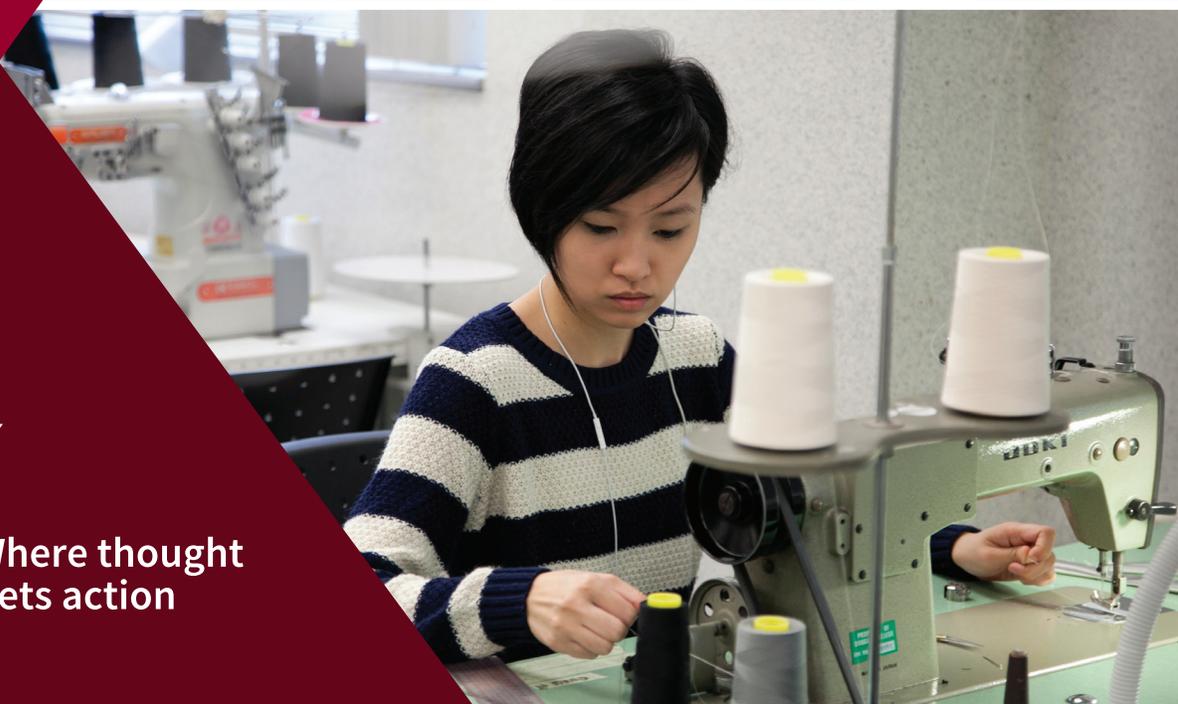


Kwantlen
Polytechnic
University

Accountability Plan and Report 2016/17



Where thought
meets action



Accountability Statement

Minister of Advanced Education
Province of British Columbia
P.O. Box 9059, STN PROV GOVT
Victoria, BC V8W 9E2

July 14th, 2017

Dear Honourable Minister:

We are pleased to submit KPU's institutional Accountability Plan and Report for 2016/17 and we affirm that, in accordance with KPU's governance structure, the Board Chair and the President/Vice Chancellor are accountable for achieving its objectives.

This report fills the reporting requirements of the Taxpayer Accountability Principles. Highlights of actions KPU has taken to address the priorities outlined in the mandate letter from the Ministry of Advanced Education follow. Further information is provided in the *KPU's Strategic Priorities* section of Chapter 1.

KPU has met, or exceeded, all targets set by the Ministry of Advanced Education for 2016/17, with the exception of the developmental FTE target. KPU has complied with the provincial government's Job Skills Blueprint, reallocating \$3,045,000 of Ministry funding for 2016/17 towards programming to address in demand occupations, and achieving 100% of our Skills Gap Plan targets.

