



## **Service Plan 2006 – 2009**

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May 19, 2006

Hon. Murray Coell  
Minister of Advanced Education  
c/o Accountability Branch  
Ministry of Advanced Education  
PO Box 9882 STN PROV GOVT  
Victoria, BC, V8W 9T6

Dear Mr. Coell:

**Re: Thompson Rivers University Service Plan, 2006-09**

We are pleased to forward you the Thompson Rivers University Service Plan for 2006 - 2009. You will note that while our goals and objectives remain as in previous years, we have developed and updated our strategies to address them. A full revision of our mission, goals and values will appear in next year's Service Plan.

Thompson Rivers University's Board of Governors and senior administration are pledged to deliver on their commitments to Government with respect to meeting student FTE targets and improving institutional performance to meet or exceed provincial accountability benchmarks established by AVED.

Yours truly,

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Ronald Olynyk,  
Chair, Board of Governors  
Thompson Rivers University

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Roger H. Barnsley  
President and Vice-Chancellor  
Thompson Rivers University

## Institutional Overview

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Thompson Rivers University (TRU), “a special purposes” university, was legislated into being on April 1, 2005. Before that, it was the University College of the Cariboo from 1989 to 2005, and between 1970 and 1989 had an illustrious history as a two-year college offering academic, career technology, vocational and developmental courses.

### Mandate

TRU’s mandate is defined in Bill 2 – Thompson Rivers University Act:

- (1) The purposes of the university are
  - (a) to offer baccalaureate and masters degree programs,
  - (b) to offer post-secondary and adult basic education and training,
  - (c) to undertake and maintain research and scholarly activities for the purposes of paragraphs (a) and (b), and
  - (d) to provide an open learning educational credit bank for students.
- (2) The university must promote teaching excellence and the use of open learning methods.
- (3) In carrying out its purposes, the university must serve
  - (a) the educational and training needs in the region specified by the Lieutenant Governor in Council, and
  - (b) the open learning needs of British Columbia.

Thompson Rivers University is situated in Kamloops, with subsidiary campuses in Williams Lake and Burnaby, where the Open Learning Division is located until its relocation to Kamloops in 2007. Its catchment area responsibilities cover the Southern Interior of British Columbia, an area of 155,000 square kilometres stretching from Chase in the east, to Merritt in the south, to Williams Lake in the north and almost to Bella Coola in the west. Learning Centres in Ashcroft/Cache Creek, Lillooet, 100 Mile House, Clearwater, Barriere, and Chase provide access to instruction for the outlying populations. As well as serving its region, Thompson Rivers is a provincial university with a mandate to serve all of British Columbia. This it does via face-to-face instruction, and via its Open Learning Division, which offers 232 distance and online courses.

Thompson Rivers University is unique in the comprehensive nature of its educational offerings, which range from undergraduate and graduate academic programs, to programs in the technology, trades, vocational and developmental areas. It has over 40 degree options in 12 degree and graduate degree programs, 23 diploma and 50 certificate programs. All diploma programs and many of the certificate programs ladder directly to the next level above them, be it a degree or a diploma, allowing graduates at all levels to continue their education at any time in the future.

The diverse nature and reputation for quality of TRU programming attract students from all over British Columbia and Canada. TRU has one of the largest international programs in the province, with over 800 students from 56 different countries attending in the regular university year, plus extensive short term language school attendees in the summer.

As well as responding to the educational needs of its 9,662 credit students, Thompson Rivers University also provides professional and occupational upgrading for almost 4,500 Continuing Education students throughout the province and the rest of the country. Its Open Learning Division, operating out of Burnaby, caters to the learning needs of a further 17,000 students throughout the province, Canada and the world.

## **Strategic Direction: TRU's Mission Statement and Values**

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### **Mission Statement**

Thompson Rivers University is a learner-centred institution which serves people and their communities through quality education, training and scholarship.

### **Values**

#### **Learner-Centredness**

Thompson Rivers University is a learner-centred institution, dedicated to the development of its students and employees. It aims to empower individuals through intellectual, cultural, ethical, emotional, social and physical development. To this end, TRU believes that whatever program or course students are enrolled in, they should be provided with learning and critical thinking skills, and encouraged to approach issues and challenges with creativity.

#### **Accessibility**

Thompson Rivers University aims to serve the needs of all adult learners in the region and province. It is committed to life-long learning and sees the provision of multiple modes and levels of access to education as the best way of prompting this. TRU endeavours to maintain access through flexible scheduling of courses and services, through a variety of delivery methods, through a progressive credential structure, and through ladder curricula, all of which allow students to move in and out of post-secondary education as their personal and professional needs dictate.

#### **Quality of Education**

Thompson Rivers University strives for the highest levels of educational quality and service. It is dedicated to maintaining the integrity of its programs and developing graduates who strive for excellence in their studies and rise to the challenge of the future. It sets high standards for students and faculty, and believes that all the support necessary to meet those standards should be provided.

#### **Responsiveness**

Thompson Rivers University recognizes the interdependence of community and university. It endeavours to play a responsive, creative role in the development of the region's and province's economy through training and development of human resources. It also recognizes a responsibility to respond to the cultural and social needs of its communities.

#### **Comprehensiveness**

Thompson Rivers University believes that it can best meet the needs of its region and province through a balanced profile of programs and services, and accordingly provides a range of preparatory, academic, career-technical, and vocational programming.

### **Sense of Community**

Thompson Rivers University recognizes the diversity of interests and plurality of cultures among its students and employees. It values that diversity and seeks to create a safe, participatory environment in which the keystones are mutual trust and respect, and integrity of relationships among those various interests and cultures.

### **Accountability**

Thompson Rivers University values the responsible and effective stewardship of human, physical and financial resources as a means of maximizing benefits to the region it serves, to its students and to its staff.

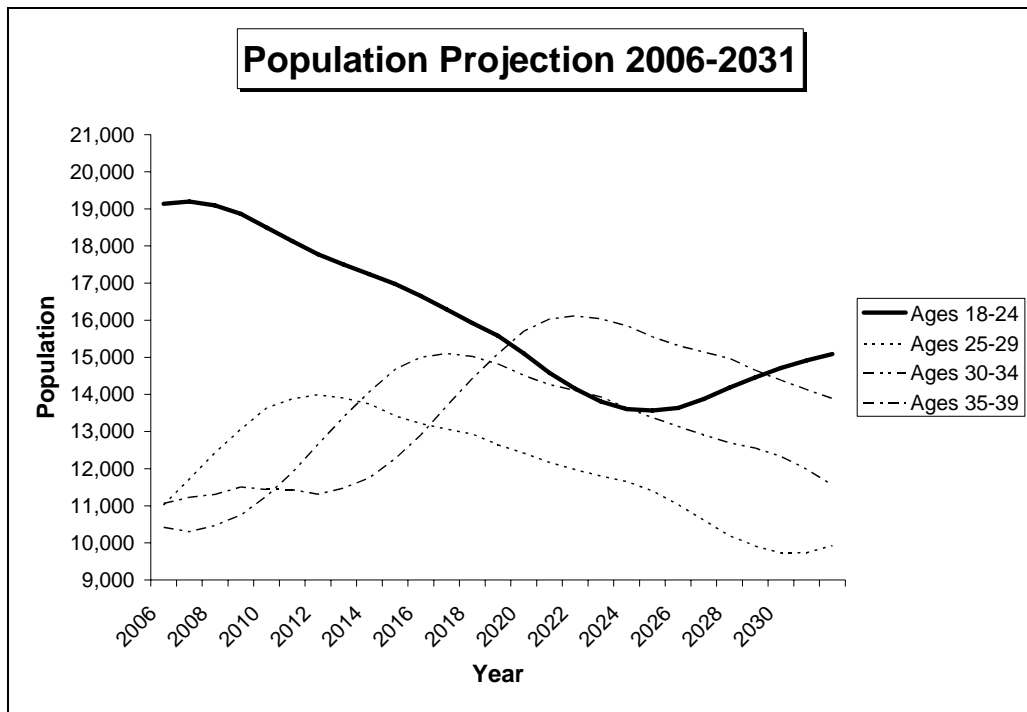
# Planning Context for Thompson Rivers University

