

# VISION 2023 Final Assessment: September 2023

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**VISION** » In 2023, KPU is a learning ecosystem rooted in a culture of **sustainability, creativity, and quality** that inspires our people and our communities.

**MISSION** » By thinking and acting together, we **transform lives and empower positive change.**

# Introduction

This report assesses the progress made on the VISION 2023 goals. It is based on the data reported in the 2022/23 Accountability Plan and Report (APR). This report expands on the APR by providing a discussion of progress made on each goal.

The table of contents is provided below. Please see the '*VISION 2023 Progress: By Goal and Metric*' section for an assessment of progress to date.

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# VISION 2023 Assessment: By Goal and Metric

The following is a summary of progress that was made toward the VISION 2023 goals. Please see the Appendix for graphs of the performance measure over recent years.

## A. Experience: Students, employees and friends enjoy rich, engaging and supportive educational and working experiences.

### **A1. Goal: We will enhance the experience of our students**

Both current students and KPU graduates report high levels of satisfaction with their experience at KPU. Satisfaction has increased after a decline experienced early in the pandemic and the targets for three metrics under this goal were achieved.

- ✓ The percentage of current students reporting satisfaction with their educational experience at KPU increased steadily from a low of 75% in 2020 (in the first year of the pandemic) to 81% in 2022. This indicates a gradual return to the pre-COVID norm (metric 1).
- ✓ The percentage of recent KPU graduates reporting satisfaction with their education achieved the target of 90% (metric 2). These are graduates who were surveyed approximately 18 to 24 months after graduating, which means they graduated during the earlier part of the pandemic.
- ✓ Over 90% of recent KPU graduates assessed the quality of instruction at KPU positively, an increase from last year (metric 3).

### **A2. Goal: We will enrich the experience of our employees**

Progress on this goal has steadily improved as assessed by one measure, the proportion of employees who feel supported and valued, which increased from 72% in 2018 to 80% in 2023 (metric 4).

### **A3. Goal: We will delight our friends in their KPU experience**

Data collected on this goal was limited due to the pandemic-related delays. One survey, targeting program advisory committees (PAC) members, was administered in 2022 to determine whether they felt their contributions to KPU were valued. While PAC members are just one of many types of potential friends of KPU, they serve a critical role in advising faculty about the ongoing relevance of their programs. Seventy-four percent of them felt that their contributions were valued; 13% didn't know, 9% didn't agree, and 5% neither agreed nor disagreed that their contributions were valued. Although this is a positive result, there is room for improvement, and this is not a comprehensive representation of KPU friends.

## B. Sustainability: Cultural, social, environmental and institutional sustainability are advanced.

### **B1. Goal: We will embrace all cultures and promote a renewed, authentic approach to Indigenization**

Progress on this goal has been mixed. Although the targets for both metrics have been met there is clear indication of a need for more work in this area.

- ✓ The percentage of domestic FTEs who are Indigenous increased slightly (from 3.1% in FY20/21 to 3.3% in FY21/22), after a decline from FY19/20 to FY20/21 (metric 6). The decline from FY20 to FY21 may have been due to the pandemic, as all domestic enrolment declined then. However, the percentage has not returned to pre-pandemic levels. In addition, there was a larger decline in the percentage

from FY17/18 to FY18/19, largely attributable to a decline in contract training specifically for Indigenous students. Efforts are underway to improve Indigenous recruitment.

- ✓ The proportion of students who perceived that students are treated fairly regardless of their background has remained high, even increasing a bit from last year, with at least 85% agreeing for each aspect of their identity or background. (metric 7). However, students who are in diversity groups tend to have lower levels of agreement. For example, in 2022:
  - when rating whether students are treated fairly regardless of gender, students who reported having trans experience, being non-binary or Two-Spirit, or questioning their gender identity ( $n = 199$ )<sup>1</sup> had an agreement rate of 66% compared to 89% of cisgender students ( $n = 4,200$ );
  - for ability, students with a disability ( $n = 1,594$ ) had an 81% agreement rate compared to 91% of those who did not identify this way ( $n = 3,069$ );
  - for sexual orientation, LGBQ+ students ( $n = 667$ ) had a 76% agreement rate compared to an 89% agreement rate for heterosexual students ( $n = 3,866$ ); and
  - for age, 85% of students 40 or older ( $n = 229$ ) agreed compared to 90% of both those under 19 ( $n = 712$ ) and those 19 to 22 ( $n = 2,461$ ).

These results indicate that work is needed to ensure that all students, regardless of their background and identity, feel they are treated fairly.

### **B2. Goal: We will foster environmental sustainability through our offerings, research and operations**

KPU's self-ranking on the institutionalization of sustainability practices (using the STARS system) has remained at 4, the maximum score possible, for the past three years (metric 8). Considerably more work is underway in this area that is not captured with this metric.

### **B3. Goal: We will integrate planning to ensure KPU operations are aligned with our resources, thus sustaining quality and institutional health**

Class size, defined as the average number of seats filled per class, was chosen as an indicator of the effectiveness of aligning operations with resources. When this target was selected, the average size of a class in terms of seats offered was 26.8. The target of 23 for seats filled was established as it would reflect a reasonable level of efficiency in terms of the revenue provided to offset the cost of instruction. This target was slightly exceeded, at 23.8 for FY22/23 (metric 9). However, despite lots of efforts to increase capacity and better align recruitment with capacity, waitlists remain an issue. As such, more work is needed in this area.

## **C. Creativity: KPU's innovation, scholarship and research benefit KPU, its students and society.**

### **C1. Goal: We will expand innovation in teaching, learning and curriculum**

Progress on this goal was assessed every two years using one metric, proportion of educators who were satisfied with the resources available to innovate (metric 10). The proportion has fluctuated from a low of 37% in 2019 to a high of 57% in 2021. It was 49% in the 2023 survey. The peak in 2021 may reflect satisfaction with the support provided for online teaching, both for the initial pivot at the start of the pandemic, and the training provided to instructors on online teaching thereafter. The shift to online teaching was a period of intense innovation, which was followed by a period of stabilization, where there was less focus on innovation as online teaching became normalized.

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<sup>1</sup>  $n$  denotes the number of respondents in the specified category.

## **C2. Goal: We will expand activity, funding, intensity and impact of research and scholarship**

Progress on this goal was assessed every two years using one metric, proportion of faculty reporting satisfaction with support for research (metric 11). The proportion has varied up and down, from a low of 24% in 2019 to a high of 41% in 2021. It was 28% in 2023. As a teaching-intensive university, KPU has limited resources to support research for many years. The Office of Research Services was only fully staffed in 2023. In addition, an endowment created to support research is only starting to provide funds in 2023. These are ways that KPU is expanding its support for faculty research, but it is too early to assess their impacts. There are other measures showing where there has been significant growth and success across the research enterprise, such as paid student opportunities in research and innovation, growth in external funding with major (million dollar plus) multi-year grants, new research chairs and one new research centre (Applied Genomics Centre).

## **C3. Goal: We will embolden creative problem solving across KPU's operations**

Progress on this goal was assessed every two years using one metric, proportion of employees who believe that KPU supports the development of new ideas that contribute to our future success (metric 12). This increased from 63% in 2021 to 67% in 2023. Although positive, there is room for growth in this area.

## **D. Quality: Continuous improvement builds confidence and reputation.**

### **D1. Goal: Through continuous improvement of all KPU programs and services, we will ensure that our graduates are well prepared for work and for life.**

There are many indicators that KPU graduates are well prepared for work and life. KPU graduates are highly employable and indicate they have developed the skills they need for work and life through their KPU programs. Although the target for the number of program reviews completed was not achieved, this is because they are taking longer to carry out due to the inclusion of curriculum mapping which enhances the comprehensiveness of the reviews.

- ✘ Five program reviews were completed, compared to the target of an average of nine over the past three years; some reviews were delayed by a few months in the early part of the pandemic as faculty had to focus on pivoting to online teaching. In addition, the program review process has been expanded to include curriculum mapping, which has added time to completing the reviews. Since reviews take about 18 to 20 months when there is no delay, the delay earlier in the pandemic means review are taking a couple of years to move through (metric 13).
- ✓ The unemployment rate of recent KPU graduates spiked in 2020 (the beginning of the pandemic), and has declined each year since as the economy recovered from the impact of the pandemic. The unemployment rate of KPU's graduates remained below the target, reflecting the high employability of KPU graduates even with the economic challenges resulting from the pandemic (metric 14).
- ✓ Over 85% of recent KPU graduates agreed their education helped them develop skills such as written and oral communication, critical analysis and problem resolution (metric 15).
- ✓ The majority of recent KPU graduates reported their program helped them to develop the knowledge and skills that are useful for performing their job. The target of 90% was achieved for apprentices, and Bachelor's degree graduates, substantially achieved for diploma, associate degree, and certificate graduates, and not assessed for trades graduates due to the low survey response rates (metric 16).

