Letter from the Executive Director

In past years, Co-op and Career has produced an Annual Report at the start of the calendar year—these reports have included placement and program statistics chronicling the period from May 1 to April 30 from the previous academic cycle, as well as a summary of activities from the previous calendar year (January to December).

The past year has been incredibly busy for Co-op and Career; as a result, our annual report draft was not completed until the end of March 2016.

Rather than release a report in April 2017 that included statistics from 2015/16 as well as activities from the 2016 calendar year, we decided to use the delay as a way to reset our annual reporting strategy.

In this scaled-back report, you will find placement and program statistics for the May 2015 to April 2016 period without the summaries of activities for the 2016 calendar year. This smaller report will stand on its own. In September 2017, and every Fall moving forward, we will release a report that includes statistics and activities for the preceding May to April period.

We hope you find this smaller annual report useful, and we look forward to sharing our full 2016/17 report this fall. For detailed statistics on individual faculties for the 2015/16 year, please see our customized faculty summaries.

Dr. Norah McRae

Executive Director, Co-operative Education Program and Career Services
Director, Office of Community-University Engagement.
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Graphic design | UVic Graphic Services
Photography  | UVic Photographic Services, UVic co-op students
THE YEAR IN NUMBERS:
2015/16 STATISTICS

CO-OP WORK TERM PLACEMENT DATA

There was an increase in co-op placements this year. Overall, the Co-operative Education Program made 3,340 co-op placements in 2015/16, increasing 1.8 per cent over last year (c.f., 3,280 placements in 2014/15).

CO-OP PLACEMENTS

![Graph showing co-op placements from 2005/06 to 2015/16]

Added to our co-op placements, UVic Co-op has also placed students in Community Service Learning Placements (CSL) for the past two years. In 2015/16, 33 CSL placements were made in local community organizations. Cumulatively, 3,373 work integrated learning opportunities were brokered last year.

CO-OP AND COMMUNITY SERVICE LEARNING (CSL) PLACEMENTS

![Graph showing co-op and CSL placements from 2005/06 to 2015/16]
For co-op placements, the distribution was generally balanced across each term, ranging from 25.1 per cent to 39.3 per cent, demonstrating a commitment to the alternating system of work and study, rather than the majority of placements being summer-based. Across all co-op institutions in the province, the distribution of placements by term was similarly balanced (43.7 per cent for Summer 2015, 26.9 per cent for Fall 2015, and 29.5 per cent for Spring 2016).

The distribution of placements by region over the past five years has been relatively stable. Placements on Vancouver Island have increased over the past two years while placements throughout the rest of Canada have decreased. International placements have been increasing over the past three years.

British Columbia remains the most popular location for work term placements. In 2015/16 there were 2,509 British Columbia work terms, representing 75.1 per cent of placements.
Of the 3,340 overall placements made last year, 1,848 placements (55.3 per cent) were generated by co-op staff through the online posting system (learninginmotion.uvic.ca). Students generated 894 placements (26.8 per cent), 387 placements (11.6 per cent) were return placements (that is, students returned to a previous employer), and 207 placements (6.2 per cent) were work term challenge placements.

It should be noted that the placement percentages are significantly different with the two large mandatory co-op programs (Business and Engineering) extracted from the data: 931 placements (73.8 per cent) were generated by co-op staff through the online posting system, 192 placements (15.2 per cent) were generated by students, 113 placements (9.0 per cent) were return placements, and 21 placements (1.7 per cent) were work term challenge placements.

METHODS OF PLACEMENT IN 2015/16

OVERALL

- Posted Job: 55.3% (1,848)
- Student Found Own Job: 26.8% (894)
- Return Jobs: 11.6% (387)
- Work Term Challenge: 6.2% (207)

OVERALL (EXCLUDING BUSINESS AND ENGINEERING)

- Posted Job: 73.8% (931)
- Student Found Own Job: 15.2% (192)
- Return Jobs: 9% (113)
- Work Term Challenge: 1.7% (21)
CO-OP EMPLOYER DATA

In 2015/16, 1,163 different employer organizations hired co-op students and 56.6 per cent hired more than one student. Of these, 80 per cent hired from more than one co-op program area.

NUMBER OF HIRING EMPLOYERS OVER TIME

Yamila Franco (biology) spent a work term as a Youth STEM instructor with Science Venture, where she introduced campers to the joys of science.
Last year, private sector placements represented 65.5 per cent of placements. Over the past several years, the percentage of placements by employer type has been settling into a pattern of greater reliance on the private sector than the public sector (c.f., in 2005/06, 52.5 per cent were private sector placements and 47.5 per cent of placements were with the private sector).