## Environmental Scan

### Population Growth

Although Thompson Rivers University as a provincial institution expects to attract students from throughout the province of BC and beyond, it is still committed to serving its immediate region of Kamloops-North Thompson-Cariboo. This region's three largest cities (with their percentage of region's population) are Kamloops (46.2%), Williams Lake (6.6%) and Merritt (4.2%). Its forecasted population for 2006 is 179,170, 4.2% of the total population of BC. The annual population growth for the region is 0.8%. The region's 18 to 24 year age group will see a decrease until 2025 when it is projected to slowly increase again (Figure 1). The 25 to 29 year age group on the other hand still sees an increase until 2012 before it also declines.

Figure 1: Population Projection TRU Region 2006-2031

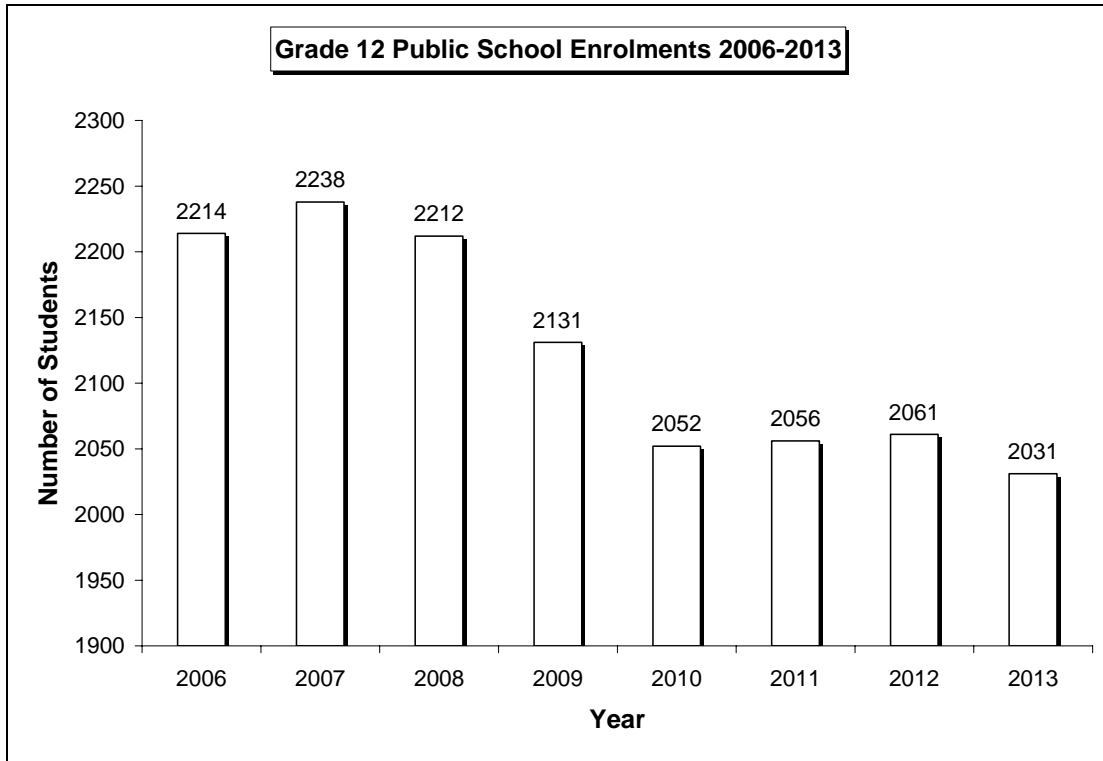


Source: BC Stats – P.E.O.P.L.E. 30 – College Region 3: Cariboo

The four school districts that are incorporated in the region are the Kamloops-North Thompson (District 73), Cariboo-Chilcotin (District 27), Gold Trail (District 74) and two-thirds of the Nicola-Similkameen (District 58). Projected grade 12 enrolments for these school districts will decrease overall between 2006 and 2013 (Figure 2). TRU enrolments directly from high school account for 41.4% of grade 12 graduates and leavers (students without graduation status) from the region's high schools (Table 1). Maintaining this penetration rate will be a challenge, and to compensate for the actual

decline in headcount of these cohorts, recruitment strategies for potential students from the growing 25-29 age group (Figure 1) need to be developed.

Figure 2: Grade 12 Public School Projected Enrolments for TRU Region 2005-2013



Source: BC Stats – Ministry of Education – Grade 12 Enrolments (Report 1558A 2004)

Table 1: Comparison of High School Graduates to TRU Enrolments 2002-2004

	High School Graduates	TRU Enrolments	Market Share
<b>2002</b>	1,827	604	33.1 %
<b>2003</b>	1,742	680	39.0 %
<b>2004</b>	1,631	676	41.4 %

Source: Grade 12 Graduation Rates 2000/01 – 2004/05 – BC Ministry of Education & TRU Student Information System Colleague

**First Nations**

2001 census data showed an increase of the percentage of aboriginal people in the TRU region to 10.6% and in BC overall to 4.4%. 11.4 % of TRU’s student population are of aboriginal percent, with 5% self-reporting themselves as such.



## **25,000 additional seats**

The BC Liberal government is adding 25,000 new post-secondary student spaces by the year 2010. 800 of those new spaces are planned for Thompson Rivers University and about half of them are already in place. Services supporting these additional students, such as student housing or the library, are nearing completion or are being planned for the near future.

## **Post-Secondary Education in BC**

Whether UBC-Okanagan will provide competition for TRU is a moot point. UNBC in Prince George posed no threat to enrolment when it started 10 years ago; its enrolments have plateaued at 3,000 FTE, whereas in the last 10 years, TRU's have risen to 6,189 FTE and now encompass a further 1,818 Open Learning FTEs. In contrast to UBC-Okanagan, TRU offers (a) lower tuition, (b) an institution with an identity of its own, (c) a wide array of programs ranging from the developmental and vocational to technology, degree and master's programs, and (d) a transfer infrastructure that accepts diplomas from other institutions as block-transfer. The only areas where UBC-Okanagan may have the edge are in degree recognition and Ph.D. programming, the concept of a residential campus with 1,000 places, and the fact that it will not be operating a multi-campus institution, as TRU, with its Williams Lake and Burnaby Campuses, will continue to do. All the same, TRU is cognizant of the massive recruiting campaign conducted by UBC-Okanagan in Spring 2006, and will continue to monitor its own applications closely.

In the distance education context, however, TRU faces competition from Alberta's University of Athabasca and from the BC Campus consortium, not to mention UBC's distance education program. In the last three years of its existence, BCOU saw its share of the distance education market decline. Largely contributing to this has been the increase in distance education offerings across the BC College and Institute and the private postsecondary education sectors. Recently, Athabasca University has targeted BC residents as its clients, and has moved aggressively onto the BC postsecondary scene. Staving off this competition and regaining its market share in the distance education arena will be among TRU's priorities.

