



THOMPSON RIVERS UNIVERSITY

Service Plan 2005 – 2008

April 2005

Thompson Rivers University

Service Plan 2005 – 2008

	Pages
Transmittal letter from the Board	3
Planning Context for Thompson Rivers University	
• Environmental scan	4 - 6
• Issues, factors, risks or opportunities	6 - 9
Thompson Rivers University's Strategic Direction: Mission Statement and Values	9 - 10
Alignment of Thompson Rivers University's goals with the goals of the Ministry of Advanced Education	10
Thompson Rivers University's Strategic Planning Objectives, crosswalked to Ministry Key Criteria.	10 - 11
FTE and Performance Targets	12 - 13
Summary Financial Outlook	14 - 15
Planning Context for Thompson Rivers University, Open Learning Division	
• Environmental scan	16 - 18
• Issues, threats, opportunities	19
Alignment of Open Learning Division's goals with the goals of the Ministry of Advanced Education	20
Open Learning Division's Strategic Planning Objectives, crosswalked to Ministry Key Criteria	20
FTE and Performance Targets	21 - 22
Summary Financial Outlook	23 - 24



THOMPSON RIVERS
UNIVERSITY

April 29, 2005

Janice Nakamura
Director, Accountability Branch
Ministry of Advanced Education
PO Box 9878, Stn Prov Govt
Victoria, BC V8V 9T6

Re: Thompson Rivers University's Service Plan 2005-2008

Dear Ms. Nakamura:

We are pleased to forward you Thompson Rivers University's Three-Year Service Plan for the period 2005-2008.

Sincerely,

Ron Olynyk
Chair, TRU Board of Governors
University

Roger Barnsley
President and Vice-Chancellor, Thompson Rivers

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 % of region's population) are Kamloops (46.2%), Williams Lake (6.6%) and Merritt (4.2%), and the region covers an area of 155,000 square kilometres. Its forecast population for 2005 is 172,597, 4.1% of the total population of BC. The annual population growth for the region is 0.8%. The region's 18 to 29 year age group will increase steadily until 2011, though the portion of 18 to 24 year olds will actually see a slight increase until 2006 and then decrease until 2011 (Table 1).

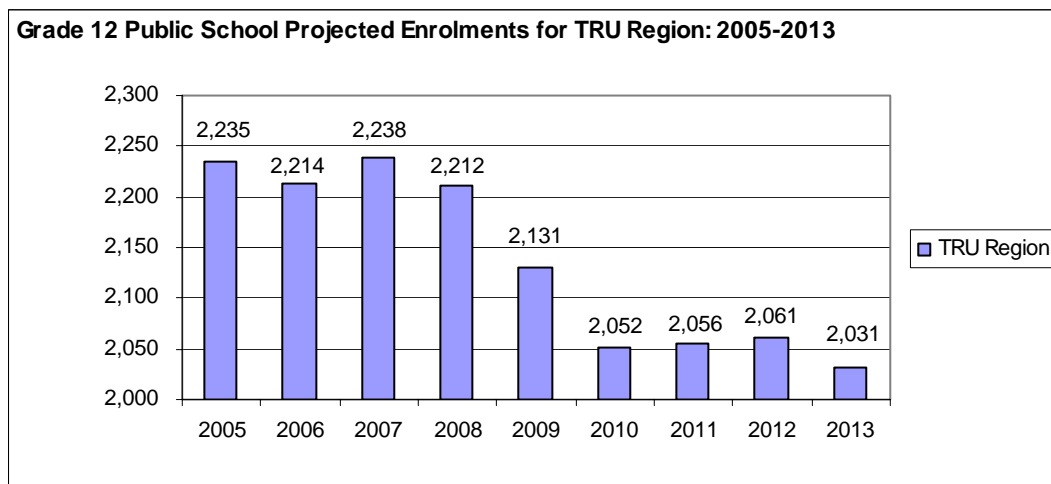
Table 1

Regional Population Projections 2005 – 2011					
Age Group	2005	2006	2009	2011	2005-2011 % Increase
18-24	17,588	17,597	17,375	16,895	-3.9%
25-29	10,254	10,697	12,272	12,732	24.2%
Total	27,842	28,072	29,647	29,627	6.4%

P.E.O.P.L.E. 28 BC Stats 2003

The four school districts that are incorporated in the region are the Thompson-Nicola District 73, Cariboo-Chilcoltin 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 2005 and 2013 (Figure 1). TRU enrolments directly from high school account for 41.8% of grade 12 graduates and leavers (students without graduation status) from the region's high schools (Table 2). 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 (Table 1) need to be developed.

Figure 1



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

Table 2

Comparison of High School Graduates & Leavers for Districts 27, 58*, 73, 74 and Enrolments at UCC Directly from UCC Region High Schools: 2002 - 2004					
2002		2003		2004	
HS Grads June 02	UCC Enrolments	HS Grads June 03	UCC Enrolments	HS Grads June 04	UCC Enrolments
1,805	604 (33.5%)	1,724	680 (39.4%)	1,617	676 (41.8%)
*Only two-thirds of the graduates from District 58 were included in the figures for "HS Grads". BC Stats – Ministry of Education – Grade 12 Enrolments (Report 1563C & UCC Student Information System - Colleague)					

First Nations:

2001 census data showed an increase of the percentage of aboriginal people in the UCC region to 10.6% and in BC overall to 4.4%. 9.7 % of TRU's student population are of aboriginal percent, with 5% self-reporting themselves as such.

Labour Market Trends:

The Thompson-Nicola Regional District's three largest industries are Retail Trade, Health Care and Social Assistance, and Accommodation and Food Services employing one third of the region's labour force. Manufacturing, Agriculture, Forestry, Fishing, and Hunting, and Retail Trade account for 40.4% of the Cariboo Regional District's Labour Force (Table 3).