## **D2. Goal: We will hold each other responsible for our promises and our expectations**

Progress on this goal was assessed every two years using one metric, proportion of employees who perceive co-workers at KPU work together to achieve our goals. The results have been consistent year over year at about 80% (metric 17). This is a high level of agreement, which may be why there hasn't been an increase.

## **D3. Goal: Be accountable to our partners, governments and communities**

Domestic FTEs, as a measure of the number of domestic students served, is the primary measure of accountability to the provincial government. The pandemic disrupted domestic enrolments, resulting in a decline in FTEs. Although the decline has slowed down in the past year, domestic enrolments have not returned to pre-pandemic levels. Another Ministry accountability measure is the number of credentials awarded, which did achieve the target. Accountability to the KPU community is also assessed through the periodic Community Perception Survey, which provided mixed results. More work is needed in raising the profile of KPU in the KPU region, to encourage parents to consider KPU for their children and thereby increase domestic enrolments.

- ✘ Based on the Community Perception Survey, a slightly greater percentage of people would consider KPU for their post-secondary education (25% in 2018, 30% in 2022), but a much smaller percentage would consider KPU for their children (57% in 2018, 25% in 2021) (metric 18).
- ✓ The Ministry has a complex method for measuring the number of graduates (metric 19). Only domestic students are included, and a moving three-year average is compared against a target that is based on the average credentials awarded in the past three years, weighted by year-over-year change in domestic FTEs. The number of credentials awarded by KPU to domestic students has been declining, as has the number of domestic FTEs, however, the measure was achieved. Note, the growing number of credentials to international students are not included.
- ✘ Domestic FTEs continue to decline (metric 20). In FY22/23, there were 6,793 domestic FTEs (73% of target); this total includes health FTEs (metric 21) and developmental FTEs (metric 22), which have been declining.
- ✘ Health FTEs have been declining; 87% of the target was achieved in FY22/23 (metric 21).
- ✘ Developmental FTEs declined substantially at the beginning of the pandemic, but have stopped declining; 52% of the target was achieved in FY22/23. Note, international students are excluded (metric 22).
- ✘ Foundation programs are funded through SkilledTradesBC and are measured against seat-utilization, not FTEs. Utilization for foundation programming was 88% in FY22/23, below the target of 94.5%.
- ✓ Apprentice programs are funded through SkilledTradesBC and are measured against seat-utilization, not FTEs. Utilization for apprenticeship programming was 91%, which is above the target of 83.4%.

## Appendix: Performance Measures, Targets, and Results

The following pages present KPU's performance measures for assessing progress toward the goals in KPU's strategic plan, *VISION 2023*. The 24 measures include the performance measures required by the Ministry of Post-Secondary Education and Future Skills (PSFS), as well as those for SkilledTradesBC (STBC). The glossary provides definitions of terms and sources used for the performance measures, and the survey interpretation guide provides additional details.

Each measure has a performance target against which actual performance is assessed. For the PSFS measures, the targets were set by the Ministry and assessed using the method outlined in the *Accountability Framework Standards Manual and Guidelines*. Targets for the KPU measures were developed in consultation with the KPU Board of Governors.

### Assessment of Performance Measures

Performance is assessed using the scale below, which shows how KPU's assessment method is aligned with the Ministry's. The difference is that KPU's method allows for additional gradations marking progress toward achieving a target, not just whether the target has been achieved.

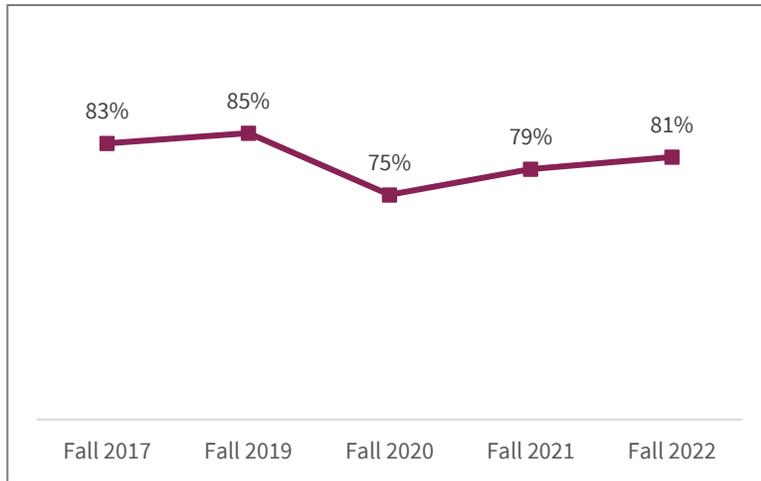
Assessment	Criteria
 Achieved	100% or more of target
 Substantially achieved	90% to 99% of target
 Not achieved	Between 60% and 89% of target
 Not achieved	Less than 60% of target
 Not assessed	No target, too few respondents, or margin of error too high

The table below provides a summary of the assessment on the 12 government (10 PSFS, 2 STBC) and 12 KPU performance measures. In cases where multiple assessments are made for a single performance measure, the lowest of the assessments is assigned to the measure and is reported in the table.

	Gov't	KPU	Total
 Achieved	7	6	13
 Substantially achieved	2	1	3
 Not achieved	2	3	5
 Not achieved	1	1	2
 Not assessed	0	1	1
	12	12	24

## »»» Enhanced Student Experience

### 1. Proportion of students reporting satisfaction with their educational experience at KPU



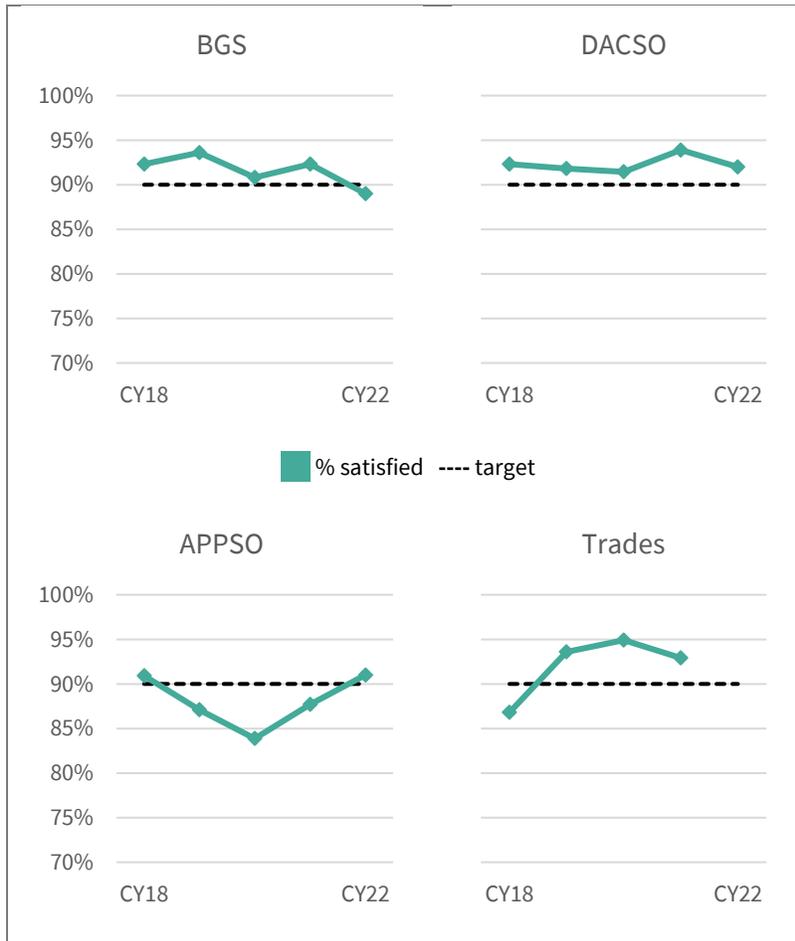
**Assessment:** ██████████

Achieved

**Target:** > previous rating

**Notes:** KPU measure (Student Satisfaction Survey [SSS]). This survey was originally conducted every two years. Starting in 2019, the survey is conducted annually.