**Placement by Employer Type in 2015/16**

Within the public sector, placements continue to decrease at the federal and provincial government and agency level, as well as at the municipal level.

Houtan Emad (electrical and computer engineering, left) worked as a business technology analyst with Deloitte, where he helped fund and organize a team build day for Habitat for Humanity.
PUBLIC VERSUS PRIVATE SECTOR PLACEMENTS OVER TIME

PLACEMENTS BY EMPLOYER TYPE OVER TIME
CO-OP STUDENT DATA

In 2015/16, the average co-op salary across all programs for all level of students was $2,783—a $20 or 0.7 per cent increase over last year (c.f., $2,763 in 2014/15). The average co-op salary across all programs for graduate students was $3,381 and the average co-op salary across all programs for undergraduate students was $2,689.

AVERAGE MONTHLY CO-OP SALARY OVER TIME

WHO ARE UVIC CO-OP STUDENTS?

Although 53 per cent of UVic students overall are female, the Co-operative Education Program has a male gender skew, due mainly to the Faculty of Engineering’s co-op programs (both Engineering Co-op and Computer Science/Math Co-op). Without these programs included in the gender distribution, the overall gender breakdown exceeds the university’s enrolment pattern of 53 per cent female.

For 2015/16, 15 per cent of all UVic students were international (visa) students (12 per cent undergraduate and 27 per cent graduate). As seen next page, for the UVic Co-op program, in 2015/16, 16.9 per cent of placements made were by international students; however, at the graduate level 47.7 per cent of placements made were by international students. The data is drawn from co-op students who have self-disclosed membership in the following equity groups.
<table>
<thead>
<tr>
<th>PROGRAM AREA</th>
<th>TOTAL PLACEMENTS</th>
<th>PLACEMENTS BY INTERNATIONAL STUDENTS</th>
<th>PLACEMENTS BY INDIGENOUS STUDENTS</th>
<th>PLACEMENTS BY DISABLED STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>OVERALL CO-OP PROGRAM</td>
<td>3,340</td>
<td>565 (16.9%)</td>
<td>22 (0.7%)</td>
<td>4 (0.1%)</td>
</tr>
<tr>
<td>GRADUATE STUDENTS ONLY</td>
<td>451</td>
<td>215 (47.7%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>UNDERGRADUATE STUDENTS ONLY</td>
<td>2,889</td>
<td>350 (12.1%)</td>
<td>22 (0.8%)</td>
<td>4 (0.1%)</td>
</tr>
</tbody>
</table>

INTERNATIONAL PLACEMENTS

In 2015/16, UVic placed 239 students in 269 international work terms. Many of these experiences were arranged through Co-op and Career’s five international co-op streams:

- **CANASIA-COOP**: Connects students with employers in China, Thailand, Japan and other Asian countries. 135 work terms completed in 2015/16.
- **CANCOM-COOP**: Connects students with employers in Africa, Australia, New Zealand and other Commonwealth countries. 28 work terms completed in 2015/16.
- **CANEU-COOP**: Connects UVic students with work opportunities at partner institutions in Austria and Germany, while students from the European institutions complete academic terms at UVic. 42 work terms completed in 2015/16.
- **CANSAM-COOP**: Connects students with employers in Brazil, Chile and other South American countries. 13 work terms completed in 2015/16.
- **CANUSA-COOP**: Connects students with employers in the Silicon Valley and across the United States. 32 work terms completed in 2015/16.

UVic Co-op and Career holds international partnership agreements with post-secondary institutions in all of the regions described above, except for the United States.
COMPETENCY ASSESSMENT RESULTS

UVic’s Co-op and Career program is the only co-operative education program in the world that uses a learning outcome assessment to measure student experiences on the work term.