KPU continues to meet its financial targets, achieving a modest surplus for 2016/17, and developing a balanced budget for 2017/18. Our 2016/17 audited financial statements received an unmodified audit opinion and are included in this report for your reference. KPU also remains committed to the Administrative Service Delivery Transformation initiative, actively participating in BCNET IT and joint procurement services.

KPU continues to fulfil its polytechnic mandate by ensuring access to affordable and quality higher education that leads to employment to the South Fraser region, the fastest-growing population in BC. This population growth represents an opportunity for KPU to similarly expand, and thus maximize its contribution to meeting BC's labour market needs. KPU has been very successful with its limited resources. Increased funding would allow KPU to provide greater support and wider program options across more campuses in order to better meet the diverse and expanding needs of this region.

We look forward to working with the Ministry and with community and industry partners to address the growing needs of the South Fraser region in a creative and mutually beneficial way that reflects and capitalizes on our polytechnic and university mandates.

Our intent is explicitly stated in the nine goals contained within our VISION 2018 Strategic Plan, and our three themes align well with the objectives of the BC government: quality, relevance and capacity. We have included in this Report the June 2017 update of our progress towards these nine goals.

We continue to appreciate very much the support we receive from the staff at AVED. We look forward to further productive working relationships in the coming year to achieve the goals of the Government of BC, especially as they relate to the social, cultural and economic vitality of the South Fraser region, and to provide value and accountability to the citizens of BC.

Sincerely,



Hanne Madsen
Board Chair



Alan Davis
President and Vice Chancellor

Table of Contents

Accountability Statement	i
1. Strategic Direction	1
KPU’s Strategic Direction: VISION 2018.....	1
KPU Goals.....	2
KPU’s Strategic Priorities.....	3
2. KPU Profile	13
KPU Programs	14
KPU Students.....	22
3. Strategic Context.....	27
The KPU Region.....	27
Financial Context.....	30
4. Where Thought Meets Action: The KPU Student Experience	35
Nikka Bagasbas – A Role Model for Nursing Students	35
Cody Botto – A Creative Problem Solver	36
Paige Glazier – Change Maker	37
Argel Monte De Ramos – Helping Other Students.....	38
Shania Oldaker – Getting a Hands-on Education.....	39
Johanna Walker – Committed to Sustainable Farming	40
Sasha You – Getting a Start at KPU.....	42
5. Performance Plan.....	43
6. KPU’s Performance Measures	45
Assessment of AVED’s Performance Measures.....	45
Tracking Progress towards KPU’s Goals.....	46
Appendix A: Notes on Terms and Sources	59
Appendix B: Financial Statement	61

This page left intentionally blank

1. Strategic Direction

KPU's Strategic Direction: VISION 2018

VISION 2018, KPU's Strategic Plan for 2013 – 2018, was approved in 2013. The plan's goals and strategies are grouped in three themes: Quality, Reputation, and Relevance.

KPU Mission, Vision and Values

Mission

KPU offers all learners opportunities to achieve success in a diverse range of programs that blend theory and practice, critical understanding, and social and ethical awareness necessary for good citizenship and rewarding careers.

