

VISION 2023 Progress Report: November 2022



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 on progress towards the VISION 2023 goals is based on the data reported in the 2021/22 Accountability Plan and Report. This report expands on the report by providing a commentary on 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 Progress: By Goal and Metric

The following is a summary of progress made towards the VISION 2023 goals, based on the most recently collected data. Please see the Appendix for a detailed description of and results on each performance measure.

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

The targets for three metrics under this goal were achieved. Satisfaction has increased after a decline experienced during the pandemic:

- ✘ The percentage of current students reporting satisfaction with their educational experience at KPU increased from 2020 to 2021. This may indicate 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%, with most showing an increase from last year (metric 2).
- ✓ 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 metric was not assessed this year, but will be assessed again in 2023. Here are the previous results:

- ✓ Proportion of employees who feel supported and valued increased from 72% in 2018 to 76% in 2021 (target is to increase %) (metric 4).

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

Data on this goal was collected for the first time in 2022. There is no assessment for this measure, as the 2022 survey was the first of its kind and a target has not been developed. Progress on this goal will be measured through the following metric:

- 74% of program advisory board members felt their contributions to KPU are valued.

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 is mixed. Targets have been achieved for one metric, but not for the other:

- ✓ The proportion of students who perceived that students are treated fairly regardless of their background has remained high, with more than 80% agreeing for all (metric 6). However, students who are in diversity groups tend to have lower levels of agreement. For example: in 2021, when rating whether students are treated fairly regardless of gender, gender diverse students (those having trans experience, being non-binary or Two-Spirit, or questioning their gender identity) were less likely to agree compared to cisgender students (72% compared to 88%); for ability, students with a disability were less likely to agree compared to those without a disability (79% compared 89%); for sexual orientation, LGBTQ+ students were less likely to agree than were heterosexual students (80% compared to 87%); and for age, students 40 or older were less likely to agree compared to those under 40 (79% compared to 86%).

- ✘ The percentage of domestic FTEs who are Indigenous decreased slightly (3.6% in FY19/20 to 3.1% in FY20/21) (metric 7). The decline from FY20 to FY21 may be due to the pandemic. Efforts are underway to improve Indigenous recruitment.

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

The target has been achieved for this metric:

- ✓ KPU's self-ranking on the institutionalization of sustainability practices (using the STARS system) has remained at 4, the maximum score possible (metric 8). The target is to achieve the maximum score (4). 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

The target has been achieved for this metric:

- ✓ The average number of seats filled per class offered increased slightly from 22.4 to 22.9, meeting the target of 23 (metric 9).

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 metric was not assessed this year. It will be assessed again in late 2022. Here are the previous results:

- ✓ The proportion of educators who were satisfied with the resources available to innovate increased from 37% to 57% from 2019 to 2021 (target is to increase %) (metric 10).

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

Progress on this metric was not assessed this year. It will be assessed again in late 2022. Here are the previous results:

- ✓ The proportion of faculty who were satisfied with support for research increased from 24% to 41% from 2019 to 2021 (target is to increase %) (metric 11).

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

Progress on this metric was not assessed this year. It will be assessed again in 2023. Here are the previous results:

- ✘ The proportion of employees who believe that KPU supports the development of new ideas that contribute to our future success remained at 63% from 2018 to 2021 (target is to increase %). Note the data for 2019 were recoded for comparability due to a change in the response scale (metric 12).

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.

Progress continues to be made towards this goal. KPU graduates are doing well, as indicated by the three metrics pertaining to KPU graduates. Although the target for the number of program reviews completed was not achieved, this was due to delays caused by the need to shift to online learning.

- ✘ Seven 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. Since reviews take about 18 months when there is no delay, the delay earlier in the pandemic takes a couple of years to move through (metric 13).
- ✓ The unemployment rate of recent KPU graduates improved from the prior year, as did overall unemployment. KPU's results remained well below the target (12%), 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 (metric 15).
- ✓ The majority of recent KPU graduates reported their program-developed knowledge and skills are useful on the 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; note there is a high amount of variation for this metric (metric 16).

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

Progress on this metric was not assessed this year. It will be assessed again in 2023. Here are the previous results:

- ✓ The proportion of employees who perceive co-workers at KPU work together to achieve goals increased slightly from 79% to 81% in 2021 (target is to increase %). Note the data for 2019 were recoded for comparability due to a change in the response scale (metric 17).

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

Progress towards this goal has been disrupted due to the pandemic. This goal is assessed through two types of metrics: a survey of the community, and achievement on Ministry metrics related to the number of domestic students served (seats filled and the number of credentials awarded). Only the health FTE target has been met. Domestic developmental enrolments have declined considerably during the pandemic, contributing to the overall decline in our domestic FTEs. Because of the pandemic, the ITA did not set seat utilization targets for Trades Foundation and Apprentice programs.

- ✘ 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 is declining, as is the number of domestic FTEs. Note, the growing number of credentials to international students are not included. Since the Ministry's target was lowered, this measure was substantially achieved.
- ✘ Domestic FTEs continue to decline. In FY21/22, there were 7,013 domestic FTEs (76% of target); this total includes health FTEs and developmental FTEs, which have been declining (metric 20).
- ✓ Health FTEs remain above target at 803 FTEs (103% of target) (metric 21).
- ✘ Developmental FTEs declined substantially to 168 (48% of target; down from 401 in FY19/20); this is likely due to the pandemic as we have seen a decline in the students accepting offers to upgrade their English at KPU during the pandemic. Note, international students are excluded (metric 22).
- ITA-funded Foundation and Apprentice programs are measured against seat-utilization, not FTEs, but a utilization target was not set by the ITA due to the pandemic (metrics 23-24).