### 2. Proportion of graduates that report satisfaction with their education (PSFS)



**Assessment:** ██████████

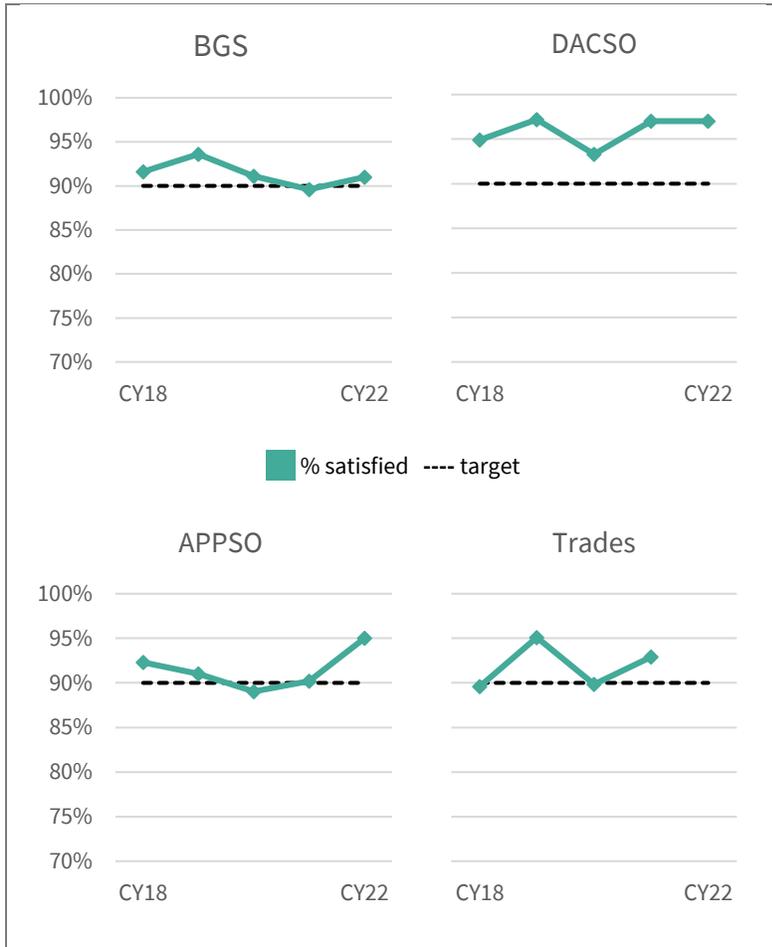
Achieved for BGS, DACSO, and APPSO

Not assessed for Trades (TFTRV)

**Target:** ≥ 90%

**Notes:** PSFS measure (BC Student Outcomes Surveys [BCSOS]). BGS meets the target when taking margin of error into account. Trades is omitted due to a low number of respondents.

### 3. Proportion of graduates that assess their quality of instruction positively (PSFS)



**Assessment:** ██████████

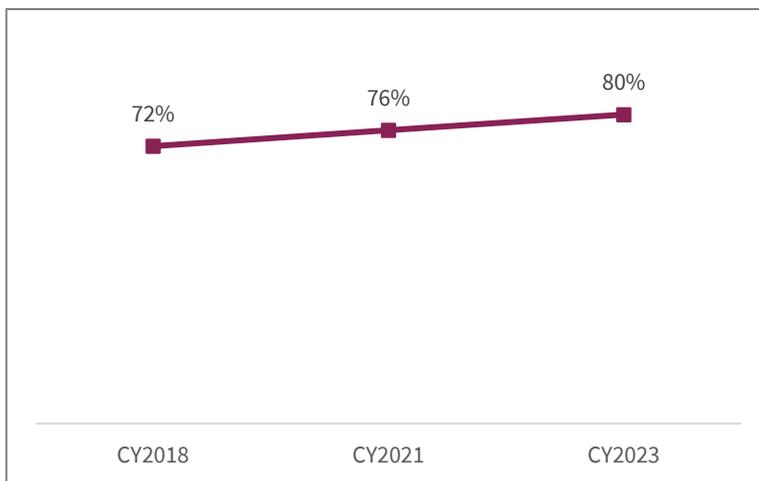
Achieved for BGS, APPSO, and DACSO  
Not assessed for Trades (TFTRV)

**Target:** ≥90%

**Notes:** PSFS measure (BCSOS). Trades is not assessed due to a low number of respondents.

## »» Enriched Employee Experience

### 4. Proportion of employees who feel supported and valued



**Assessment:** ██████████

Achieved

**Target:** > previous rating

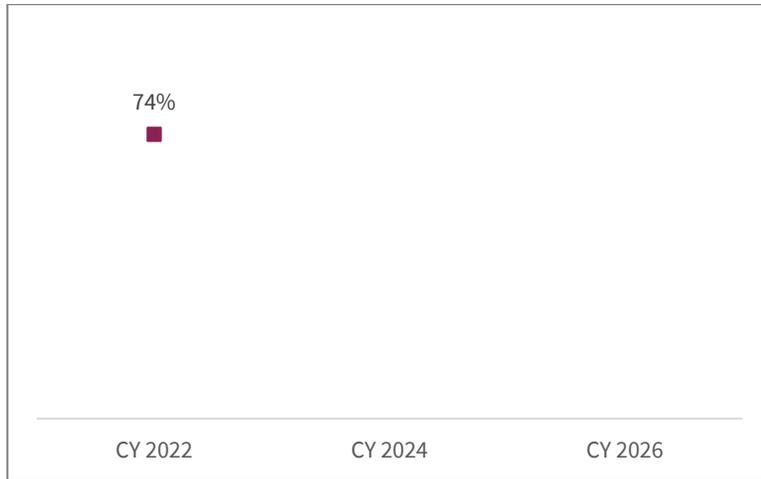
**Notes:** KPU measure (Employee Feedback Survey [EFS]).

Composite measure of three questions: “My co-workers treat each other with dignity and respect,” “At work my opinion counts,” and “My manager provides the support I need to succeed.”

Note the scale changed from a 6-point scale in 2018 (strongly agree, agree, slightly agree, slightly disagree, disagree, strongly disagree) to a 5-point scale starting in 2021 (strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree and strongly disagree). The percentages reported include all respondents who agreed to any extent. In 2018, 51% of respondents agreed or strongly agreed.

## Delighted KPU Friends

### 5. Proportion of friends (e.g., external reviewers, advisory board members, KPU Foundation) who feel that their contributions to KPU are valued



**Assessment:**

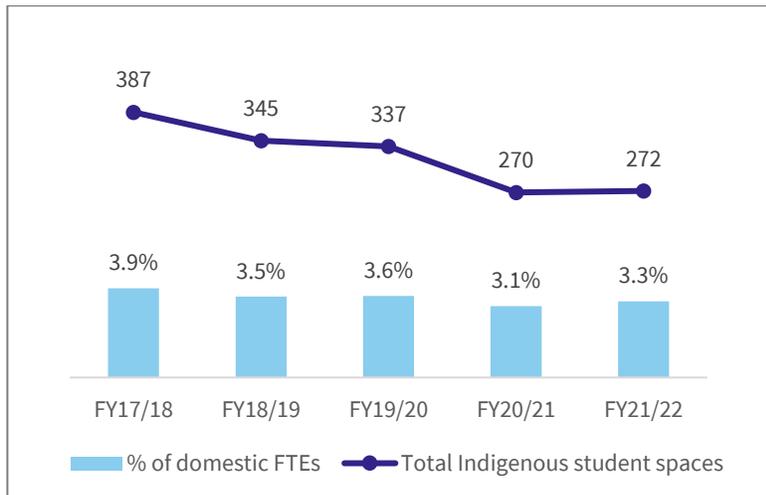
Not assessed

**Target:**  $\geq$  previous rating

**Notes:** KPU measure. This is a new measure first implemented in spring 2022 through a KPU-based survey of members of Program Advisory Committees.