Vision

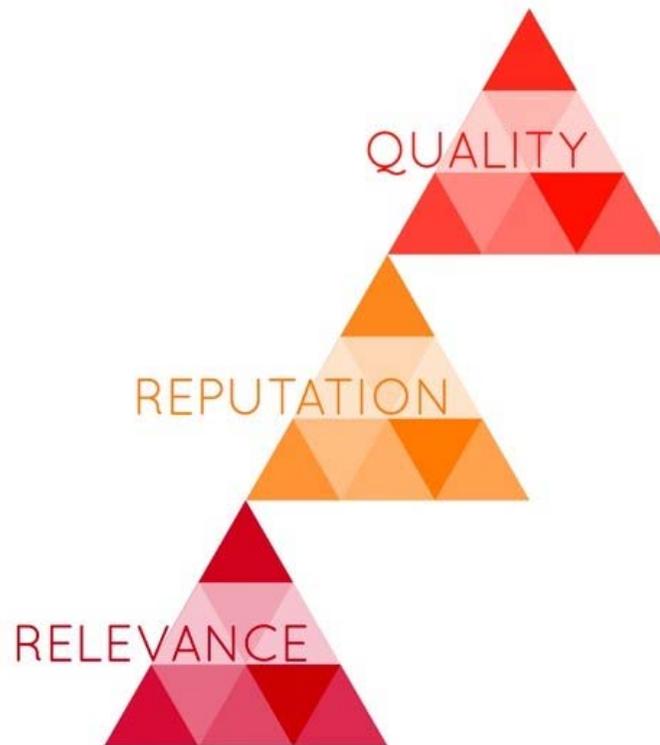
In 2018, KPU is Canada's leading polytechnic university, with

- Inspiring educators
- All learners engaging in campus and community life
- Open and creative learning environments
- Relevant scholarship and research
- Authentic external and internal relationships

Values

- Synergistic community relationships
- Supportive and collaborative learning and working environments
- Scholarship of discovery, creativity, integration, application, and teaching
- Rich learner experiences and a vibrant campus life
- Responsible stewardship of resources
- Multiple ways of knowing
- Excellence and innovation
- Diversity and inclusion
- Continuous personal and professional enrichment
- Access and flexibility
- Academic freedom

KPU Goals



➤ QUALITY:

- All KPU graduates are prepared for global citizenship and rewarding careers.
- Learner engagement and retention at KPU show continuous improvement.
- KPU is a well-managed, integrated, and transparent organization that supports learning.

➤ REPUTATION:

- KPU is widely recognized for its teaching and its scholarship.
- KPU's unique identity is clearly articulated and well understood across the University and beyond.
- KPU is the foremost provider of continuing and professional education in its region.

➤ RELEVANCE:

- The impact of KPU's community engagement has doubled by 2018.
- KPU's operations support purposeful learner FTE growth of at least 5% annually to meet the educational needs of its region's diverse population.
- Experiential learning is integrated into every KPU program, connecting theory to application and the classroom to the community.

KPU's Strategic Priorities

KPU priorities for 2016/17 continue to focus on achieving the goals laid out in its strategic plan, *VISION 2018*. This includes activities in the following areas, with reference to KPU's *VISION 2018* goals in parentheses:

- Enhancing Student Experience (*Successful global citizens; Engaged learners; Expanded educational access*):
 - As a community, KPU commits to supporting every student in their first year as they explore the larger world and their own possibilities within it. KPU's vision for the first year is: an experience where all students belong, engage, are supported and thrive. The First Year Committee, consisting of representatives from across KPU, provides leadership in implementing an integrated and intentional approach to the first-year experience of KPU students to improve retention and student success.
 - KPU is implementing Degree Works to improve academic planning. Degree Works is a comprehensive academic advising, transfer articulation, and degree audit solution that helps students, advisors and graduation staff successfully negotiate an institution's curriculum requirements, ultimately contributing towards improved retention and completion. In an online environment with a user-friendly interface, Degree Works will streamline student program planning, helping them make informed choices. With the transfer equivalency component, it will make it easier for transfer students to map existing coursework to KPU programs, articulate those credits, and have them applied toward their intended credential. A soft launch of the degree audit functionality is planned for fall 2017, followed by the rollout of the transfer equivalency and student education planner components in 2018.
 - KPU continues to work on improving our transfer credit system, making transferability the default for new courses, simplifying the course prerequisite structure, developing course-by-course articulations and block transfer agreements and enhancing our transfer credit database. With a more effective transfer system, KPU will be more attractive to students with previous post-secondary credits and speed up their time to graduation.
 - KPU remains the leading institutional adopter of open textbooks in the Province, now with more than \$500,000 in student savings through adoptions in over 150 course sections. Research at KPU has shown that this initiative has resulted in improved course performance and better student persistence. Through the creation of a new position (University Teaching Fellow in Open Studies) and with the support of BCcampus, KPU has continued to encourage and promote the development and use of open educational resources (OER) by organizing professional development opportunities for our faculty, launching a small OER grant program, developing step-by-step guides, and providing one-on-one support. Our faculty, staff, and administrators are now routinely called upon to assist those at other post-secondary institutions who wish to support post-secondary affordability and pedagogical innovation through the use of OER.

