VIU offers graduate and undergraduate business programs, health programming, and trades training opportunities. Many existing programs align with the top 60 occupations identified by the Ministry of Jobs, Tourism, and Skills Training.

For example, in response to student demand for business and management skills, VIU has been offering a Master of Business Administration (MBA) program since 2007 and a Bachelor of Business Administration program since 2004. Our management programs also extend to areas of leisure, recreation, and hospitality. Our MBA program is well established and in high demand for international students. Our FTE targets have historically included a variety of health programming which we are committed to continuing. We are also committed to meeting the needs of Aboriginal learners, which can begin with a foundation in Adult Basic Education.

Top 3 student goals when deciding to come to VIU:

1. Train for a specific career

2. Get a good job

3. Fulfill my desire for knowledge

³ <https://www.workbc.ca/WorkBC/media/WorkBC/Documents/Docs/BC-LM-Outlook-2012-2022.pdf>

In fiscal year 2014/15, VIU provided education to more than 5,800 full-time equivalent (FTE) students in ministry-countable programs, hereby achieving 90% of the ministry's 6,555 target. This represents a continued decline in the number of domestic students enrolled at VIU over the past three years and is largely attributable to the declining number of grade 12 graduates in the VIU region, the low (relative to the Provincial average) immediate Grade 12-to-post-secondary transition rate, and the effects of lengthy job action in 2011. At the same time, however, the number of international students and students enrolled in Industry Training Authority (ITA) funded programs at VIU continues to increase and contributed to an overall increase in total FTEs from the previous year.

FACTORS IMPACTING STUDENT ENROLMENT

The future for domestic enrolment in the VIU region will remain challenging with projections for high school graduates over the next ten years indicating a continual decline at a greater rate than the provincial average. Further, the VIU region has, traditionally, had a lower post-secondary participation rate with Grade 12 to post-secondary transition rates of 45% (immediate) and 61% (over three years), below the provincial average of 67%.

A study conducted in 2013 found that VIU has a disproportionately high number of part-time students and a considerable number of those students work more than 20 hours/week. Of those students who “stopped-out” after one year of study – approximately 25% of all first year students – the predominant reasons given were financial or work-related factors.

While VIU is committed to increasing ministry-countable student enrolments (FTEs) there are many factors outside the university’s control and, hence, a primary objective is to create the conditions that foster successful outcomes for our students. In the past year a number of initiatives have been undertaken including: a planned and coordinated effort to provide information to applicants, Open House and orientation for new students, and implementation of an early warning system for students who are having difficulties during their first term.

In 2013/14 the position of Director, Enrolment Management was established with responsibility for implementing the 22 strategies related to student recruitment, retention, and success. A focus on strategic recruitment, improving connections with regional high schools to enhance immediate transition rates, and improved first-to-second year retention will provide a basis for addressing total student enrolment numbers.

4. PERFORMANCE MEASURES

This section reports the 2014/15 Accountability Framework Performance Measures provided by the Ministry of Advanced Education. Ministry assessments are based on the following scale.

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

STUDENT SPACES

	2013/14 Actual	2014/15 Target	2014/15 Actual	2014/15 Assessment
Total student spaces	5,873	6,555	5,874	Not achieved
Nursing and other allied health programs	527	594	556	Substantially achieved
Developmental programs	737	805	736	Substantially achieved

Total student spaces

Over the past two fiscal years, VIU's FTE utilization rate in AVED programs ranged from 88—90%. This represents a continued decline in the number of domestic students enrolled at VIU over the past three years and is largely attributable to the declining number of grade 12 graduates in the VIU region, the low (relative to the Provincial average) immediate Grade 12-to-post-secondary transition rate, and the effects of lengthy job action in 2011. At the same time, however, the number of international students and students enrolled in Industry Training Authority (ITA) funded programs at VIU continues to increase and contributed to an overall increase in total FTEs from the previous year.

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CREDENTIALS AWARDED

	2013/14 Actual	2014/15 Target	2014/15 Actual	2014/15 Assessment
Total credentials awarded	3,242	3,183	3,268	Achieved

ABORIGINAL STUDENT SPACES

	2013/14 Actual	2014/15 Target	2014/15 Actual	2014/15 Assessment
Total Aboriginal student spaces	1,383	N/A	1,139	Not assessed
Ministry (AVED)	1,196		965	
Industry Training Authority (ITA)	186		174	

STUDENT SATISFACTION WITH EDUCATION

	2013/14 Actual		2014/15 Target	2014/15 Actual		2014/15 Assessment
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	92.2%	1.7%	≥ 90%	92.5%	0.3%	Achieved
Apprenticeship graduates	95.0%	2.3%		93.0%	3.1%	Achieved
Bachelor degree graduates	93.0%	1.7%		91.5%	1.9%	Achieved