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 Advanced Education and Skills Training (AEST), as well as those for the Industry Training Authority (ITA). 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 AEST measures, the targets were set by AEST 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 AEST'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.

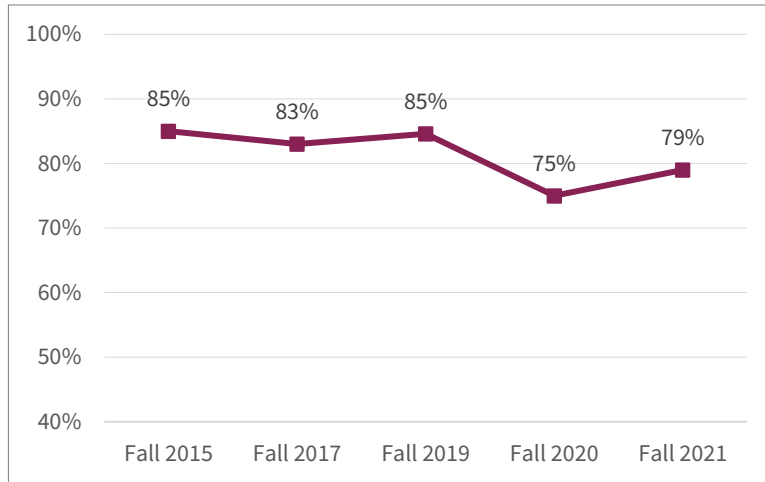
Assessment	Criteria
 Achieved	100% or more of target
 Substantially achieved	90% to 99% of target
 Not achieved	Between 60% and 89% of target
 Not achieved	Less than 60% of target
 Not assessed	No target, too few respondents, or margin of error too high

The table below provides a summary of the assessment on the 12 government (10 AEST, 2 ITA) 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	5	4	9
 Substantially achieved	2	0	2
 Not achieved	2	1	3
 Not achieved	1	1	2
 Not assessed	2	6	8
	12	12	24

»»» Enhanced Student Experience

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



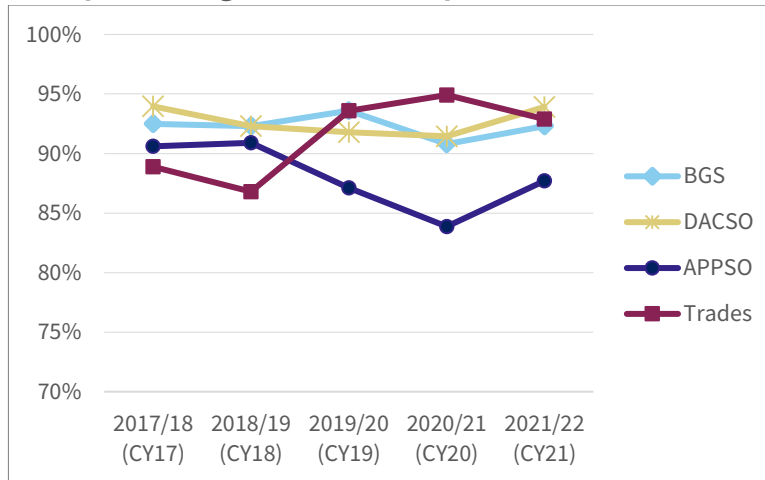
Assessment: ■

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 (AEST)



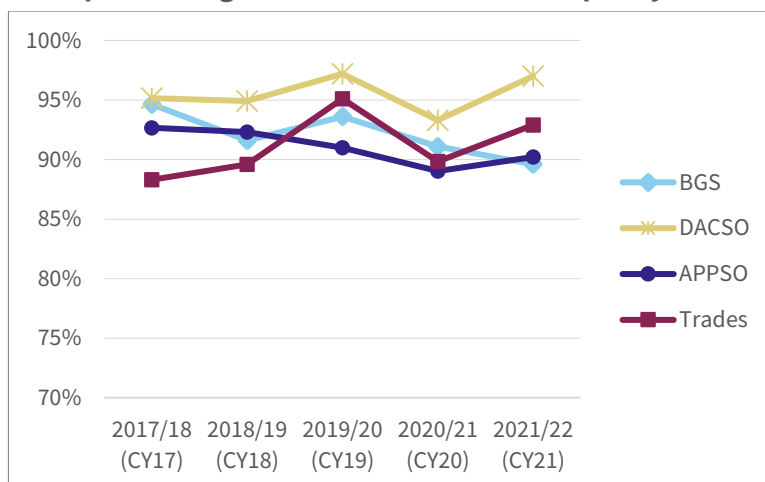
Assessment: ■

Achieved

Target: ≥ 90%

Notes: AEST measure (BC Student Outcomes Surveys [BCSOS]). The years presented in the chart represent the reporting year (e.g., “2018/19”) and the year in which the data was collected (e.g., “CY18”). APPSO meets the target when taking margin of error into account.