## **Labour Market**

The following table 2 illustrates the development of the labour force composition between September 2000 and 2005 for the Thompson Okanagan:

Table 2: Labour Market Information

	Sep 2000	Sep 2005	Change
Labour Force	231,800	264,000	32,200
Employed	219,000	251,100	39,200
Full-time	165,500	205,100	39,600
Part-time	46,400	46,100	-300
Unemployed	19,900	12,900	-7,000
Participation Rate	61.4%	65.5%	4.1%

Source: Service Canada – Southern Interior of BC – Labour Market Bulletin – 3<sup>rd</sup> Quarter 2005

Noticeable is the huge increase in the labour force over the last five years as well as the increase of the percentage of full-time employees from 75.6% of the employed labour force to 81.7%. This indicates a shift from part-time to full-time employees. As companies no longer enjoy a large pool of easily accessible replacement workers, in order to find and keep staff they now offer full-time employment.

## Regional Economy

Kamloops ranks as one of Canada's best cities in which to do business. With Toronto being the baseline at 100, the City of Kamloops' Cost of Living Index of 76.58 is the lowest in the Interior and well below Vancouver's 93.8. Kamloops' economy is currently on upswing and is forecast to expand by 3.2% in 2005. The City's housing sector is strengthening with an increase of 46% in residential building permits in April 2006 compared to April 2005 (Source: City of Kamloops – Building Statistics April 2006) and an increase of 12% on the average house price. New arrivals in the city are starting new businesses too. The 2010 Olympics and Paralympics Games may bring the Kamloops region construction, branding, and employment opportunities.

In the Cariboo, a cancellation of the temporary licenses for beetle-killed timber in the Williams Lake Timber Supply Area will, in the long run, cause significant unemployment. On the other hand, with the development of the refinery at the Gibraltar Mine site, the number of construction and operating jobs will increase.

## Migration

Regional migration into the Thompson-Okanagan region has been positively affected by the opening of mines. Teck Cominco has extended the life of the Highland Valley Copper mine for approximately five years until 2013 which gives the area a reprieve. Strong economic growth in manufacturing and the service sector combined with in the net in-migration of baby boomer retirees is likely to balance this out over the short-term. The Cariboo region has experienced a net out-migration in the last few years as a result of the downturn in the resource sector; however, as mineral prices increase and mining

exploration continues, a positive net in-migration is expected as the resource economy improves. (BC Stats, P.E.O.P.L.E. 27 – Migration Assumptions).

## **Skills Shortages**

Projected attrition due primarily to retirement indicates that shortages in the skilled trades occupations will become an immediate concern for BC. This concern for shortages of skilled trades people will intensify as skilled workers continue to retire and employment demand increases as BC prepares for the 2010 Olympics (BC Stats). This trend has already manifested itself in fierce competition for skilled trades people in the Kamloops area.

Incremental growth from labour demand directly related to 2010 Olympics projects is expected to be 132,000 person years of employment between 2003 and 2015. Roslyn Kunin and Associates (RKA) predict that 4 out of 10 jobs opportunities from incremental growth 2003-2015 will be outside the Lower Mainland and Southwest areas of the province. Thus, although labour demand is likely to take people out of Thompson area, the spin-off may be some tourism related jobs. Previously a shortage in construction trades was not seen as of immediate concern, but after the announcement of 2010 Olympics, it is now expected that there will be a shortage of skilled labour in trades occupations in the Lower Mainland. Consequently, if out-migration is significant from the Thompson-Nicola-Cariboo to Vancouver and the Lower Mainland, this may result in significant skills shortage in the region. (*2010 Labour Demand Analysis* and *2010 Labour Supply and Gap Analysis*: research projects completed by Roslyn Kunin & Associates, Inc.)

## Internal Scan

### Student Satisfaction

Student satisfaction can be measured using the data from the Student Outcomes Reporting System (SORS) for the College and Institutes Student Outcomes Survey. Table 3 shows the difference between 2004 and 2005:

Table 3: Student Outcomes Reporting System (SORS) Results 2004 & 2005

	2004	2005	Difference	Trend
<b>How satisfied were you with your transfer experience?</b>	77 %	85 %	+ 8 %	↑
<b>How well did the program prepare you in each of the following skill areas?</b>				
Write clearly and concisely	75 %	78 %	+ 3 %	↑
Speak Effectively	75 %	78 %	+ 3 %	↑
Read and comprehend materials	87 %	86 %	- 1 %	↓
Work effectively with others	84 %	86 %	+ 2 %	↑
Analyze and think critically	87 %	87 %	-	-
Resolve Issues or Problems	79 %	80 %	+1 %	↑
Learn on your own	84 %	86 %	+ 2 %	↑
<b>How satisfied were you with your studies in your program at our institution?</b>	90 %	85 %	- 5 %	↓
<b>How would you rate the following aspects of your program? Quality of teaching</b>	83 %	81 %	- 2 %	↓
<b>How useful was your program in performing your job?</b>	79 %	80 %	+ 1 %	↑
<b>Average</b>			<b>+ 1.1 %</b>	<b>↑</b>

Source: SORS Survey Data

The trend shows an increase in student satisfaction especially in the skills area. The overall satisfaction was nevertheless a few percent lower than the year before. The quality of teaching has also seen a slight decrease but the establishment of the new Centre for Teaching and Learning at TRU, which will offer more professional development for faculty members, may help to increase this satisfaction rate.

## **New Programs**

Thompson Rivers University intends to offer the following programs in the near future:

- BA Honours in Mathematics
- BSc Major in Mathematics
- BBA Major in International Business
- B Tourism Management - Major in Management

## **Human Resources**

TRU will have to fill a large number of job openings in the next few years and staff recruitment can possibly become an issue. There are several main reasons for the increasing number of open positions:

1. **The acquisition of the British Columbia Open University in 2005**  
Only a small percentage of the BCOU employees has decided to relocate to Kamloops in 2007, when the Burnaby Campus will be closed. The majority of these positions will have to be filled in Kamloops.
2. **A high percentage of staff is over 55 years old**  
On December 31, 2005 over 25 % of the TRU staff in Kamloops was 55 or older and will most likely be retiring in the next few years. 213 TRU employees are likely to retire within the next 10 years and will need to be replaced.
3. **Increasing enrolment and new program offerings**  
The increasing number of students as well as a number of new programs offered by TRU in the near future will require additional faculty but also support staff to support them. TRU has to compete nationally and even internationally to attract the right candidates for the opening faculty positions. An increased demand for new faculty members at most universities due to retirement will make it more difficult for the smaller universities to compete.

TRU currently has a very high staff retention rate but the future might see an increase in the number of employees that leave TRU to seek employment elsewhere. The growing demand for faculty nationally and internationally might entice more people to leave TRU because of better pay and/or better working conditions at other universities.

## Facilities

A number of projects is currently being completed and several others are planned for the near future. The expansion of the TRU print shop is nearing completion and the work on the new 584-bed student housing complex is progressing fast. The first floors will be ready for occupancy in August 2006. A new building for Warehouse/Stores is slated for occupancy in August. The new British Columbia Center for Open Learning is progressing and will be completed in the spring of 2007. It will house most of the Open Learning division of TRU as well as Information Technology Services. The work on the new Williams Lake campus is also in progress and is expected to be completed by January 2007. Future projects are the new Library building, the retrofit of the old library building and an expansion to the Horticulture building.

## New Operational Budget Development

As TRU looks to the future it is timely to review its processes and the centralized / decentralized approaches to fiscal decision making. The budget model and processes at TRU adopted in the past need to be revised to better reflect a growing, diverse and complex university.