- Dr. David P. Burns and a team of KPU student researchers at the Kwantlen Educational Policy Incubator [KEPI] are building a set of multimedia resources and policy proposals to assist post-secondary institutions prepare for the influx of students entering the sector in the near future. The incubator's goal is to make KPU the hub for conversation and expertise for the next stage of this significant transformation process. The KEPI team is also partnering with the Surrey School District in a joint research project to study and build mechanisms for the next generation of high school students to demonstrate a wider scope of knowledge and skills acquired during the course of their high school education and concurrent volunteer experiences.
- The development of the KPU's Civic Plaza Campus is on schedule for a targeted fall 2018 launch. The schematic design for the campus has been completed and all documentation is ready to allow for substantial completion by early 2018. Programming for KPU Civic Plaza is currently under review with the majority of the focus on upper-level business and post-baccalaureate programming.
- The new Chip and Shannon Wilson School of Design building, located at the KPU Richmond Campus, will be home to a range of design programs including the Bachelor of design in fashion and technology, the Bachelor of interior design, and continuing and professional education. It will also house the new product design and technical apparel design programs. The ground breaking ceremony for the 6,026m², 5-storey, LEED gold building was on July 4, 2016. The project is currently on budget and on schedule for completion in December, 2017.
- A significant renovation of KPU Surrey's Spruce building is being funded by the federal Post-Secondary Institutions Strategic Investment Fund and the provincial Ministry of Advanced Education. The funding will support a 3,300 square-metre renovation and a 2,100 square-metre addition to the building. The renovation will extend the life of the building, reduce energy consumption, and provide additional education spaces including science labs, fine arts studios, digital arts labs and 3D shops. Project planning began in fall 2016 and work began on April 13, 2017. The project is on budget and on schedule with Phase One completion planned for August 2017 and total project completion by April 30, 2018.
- In fiscal year 2016/17, KPU completed \$3.2 million in capital renewal, environmental protection, and deferred maintenance projects with funding received from the Ministry of Advanced Education. An additional \$1 million from KPU's Annual Capital Allowance (ACA) supports these and other internal renewal projects. These projects help KPU extend the life of its assets, improve its Facilities Condition Index, reduce greenhouse gas emissions, reduce energy consumption, and reduce operating costs.
- This past fiscal year, all four of KPU's campuses have undergone renovations in order to enhance the working and learning environment. Infrastructure improvements and design standards for all projects continue to optimize energy efficiency and building system control without compromising comfort. Some of these renovations include the following:
 - Renovation of cafeteria sitting area, KPU Surrey Campus