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



Assessment: ■

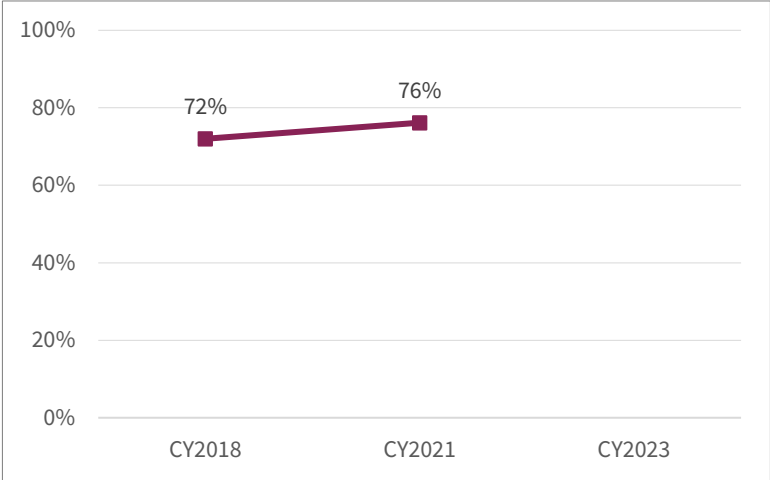
Achieved

Target: ≥ 90%

Notes: AEST measure (BCSOS). The years presented in the chart represent the reporting year (e.g., “2018/19”) and the year in which the data was collected (e.g., “CY18”). BGS meets the target when taking margin of error into account.

»» Enriched Employee Experience

4. Proportion of employees who feel supported and valued



Assessment:

Not assessed

Target: > previous rating

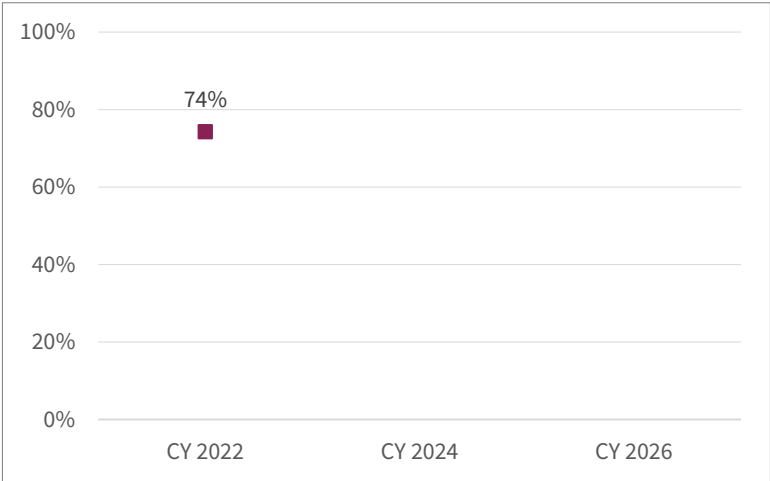
Notes: KPU measure (Employee Insights Survey [EIS]).

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 and strongly disagree) to the standard 5-point scale 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:

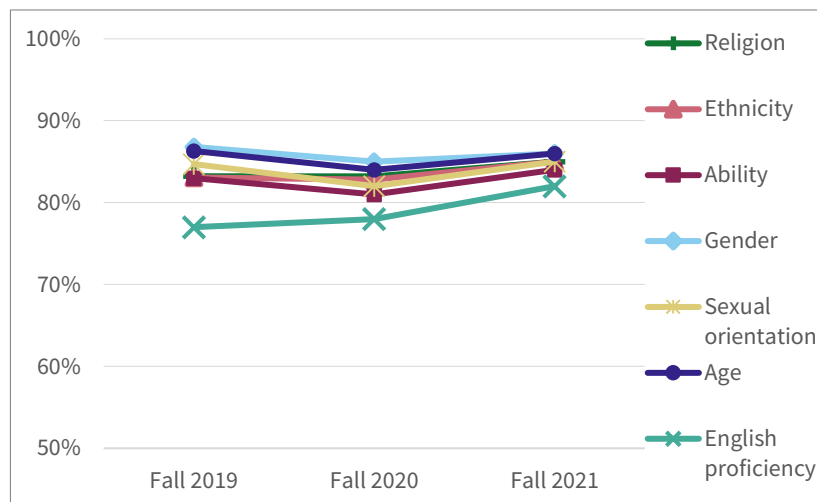
Not assessed

Target: To be developed

Notes: KPU measure. This is a new measure first implemented in spring 2022 through an annual KPU-based survey of members of Program Advisory Committees. A target will be developed in consultation with the Board in fall 2022.

»» Multiculturalism and Indigenization

6. Proportion of students that perceive that all groups are treated fairly at KPU



Assessment: ■

Achieved

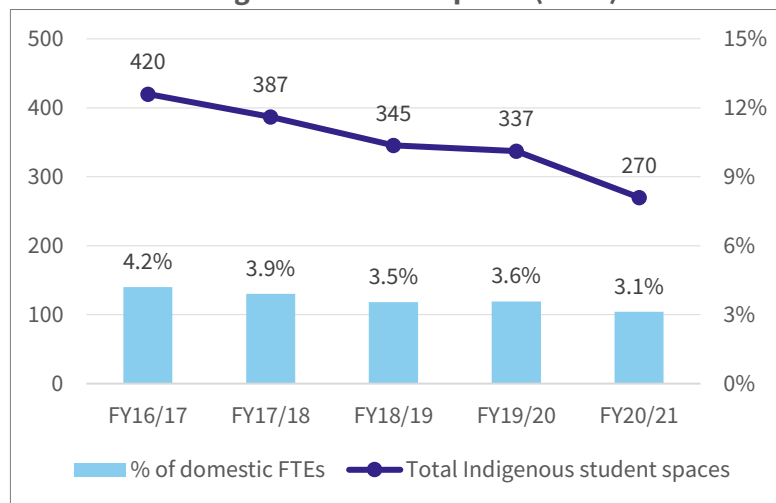
Target: > previous rating

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 2021, 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 ($n = 160$)¹ had an agreement rate of 72% compared to 88% of cisgender students ($n = 4,069$); for ability, students with a disability ($n = 1,488$) had a 79% agreement rate compared to 89% of those who did not identify this way ($n = 2,657$); for sexual orientation, LGBTQ+ students ($n = 553$) had a 80% agreement rate compared to 87% of heterosexual students ($n = 3,397$); and for age, 79% of students 40 or older ($n = 211$) agreed compared to 86% of those under 40 ($n = 5,315$).