Table 3

2001 Top 8 Industries by Labour Force

Thompson-Nicola		Cariboo		BC	
Retail trade	13.0%	Manufacturing	16.0%	Retail trade	11.6
Health care & social assistance	10.1%	Agriculture, forestry, fishing, & hunting	13.4%	Health care & social assistance	9.9%
Accommodation & food services	9.5%	Retail trade	11.0%	Manufacturing	9.6%
Manufacturing	8.6%	Accommodation & food services	8.9%	Accommodation & food services	8.3%
Agriculture, forestry, fishing, & hunting	6.6%	Health care & social assistance	7.9%	Educational services	6.9%
Educational services	6.5%	Educational services	7.0%	Professional science & tech services	6.8%
Construction	6.4%	Construction	6.0%	Construction	5.9%
Public Administration	6.2%	Public Administration	5.4%	Transportation & warehousing	5.7%
BC Stats 2001 Community Facts					

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 43% in residential building permits in 2004 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.

With Thompson Rivers University's acquisition of the Open University and Open College, expansion is taking place on campus. New space related to BCOU includes a warehouse of 1,384 sq. meters and a print shop of 305 sq. meters, projected to be completed by December 2005. Also, construction of the BC Centre for Open Learning (4,482 sq. meters) and some minor renovations in the University's Old Main Building will commence in October 2005, and these buildings are projected for occupancy by January 2007.

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 jobs and the operating jobs will increase. Thompson Rivers University has acquired the Anne Stevenson Secondary School property in Williams Lake and the reconstructed building is expected to reopen in January 2006.

Migration:

Regional migration into the Thompson-Okanagan region has been negatively affected by the closure of mines. BC's largest, Highland Valley, is currently scheduled to close in the next few years, which could result in out-migration. 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: for example, the completion of TRU's International Building was delayed two months until February 2005 because of a scarcity of floor-layers.

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.)

ISSUES, FACTORS, RISKS, OPPORTUNITIES:

1. 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 will dominate the immediate and mid-term future of TRU. Although day-to-day operations will not change 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 UCC and BCOU students, systems, staff and organizational structures, and the relocation of former BCOU staff to Kamloops in 2005-06. As well, TRU will be addressing the tasks of establishing its brand identity in the

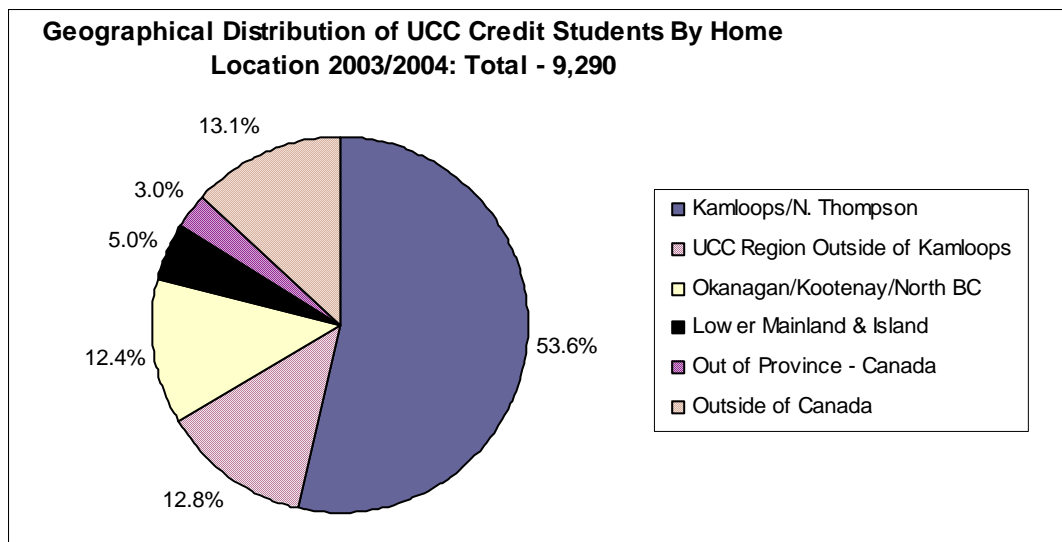
Canadian post-secondary education sector, differentiating and amalgamating UCC and BCOU course and program offerings as the situation requires, and integrating services that both conventional and distance students have come to expect.

2. 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. At present, TRU enrolls an average of around 41% of each graduating class in the region (see Table 2), 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. 2003-04 data show that 35% of UCC's student body are 25 or over and 24% are 29+. 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 2). But with a shrinking high school graduation cohort and a local population that is expanding at a very modest 1.8% 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 550 bed student residence, scheduled for opening in Fall 2006, will enhance to 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 2



- **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, Master's studies in Business, and in 2006, in Environmental Science.
- **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 Fall 2005, will assist these endeavours.

3. Competition:

Whether the newly-formed 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 5,698 FTE and now encompass a further 1962 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. In the distance education context, however, TRU faces competition from Alberta's Athabasca University and from the BC Campus consortium, not to mention UBC's distance education program. In the last three years of its existence, BCOU has seen 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. It follows that as these institutions move further to distance education, online learning, open admissions, wider course choices and increased emphasis on adult learners, competition will intensify. Staving off that competition and regaining its market share in the distance education arena will be among TRU's priorities.

4. Faculty Recruitment:

Until recently, faculty demographics for TRU predicted the replacement of 23 faculty per year for retirement reasons till 2015. This figure does not include new hires required for expansion and faculty lost to "poaching" by other institutions. The BC government's promise of 25,000 new student spaces by 2009 will entail approximately 800 new faculty hires throughout the system, which will put incredible pressure on all institutions to attract suitably qualified faculty not only to handle this expansion, but to replace a nation-wide aging academic workforce, 40% of whom are 50 or over. The fierce competition to secure replacements is already exacerbated by inadequate numbers of graduates emerging from graduate schools. New university status will give TRU an advantage over the colleges, university-colleges and institutes, but not over the established universities, especially given the substantial salary differential that currently exists between university faculty and TRU faculty: almost \$30,000 for full professors and \$8,000 for associate professors.