- Fine Arts Renovation for 4th year studio space, KPU Surrey Campus
 - Renovation to Information Technology employee work area, KPU Surrey Campus
 - Creation of a new Health Initiative Lab, KPU Richmond Campus
 - New Fitness Centres on KPU Langley and KPU Tech campuses
- KPU has developed a five-year capital plan identifying possible renovation and expansion projects concerning safety, accessibility and efficiency. Such projects include: building envelope and domestic water line replacement at KPU's Richmond Campus; a new academic building at KPU's Surrey Campus; security system and exterior lighting enhancements for improved safety; and, expansion of the library at KPU's Langley Campus.
 - Information Technology and the Teaching and Learning Commons have partnered to digitalize classrooms on all four KPU campuses. The upgrades are well underway with 45% of KPU classrooms upgraded to the basic digital-ready standard. The roll-out is continuing in the remaining classrooms. Wi-Fi projector access upgrades are targeted to commence in late summer 2017.
 - KPU strives to create learning environments that are well supported by quick, reliable and easily accessible technology. KPU's Information Technology (IT) team has therefore established a strategic plan that will focus on five main areas:
 - delivering core teaching and learning technologies to all campuses;
 - modernizing and optimizing IT infrastructure;
 - transforming customer service and the user experience;
 - responsible management of risk and information security; and,
 - modernizing university software applications.
 - To inform the implementation of the IT strategic plan, surveys of students and faculty were conducted to understand their technological needs. The feedback is currently being analyzed and will subsequently be used to help shape future IT improvements.
 - KPU is implementing a modern navigation portal, called 'One KPU', which is scheduled to launch in fall 2017 and will dramatically improve the way all university information and systems are accessed. This new portal will take the guesswork out of locating university information for students, faculty and employees. Further, KPU is piloting a new program that supports the introduction of a Bring-Your-Own-Device option for students and faculty, the result of which could enable remote access without the typical challenges associated with using the Virtual Private Network, benefiting all employees and students.
- Improving Opportunities for Aboriginal Learners (*Successful global citizens; Engaged learners; Expanded educational access*):
- In 2014, KPU's Academic Plan committed our institution to the implementation strategies and initiatives aimed at increasing the participation and enhancing the success of Aboriginal learners. Over the past three years we have launched diverse projects that honour the relevant calls for action in the Truth and Reconciliation Commission while

paving the way for a more significant relationship with our local and regional Indigenous communities.

- KPU has continued to successfully deliver a suite of training programs in trades in collaboration with the Squamish First Nation Trades Centre (STC) in North Vancouver. We have embarked on a strategic planning exercise to establish a more formal relationship with the STC to enhance their educational delivery to include business, design, health and arts programming.
- In 2016, the university was successful in obtaining one-time Skills Development Employment Benefit funding from the Ministry of Advanced Education that enabled the commissioning of a substantial report on the needs of Aboriginal learners in the KPU region. This report will allow us to identify specific groups and disciplinary areas of training to plan and fine tune relevant and in-demand educational programs to our local Aboriginal communities.
- In the spring of 2017, KPU hosted two public events aimed at attracting Aboriginal students from our local school districts. The first was aimed at general programs and the second focused on encouraging Aboriginal students to explore and embrace STEM disciplines. This second event combined presentations, hands-on activities, and a keynote speaker, retired NASA astronaut, Dr. John Herrington, who flew on the Space Shuttle Endeavour. Dr. Herrington is a member of the Choctaw Nation and the only Indigenous person to travel to space.
- Finally, in the fall of 2017 KPU will be rolling out a series of four Indigenous Competencies on-line training modules for faculty, staff and administration to better equip our educational leaders and instructors with relevant contextual knowledge, cultural practices and other valuable tools to enhance the participation of Aboriginal students at the university.

➤ Focus on Quality (*Effective organization; Recognized teaching and scholarship*):

- KPU's Teaching and Learning Strategy and related Action Plan are currently under development by the Vice Provost, Teaching and Learning. The plan will include applied and scholarly activities around teaching and learning, linking with KPU's Research plan and strengthening the synergy between instructors' scholarship, professional development, and research, as well as KPU's academic programs, and students' learning experiences. Teaching Fellows in Open Education, Learning Outcomes and Experiential Learning have been appointed for a one-year pilot and are members of the new Teaching and Learning Commons which aims to provide consultative support, training and professional development for KPU's educators.
- KPU's Provost and the Vice Provost, Teaching and Learning have embarked on a development project to revitalize trades apprenticeship and foundation teaching practices. This project will aim to infuse these programs with pedagogical practices and educational technologies more commonly associated with the academic, developmental and other applied programs at the university. The accelerating and sometimes disruptive

advances in technology, emerging work practices and changing labour market needs are all compelling factors that suggest this is an opportune time for renewal and alternative models to deliver trades and technology training. This collaborative exercise will help KPU prepare graduates for a new digital future and enhance their employability through a more comprehensive skills training approach.