A decentralized budgeting system is being implemented over the next two years whereby deans and directors are given the authority to exercise responsibility and accountability over their divisional/faculty/school budgets. This will allow for operational decision making within approved budgets at the faculty, school, or divisional level. TRU is also committed to creating a contingency reserve of 1 % in 2006-07, moving to 2 % within three years (2008-09). Divisions, schools and faculties will strive to create corresponding reserves. Processes and procedures are being developed to allow faculties, schools or divisions to carry forward 65 % of the divisional surplus up to a maximum of 5 % of the divisional annual budget from one fiscal year to the next.

The faculty, school or division will be responsible for:

- Enrolment numbers and the corresponding tuition revenue
- Maintaining appropriate staffing levels
- Replacement or non-replacement of faculty on assisted leaves and sabbaticals
- Costs associated with regularization
- Salary and benefit costs
- Establishing the divisional contingency of up to 2 %
- Ensuring that budgets are balanced and fiscal expenditures are within the approved budget parameters
- Recommending tuition levels for new programs and cost recovery programs

## Planning Context for TRU Open Learning

### Student Satisfaction

Student satisfaction can be measured using the data from the Student Outcomes Reporting System (SORS) for the College and Institutes Student Outcomes Survey. Table 4 shows the difference between 2004 and 2005:

Table 4: Student Outcomes Reporting System (SORS) Results 2004 & 2005

	2004	2005	Difference	Trend
<b>How satisfied were you with your transfer experience?</b>	80 %	78 %	- 2 %	↓
<b>How well did the program prepare you in each of the following skill areas?</b>				
Write clearly and concisely	78 %	79 %	+ 1 %	↑
Speak Effectively	72 %	71 %	- 1 %	↓
Read and comprehend materials	84 %	83 %	- 1 %	↓
Work effectively with others	79 %	70 %	- 9 %	↓
Analyze and think critically	89 %	85 %	- 4 %	↓
Resolve Issues or Problems	81 %	73 %	- 8 %	↓
Learn on your own	88 %	87 %	- 1 %	↓
<b>How satisfied were you with your studies in your program at our institution?</b>	87 %	87 %	-	-
<b>How would you rate the following aspects of your program? Quality of teaching</b>	84 %	76 %	- 8 %	↓
<b>How useful was your program in performing your job?</b>	90 %	85 %	- 5 %	↓
<b>Average</b>			<b>- 3.5 %</b>	<b>↓</b>

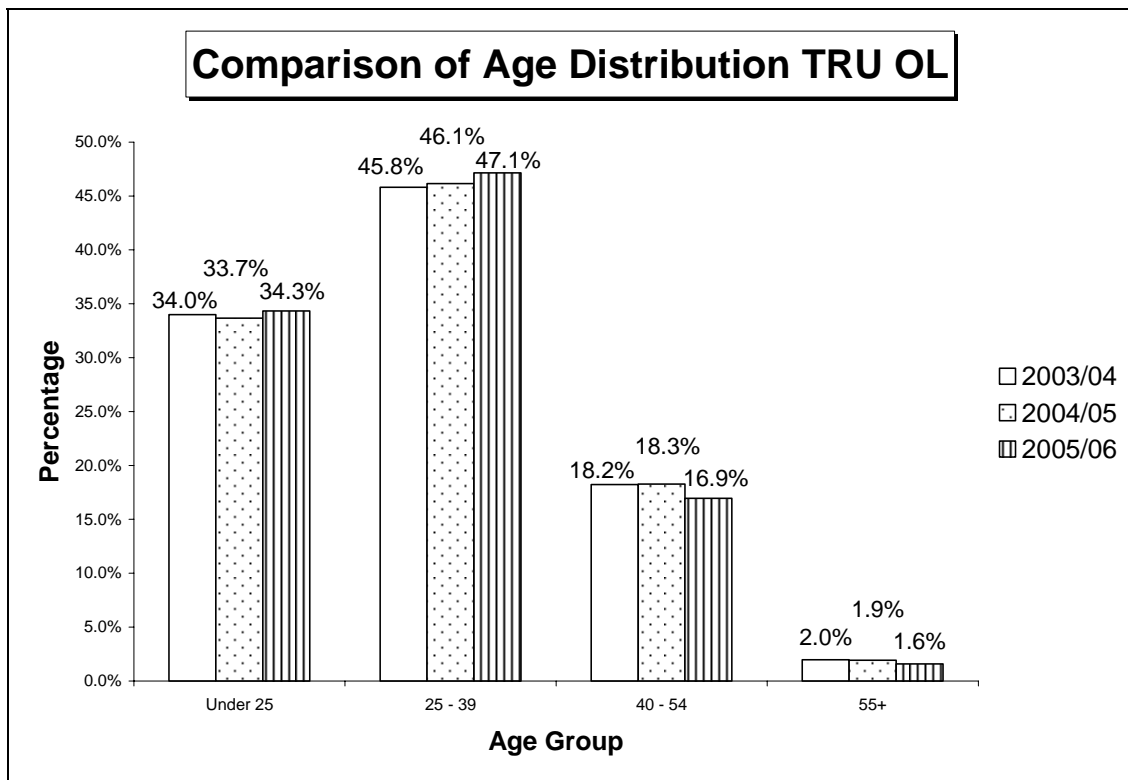
Source: SORS Survey Data

The trend shows a decrease in most categories. The changes at BCOU caused by the transition to TRU OL may have caused confusion and uncertainty among the tutors and students, which may have negatively affected the satisfaction rate. With the completion of the transition period in the next year, this negative effect should subside and the numbers will see an increase again.

### Age Distribution

Figure 3 shows the age distribution for the last three years. The chart shows only slight changes in the percentages. The number of students under 40 years of age has slightly increased while the 40+ group decreased. The preponderance of students in the 25-39 age group suggests that this is the population subset that TRU OL should be targeting as its clients.

Figure 3: Comparison of Age Distribution 2003/04 – 2005/06



Source: TRU OL Cognos Customer Profile cube



## **Issues, Factors, Risks and Opportunities**

### **University Status and Acquisition of BCOU/BCOC**

The achievement of university status and the acquisition of the British Columbia Open University/Open College are events that dominate the immediate and mid-term future of TRU. Although day-to-day operations have not changed much, substantive changes in governance and reporting structures have taken place and will be operationalized in the coming year. The major transitional challenges for TRU will be the integration of TRU and TRU OL students, systems, staff and organizational structures, and the relocation of former BCOU staff to Kamloops in 2007. As well, TRU will be addressing the tasks of establishing its brand identity in the Canadian post-secondary education sector, differentiating and amalgamating TRU and TRU OL course and program offerings as the situation requires, and integrating services that both conventional and distance students have come to expect.

### **Population Decline**

Demographics and population decline are a salient challenge, with high school graduation rates and membership of the 18-24 age group projected to diminish in the next eight years. In 2004, TRU enrolled around 41% of the graduating class in the region, and the rate of regional participation in higher education for 2003-04 was 13% (based on the regional population age cohort 18 to 49). Good though this performance may be in comparison to other institutions', there is little room to improve in these areas because of sparse and declining regional populations. TRU must therefore look elsewhere to sustain itself.