5. 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 with a further three to follow, and this 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.

6. Revenues and Expenditures:

Even with the continuing “0%, 0%, 0%” bargaining scenario, internal expenditure pressures such as salary grid adjustments and benefit increases, and external factors such as cost of living increases generated by inflation will drive up TRU’s expenditures in relation to its revenues. In addition, there will be increased faculty pressure to narrow the salary gap between the TRU professoriate and other universities’ faculty. TRU anticipates modest increases in tuition to offset its expenditures. This year (2005-06), TRU will implement an 8.6% increase in tuition for international students and up to a 2% (or Cost of Living equivalent) increase for domestic students. Open Learning tuition will be swung in line with the rest of TRU’s, realizing further increases in revenue.

STRATEGIC DIRECTION: TRU’s MISSION STATEMENT AND VALUES:

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 endeavors 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 endeavors 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.

CROSSWALK of TRU GOALS to AVED GOALS:

“Building on Strengths and Uniqueness”, A Strategic Plan for the University College of the Cariboo (2000-2005), was developed in 1998-1999 through a process of intense consultation with various stakeholders and community representatives. Being over five years old, it is now nearing the end of its intended span, but nevertheless its goals fit reasonably well with the AVED strategic goals.

TRU Goals	Ministry Goals
To define its identity and uniqueness as a university	Enhance student choice; promote a more efficient and integrated postsecondary system
To further its commitment to learning, teaching, scholarship and research	Improve quality of education; expand research capabilities in research in the province
To further its commitment to institutional effectiveness	Promote a more efficient and integrated postsecondary system
To further its commitment to being a better place to learn and work	Improve quality of education

CROSSWALK of TRU OBJECTIVES to AVED KEY AREAS of INTEREST:

TRU Objectives	Ministry Key Criteria
Develop Applied Bachelor’s degrees in Arts, Science and Business that will facilitate laddering for students	Capacity and Accessibility; Comprehensiveness
Develop laddering opportunities for all TRU certificate, diploma and degree programs	Accessibility; Comprehensiveness
Develop a plan for distributed learning that facilitates regional programming and provides direction for program development	Accessibility
Develop transition to work opportunities for all programs	Quality; Comprehensiveness
Promote regional, national and international understanding and recognition of TRU as a university	Comprehensiveness
Develop a comprehensive and coordinated program of instructional development	Quality
Develop a policy and plan that will expand the availability of educational technology for teaching and learning	Efficiency and Quality

TRU Objectives	Ministry Key Criteria
Develop a policy infrastructure and a facilities and equipment plan that will facilitate and support scholarship and research	Research
Establish a taskforce to review and recommend ways in which students may become more involved in research	Quality and Research
Develop web-based applications to improve student services and administrative practices throughout the institution	Efficiency
Develop and annually report on departmental, unit and divisional goals with a view to improvement of service	Quality
Co-ordinate Alumni, Foundation and Public Relations Strategies to facilitate institutional advancement	Quality
Develop a plan to promote a greater sense of community through the establishment of a communications strategy and increased cultural, recreational and athletic opportunities for students and employees	Quality
Increase global advancement by providing international exchange opportunities for students and employees	Quality
Establish ombudsperson services for the purpose of promoting fairness and equity	Quality

Thompson Rivers University
2005/06 – 2007/08 Performance Targets

Performance Measure	Baseline Data	Current Data	Performance Targets		
			2005/06	2006/07	2007/08
Total Student Spaces (excludes industry training spaces)	Data for 2001/02: 5,190	Data for 2004/05: 5,534	5,621	5,756	5,890
Number of degrees, diplomas and certificates awarded	Data for 2001/02: 1,544	Performance in 2003/04: 1,578	1,613	1,637	1,660
BC public post-secondary graduate rate	Data for 2001/02: 83.6	System performance in 2003/04: 85.3	Contribute toward achievement of system level target		
Percent of annual education activity occurring between May and August	Data for 2001/02: 7.3%	System data for 2003/04: College sector 14.2% System Average: 15.0%	Contribution toward achievement of system level target of 21%		
BC public post-secondary participation rates for population 18 - 29	Data for 2003/04: 44.5%	n/a	Contribution toward achievement of system level target		
Student spaces in developmental programs	Data for 2003/04: 450	Data for 2004/05: 550	550	Maintain or increase	Maintain or increase
Number and percent of public post-secondary students that are Aboriginal descent	Data for 2002/03:	Performance in 2003/04:			
	<i>Total Number</i>	1,460 (10.6%)	1,363 (9.7%)	Maintain or increase	Maintain or increase
	<i>Self-reported</i>	696 (4.9%)	710 (5%)		
Student satisfaction with transfer	Data from 2002 survey: 89.4% (sending) 88.9% (receiving)	Data from 2004 survey: 77.2% (sending) 95.5% (receiving)	Contribute toward achievement of system level target (90% or improvement over time)		
Student outcomes – skill gain	Data from 2001 survey:	Data from 2004 survey:			
<i>Written communication</i>	79.6%	75.6%	Maintain a high level of skill gain (benchmark = 85%) or demonstrate performance improvement over time		
<i>Oral communication</i>	77.3%	74.8%			
<i>Group collaboration</i>	84.8%	84.7%			
<i>Critical analysis</i>	84.8% (2003 survey)	86.3%			
<i>Problem resolution</i>	77.9% (2003 survey)	78.8%			
<i>Reading and comprehension</i>	85.9%	86.6%			
<i>Learn on your own</i>	85.2%	83.7%			
<i>Average</i>	82.6%	81.5%			