## Multiculturalism and Indigenization

### 6. Number of Indigenous student spaces (PSFS)



**Assessment:**

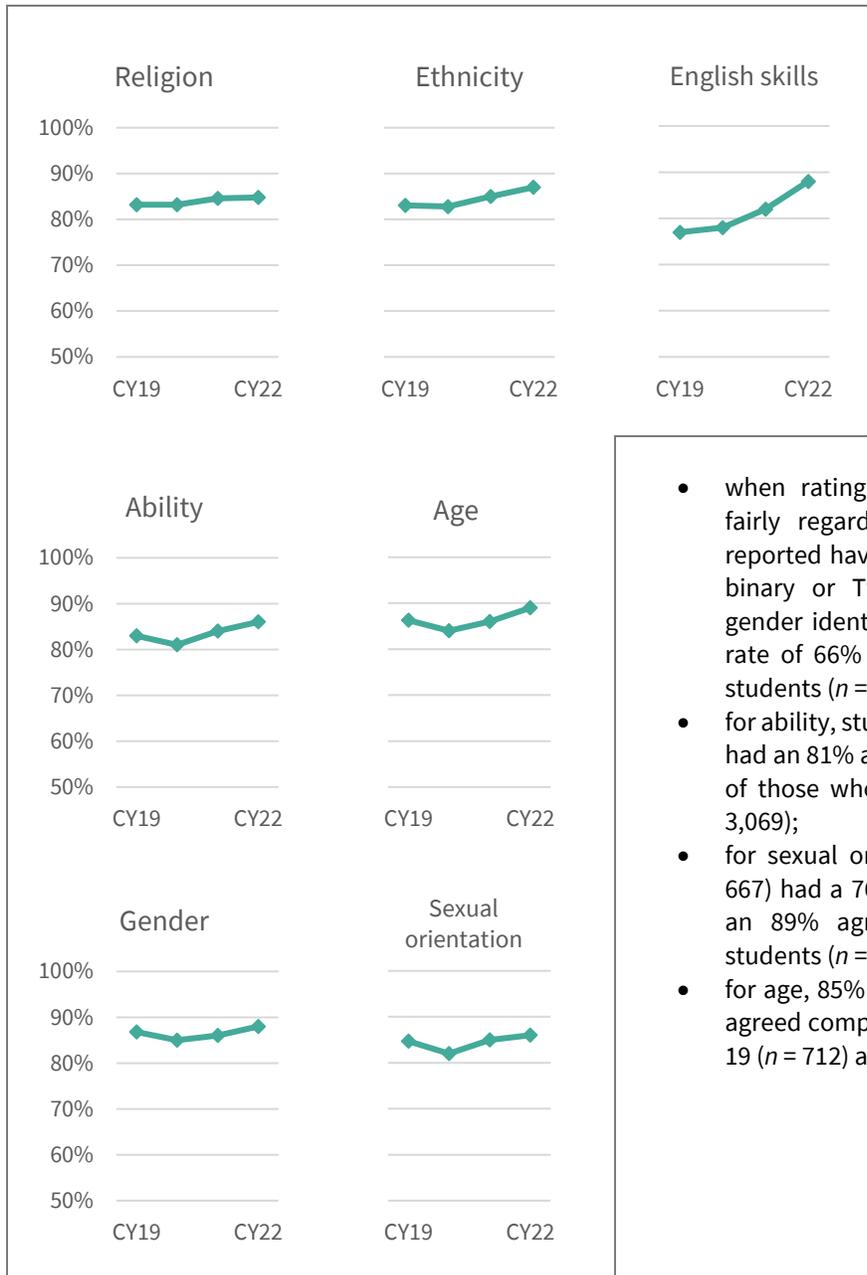
Achieved

**Target:** Indigenous FTEs as % of total domestic FTEs  $>$  previous year

**Notes:** PSFS measure (Central Data Warehouse). The years presented in the chart represent the year on which the data is based (e.g., "FY18/19"). The decline in Indigenous FTEs is associated with contract training.

Between 2015 and 2018, KPU had contracts exclusively targeting Indigenous students. Subsequent contracts have targeted a smaller number of Indigenous students, which is the primary reason for the decline in FTEs prior to the pandemic. The decline from FY20 to FY21 may be due to the pandemic. Efforts are underway to improve Indigenous recruitment.

## 7. Proportion of students that perceive they are treated fairly at KPU regardless of their:



**Assessment:** ██████████

Achieved for all dimensions

**Target:** > previous rating

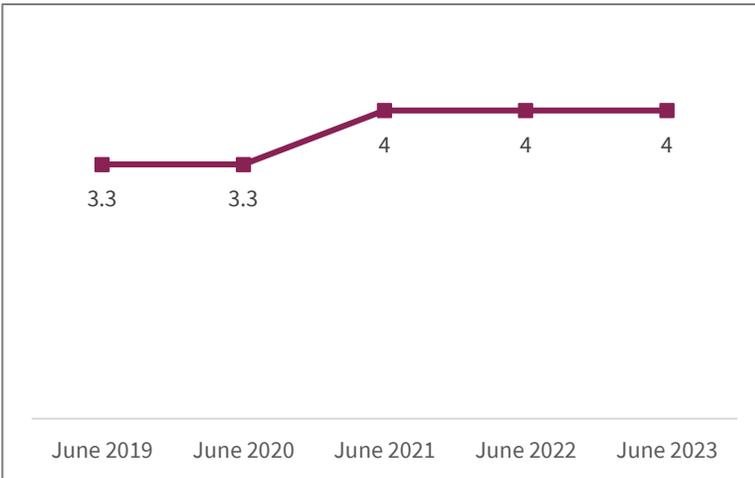
**Notes:** KPU measure (SSS). In several instances, those within the group in question were less likely to indicate positive perceptions than others. For example, in 2022:

- when rating whether students are treated fairly regardless of gender, students who reported having trans experience, being non-binary or Two-Spirit, or questioning their gender identity ( $n = 199$ )<sup>2</sup> had an agreement rate of 66% compared to 89% of cisgender students ( $n = 4,200$ );
- for ability, students with a disability ( $n = 1,594$ ) had an 81% agreement rate compared to 91% of those who did not identify this way ( $n = 3,069$ );
- for sexual orientation, LGBQ+ students ( $n = 667$ ) had a 76% agreement rate compared to an 89% agreement rate for heterosexual students ( $n = 3,866$ ); and
- for age, 85% of students 40 or older ( $n = 229$ ) agreed compared to 90% of both those under 19 ( $n = 712$ ) and those 19 to 22 ( $n = 2,461$ ).

<sup>2</sup>  $n$  denotes the number of respondents in the specified category.

## »» Environmental Sustainability

### 8. STARS ranking of institutionalization of sustainability



**Assessment:** ■

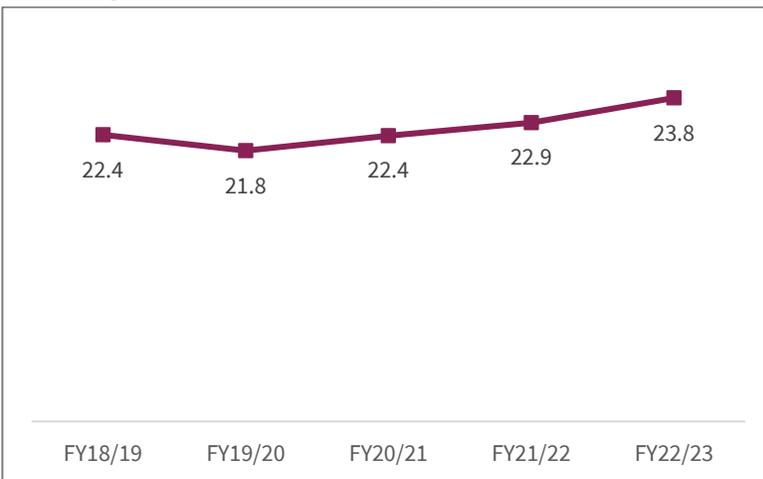
Achieved

**Target:** 4 (maximum score)

**Notes:** KPU measure. KPU Sustainability Committee self-assessment using the Sustainability Tracking, Assessment & Rating System (STARS) framework for colleges and universities to measure KPU's sustainability performance.