### **Age-Cohort diversification**

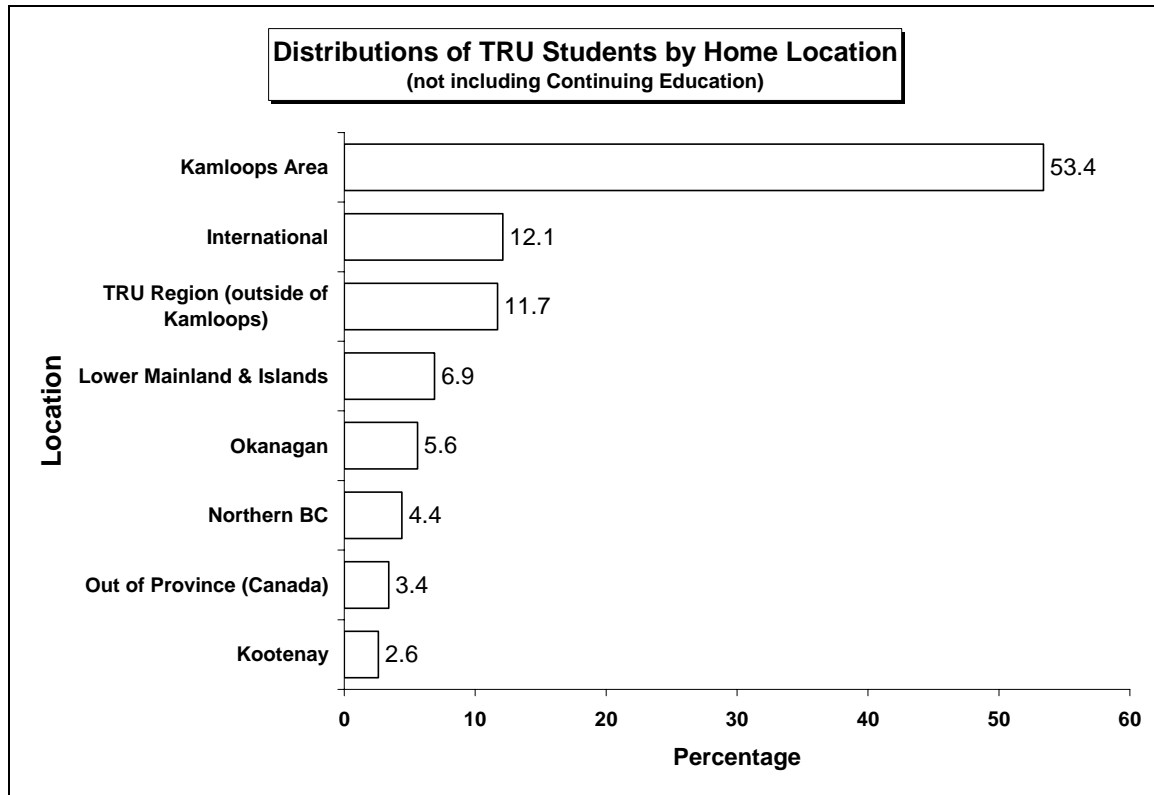
One area of expansion is in older age-cohort groups. 2005-06 data show that 28% of TRU's student body are 25 or over and 16% are 30+. Demographic projections also demonstrate a modest upward trend in the numbers in the 24+ age group. As TRU has always seen itself as an institution catering to the educational needs of delayed entry, intermittent study and career-change clientele, recruitment opportunities in these constituencies will be emphasized.

### **Province-wide, national and international recruitment:**

Currently, 53.6% of TRU's credit students are "local", i.e., from the Kamloops/North Thompson area. (Figure 4). But with a shrinking high school graduation cohort and a local population that is expanding at a very modest 0.8% per annum, TRU has to look elsewhere to sustain its enrolment numbers. Coinciding with its change to university status, TRU has undertaken aggressive recruitment campaigns across British Columbia and Canada. Its recruitment strategies will include systematic targeting of sub-populations to stimulate in-migration to TRU as a destination university. The building of a 584 bed student residence, scheduled for opening in Fall 2006, will enhance the

attractiveness of TRU as destination institution for out-of town, out-of- region and out-of- province students , not to mention a growing international clientele, whose numbers are projected to reach 1,500 by 2010.

Figure 4: Distribution of TRU Students by Home Location



Source: TRU Institutional Research with data extracted from TRU Student Information System

### TRU as transfer destination

TRU has successfully developed an internal laddering system among its certificate, diploma and degree programs, whereby diploma-holders may move to degree studies with full credit for their studies to date. It will extend this transfer facility to diploma-holders throughout BC, offering them a seamless, block-transfer segue into degree programs, and, as of Fall 2005, a Master's studies in Business.

### Distance Education expansion

With the acquisition of its Open Learning Division, TRU will be retooling and expanding its distance education programming and will penetrate far beyond its traditional catchment area to provincial, national and international markets. BCNet expansion to the Interior, scheduled to be operational in May 2006, will assist these endeavours.