Thompson Rivers University
2005/06 – 2007/08 Performance Targets

Performance Measure	Baseline Data	Current Data	Performance Targets		
			2005/06	2006/07	2007/08
Student satisfaction with education	Data from 2001 survey: 88.0%	Data from 2004 survey: 89.9%	Maintain a high level of satisfaction (benchmark = 90%) or demonstrate performance improvement over time		
Student satisfaction with quality of instruction	Data from 2001 survey: 82.5%	Data from 2004 survey: 82.4%	Maintain a high level of student assessment (benchmark = 90%) or demonstrate performance improvement over time		
Trades training student satisfaction with education	Baseline under development	n/a	TBD	TBD	TBD
Funding support for research	Data for 2001/02:	Performance in 2002/03:			
<i>Sponsored funding from all sources</i>	Federal = \$.32 million Provincial=\$.66 million Total = \$.99 million	Federal = \$.30 million Provincial=\$.64 million Other = \$.15 million Total = \$1.1 million	Fed.= \$1.599 Prov.= \$.55 Other= \$.43 Total= \$2.579 (in millions)	Fed.= \$1.56 Prov.= \$1.8 Other= \$.625 Total= \$3.985 (in millions)	Fed.= \$1.8 Prov.= \$1.85 Other= \$.8 Total= \$4.45 (in millions)
Number of student spaces in identified strategic skill programs	Data for 2001/02:	Data for 2004/05:			
<i>Computer science, electrical and computer engineering programs</i>	50	89	102	102	102
<i>Social/child protection worker programs</i>	113	125	129	129	129
<i>RNs, LPNs and RCAs and Other Allied Health programs</i>	408	570	581	616	644
Number of trainees in industry training	System Data for 2003/04: Total Trainees: 25,479	n/a	Contribute toward system total of 29,300	Contribute toward system total of 33,123	Maintain or increase
Student assessment of usefulness of knowledge and skills in performing job	Data from 2002 survey: 83.2%	Data from 2004 survey: 78.6%	Maintain a high level of student assessment (benchmark = 90%) or demonstrate performance improvement over time		
Student outcomes – unemployment rate	Data from 2003 survey: 8.8%	Data from 2004 survey: 10.6%	Maintain unemployment rate of former TRU students below rate for persons with only high school credentials or less		

**Thompson Rivers University
Operating Fund
Draft #3 Budget Proposals for Consideration**

	2006/07 Proposal	Preliminary 2005/06 Proposal	2004/05 Budget	2004/05 Actuals	2003/04 Actuals
<u>FTE targets:</u>					
AVED	5,409	5,409	5,409	5,115	5,052
University Growth	347	212	125		
Industry Training	644	644	644	583	540
Total	6,400	6,265	6,178	5,698 *	5,592
<u>Revenue:</u>					
<u>Government grant:</u>					
Block grant allocation	\$40,183,111	\$40,183,111	\$40,138,880	\$40,869,830	\$40,110,615
University growth	\$2,578,960	\$1,526,660	\$875,000	\$875,000	
PLnet add back	122,877	122,877	122,877	122,877	122,877
Industry Training	4,942,000	4,942,000	4,942,000	4,942,000	5,022,534
Ministry leases	503,000	503,000	454,200	483,700	530,133
Subtotal:	\$48,329,948	\$47,277,648	\$46,532,957	\$47,293,407	\$45,786,159
<u>Tuition and other revenue:</u>					
Tuition-credit programming:					
Academic +2% (based on 100 ftes)	\$10,848,431	\$10,263,835	\$9,835,500	\$9,889,000	\$9,639,724
Career technical	2,193,500	2,140,000	1,880,000	2,068,800	1,848,118
Vocational	1,588,750	1,550,000	1,639,400	1,500,300	1,487,905
University Preparation – with grade 12 certificate	320,000	320,000	340,000	310,700	371,444
Tuition Subtotal	\$14,950,681	\$14,273,835	\$13,694,900	\$13,768,800	\$13,347,191
International education	11,465,000	11,265,000	10,632,700	10,521,600	9,354,800
Continuing studies	4,400,000	4,400,000	4,400,000	4,010,000	4,002,700
Summer School	1,140,000	1,140,000	1,127,500	1,127,500	
Investment revenue	1,000,000	1,000,000	900,000	1,233,527	1,136,600
Other revenue (Admission, Lab, Parking)	1,590,000	1,590,000	1,597,865	1,423,807	1,566,147
Subtotal:	\$34,545,681	\$33,668,835	\$32,352,965	\$32,085,234	\$29,407,438
Total Revenue before transfers:	\$82,875,629	\$80,946,483	\$78,885,922	\$79,378,641	\$75,193,597
<u>Revenue transfers (Block):</u>					
Sabbatical, Assisted leave, Scholarly Activity	(\$870,900)	(\$870,900)	(\$870,900)	(\$870,900)	(\$833,750)
Support Staff PD fund	(80,000)	(80,000)	(80,000)	(80,000)	(80,000)
NVIT, BSW	(268,880)	(251,364)	(251,364)	(251,364)	(233,847)
FNAUT	(72,765)	(72,765)	(72,765)	(72,765)	(72,800)
Regional Centre Subsidy	(287,000)	(287,000)	(287,000)	(287,000)	