7. Number of Indigenous student spaces (AEST)



Assessment: ■

Not achieved

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

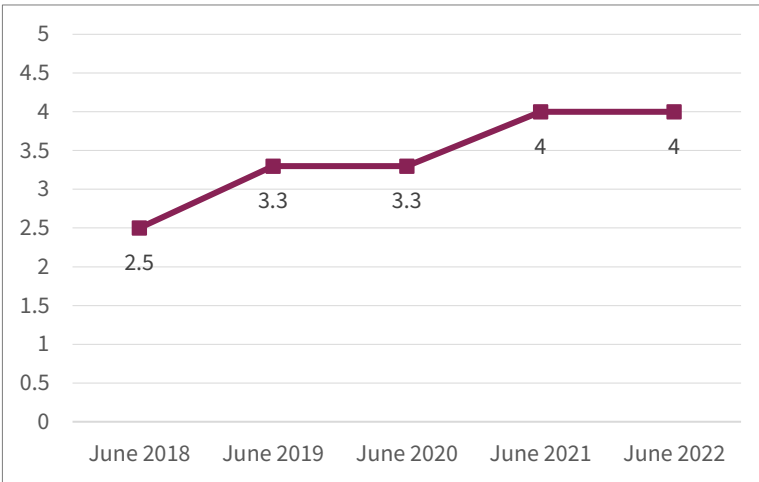
Notes: AEST measure (Central Data Warehouse). The years presented in the chart represent the year on which the data is based (e.g., “FY18”). The decline in Indigenous FTEs is associated with contract training.

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.

¹ n denotes the number of respondents in the specified category.

»» Environmental Sustainability

8. STARS ranking of institutionalization of sustainability



Assessment: ■

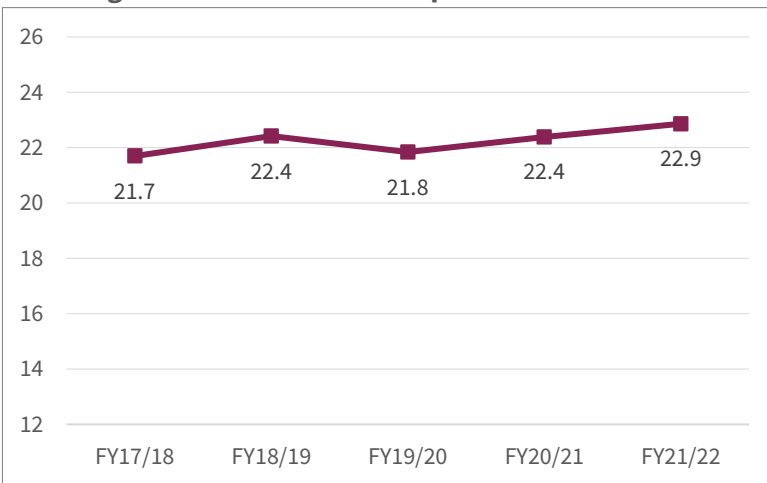
Achieved

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: ■

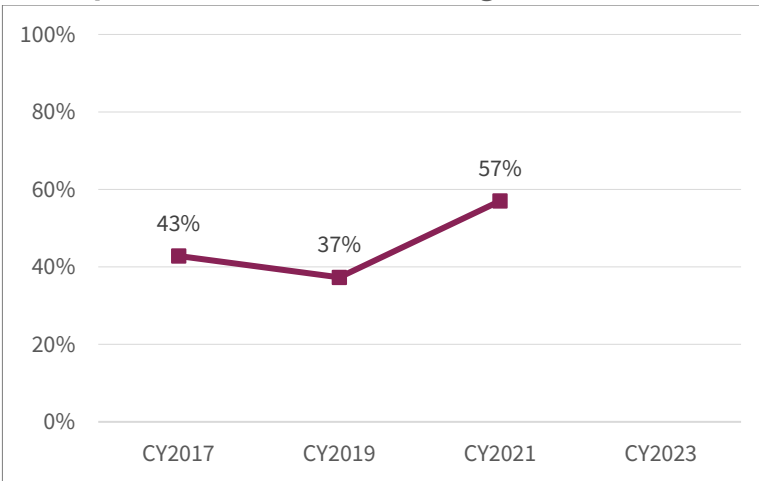
Achieved

Target: 23

Note: KPU measure.