## »» Integrated Planning

### 9. Average number of seats filled per class



**Assessment:** ■

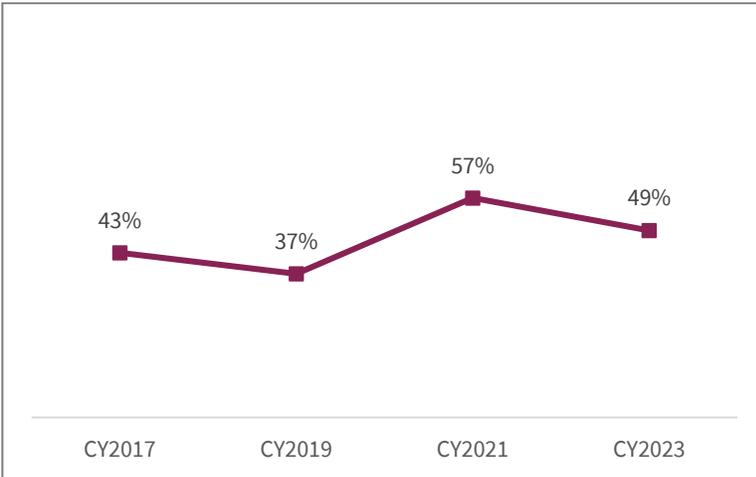
Achieved

**Target:** 23

**Note:** KPU measure.

## »» Teaching, Learning and Curricular Innovation

### 10. Proportion of educators indicating satisfaction with the resources available to innovate



**Assessment:**  

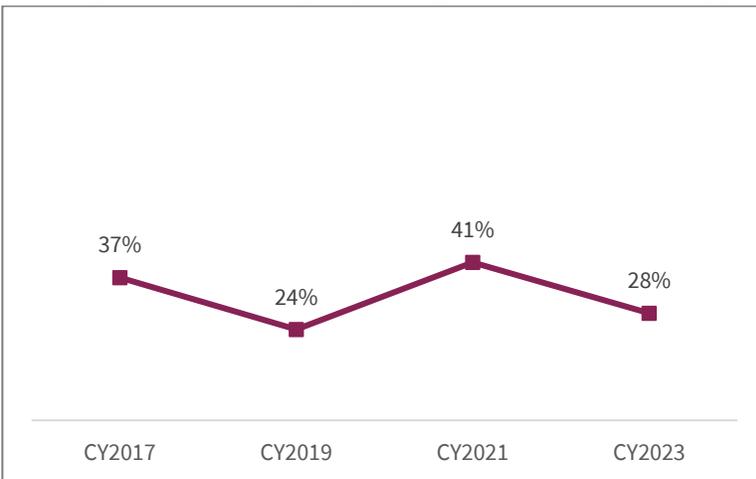
Not achieved

**Target:** > previous rating

**Note:** KPU measure (EFS).

## »» Research Activity and Intensity

### 11. Proportion of faculty reporting satisfaction with support for research



**Assessment:**  

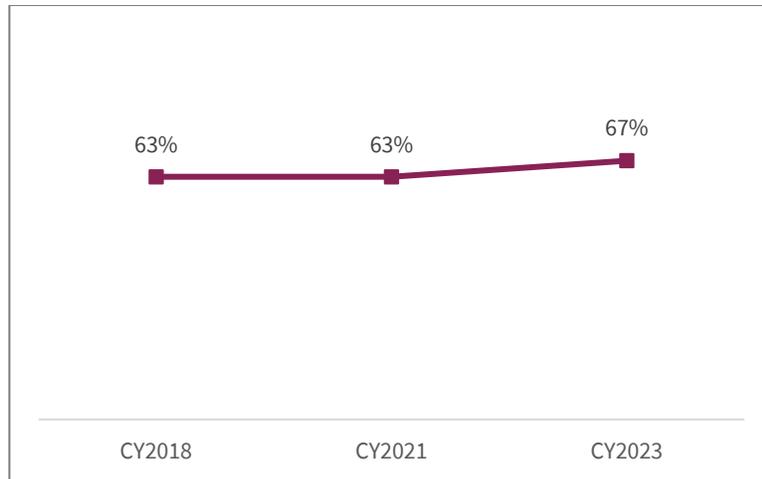
Not achieved

**Target:** > previous rating

**Notes:** KPU measure (EFS). The 2019 and 2021 surveys also include the responses of non-faculty staff members in instructional or research roles. The 2023 survey includes those, and any other employees interested in or currently conducting research or scholarship.

## »» Support for Creative Problem-Solving

### 12. Proportion of employees who agree with the statement: “This organization supports the development of new ideas that contribute to our future success.”



**Assessment:**  

Achieved

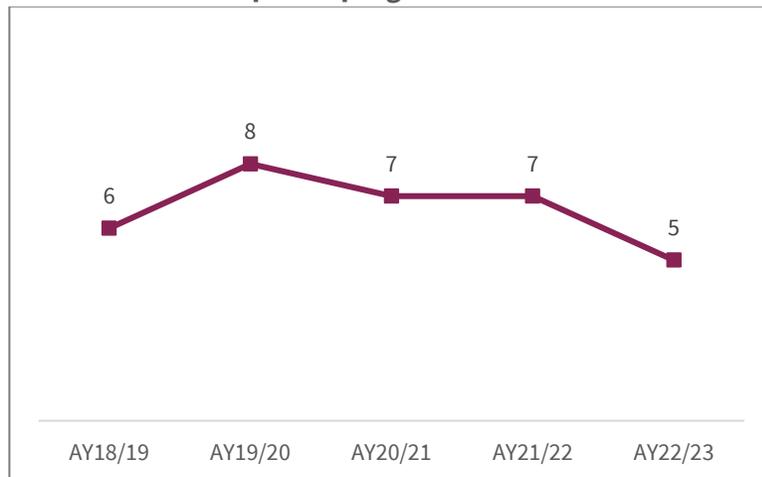
**Target:** > previous rating

**Notes:** KPU measure (EFS). Note the scale changed: in 2018, a 6-point scale was used (strongly agree, agree, slightly agree, slightly disagree, disagree and strongly disagree).

Starting in 2021, the standard 5-point scale was used (strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree and strongly disagree). The percentages reported include all respondents who agreed to any extent. In 2018, 28% of respondents agreed or strongly agreed.

## »» Program and Service Improvement

### 13. Number of completed program reviews



**Assessment:**  

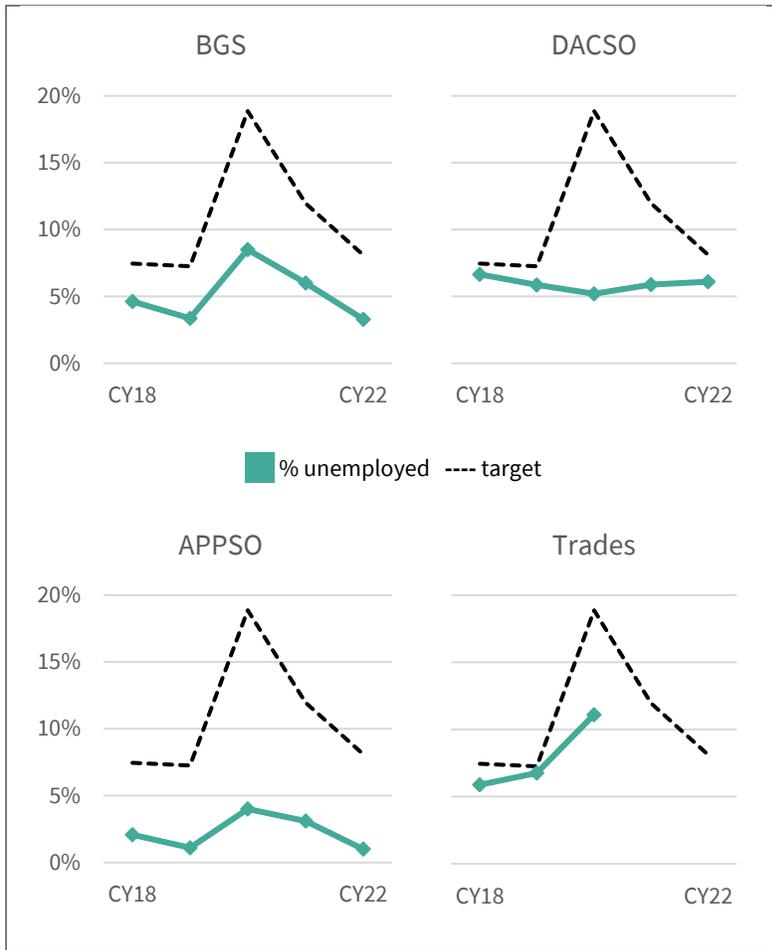
Not achieved

**Target:** Average of the past three years  $\geq 9$

**Notes:** KPU measure (Senate Standing Committee on Program Review).

The target was not met due to changes in the program review process that required curriculum mapping to be conducted as part of the program review self-study process. This adds time to the review. In AY2022/23 a course release has been provided so reviews can be completed in a more timely fashion. We expect to see the impact of that in AY2023/24.