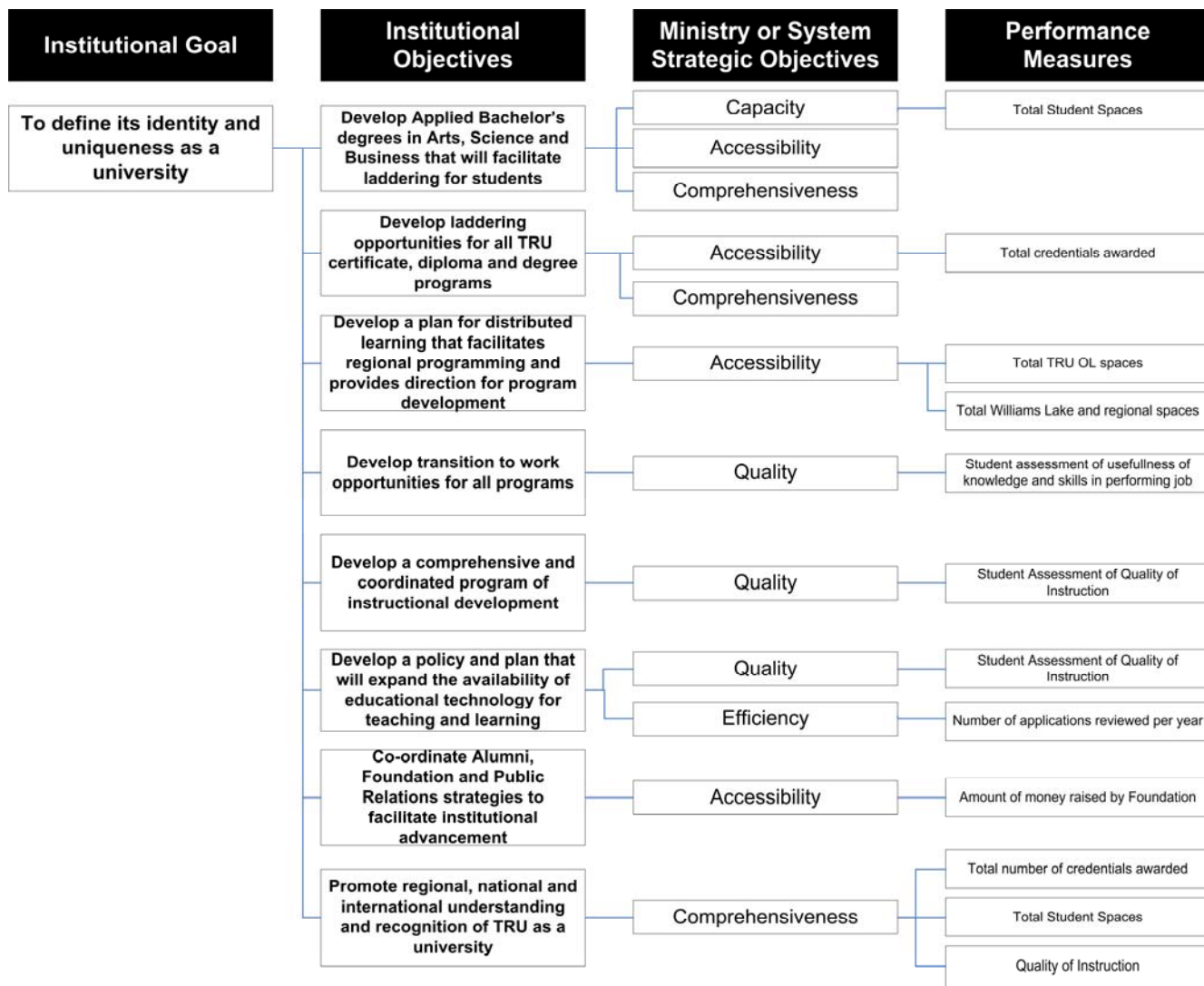
## **Research**

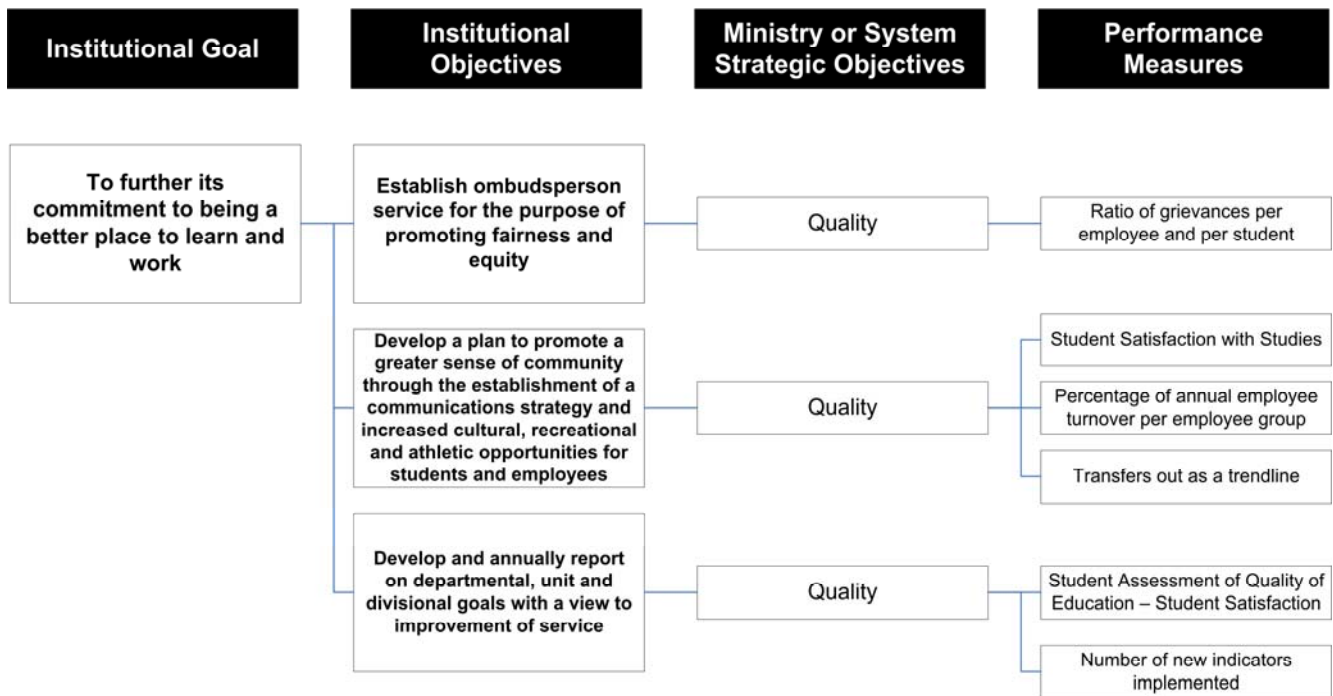
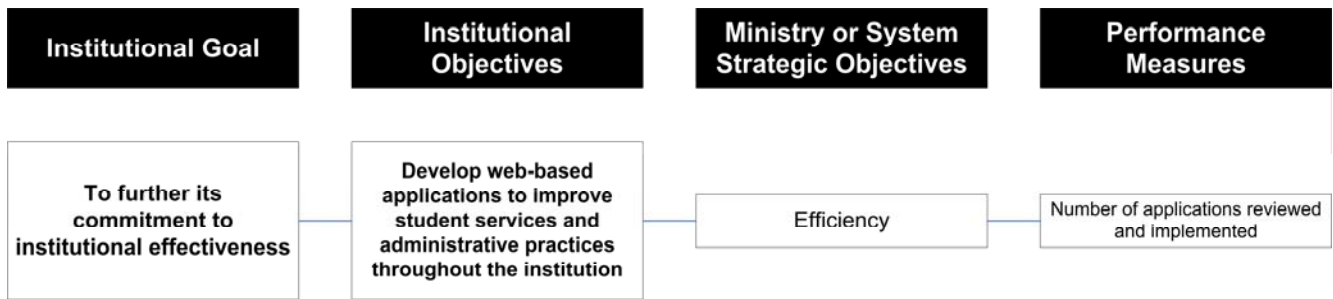
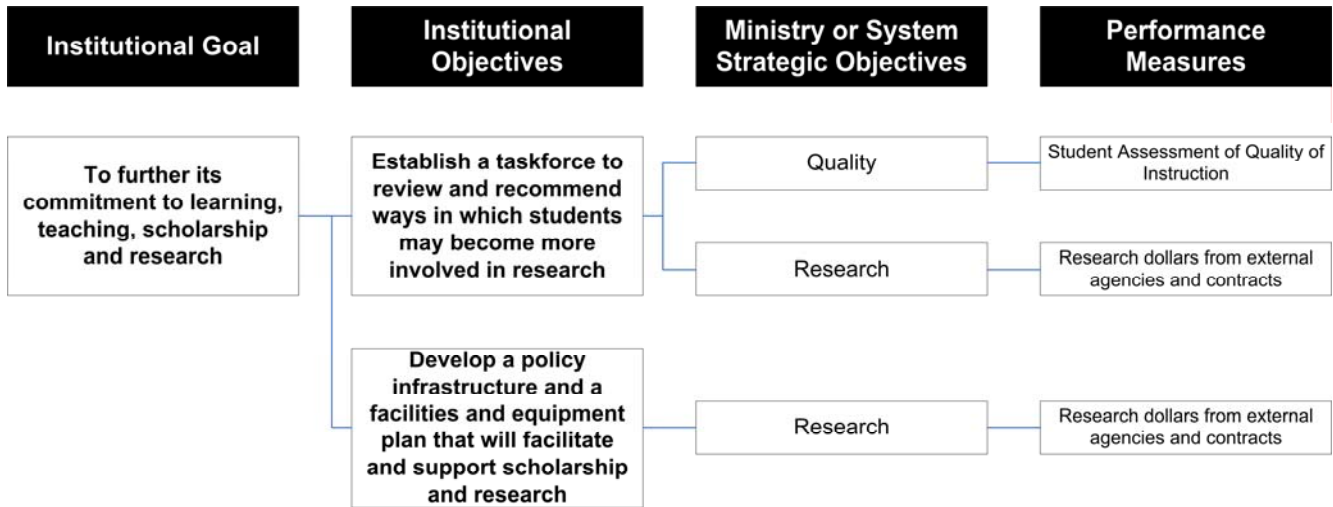
Research and scholarship will continue to be high on TRU's agenda. TRU will continue to grow its research capacity via SSHRC's Small Universities and CURA grants, and via NSERC, CFI and CIHR grants; it has three research chairs in place, a fourth one nominated and a fifth one has yet to be determined. TRU also established two endowed research chairs. Scholarship is not necessarily funding-dependent, and TRU will continue to encourage each faculty member to pursue his/her interests in his/her area of expertise, or in new areas, to support their instructional responsibilities.