Student Scholarship & bursary	(425,000)	(410,000)	(395,000)	(365,000)	
International Construction reserve	(1,289,000)	(1,289,000)	(1,188,169)	(1,188,169)	(1,114,729)
Revenue transfers subtotal:	(\$3,293,545)	(\$3,261,029)	(\$3,145,198)	(\$3,115,198)	(\$2,335,126)
Total revenue	\$79,582,083	\$77,685,454	\$75,740,724	\$76,263,443	\$72,858,471
Expenditures:					
Expenditure Budget (Block)	\$65,092,001	\$63,884,304	\$63,770,388	\$64,693,102	\$61,369,757
Expenditure Budget (International)	4,900,000	4,800,000	4,396,357	4,396,357	3,727,286
Expenditure budget (Continuing Studies)	4,150,000	4,150,000	4,000,000	4,115,861	3,692,966
Expenditure budget (Summer school)	933,000	933,000	905,158	905,158	562,774
Expenditure – Equipment Related	950,000	950,000	950,000	1,062,000	
Adjustments:					
Salary and benefits					
-Enrolment Mgt/Health & safety, Mgr PR, Graphic Designer		228,979			
-Mgr Public Relations, Graphic Designer					
-Administration (increments, annualizations)	25,000	43,697			
-Faculty (increments, annualizations)	600,000	660,000			
-Support	30,000	55,417			
Regularizations	200,000	180,000			
Colleague Support		44,000			
Non-salary related: +2%		180,000			
Contractor Related Increases (software, custodial, security, Utilities)	100,000	100,000			
Total Expenditures	\$76,980,001	\$76,209,397	\$74,021,903	\$75,172,478	\$69,352,783
Less:					
Reserve for University Growth (New Programs)	\$2,543,487	\$1,491,187	\$875,000	\$100,604	
Reserve for Transition to TRU	1,400,000	1,000,000			
Reserve for International Operations	200,000	150,000	100,000	145,000	437,241
Operating Fund, Excess (deficiency) of revenue	(\$1,541,405)	(\$1,165,130)	\$743,821	\$845,361	\$3,068,447

Issues Outstanding:

Regularizations that have not been included in the above figures amount to approximately \$1M in salary only.

* Estimated

Planning Context for Thompson Rivers University, Open Learning Division (TRU-OL)

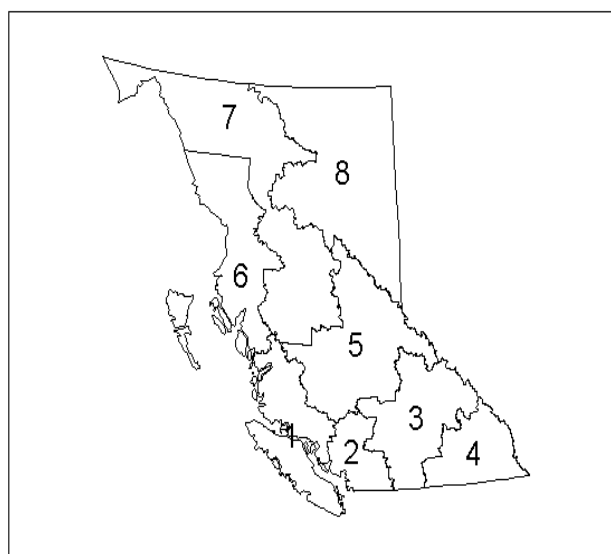
ENVIRONMENTAL SCAN:

Population:

Thompson Rivers University, Open Learning Division (TRU-OL) offers flexible access to post-secondary distance education regardless of the learner's residence. TRU-OL students residing in British Columbia show a strikingly similar regional distribution to the province's distribution by development region (Figure 3). Also, comparable with the provincial distribution, the majority of TRU-OL students (57%) reside in the Lower Mainland, and this proportion has been on the increase since 2000. Aside from the lower mainland, the geographic distribution of TRU-OL students within British Columbia's development regions has shown stable representation in recent years.

Figure 3

Development Region	BC Population in Region	BCOU Students in Region
1-Vancouver Island/Coast	18%	20%
2-Mainland/Southwest	58%	57%
3-Thompson/Okanagan	12%	9%
4-Kootenay Development Region	4%	3%
5-Cariboo Development Region	4%	6%
6-North Coast Development Region	2%	2%
7-Nechako Development Region	1%	1%
8-Northeast Development Region	2%	2%



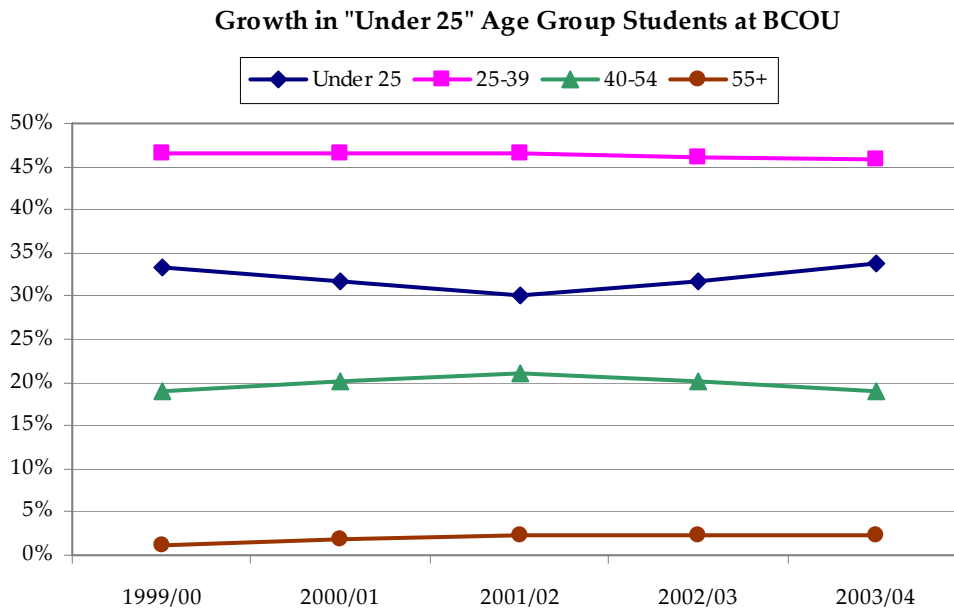
http://www.bcstats.gov.bc.ca/data/cen01/profiles/DR_map.htm

Source: 2001 Census Profiles: BC Development Regions, Statistics Canada, derived from BC Stats website

Age and Gender:

For several years now, a 'typical' BCOU/TRU-OL student may well be described as a mature adult learner in his/her mid-to-late thirties. Most likely this 'typical' student is a working female with a family to support. This contrasts with more traditional classroom-based post-secondary institutions whose main age group is below 25 years and is more representative of regional gender distributions. However, in the last few years BCOU/TRU-OL has experienced a rise in the under 25 age group, while the largest enrolling age group between 25 and 39 has remained relatively flat. Census data show that BC's 25-39 year age group has declined from 24.4% of BC's population in 1996 to 21.5% in 2001, while BC's sub-population of those 18-24 years remains constant at 9%.