### 14. Graduate unemployment rate (PSFS)



**Assessment:** ██████████

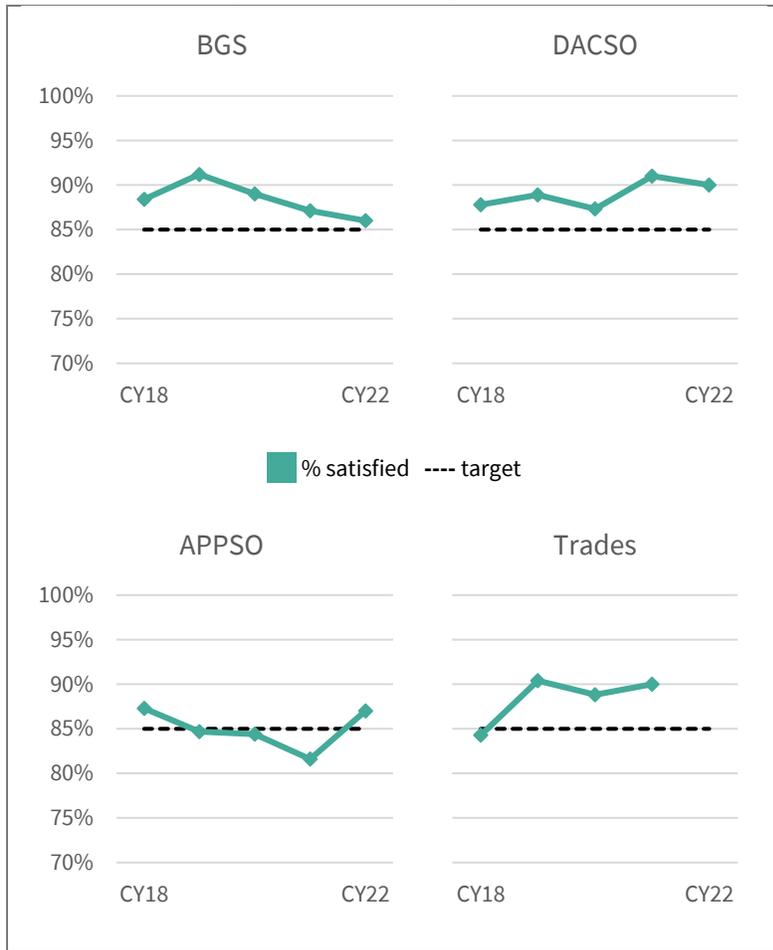
Achieved for BGS, DACSO, and APPSO

Not assessed for Trades (TFTRV)

**Target:** ≤8.1%

**Notes:** PSFS measure (BCSOS). Trades is not included for CY21 as the margin of error was greater than 10%. Trades is omitted for CY22 due to a low number of respondents.

### 15. Proportion of graduates who agree their education helped them develop skills (PSFS)



**Assessment:** ██████████

Achieved for BGS, DACSO, and APPSO  
Not assessed for Trades (TFTRV)

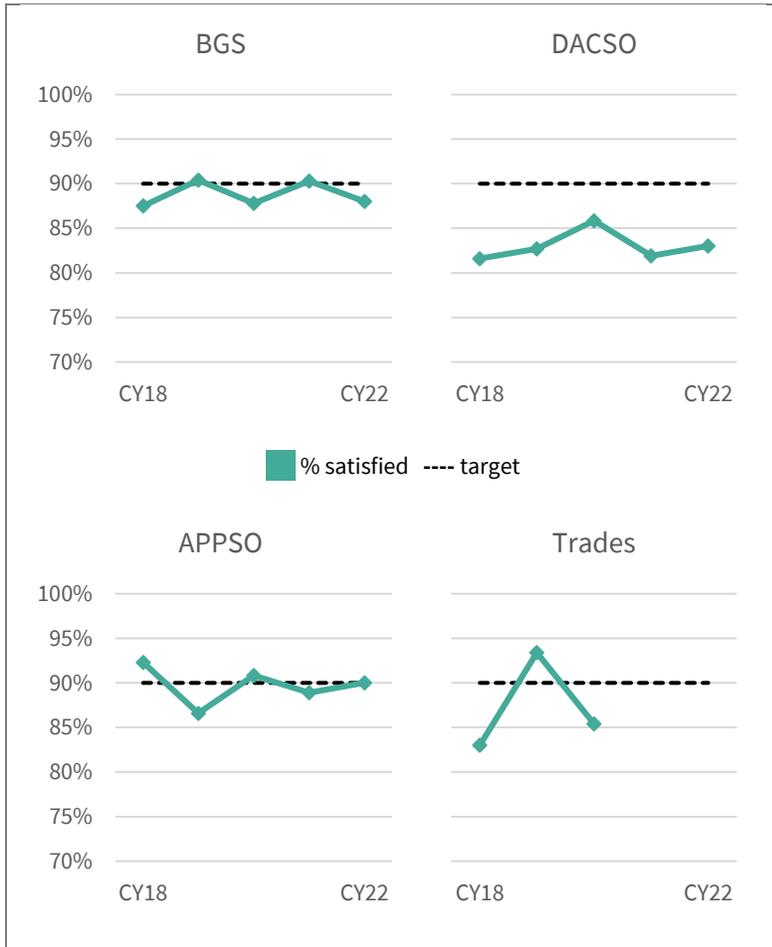
**Target:** ≥85%

**Notes:** PSFS measure (BCSOS). The graph shows the average of the seven specific skills shown below. Trades is omitted for CY22 due to a low number of respondents.

In the table below, the values for Trades are omitted as per PSFS’s guideline: the number of respondents in this category was too low.

Skill	BGS	DACSO	APPSO	Trades
Written communication	87%	91%	77%	-
Oral communication	86%	92%	82%	-
Group collaboration	88%	89%	83%	-
Critical analysis	92%	91%	93%	-
Problem resolution	81%	88%	90%	-
Independent learning	89%	92%	89%	-
Reading and comprehension	84%	91%	90%	-

**16. Proportion of graduates reporting their program-developed knowledge and skills are useful for performing their job (PSFS)**



**Assessment:**

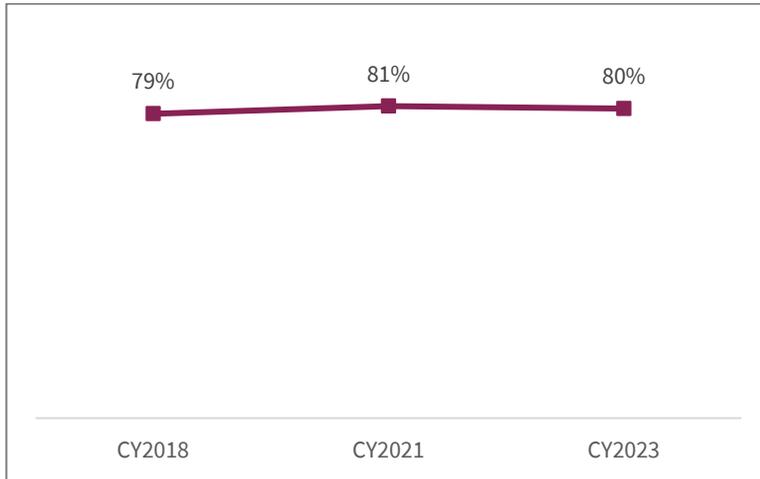
Achieved for BGS and APPSO  
 Substantially achieved for DACSO  
 Not assessed for Trades (TFTRV)

**Target:** ≥90%

**Notes:** PSFS measure (BCSOS). Trades is not included for CY21 as the margin of error was greater than 10%. Trades is omitted for CY22 as the number of respondents was too low. BGS meets the target in CY22 when taking margin of error into account.

## Internal Accountability

### 17. Proportion of employees agreeing with the statement: “My co-workers work together to achieve our goals.”



**Assessment:**

Substantially achieved

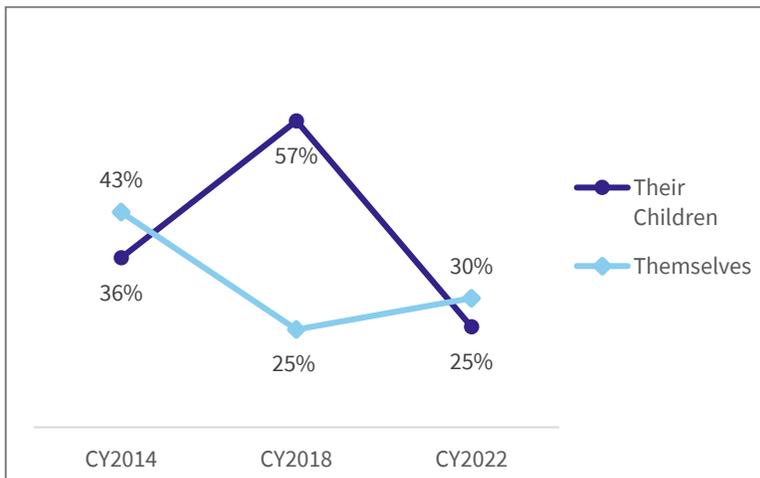
**Target:** > previous rating

**Notes:** KPU measure (EFS).

Note the scale changed: in 2018, a 6-point scale was used (strongly agree, agree, slightly agree, slightly disagree, disagree and strongly disagree). Starting in 2021, the standard 5-point scale was used (strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree and strongly disagree). The percentages reported include all respondents who agreed to any extent. In 2018, 57% of respondents agreed or strongly agreed.