- Working collaboratively, the Office of the Provost, the Kwantlen Faculty Association, the Deans, the Office of Institutional Analysis and Planning, and the Office of Teaching and Learning, have been developing an evaluation system designed to recognize, encourage and support faculty in their professional growth. Consistent with good educational practice, the evaluation provides faculty an opportunity to obtain feedback on performance from their students, peers, and administrators. The information obtained will be considered in decisions that determine training needs, and support ongoing employment. It is also an opportunity to discuss personal accomplishments and plan for future development. While the Faculty Performance Guide, a first for KPU, will be a ‘living document’, we anticipate testing it with a group of faculty this coming academic year.
 - KPU continues to develop a “People First” culture, where people are at the center of every decision. The evolution from a transactional to strategic approach that advances the people and the business priorities of the University is well underway with a redefinition of roles and organizational structure within Human Resources. This change will increase collaboration, transparency and engagement between business units, academic and administrative areas, as well as the KFA and BCGEU. By advancing a “People-First” culture, KPU will be better positioned to lead and support strategic changes; attract, develop, and retain talent in an engaging work environment; and establish a unique identity through an innovative, diverse and service oriented work and learning environment.
 - With the goal of fostering employee well-being, this year KPU staff were supported through a variety of workshops including those focused on building resiliency, creating and supporting a respectful workplace, planning for retirement, and developing healthy sleep habits. In the coming year, Human Resources will focus on revamping new employee orientation, onboarding and other training to support the university.
- Ensuring Continued Relevance of KPU Programming (*Successful global citizens; Engaged learners; Community engagement; Expanded educational access*):
- KPU is helping to deepen the talent pool in BC with an ongoing process that works to align core educational programming and applied learning with relevant industries and in-demand jobs in the technology sector. This endeavor includes working with municipal and provincial governments to understand which job skills will be in demand in future. A recent example is the partnership that was signed between KPU and Siemens Canada aimed at accelerating the implementation of Industry 4.0 advanced manufacturing concepts and creating a future-focused, high-quality and globally-relevant advanced manufacturing training program. Through this partnership, KPU will offer students the Siemens Mechatronics Systems certification program in association with the Siemens Canada Engineering and Technology Academy (SCETA). This program will set the

foundation for future academic offerings at KPU, including a diploma in Advanced Manufacturing, and will focus on training students in key areas that are in demand in the technology sector. In addition to creating skilled workers in the technology sector, this program will teach a holistic, hands-on approach to automation that can improve efficiency, productivity and quality and ultimately decrease time to market in businesses including aerospace, materials processing, machine building, automotive, transportation, building technologies and mining.