»» Teaching, Learning and Curricular Innovation

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



Assessment:

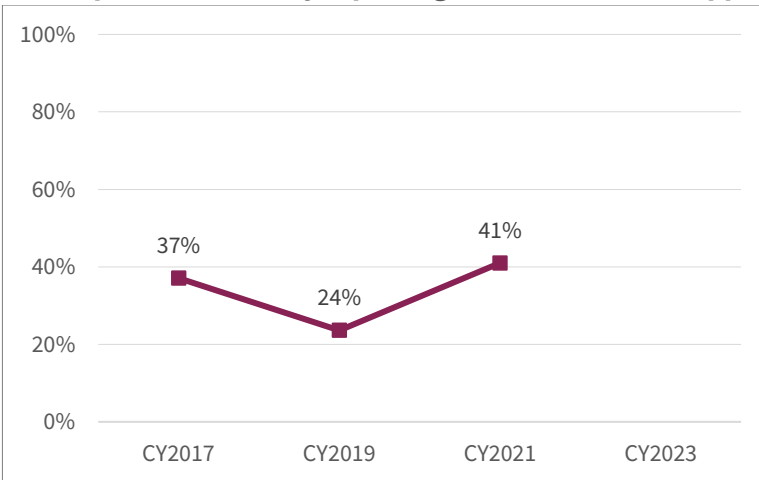
Not assessed

Target: > previous rating

Notes: KPU measure (Teaching, Research, & Library Supports Survey [TRLSS]). The response rate for the 2021 survey was 37%, up from 26% in 2019 and 27% in 2017.

»» Research Activity and Intensity

11. Proportion of faculty reporting satisfaction with support for research



Assessment:

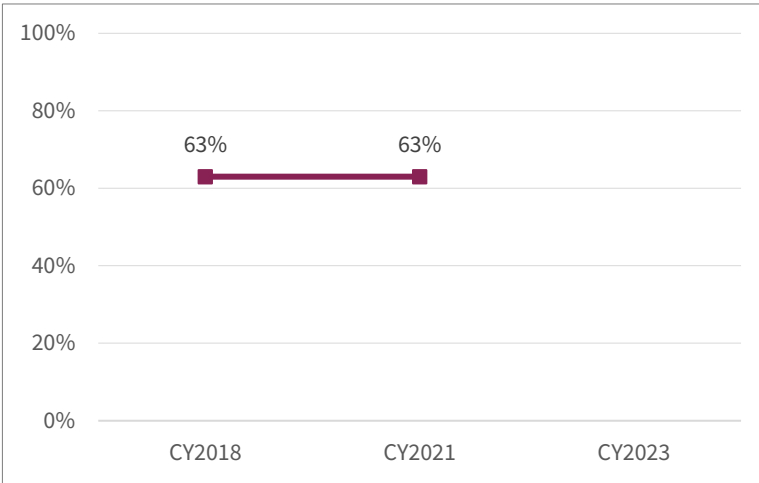
Not assessed

Target: > previous rating

Notes: KPU measure (TRLSS). This survey also includes the responses of non-faculty staff members in instructional or research roles. The response rate for the 2021 survey was 37%, up from 26% in 2019 and 27% in 2017.

»» 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:

Not assessed

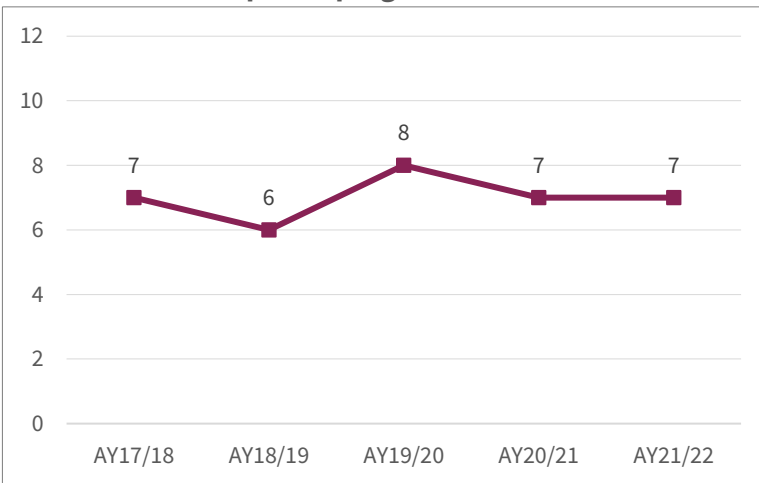
Target: > previous rating

Notes: KPU measure (EIS). The 2020 survey was delayed due to the circumstances arising from COVID-19. Note the scale changed: in 2018, a 6-point scale was used (strongly agree, agree, slightly agree, slightly disagree, disagree and strongly disagree).

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



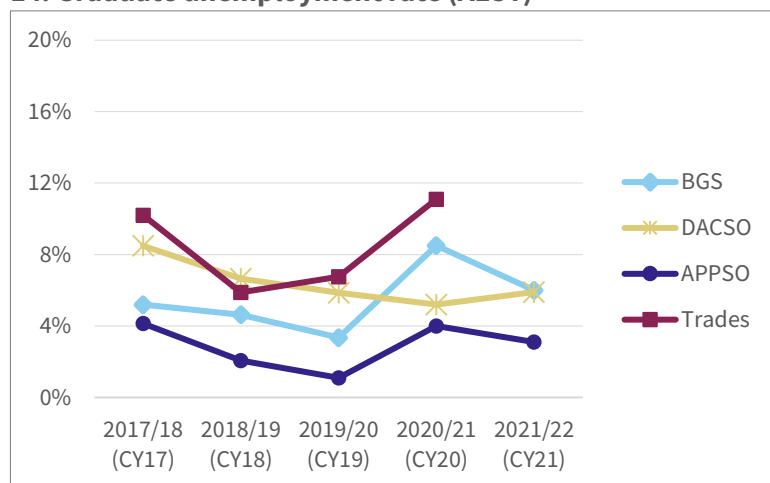
Assessment:

Not achieved

Target: Average of the past three years ≥ 9

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

14. Graduate unemployment rate (AEST)



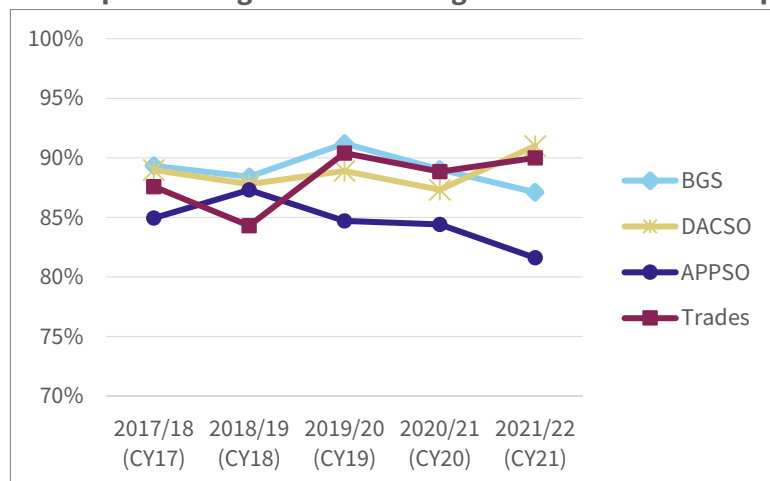
Assessment: ████████

Achieved

Target: ≤ 12%

Notes: AEST measure (BCSOS). The years presented in the chart represent the reporting year (e.g., “2018/19”) and the year in which the data was collected (e.g., “CY18”). Trades is not included for CY21 as the margin of error was greater than 10%.

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



Assessment: ████████

Achieved

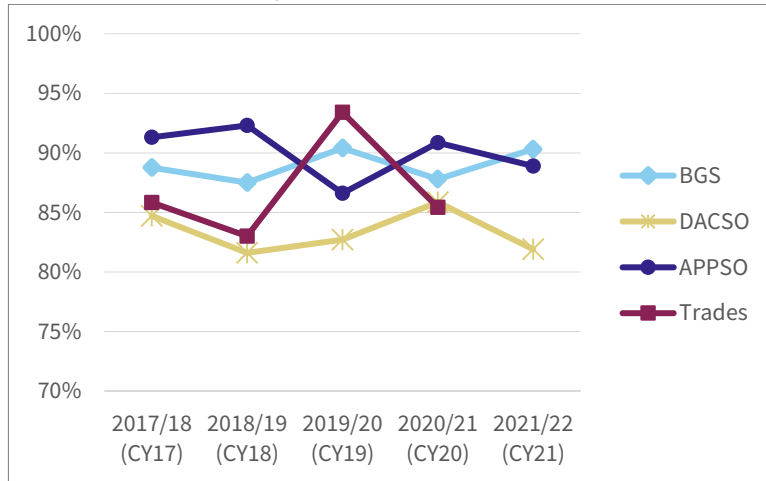
Target: ≥ 85%

Notes: AEST measure (BCSOS). The graph shows the average of the seven specific skills shown below. The years presented in the chart represent the reporting year (e.g., “2018/19”) and the year in which the data was collected (e.g., “CY18”). APPSO meets the target when taking margin of error into account.

In the table below, the values for Trades for written communication, oral communication, and reading and comprehension skills are omitted as per AEST’s guideline: the margin of error for each value was greater than 10%.

Skill	BGS	DACSO	APPSO	Trades
Written communication	87%	90%	73%	-
Oral communication	86%	90%	73%	-
Group collaboration	87%	92%	84%	96%
Critical analysis	91%	91%	85%	93%
Problem resolution	80%	90%	82%	89%
Independent learning	89%	91%	83%	89%
Reading and comprehension	89%	92%	87%	-

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



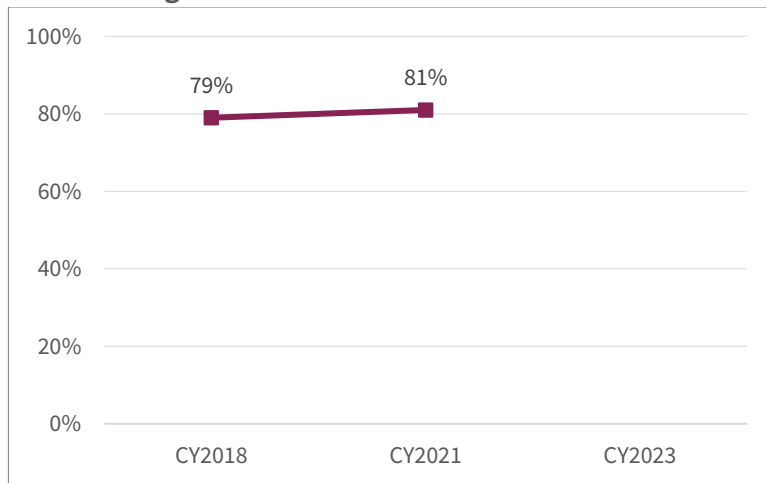
Assessment:
 Achieved for BGS and APPSO
 Substantially achieved for DACSO

Target: ≥ 90%

Notes: AEST measure (BCSOS). The years presented in the chart represent the reporting year (e.g., “2018/19”) and the year in which the data was collected (e.g., “CY18”). APPSO meets the target when taking margin of error into account. Trades is not included for CY21 as the margin of error was greater than 10%.