## External Accountability

### 18. Proportion of community members who would consider attending KPU themselves or would consider it for their children



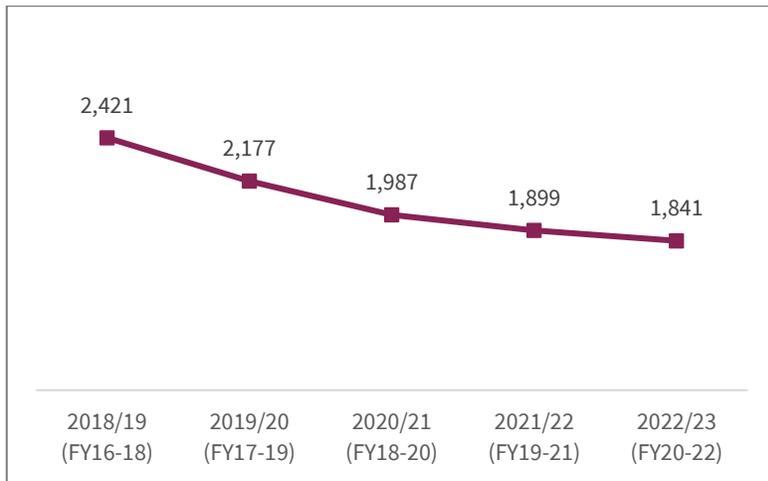
**Assessment:**

Achieved for themselves  
Not achieved for their children

**Target:** > previous rating

**Notes:** KPU measure (Community Perception Survey). Those who answer about attending themselves have indicated an interest in pursuing post-secondary education. They may not be the same people who respond about their children.

**19. Number of credentials awarded to domestic students (PSFS)**



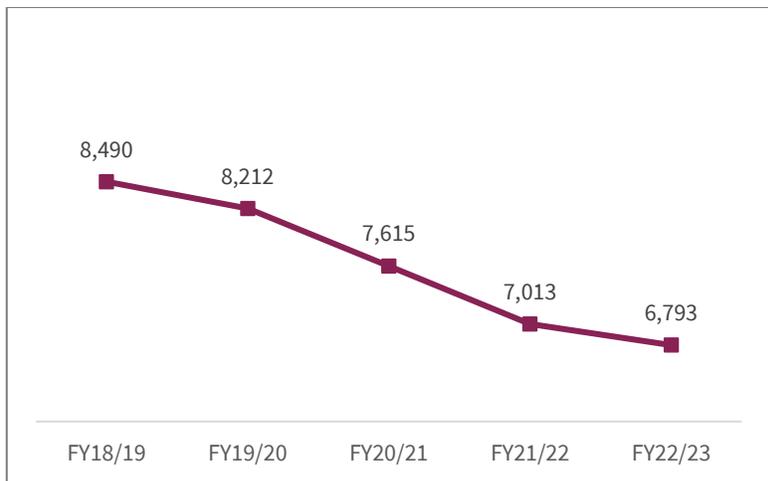
**Assessment:** Achieved

Achieved

**Target:** ≥1,782

**Notes:** PSFS measure. Each figure represents the average number of credentials awarded to domestic students in the most recent three fiscal years. Targets are based on the average number of credentials awarded to domestic students in the last three years and the year-over-year change in domestic FTEs.

**20. Number of domestic FTEs (PSFS)**



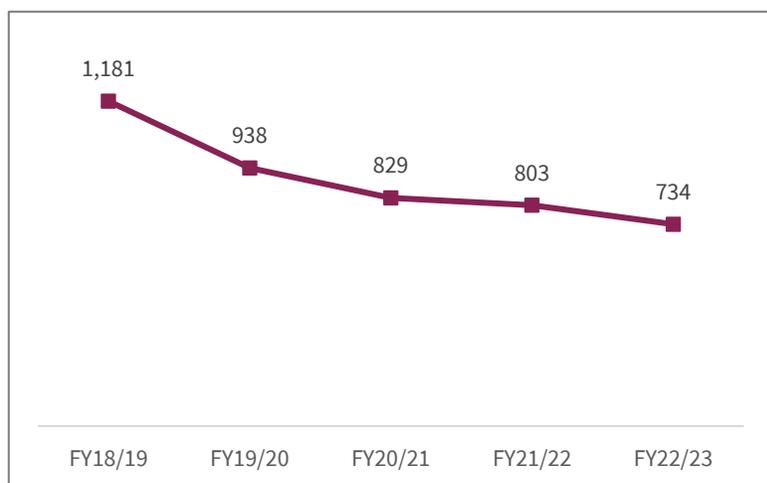
**Assessment:** Not achieved

Not achieved

**Target:** ≥9,249

**Notes:** PSFS measure. The decline reflects lower demand from domestic students during the pandemic and changes in the population demographics in the KPU region, specifically a decline in the number of people aged 15 to 19 in the 2021 census, as explained on page 57. Note, the decline has slowed down from FY21/22 to FY22/23.

## 21. Number of health FTEs (PSFS)



**Assessment:**  

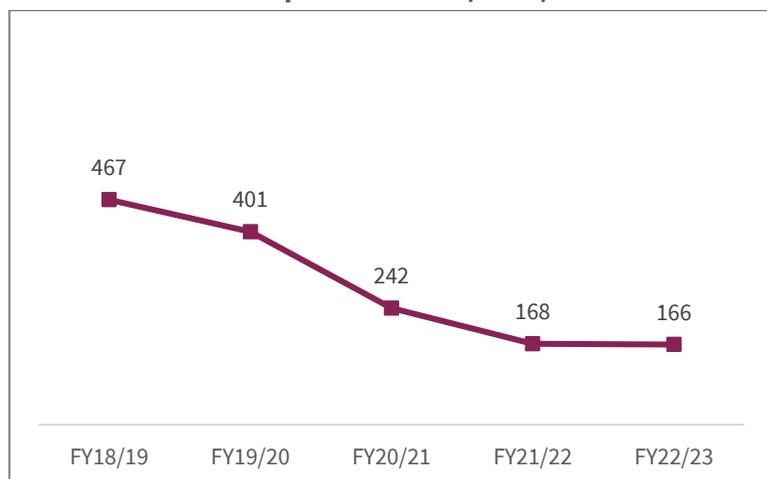
Not achieved

**Target:** ≥848

**Notes:** PSFS measure.

Changes in KPU's Nursing programs means that students taking the first year prerequisite courses are no longer health students and so aren't counted toward health FTEs.

## 22. Number of developmental FTEs (PSFS)



**Assessment:**  

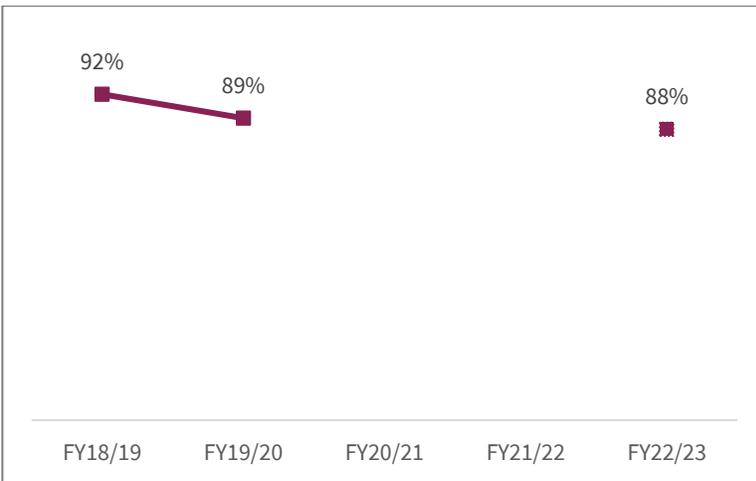
Not achieved

**Target:** ≥318

**Notes:** PSFS measure. As of FY2019/20, the Ministry adjusted the definition of developmental FTEs to exclude ASE FTEs, that is FTEs associated with programs for students with disabilities. Developmental FTEs for all years have been adjusted to exclude ASE FTEs.

The KPU Pathway to Undergraduate Studies is an access pathway that allows students who want to pursue an undergraduate education but who do not meet KPU's English proficiency requirements an opportunity to upgrade their English to become undergraduate students. Students are given a Pathway offer when they don't meet the English proficiency requirements. Students didn't apply directly to the Pathway, so as domestic applicants decline during the pandemic the number who need English upgrading also decline. Starting in summer 2023, people will be able to apply directly to the Pathway rather than apply to undergraduate studies and receive an offer to the Pathway.