All co-op students who engage in work terms set learning objectives related to 10 core competencies at the beginning of these experiences. Students and their workplace supervisors then assess students’ competency development at the start, middle and end of the work terms, according to the following scale:

- Exemplary
- Accomplished
- Developing
- Beginning
- No demonstrated achievement

10 CORE COMPETENCIES

Co-op and Career’s 10 core competencies are closely aligned with the University’s 10 primary Learning Outcomes:

<table>
<thead>
<tr>
<th>CORE COMPETENCIES</th>
<th>ALIGNMENT WITH UVIC LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 PERSONAL MANAGEMENT</td>
<td>Ethical and professional reasoning and action / Intercultural knowledge and sensitivity</td>
</tr>
<tr>
<td>2 COMMUNICATION</td>
<td>Effective written, visual and oral communication / Intercultural knowledge and sensitivity</td>
</tr>
<tr>
<td>3 MANAGING INFORMATION</td>
<td>Critical evaluation of qualitative and quantitative information / Critical management of information, including in digital environments / Numerical literacy</td>
</tr>
<tr>
<td>4 RESEARCH AND ANALYSIS</td>
<td>Critical, innovative and creative thinking / Critical evaluation of qualitative and quantitative information / Inquiry, analysis and problem solving</td>
</tr>
<tr>
<td>5 PROJECT AND TASK MANAGEMENT</td>
<td>Inquiry, analysis and problem solving / Critical, innovative and creative thinking / Critical management of information, including in digital environments / Ethical and professional reasoning and action</td>
</tr>
<tr>
<td>6 TEAMWORK</td>
<td>Collaboration and the ability to work in teams / Ethical and professional reasoning and action / Intercultural knowledge and sensitivity</td>
</tr>
<tr>
<td>7 COMMITMENT TO QUALITY</td>
<td>Ethical and professional reasoning and action</td>
</tr>
<tr>
<td>8 PROFESSIONAL BEHAVIOUR</td>
<td>Ethical and professional reasoning and action / Informed civic engagement and understanding (from local to global)</td>
</tr>
<tr>
<td>9 SOCIAL RESPONSIBILITY</td>
<td>Informed civic engagement and understanding (from local to global) / Ethical and professional reasoning and action / Intercultural knowledge and sensitivity</td>
</tr>
<tr>
<td>10 CONTINUOUS LEARNING</td>
<td>Life-long learning</td>
</tr>
</tbody>
</table>

Co-op students’ ability to demonstrate the development of the 10 core competencies in workplace settings, and employers’ third party validation of these students’ skills, speaks to the impact and quality of UVic programs, as well as to employability outcomes.

CORE COMPETENCY RESULTS IN 2015/16

Across the board in 2015/16, the data shows that students and employers identify significant growth in students’ competencies over the course of the work term. Overall, employers rated students’ skill development as developing at a faster rate than the students themselves (from “developing” to “accomplished” and from “accomplished” to “exemplary” between the mid-term and final rating period). This difference in assessment reveals that students are contemplative in their self-reflection and that employers recognize the impact and quality of their student employees.
Ratings for all 10 core competencies in 2015/16 were similar; the following is data for personal management:

<table>
<thead>
<tr>
<th>Student learning objective</th>
<th>Student mid-term rating</th>
<th>Supervisor mid-term rating</th>
<th>Student final rating</th>
<th>Supervisor final rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>XinBei (Kishi) Zhou (economics)</td>
<td>traveled to Ayutthaya, Thailand, where she worked at Western Digital to promote healthier workplaces for employees through the creation of multimedia resources and video.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Kevin Tupper (commerce) worked as part of the Inshore Rescue Boat Crew with the Canadian Coast Guard in Conception Bay, Newfoundland. “Communication and calmness are vital both co-op and in life—I learned so many transferrable skills during my work term.”
FOUR INTERCULTURAL COMPETENCIES

One of UVic’s Learning Outcomes does not correlate with Co-op and Career’s core competencies, but aligns directly with the unit’s set of intercultural competencies. UVic identifies Intercultural Knowledge and Sensitivity as a key Learning Outcome, while Co-op and Career divides this into:

- Intercultural motivation
- Intercultural knowledge
- Strategic thinking
- Appropriate behaviour

UVic strives to develop global-ready graduates who can contribute to local, national and international communities. International co-op work terms, as well as work terms in culturally diverse workplaces here in Canada, help students become strong global citizens, as described in UVic’s 2012 Strategic Plan.

In 2015/16, 1,403 co-op students identified their Canadian and international workplace as intercultural settings. These students and their employers assessed the students’ development of these four intercultural competencies at the start, middle and end of the work term.

For all intercultural competencies, co-op supervisors assessed students’ competency development approximately two times higher in the “exemplary” category than students assessed themselves, and consistently higher in the “Accomplished” and “Exemplary” development stages as well.

NOTE: In future annual reports, competency data will not be reported unless where strong or divergent trends are identified. Detailed competency assessment statistics for 2015/16 can be requested from the Office of the Director of Co-op and Career.