Figure 4



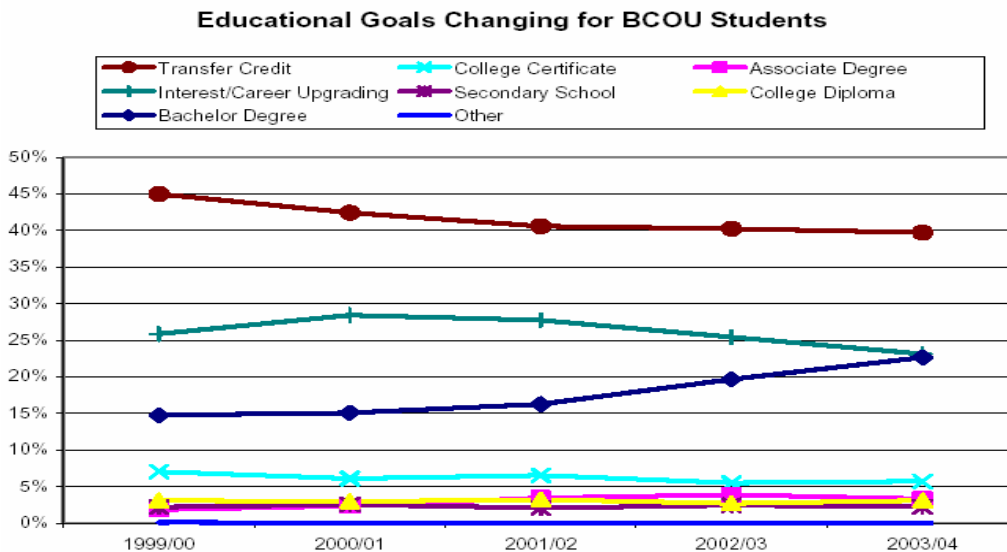
First Nations:

2001 census data indicates that 4.4% British Columbians are of aboriginal descent. In the fiscal year 2004/05, TRU-OL had 3.2% of students self-reported as being of aboriginal identity compared to 2.7% in 2003/04.

Education:

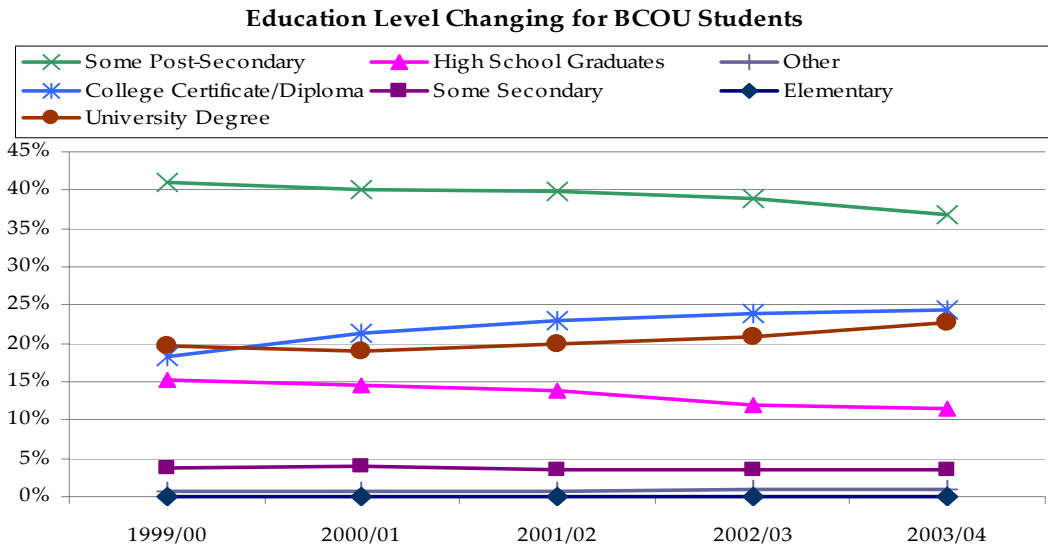
In recent years, BCOU students show increased interest in obtaining their bachelor degree as their educational goal. This is contrasted with a flattening of transfer credit as an educational goal and a decline in interest/career upgrading educational goals.

Figure 5



As a result of educational goals changing over time, BCOU/TRU-OL has seen an increase in the education level at the college and university level.

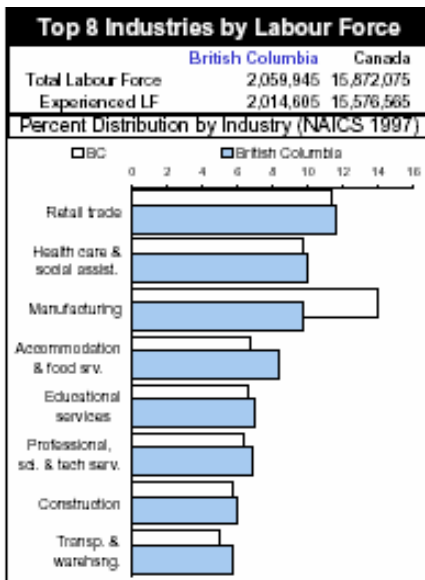
Figure 6



Labour Market:

Overall, based on the results of the 2004 provincial graduate outcomes survey, BCOU graduates have an unemployment rate of 4.2%. The 2001 census results show the unemployment rate for British Columbia to be 8.5%. In terms of BC's development regions, 2001 census data show unemployment rates as follows: Vancouver Island/Coast 9.0%, Mainland/Southwest 7.4%, Thompson/Okanagan 10.2%, Kootenay Development Region 10.4, Cariboo Development Region 12.4%, North Coast Development Region 16.9%, Nechako Development Region 12.8%, and the Northeast Development Region 9.4%.