### 23. Seat utilization for STBC-funded Foundation programs (STBC)



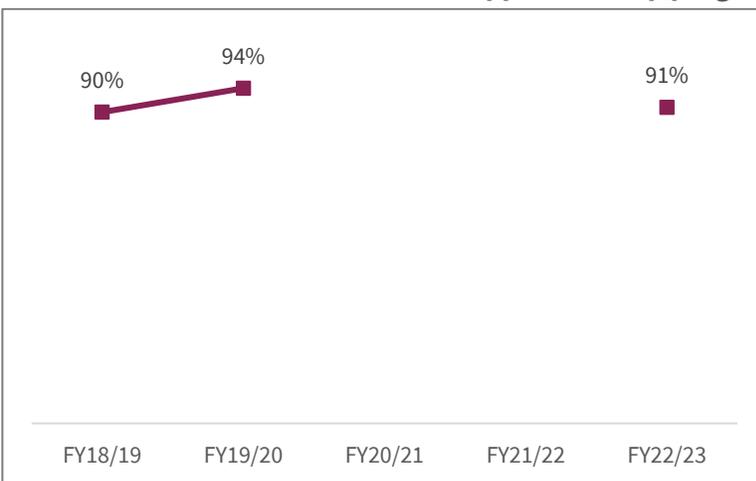
**Assessment:**

Substantially achieved

**Target:** 94.5%

**Notes:** STBC measure. STBC did not set utilization targets for FY2020/21 or 2021/22 due to the pandemic.

### 24. Seat utilization for STBC-funded Apprenticeship programs (STBC)



**Assessment:**

Achieved

**Target:** 83.4%

**Notes:** STBC measure. STBC did not set utilization targets for FY2020/21 or 2021/22 due to the pandemic.

# Survey Interpretation Guide

This is a guide for interpreting the survey data by providing information on the response options for each measure, and how they were reported. All response options in bold were included in that metric’s result. (E.g., in metric 1, “Proportion of students reporting satisfaction with their educational experience at KPU,” satisfaction includes those who answered “Very satisfied” or “Somewhat satisfied.”) Response options that are struck through indicate that the respondents who answered this way were omitted from the metric’s calculation. (E.g., in 2019 for metric 2, “Proportion of graduates that report satisfaction with their education,” 476 graduates responded on the BGS survey, but six of these responded “Don’t know” or refused to answer, so 470 was used as the denominator to calculate the percentage of graduates who were satisfied.)

## Student Satisfaction Survey

Metric 1. Overall, how satisfied are you with your educational experience at KPU?

- Very satisfied**
- Somewhat satisfied**
- Neither satisfied nor dissatisfied
- Somewhat dissatisfied
- Very dissatisfied

Metric 6. Students at KPU are treated fairly regardless of:

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	<b>Somewhat agree</b>	<b>Strongly agree</b>
Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural/ethnic/racial background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability (e.g., physical, cognitive, sensory, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English proficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## BC Student Outcomes Surveys

Metric 2. BGS, APPSO, DACSO, and TRADES (TFTRV): How satisfied are you with the education you received from your [program’s name] program at [institution’s name]? (Note: “Don’t know” and “refused” were omitted from calculations.)

- Very satisfied**
- Satisfied**
- Dissatisfied
- Very dissatisfied
- ~~Don’t know~~
- ~~Refused~~

### Metric 3. Quality of Instruction

BGS: Overall, how would you rate the quality of course instruction in your [name of program] program?

- Very good**
- Good**
- Poor
- Very poor
- ~~Don't know~~
- ~~Refused~~

APPSO, DACSO, and TRADES (TFTRV): How would you rate the quality of instruction?

- Very good**
- Good**
- Adequate**
- Poor
- Very poor
- ~~Not applicable~~
- ~~Don't know~~
- ~~Refused~~

### Metric 15. Skill Development

BGS: Please identify how helpful [institution] was in developing the following skills...

APPSO, DACSO, and TRADES (TFTRV): How helpful was your program in developing the following skills...?

The same list of skills was included on the BGS, APPSO, DACSO, and TRADES (TFTRV) surveys. The response options were:

- Very helpful**
- Helpful**
- Not very helpful
- Not at all helpful
- ~~Not applicable~~
- ~~Don't know~~
- ~~Refused~~

Metric 15's overall result was calculated as follows: = [ (Respondent 1's % of positive assessments) + (Respondent 2's % of positive assessments) + ... + (Respondent  $n$ 's % of positive assessments) ] /  $n$ , where  $n$  is the total number of respondents that provided at least one eligible response.

### Metric 16. Usefulness to your work

BGS: How useful are the knowledge, skills, and abilities you acquired during your baccalaureate education in your work?

APPSO, DACSO, and TRADES (TFTRV): How useful have the knowledge and skills you gained in the program been in performing your [main] job?

The BGS, APPSO, DACSO, and TRADES (TFTRV) surveys used the following response options:

- **Very useful**
- **Somewhat useful**
- Not very useful
- Not at all useful
- ~~Don't know~~
- ~~Refused~~

### **Employee Insights Survey**

The EIS items listed below used the following response options:

2018:

- **Strongly agree**
- **Agree**
- **Slightly agree**
- Slightly disagree
- Disagree
- Strongly disagree

2021:

- **Strongly agree**
- **Somewhat agree**
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Metric 4. *Note: This is a composite measure, created by taking the average percentage of respondents who agreed to any extent with the items below, while accounting for the differing number of respondents.*

- a) My co-workers treat each other with dignity and respect.
- b) At work my opinion counts.
- c) My manager provides the support I need to succeed.

Metric 12. This organization supports the development of new ideas that contribute to our future success.

Metric 17. My co-workers work together to achieve our goals.

### **Teaching, Research, & Library Supports Survey**

The items below used the following response options:

- **Strongly agree**
- **Somewhat agree**
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- ~~Not applicable~~ (only listed as an option for metric 11, in 2019 and 2021)

Metric 10. Teaching Innovation

In 2017: I am well-supported to pursue teaching excellence and innovation.

In 2019 and 2021: KPU provides sufficient resources for me to pursue innovation in teaching and curriculum.

*Note: The wording of the item was changed in 2019 to focus more clearly on innovation.*

## Metric 11. Research Support

In 2017: I am satisfied with the available supports and resources to pursue my own scholarship.  
In 2019 and 2021: I am satisfied with KPU's supports and resources to pursue my research.

*Note: The 2017 survey did not ask a question specifically related to research.*

## Community Perception Survey

### Metric 18. Recommend KPU

Would you consider attending Kwantlen to further your education? *(Note: This question was only asked to respondents thinking of attending college or university.)*

Would you consider sending them to Kwantlen? *(Note: This question was only asked to respondents with children under 20 that the respondent wanted to go to college or university.)*

The items above used the following response options:

- Yes**
- Maybe
- No

# Glossary

APPSO: Apprentice Student Outcomes survey administered by BC Stats after apprentices complete their final year of training

AY: Academic year (i.e., September 1 to August 31)

BCSOS: BC Student Outcomes Surveys – results of APPSO, BGS, DACSO, and Trades averaged together

BGS: Baccalaureate Graduate Survey administered by BC Stats about two years after graduation

CPS: Community Perception Survey of the public in the KPU region, conducted as required

CY: Calendar year (i.e., January 1 to December 31)

DACSO: Diploma, Associate Degree and Certificate Outcome survey administered by BC Stats about 9 to 20 months after program completion

EFS: Employee Feedback Survey of all KPU employees, conducted approximately every two years; in 2018, it was called the Employee Engagement Survey and in 2021, it was called the Employee Insights Survey

FTE: Full-time equivalent: For students, FTE equates to number taking a full load of five courses per term for two terms

FY: Fiscal year (i.e., April 1 to March 31); e.g., FY 2019 is fiscal year April 1, 2018 to March 31, 2019

PSFS: BC Ministry of Post-Secondary Education and Future Skills, elsewhere referred to simply as “the Ministry”

SSS: Student Satisfaction Survey of all KPU students, conducted by KPU every year; prior to 2019, the survey was conducted every other year

STARS: The Sustainability Tracking, Assessment and Rating System, a voluntary, self-reporting framework for helping colleges and universities track and measure their sustainability progress

STBC: SkilledTradesBC, which funds and oversees apprentice training (formerly known as the Industry Training Authority [ITA])

Trades: Trades foundation and trades-related vocational (TFTRV) student grouping as part of the BC Student Outcomes Surveys

TRLSS: Teaching, Research, & Library Supports Survey of KPU faculty members, instructional staff and research staff, conducted every two years from 2017 to 2021

If no source is specified, the data are from KPU administrative systems