EVENT PARTICIPATION AND SERVICE USE

In the past, Co-op and Career’s Annual Reports have reported on event activity by calendar year. As a result, the event activity up to December 2015 was reported in the 2015 Annual Report, while activity that took place between January 1, 2016 and April 30, 2016 is reported below. Event activity taking place from May 1, 2016 to April 30, 2017 will be captured in the 2016/17 Annual Report.

USE OF CAREER DEVELOPMENT SERVICES

UVic students and alumni continued to connect with UVic Co-op and Career through events, workshops, services and career support.

Student use of career development services

<table>
<thead>
<tr>
<th>Service</th>
<th>Number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career help appointments and drop-in appointments</td>
<td>83 (BUSI), 283 (ECSM), 458 (OPP)</td>
</tr>
<tr>
<td>Other career support activities (programs, courses, workshops, targeted events, etc.)</td>
<td>247 (BUSI), 191 (ECSM), 798 (OPP)</td>
</tr>
</tbody>
</table>

BUSI = Business, ECSM = Engineering and Computer Science/Math, OPP = Optional and Professional Programs (all other programs)
<table>
<thead>
<tr>
<th>EVENT NAME</th>
<th>DATE</th>
<th>LENGTH</th>
<th>ATTENDEES</th>
<th>EXHIBITORS/ PRESENTERS/TOPICS</th>
<th>OCCURRENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employer/grad school information sessions</td>
<td>January 1 to April 30, 2016</td>
<td>1 to 2 hours</td>
<td>Student attendees varied per session</td>
<td>24 presenters, including Copperleaf Technologies, Google, Horton CBI, and RevenueWire</td>
<td>Arranged upon employer request</td>
</tr>
<tr>
<td>Success in the Humanities and Fine Arts</td>
<td>January 3, 2016</td>
<td>2 hours</td>
<td>27 students, 10 employers</td>
<td>Networking workshop and employer mingle for humanities students</td>
<td>Annual</td>
</tr>
<tr>
<td>Résumé Day</td>
<td>January 2016</td>
<td>Half-day (multiple booths on campus)</td>
<td>34 students</td>
<td>Résumé clinic</td>
<td>Two/three times per year</td>
</tr>
<tr>
<td>What can you do with your degree? panel sessions</td>
<td>February 2016</td>
<td>1.5 hours</td>
<td>425 students</td>
<td>Panelists included alumni, co-op employers and department contacts from a wide range of industries.</td>
<td>Twice per year (spring and fall)</td>
</tr>
<tr>
<td>Hi-Tech Co-op and Career Fair</td>
<td>February 4 and 5, 2016</td>
<td>Full-day</td>
<td>450 students over two days</td>
<td>40 exhibitors, including AbeBooks, Codename Entertainment, IBM, Red Brick Media, Schneider Electric and Teck</td>
<td>Annual</td>
</tr>
<tr>
<td>Employer Appreciation Reception</td>
<td>February 16, 2016</td>
<td>2 hours</td>
<td>130 employers and UVic staff</td>
<td>Co-op Employer of the Year, Co-op Students of the Year</td>
<td>Annual</td>
</tr>
<tr>
<td>Navigator and Horizons</td>
<td>January to April 2016</td>
<td>Online</td>
<td>8 (Navigator) and 29 (Horizons)</td>
<td>Self-paced online career programs help students explore career options and look for work</td>
<td>Several intakes each year</td>
</tr>
</tbody>
</table>
LOOKING TOWARDS 2016/17

New framework to highlight breadth of career development opportunity
A new framework, tentatively titled the Leading Edge, is under development with a soft launch planned for September 2017. The framework will help students identify and complete a wide range of career development services, programs and learning activities, all of which will prepare them to make a positive impact in their career.

Co-op and Career rebrand to continue
In 2017, Co-op and Career will continue to work closely with UVic Communications + Marketing to roll out a final suite of material that reflects the University’s Edge branding. Projects will include promotional material for employers as well as digital curriculum material and program-specific information for students.

Jennifer Getz (geography) worked as a communications intern with the African Institute for Mathematical Sciences (AIMS) in Biriwa, Ghana. In this photo, she leads a discussion about entrepreneurship at a local Vocational Training School. “Being a communications intern involved many outreach initiatives in the community. I learned at least as much from my students as they did from me,” says Getz.
Recreation and health education students Becky Wilder (left) and Ali Funk (third from left) spent four months helping to lead the James Bay Community School Centre’s summer recreation and adventure programs.