- KPU's Office of Institutional Analysis and Planning produced a recent paper titled "Understanding mature learners in the KPU region and their diverse education needs." The development of this paper was highlighted in KPU's 2016 Accountability Report. This paper will help shape a unified approach to mature learners and will guide the university's program and course development by identifying new and existing high-demand and fast-growing career choices for learners. KPU will focus on these areas to ensure educational offerings meet the needs of the labour market and the needs of prospective mature students who are motivated by labour market demand. As an integral component of our Strategic Enrolment Management Plan, the paper will help align our approach to Prior Learning Assessment and Recognition, our emerging Aboriginal participation strategy, and our Internationalization plan. Understanding the best avenues to reach the different mature student groups (i.e. recent immigrants, individuals who want to return to school to complete a degree, individuals who want to upgrade to further their career) will ensure individuals will become familiar with our large range of relevant, in demand programs as well as the delivery options and supports designed to meet their needs. Among the many recommendations outlined, the paper emphasizes online learning and re-designed programs to offer individuals who attend class in-person with greater flexibility, scheduling classes on the weekends or evenings, programs with multiple entry, exit and re-entry points and short, just-in-time training and upgrading.
- KPU joined Polytechnics Canada in early 2017 with a stated intent to participate as a full partner in the important national and provincial developments related to skills, innovation, and digital transformation. As both Canada and BC make huge investments in physical infrastructure and innovation capability, Polytechnics play a key role in preparing a future workforce through the establishment and continual development of industry-responsive applied programs, upgrading, and applied research collaborations that cultivate strong links between the post-secondary and industry sectors. KPU joins its partner institutions in promoting a sectoral approach to modernizing training and retraining systems, enabling work-entry opportunities for youth, enhancing apprenticeship-type learning, exploring micro-credentialing and other alternative forms of just-in-time training for a rapidly evolving work environment.
- KPU is increasing its partnerships within the communities it serves, including ensuring that all programs that have program advisory committees, to ensure our program remain relevant.

- Fostering Health and Well-Being (*Effective organization; Engaged learners*):
 - Work is underway to implement the Healthy University initiative at KPU. A key priority for KPU is to create a campus culture that fosters health and well-being and embed health promotion into our programs, practices and policies. To ensure personal and educational success, KPU's health initiatives will focus on six dimensions of wellness: Mental, Social Well-being, Emotional, Physical, Financial, and Spiritual. Our goals for the Healthy University Initiative are to:
 - Increase health awareness throughout the KPU community
 - Build individual and organizational resilience
 - Develop a supportive, inclusive campus environment
 - Over the past year, two working groups, consisting of students, faculty, staff, and administrative employees from across the University were established and tasked with developing and implementing an action plan.
 - The student champions working group is compiling an inventory of all health and wellness related activities that impact students across KPU to inform the work of the broader committee, build awareness, broaden participation and collaboration across units, assess where funding is or is not reaching and identify gaps in service or delivery.
 - The employee champions working group has been reviewing utilization data of the support services currently available to employees in order to identify gaps and areas to focus. Plans are underway to conduct an employee survey in the fall of 2017 in order to determine the needs of the KPU community with respect to programs, activities and services that support the health and well-being of our employees.
 - KPU has expanded the range and number of fitness and recreation programs for students and employees through the repurposing of funding used in past years exclusively for varsity athletics. Two new fitness studios have been built in the past year, ensuring that all campuses have access to wellness programming.