»» Internal Accountability

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



Assessment:
 Not assessed

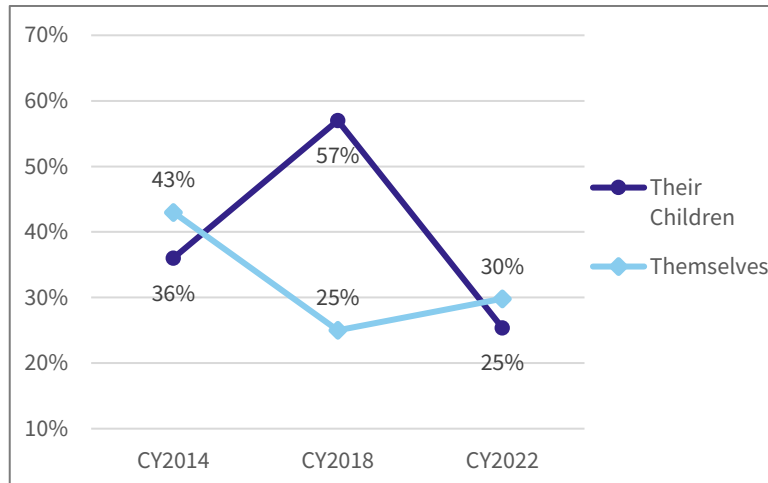
Target: > previous rating

Notes: KPU measure (EIS).

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



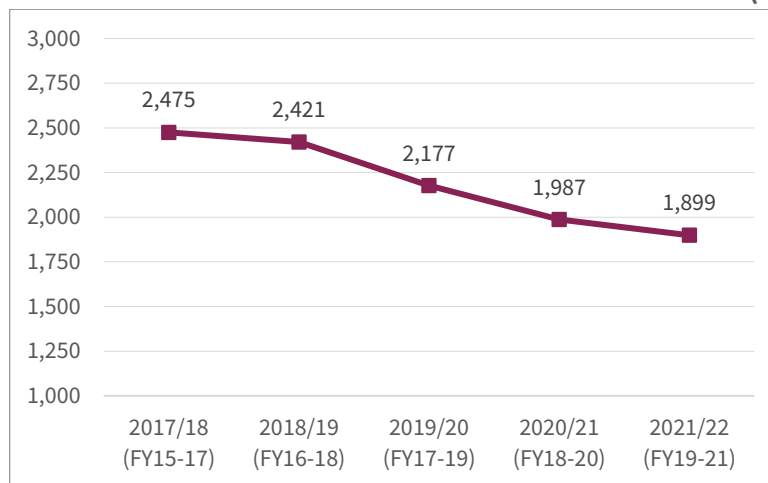
Assessment: ■

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 (AEST)



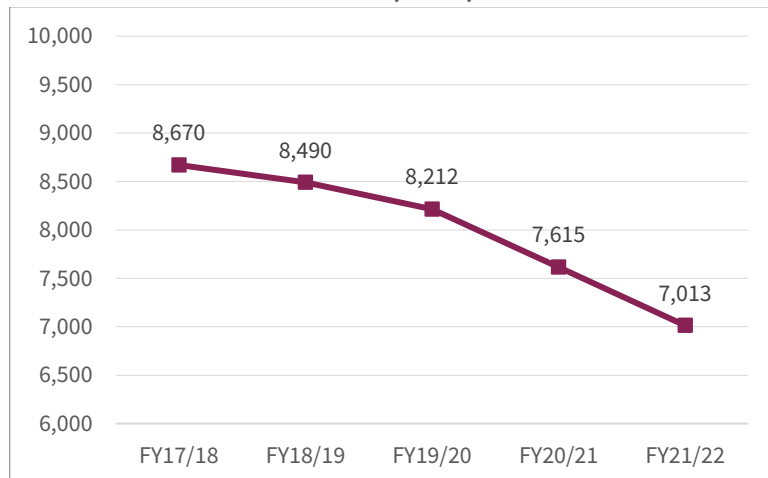
Assessment: ■

Substantially achieved

Target: 1,903

Notes: AEST 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 (AEST)



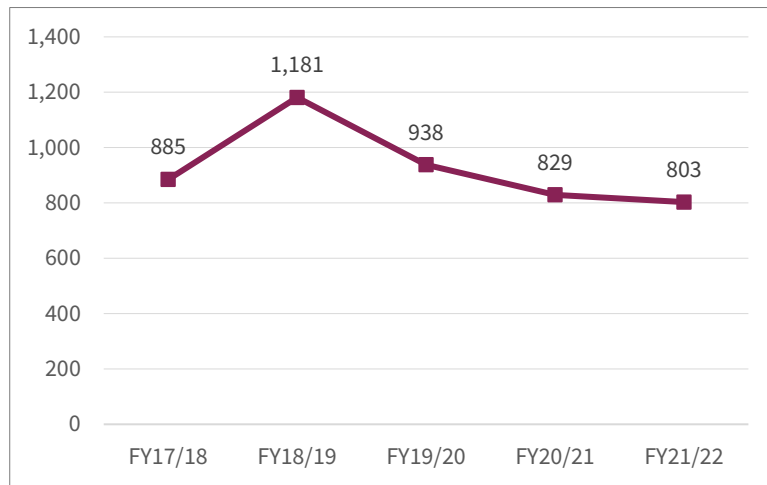
Assessment: ■

Not achieved

Target: 9,183

Notes: AEST measure. The decline is likely due to two factors: declining number of people aged 20 to 24 in the KPU region, plus the impact of the pandemic.