STUDENT ASSESSMENT OF QUALITY OF INSTRUCTION

	2013/14 Actual		2014/15 Target	2014/15 Actual		2014/15 Assessment
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	93.6%	1.5%	≥ 90%	92.2%	2.0%	Achieved
Apprenticeship graduates	96.9%	1.9%		89.4%	3.7%	Achieved
Bachelor degree graduates	94.2%	1.5%		95.3%	1.4%	Achieved

STUDENT ASSESSMENT OF SKILL DEVELOPMENT

	2013/14 Actual		2014/15 Target	2014/15 Actual		2014/15 Assessment
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	78.3%	2.8%	≥ 85%	77.7%	3.4%	Substantially achieved
Apprenticeship graduates	81.1%	5.3%		75.1%	6.1%	Substantially achieved
Bachelor degree graduates	87.8%	2.2%		89.6%	2.1%	Achieved

STUDENT ASSESSMENT OF USEFULNESS OF KNOWLEDGE AND SKILLS IN PERFORMING JOB

	2013/14 Actual		2014/15 Target	2014/15 Actual		2014/15 Assessment
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	89.2%	2.4%	≥ 90%	86.8%	3.1%	Substantially achieved
Apprenticeship graduates	95.5%	2.7%		93.5%	3.4%	Achieved
Bachelor degree graduates	88.6%	2.6%		87.0%	2.6%	Substantially achieved

UNEMPLOYMENT RATE

	2013/14 Actual		2014/15 Target	2014/15 Actual		2014/15 Assessment
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	9.8%	2.1%	≤ 12.4%	6.5%	2.1%	Exceeded
Apprenticeship graduates	14.7%	3.9%		8.9%	3.6%	Achieved
Bachelor degree graduates	7.8%	2.0%		6.6%	1.8%	Exceeded

FORMER DIPLOMA, CERTIFICATE, AND ASSOCIATE DEGREE STUDENTS' ASSESSMENT OF SKILL DEVELOPMENT

	2013/14 Actual		2014/15 Target	2014/15 Actual		2014/15 Assessment
	%	+/-		%	+/-	
Skill development (avg. %)	78.3%	3.0%	≥ 85%	77.7%	3.4%	Substantially achieved
Written communication	71.4%	3.9%		75.2%	4.0%	
Oral communication	71.2%	3.7%		70.1%	4.2%	
Group collaboration	83.9%	2.3%		83.3%	2.9%	
Critical analysis	82.5%	2.4%		82.0%	3.0%	
Problem resolution	77.8%	2.7%		76.0%	3.4%	
Learn on your own	79.8%	2.5%		77.7%	3.2%	
Reading and comprehension	81.6%	2.5%		79.8%	3.1%	

APPRENTICESHIP GRADUATES' ASSESSMENT OF SKILL DEVELOPMENT

	2013/14 Actual		2014/15 Target	2014/15 Actual		2014/15 Assessment
	%	+/-		%	+/-	
Skill development (avg. %)	81.1%	5.3%	≥ 85%	75.1%	6.1%	Substantially achieved
Written communication	79.2%	7.9%		66.3%	8.9%	
Oral communication	81.6%	7.5%		69.1%	8.7%	
Group collaboration	86.3%	4.3%		78.8%	5.2%	
Critical analysis	83.3%	4.5%		80.9%	4.9%	
Problem resolution	75.3%	5.1%		74.6%	5.7%	
Learn on your own	78.7%	4.7%		76.6%	5.1%	
Reading and comprehension	80.9%	4.3%		79.7%	5.1%	

BACHELOR DEGREE GRADUATES' ASSESSMENT OF SKILL DEVELOPMENT

	2013/14 Actual		2014/15 Target	2014/15 Actual		2014/15 Assessment
	%	+/-		%	+/-	
Skill development (avg. %)	87.8%	2.2%	≥ 85%	89.6%	2.1%	Achieved
Written communication	84.1%	2.5%		88.7%	2.2%	
Oral communication	89.1%	2.2%		90.0%	2.1%	
Group collaboration	91.6%	1.9%		89.6%	2.1%	
Critical analysis	89.2%	2.1%		91.2%	1.9%	
Problem resolution	81.6%	2.7%		86.2%	2.4%	
Learn on your own	91.2%	1.9%		91.4%	1.9%	
Reading and comprehension	88.0%	2.2%		90.3%	2.1%	

5. FINANCIAL INFORMATION

Vancouver Island University's audited financial reports can be viewed on the VIU website at:

<http://www2.viu.ca/financialplanning/financialstatements.asp>