## **Revenues and Expenditures**

TRU anticipates modest increases in tuition to offset its expenditures. Next year (2006-07), TRU is planning to implement a 2.0% increase for domestic students (Source: TRU press release from April 12, 2006).

# TRU's Goals and Objectives & Integration with Ministry and System Strategic Objectives





## 2006/07 – 2008/09 Performance Targets TRU

Performance Measure	Baseline Data for 2006/07 Service Plan	Performance Targets		
		2006/07	2007/08	2008/09
<b>Student spaces in public institutions</b>	Data from 2004/05 Fiscal Year			
Total Student Spaces (excludes industry training spaces)	4,920 (2004/05 Actual)	5,667	5,801	5,935
	5,532 (2005/06 Target)			
Student spaces in computer science, electrical and computer engineering programs	39 (2004/05 Actual)	63	63	63
	63 (2005/06 Actual)			
Student spaces in nursing and other allied health programs	508 (2004/05 Actual)	596	624	624
	550 (2005/06 Actual)			
<b>Number of degrees, diplomas and certificates awarded</b>	1,599 (2004/05 3-yr avg.)	1,655	1,681	1,711
<b>Number and percent of public post-secondary students that are Aboriginal</b>	Data from 2004/05 Academic Year			
Total number	1,561 (11.4%)	Maintain or increase	Maintain or increase	Maintain or increase
Self-reported	710 (5.0%)			
<b>Student spaces in developmental programs</b>	Data from 2004/05 Fiscal Year	Maintain or increase	Maintain or increase	Maintain or increase
	616 (2004/05 Actual)			
	923 (2005/06 Target)			
<b>Skill Development</b>	2005 Survey Data:	Maintain a high level of skill gain (benchmark = 85%) or demonstrate performance improvement over time		
<i>Written communication</i>	77.9%			
<i>Oral communication</i>	78.4%			
<i>Group collaboration</i>	86.0%			
<i>Critical analysis</i>	87.8%			
<i>Problem resolution</i>	79.7%			
<i>Reading and comprehension</i>	86.4%			
<i>Learn on your own</i>	86.2%			
<i>Average</i>	83.2%			

Performance Measure	Baseline Data for 2006/07 Service Plan	Performance Targets		
		2006/07	2007/08	2008/09
<b>Student satisfaction with education</b>	96.5% (2005 survey)	Maintain a high level of satisfaction (benchmark = 90%) or demonstrate performance improvement over time		
<b>Student satisfaction with quality of instruction</b>	81.4% (2005 survey)	Maintain a high level of student assessment (benchmark = 90%) or demonstrate performance improvement over time		
<b>Trades training student satisfaction with education</b>	Baseline under development	TBD	TBD	TBD
<b>Number of trainees in industry training</b>	System Data for 2003/04: Total Trainees: 25,479	Contribute toward system total of 33,123	Maintain or increase	Maintain or increase
<b>Student satisfaction with transfer</b>	2005 CISO Survey Date:			
Sending %	85.2%	Contribute toward achievement of system level benchmark (90%)		
Receiving %	93.0%			
<b>Student assessment of usefulness of knowledge and skills in performing job</b>	80.6% (2005 survey)	Maintain a high level of student assessment (benchmark = 90%) or demonstrate performance improvement over time		
<b>Student outcomes – unemployment rate</b>	8.3% (2005 survey)	Maintain unemployment rate of former TRU students below rate for persons with only high school credentials or less		
<b>Research Capacity</b>	Data for 2003/04 Fiscal Year:			
<i>Sponsored research funding from all sources</i>	\$1,751,000	Maintain or increase	Maintain or increase	Maintain or increase
<b>Percent of annual education activity occurring between May and August</b>	8.49% (2004/05 FY)	Contribute toward achievement of system level target of 21%		

# Summary Financial Outlook TRU

	2007/08 Budget Proposal	Preliminary 2006/07 Budget Proposal	2005/06 Actual	2005/06 Budget	2004/05 Actuals
<b>FTE targets:</b>					
AVED	5,667	5,271	5,271	5,445	5,033
University growth	134	396		87	
Industry Training	918	918	918	644	583
<b>Total</b>	<b>6,719</b>	<b>6,585</b>	<b>6,189</b>	<b>6,176</b>	<b>5,616</b>
<b>Revenue:</b>					
<b>Government grant:</b>					
Block grant allocation	43,079,982	41,709,771	41,058,111	41,058,111	40,869,830
University growth	1,033,800	1,050,900	651,660	651,660	875,000
Perrin Funding	886,000	886,000	886,000	0	0
PLnet add back	122,877	122,877	0	122,877	122,877
Industry Training	4,942,000	4,942,000	4,942,000	4,942,000	4,942,000
Ministry leases	453,612	453,612	453,612	503,000	483,700
<b>Subtotal:</b>	<b>50,518,271</b>	<b>49,165,160</b>	<b>47,991,383</b>	<b>47,277,648</b>	<b>47,293,407</b>
<b>Tuition and other revenue:</b>					
Tuition - credit programming:					
Academic +2%	14,650,000	14,932,362	14,151,449	10,924,835	9,889,000
Career technical	0	0	0	2,140,000	2,068,800
Vocational	0	0	0	1,550,000	1,500,300
University Preparation	0	0	0	320,000	310,700
<b>Tuition subtotal</b>	<b>14,650,000</b>	<b>14,932,362</b>	<b>14,151,449</b>	<b>14,934,835</b>	<b>13,768,800</b>
International education	13,260,000	12,750,000	11,343,447	11,265,000	10,521,600
Continuing studies	4,800,000	4,800,000	4,891,424	4,400,000	4,010,000
Summer School	1,100,000	1,100,000	1,018,417	1,140,000	1,127,500
Investment revenue	1,500,000	1,500,000	1,350,685	1,000,000	1,233,527
Other revenue (Adm., Lab, Parking)	1,800,000	1,800,000	1,822,702	1,590,000	1,423,807
<b>Subtotal:</b>	<b>37,110,000</b>	<b>36,882,362</b>	<b>34,578,124</b>	<b>34,329,835</b>	<b>32,085,234</b>
<b>Total revenue before transfers:</b>	<b>87,628,271</b>	<b>86,047,522</b>	<b>82,569,507</b>	<b>81,607,483</b>	<b>79,378,641</b>
<b>Revenue transfers (Block):</b>					
Sabbatical, Ass. leave, Schol. Act.	(894,000)	(894,000)	(894,000)	(870,900)	(870,900)
Support Staff PD fund	(80,000)	(80,000)	(80,000)	(80,000)	(80,000)
NVIT, BSW	(268,880)	(268,880)	(268,700)	(251,364)	(251,364)
FNAUT	(72,765)	(72,765)	(72,765)	(72,765)	(72,765)
Regional Centre Subsidy	(287,000)	(287,000)	(287,000)	(287,000)	(287,000)
Student Scholarship and Bursary	(440,000)	(425,000)	(410,000)	(410,000)	(365,000)
CB Base primary Care	(31,500)	(31,500)	(31,500)		
Aboriginal Weekend University	(68,000)	(68,000)	(67,886)		
CERT Allocation	(72,733)	(72,733)	(72,733)		
International Building reserve	(1,700,000)	(1,700,000)	(1,560,455)	(1,289,000)	(1,188,169)
<b>Revenue transfers subtotal:</b>	<b>(3,914,878)</b>	<b>(3,899,878)</b>	<b>(3,745,039)</b>	<b>(3,261,029)</b>	<b>(3,115,198)</b>
<b>Total revenue</b>	<b>83,713,393</b>	<b>82,147,644</b>	<b>78,824,468</b>	<b>78,346,454</b>	<b>76,263,443</b>
<b>Expenditures:</b>					
Expenditure budget (Block)	69,968,506	69,275,749	67,064,565	67,413,454	64,693,102
Expenditure budget (International)	5,824,000	5,600,000	4,754,093	4,800,000	4,396,357
Expenditure budget (Continuing Studies)	4,550,000	4,550,000	4,854,693	4,150,000	4,115,861
Expenditure budget (Summer School)	935,000	935,000	933,000	933,000	905,158
Expenditure - Equipment Related	950,000	950,000	950,000	950,000	1,062,000
Adjustments:					
Security (additional evening coverage)	130,000	130,000			
Marketing (move from CUEF funding)	100,000	100,000			
BC Net (Research Internet Access)	150,000	150,000			
Custodial, Utilities and Software	237,000	237,000	0	100,000	0
<b>Total Expenditures</b>	<b>-82,844,506</b>	<b>-81,927,749</b>	<b>-78,556,351</b>	<b>-78,346,454</b>	<b>-75,172,478</b>
Less:					
Contingency as per Budget Guidelines	840,804	\$0	\$0	0	100,604
Reserve for Transition to TRU	0	\$0	0	0	
Reserve for International Operations	0	0	0	0	0
<b>Operating Fund, Excess (deficiency) of revenue</b>	<b>28,082</b>	<b>219,895</b>	<b>268,117</b>	<b>0</b>	<b>990,361</b>