21. Number of health FTEs (AEST)



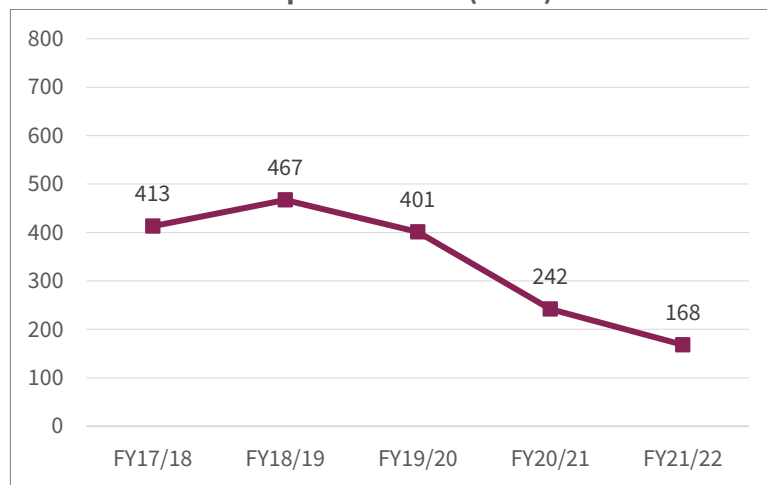
Assessment: ■

Achieved

Target: 782

Note: AEST measure.

22. Number of developmental FTEs (AEST)



Assessment: ■

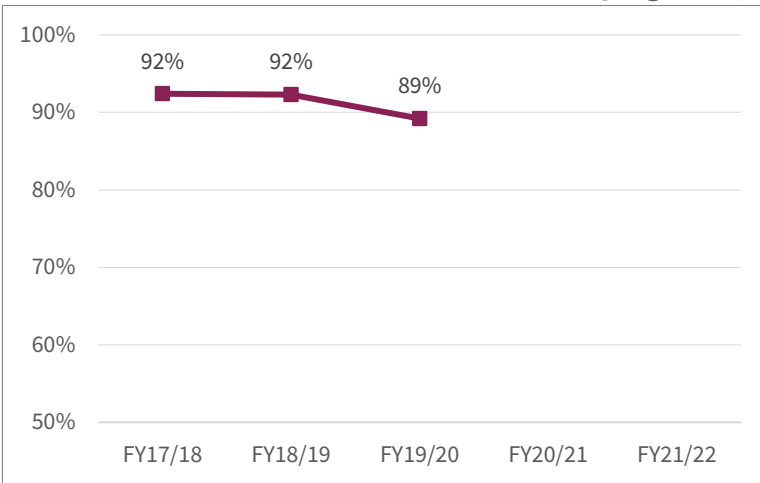
Not achieved

Target: 350

Notes: AEST measure. As of FY 2019/20, 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.

KPU has chosen to focus its limited resources on university-bound students who need to upgrade English to meet KPU admission requirements, or need to complete high school mathematics or sciences to meet course prerequisites. 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 don'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 ITA-funded Foundation programs (ITA)



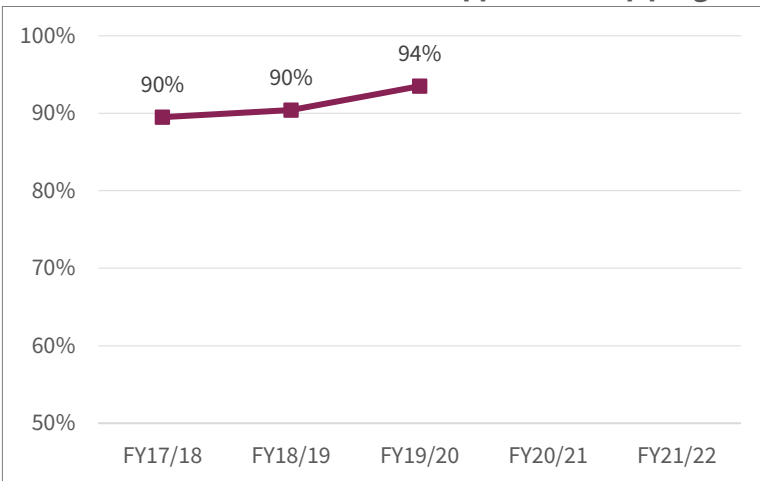
Assessment:

Not assessed

Target: None

Notes: ITA measure. The ITA did not set utilization targets for FY 2020/21 or 2021/22 due to the pandemic.

24. Seat utilization for ITA-funded Apprenticeship programs (ITA)



Assessment:

Not assessed

Target: None

Notes: ITA measure. The ITA did not set utilization targets for FY 2020/21 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	Somewhat agree	Strongly agree
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

AEST: BC Ministry of Advanced Education and Skills Training, elsewhere referred to simply as “the Ministry”

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 (umbrella term for APPSO, BGS, DACSO, and Trades surveys)

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

EIS: Employee Insights Survey of all KPU employees, conducted every two years; in 2018, it was called the Employee Engagement 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

ITA: Industry Training Authority, which funds and oversees apprentice training

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

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; in 2019, it was called the Teaching, Learning, Scholarship, & Research Survey

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