Figure 7



Source: 2001 Census Profile: British Columbia, Statistics Canada, derived from BC Stats website

The 2001 census data also show that the top three industries that British Columbians are employed in are retail trade, health care and social assistance, and manufacturing as shown in Figure 7.

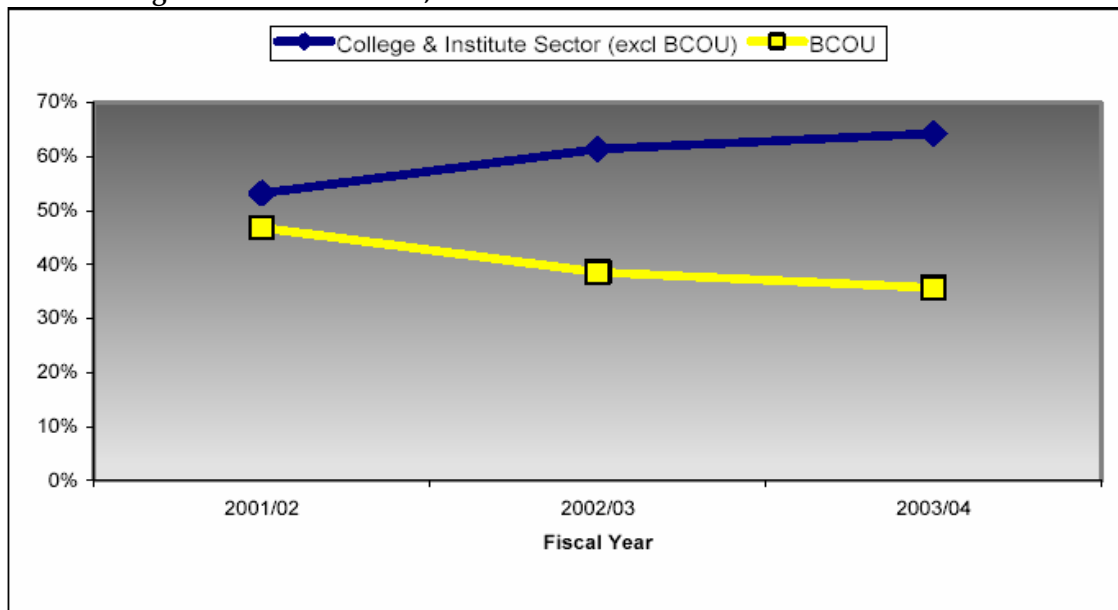
ISSUES, THREATS, OPPORTUNITIES:

Thompson Rivers University, Open Learning Division, is faced with several challenges in the next three years:

- Retention of Burnaby staff in the interim period between now and relocation to Kamloops (end of 2006)
- Knowledge continuity throughout that period and in the period of re-staffing following relocation and closure of the Burnaby Campus
- Integration of BCOU and UCC services
- Rationalization of duplicate distance and conventional courses and programs
- Re-capturing its market share of distance education clientele (See Figure.8)

Figure 8

College and Institute Sector, Distance Education Market in British Columbia



Source: Pamela Bischoff, "British Columbia Open University Marketing Plan", February 2005, as sourced from the Ministry of Advanced Education's Central Data Warehouse.

CROSSWALK of TRU-OL GOALS to AVED GOALS:

TRU-OL Goals	Ministry Goals
To continue the tradition of openness by not restricting access by reason of GPA, prerequisite or residency	Enhance student choice
To offer a high-quality distance education curriculum	Improve quality of education
To ensure the curriculum will engage the student and encourage successful completion through self-study	Improve quality of education
To offer a full range of customer service information and communication technologies to support student learning success	Improve quality of education
To offer learners the ability to combine credits earned at other institutions to complete a certificate, diploma or degree	Enhance student choice

CROSSWALK of TRU-OL OBJECTIVES to AVED KEY AREAS of INTEREST:

TRU-OL Objectives	Ministry Key Criteria
Improve access and choice for BC post-secondary students by providing an increasing number of programs and courses to ensure learners have greater choice in the credentials they earn, and that the credential they earn meets their needs now and into the future	Capacity and accessibility
Ensure learners receive a high quality education by continuously updating existing courses, and by providing new courses and programs that pass the peer review process	Quality
Provide relevant and timely courses and programs to meet the changing needs of the workplace for knowledge and skills	Quality

Thompson Rivers University, Open Learning Division
2005/06 – 2007/08 Performance Targets

Performance Measure	Baseline Data	Current Data	Performance Targets		
			2005/06	2006/07	2007/08
Total Student Spaces (excludes industry training spaces)	Data for 2001/02: 2,654	Data for 2004/05: 2,264	2,264	2,248	2,232
Number of degrees, diplomas and certificates awarded	Data for 2001/02: 787	Performance in 2003/04: 747	822	834	846
BC public post-secondary graduate rate	Data for 2001/02: 83.6	System performance in 2003/04: 85.3	Contribute toward achievement of system level target		
BC public post-secondary participation rates for population 18-29	Data for 2003/04: 44.5%	n/a	Contribute toward achievement of system level target		
Student spaces in developmental programs	Data for 2003/04: 225	Data for 2004/05: 230	230	Maintain or increase	Maintain or increase
Number and percent of public post-secondary students that are Aboriginal descent	Data for 2002/03:	Performance in 2003/04:			
	<i>Total Number</i>	805 (4.2%)	758 (4.5%)	Maintain or increase	Maintain or increase
	<i>Self-reported</i>	2.7% (2003/04)	3.2% (2004/05)		
Student satisfaction with transfer	Data from 2002 survey: 89.5%	Data from 2004 survey: 85%	Contribute toward achievement of system level target (90% or improvement over time)		
Student outcomes – skill gain	Data from 2001 survey:	Data from 2004 survey:	Maintain a high level of skill gain (benchmark = 85%) or demonstrate performance improvement over time		
<i>Written communication</i>	78.7%	78.6%			
<i>Oral communication</i>	73.9%	71.6%			
<i>Group collaboration</i>	76.8%	79.9%			
<i>Critical analysis</i>	85.1% (2003 survey)	88.3%			
<i>Problem resolution</i>	74.8% (2003 survey)	80.2%			
<i>Reading and comprehension</i>	85.2%	83.4%			
<i>Learn on your own</i>	85.2%	87.8%			
<i>Average</i>	80.0%	81.4%			