**Issues Outstanding:**

- Perrin Funding of \$886,000 for 06/07 and 07/08 is not guaranteed
- Savings and one time termination costs associated with impending layoffs (ongoing savings to be set aside for new programs)
- Impacts on expenditures for collective bargaining are not yet finalized for 06/07 and 07/08
- Final Reconciliation of 06/07 revenue and expenditures is outstanding
- Final Reconciliation of benefits costs need to be done
- Divisional budgets are still in the process of review
- Contingency amounts need to be determined
- Support Staff PD fund will be collapsed to offset grid adjustments

10-Apr-06



## 2006/07 – 2008/09 Performance Targets TRU OL

Performance Measure	Baseline Data for 2006/07 Service Plan	Performance Targets		
		2006/07	2007/08	2008/09
<b>Student spaces in public institutions</b>	Data from 2004/05 Fiscal Year			
Total Student Spaces	2,174 (2004/05 Actual)	2,626	2,610	2,594
	2,642 (2005/06 Target)			
Student spaces in nursing and other allied health programs	123 (2004/05 Actual)	160	160	160
	160 (2005/06 Actual)			
<b>Number of degrees, diplomas and certificates awarded</b>	572 (2004/05 3-yr avg.)	702	695	688
<b>Number and percent of public post-secondary students that are Aboriginal</b>	Data from 2004/05 Academic Year			
Total number	714 (4.9%)	Maintain or increase	Maintain or increase	Maintain or increase
Self-reported				
<b>Student spaces in developmental programs</b>	Data from 2004/05 Fiscal Year	Maintain or increase	Maintain or increase	Maintain or increase
	243 (2004/05 Actual)			
	288 (2005/06 Target)			
<b>Skill Development</b>	2005 Survey Data:			
<i>Written communication</i>	79.8%	Maintain a high level of skill gain (benchmark = 85%) or demonstrate performance improvement over time		
<i>Oral communication</i>	71.1%			
<i>Group collaboration</i>	69.8%			
<i>Critical analysis</i>	85.5%			
<i>Problem resolution</i>	73.5%			
<i>Reading and comprehension</i>	83.8%			
<i>Learn on your own</i>	87.0%			
<i>Average</i>	78.6%			

Performance Measure	Baseline Data for 2006/07 Service Plan	Performance Targets		
		2006/07	2007/08	2008/09
<b>Student satisfaction with education</b>	100% (2005 survey)	Maintain a high level of satisfaction (benchmark = 90%) or demonstrate performance improvement over time		
<b>Student satisfaction with quality of instruction</b>	75.7% (2005 survey)	Maintain a high level of student assessment (benchmark = 90%) or demonstrate performance improvement over time		
<b>Student satisfaction with transfer</b>	2005 CISO Survey Date:			
Sending %	77.8%	Contribute toward achievement of system level benchmark (90%)		
<b>Student assessment of usefulness of knowledge and skills in performing job</b>	85.0% (2005 survey)	Maintain a high level of student assessment (benchmark = 90%) or demonstrate performance improvement over time		
<b>Student outcomes – unemployment rate</b>	3.3% (2005 survey)	Maintain unemployment rate of former TRU OL students below rate for persons with only high school credentials or less		

# Summary Financial Outlook TRU OL

**Thompson Rivers University  
Operating Fund - Open Learning Division  
DRAFT #2 Budget Proposals for Consideration**

	**2006/07 Budget Proposal	*2005/06 Actual	2005/06 Original Budget
<b><u>FTE targets: Funded Enrolments</u></b>			
AVED	1,818	1,818	1,818
University growth	178		
Industry Training			
Total	1,996	1,818	1,818
<b><u>Revenue:</u></b>			
<b><u>Government grant:</u></b>			
Block grant allocation	11,875,000	7,558,697	11,875,000
Subtotal:	11,875,000	7,558,697	11,875,000
<b><u>Tuition and other revenue:</u></b>			
Tuition - credit programming:	5,775,926	5,225,617	5,231,219
Academic +2%	0	0	0
University Preparation	0	0	0
Tuition subtotal	5,775,926	5,225,617	5,231,219
Investment revenue	0	0	0
Other revenue	2,594,433	1,986,862	2,243,291
Subtotal:	8,370,359	7,212,479	7,474,510
Total revenue before transfers:	20,245,359	14,771,176	19,349,510
<b><u>Revenue transfers (Block):</u></b>			
Training			
Revenue transfers subtotal:	0	0	0
Total revenue	20,245,359	14,771,176	19,349,510
<b><u>Expenditures:</u></b>			
Expenditure budget (Block)	20,245,360	15,766,953	19,349,510
Expenditure - Equipment Related			
Adjustments:			
Layoff Savings	0		
Severance Packages		0	0
Salary increases	0		
Contractor Related Increases		0	0
Total Expenditures	(20,245,360)	(15,766,953)	(19,349,510)
Less:			
Reserve	0	0	0
Operating Fund, Excess (deficiency) of revenue	(1)	(995,777)	0

**Issues Outstanding:**

- Savings and one time termination costs amounts associated with impending layoffs
- Potential savings of the blending of face to face and open learning has not yet been determined
- Salary and benefits to be finalized
- Health and Human Services program area budget has not been developed to reflect final changes to program
- IDRG is slated to receive allocations for course development in 06/07
- VP OL and Assistant are budgeted effective August 2006
- TRU is in negotiations with government for tuition fees (Christina to finalize with Cliff)

\*\* 06/07 Budget is based on OLD Budget Draft #3a

\* 05/06 Preliminary is based on Actuals as of April 27, 2006.