Thompson Rivers University, Open Learning Division
2005/06 – 2007/08 Performance Targets

Performance Measure	Baseline Data	Current Data	Performance Targets		
			2005/06	2006/07	2007/08
Student satisfaction with education	Data from 2001 survey: 84.5%	Data from 2004 survey: 87.8%	Maintain a high level of satisfaction (benchmark = 90%) or demonstrate performance improvement over time		
Student satisfaction with quality of instruction	Data from 2001 survey: 75.1%	Data from 2004 survey: 83.7%	Maintain a high level of student assessment (benchmark = 90%) or demonstrate performance improvement over time		
Trades training student satisfaction with education	Baseline under development	n/a	TBD	TBD	TBD
Number of student spaces in identified strategic skill programs <i>RNs, LPNs and RCAs and Other Allied Health programs</i>	Data for 2001/02:	Data for 2004/05			
	210	210	210	210	210
Number of trainees in industry training	System data for 2003/04: Total Trainees: 25,479	n/a	Contribute toward system total of 29,300	Contribute toward system total of 33,123	Maintain or increase
Student assessment of usefulness of knowledge and skills in performing job	Data from 2002 survey: 88.6%	Data from 2004 survey: 90.1%	Maintain a high level of student assessment (benchmark = 90%) or demonstrate performance improvement over time		
Student outcomes – unemployment rate	Data from 2003 survey: 6.6%	Data from 2004 survey: 4.2%	Maintain unemployment rate of former BCOU and BCOC students below rate for persons with only high school credentials or less		

Thompson Rivers University, Open Learning Division
Draft Operating Budget Development
April 1/05 to March 31/06

	Budget Fiscal 2004/05		Forecast Fiscal 2005/06	Forecast Fiscal 2005/06
			Scenario 1 1) \$107 per credit hour 2) Administration Fee \$70 per course	Scenario 2 1)\$107 per credit hour 2) Administration Fee \$70 per course 3) Technology fee at \$5 per credit hour
<u>Expense Category</u>				
President and Board	\$326,202		\$335,988	\$335,988
VP Education and Library	458,882		472,648	472,648
Registrar Services	2,475,590		2,549,858	2,549,858
Arts and Science	3,652,085		3,761,648	3,761,648
Health and Human Services	1,375,666		1,416,936	1,416,936
Business programs	1,584,875		1,632,421	1,632,421
Product Development and Research	2,270,553		2,338,670	2,338,670
Finance and Accounting	1,082,959		1,115,448	1,115,448
Human Resources	573,137		590,331	590,331
Facilities	792,377		515,045	515,045
Purchasing	162,571		167,448	167,448
Publishing	158,967		163,736	163,736
Corporate Communications	904,839		931,984	931,984
Information Technology:				
IT Operations	230,986		242,535	242,535
Computer Leasing	0		283,384	283,384
Instructional Computing	170,172		178,681	178,681
Technology Services	1,283,339		1,347,506	1,347,506
Business Systems	1,089,345		1,143,812	1,143,812
Bookstore	2,474,247		2,548,474	2,548,474
Warehouse	150,734		155,256	155,256
Agency General Expense	766,990		790,000	790,000
Misc. recoveries	(35,104)		(36,157)	(36,157)
			200,000	200,000
Managing at a Distance			300,000	300,000
Reduction for 11.5 FTEs to "New OLA"			(690,000)	(690,000)
Total Expenses	\$21,949,412		\$22,455,652	\$22,455,652

Revenue Category				
<u>Tuition and Fees</u>				
Registrar	\$789,483	Administration Fees	\$1,330,000	\$1,330,000
Arts & Sciences	2,700,439	Tuition Fees	6,099,000	6,099,000
Health/Human Services	507,731	Technology Fees		285,000
Business	1,198,180			
<i>Subtotal</i>	<i>\$5,195,833</i>		<i>\$7,429,000</i>	<i>\$7,714,000</i>
Warehouse and Bookstore	2,674,927		2,781,924	2,893,201
<i>Subtotal</i>	<i>\$7,870,760</i>		<i>\$10,210,924</i>	<i>\$10,607,201</i>
Grant	14,078,652		11,875,000	11,875,000
Total Revenue	\$21,949,412		\$22,085,924	\$22,482,201
Surplus/(Deficit)			(\$369,728)	\$26,549
<u>Note: Extraordinary Expenses</u>				
<i>Provision for Retention Bonuses and Severance Payments for Some Senior Staff</i>	(\$1,390,051)			
<i>Interest and other</i>	144,000			
<i>Prior Year Surplus</i>	1,246,051			
Grand Total	\$21,949,412			

Scenario Notes:

- 1) Most 04/05 expense categories increase by 3% in 05/06
- 2) Interest and Surplus at \$0 for 05/06
- 3) Grant is "derived" in 04/05 and set at \$11.875 Million in 05/06
- 4) Agency General Expense arbitrarily set at a 3% increase for 2005/06
- 5) President and Board = Interim administrator
- 6) "New OLA" 11.5 FTEs @ \$50K average + 20% benefit burden
- 7) IT growth factor 1.05
- 8) Other Drivers:
 - Annual Cost Increase Factor 1.03
 - Credit Hours 57,000
 - Tuition fee per credit hour \$107
 - Administration Fee per course \$70