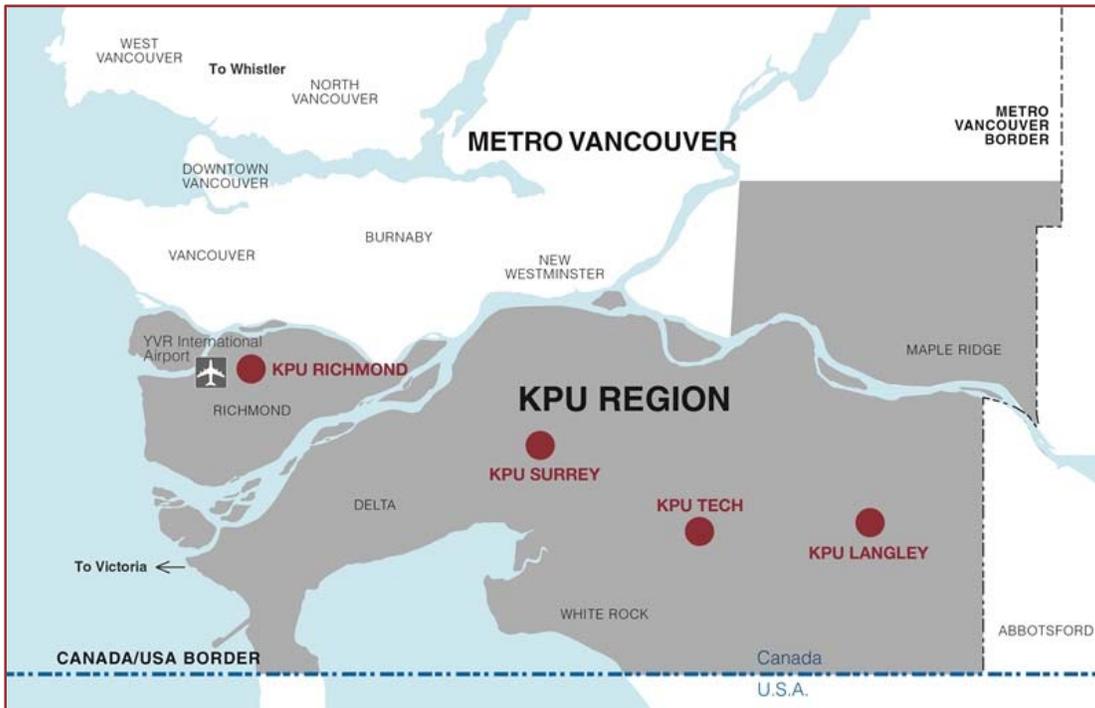
- Expanding KPU's Operational Effectiveness (*Effective organization; Expanded educational access*):
 - Senior leadership continues to actively participate in the development and implementation of the Common Online Application Project, now known as Education Planner BC (EPBC). The Provost and Vice President, Academic, as a member of the EPBC Governance committee, contributed to the development and delivery of recommendations to the Steering committee who will soon proceed with sector consultation. The Provost continues to participate in this project as a member of the newly formed EPBC Financial Modelling working group. The Vice Provost, Students chairs the EPBC Policy committee, dedicated to providing the policy recommendations to guide future enhancements to the Education Planner BC site, and also sits on the Steering committee. The Registrar, through her membership on the BC Registrar's Association, is involved in regular consultations on the project.

- As part of a nationwide call to action, KPU joined with universities and colleges from across BC and Canada to review and expand its policies and procedures that address Sexual Violence and Misconduct. In so doing, KPU has reaffirmed its commitment to establishing a culture of a safe and respectful learning and working environment where all members of the community are free from sexual violence and misconduct. In 2016 a President's Advisory Group was created and tasked with ensuring the university meets the legislative requirements. This included developing a policy consistent with BC Government legislation, and consulting with students, employees and other groups throughout the process. Following months of work, the President's Advisory Group on Sexual Violence and Misconduct developed policy and procedures which were approved by the Board of Governors on April 22, 2017. These are posted on our policy website as Policy SR14: <http://www.kpu.ca/policies>. The President's Advisory Group will guide implementation of the policy over the next year. Ongoing education will be of critical importance to establishing a robust culture of a safe and respectful learning and working environment.
- The university has implemented new policies and appeals related to student conduct and academic integrity, ensuring that processes are fair and transparent.
- KPU's Campus Safety and Security division continues to enhance the University's emergency planning, security systems, and safety prevention education. An Operational Control Centre is currently under development to provide a single safety and security point of contact that will be available 24 hours a day, seven days a week. This centre will provide university-wide response to Security, First Aid, and after-hours Facilities and IT requests.
- The Facilities Services division has partnered with Marketing and the Kwantlen Student Association (KSA) to improve the solid waste management program. Specifically focused on recycling and composting initiatives, KPU has expanded composting and mixed container recycling on all four campuses.
- In support of British Columbia's "Greenhouse Gas Reduction Targets Act" (Bill 44) and a commitment to environmental sustainability, KPU has achieved an 18.2% reduction in GHG emissions since 2009. Furthermore, although KPU has increased its space by 36.4% since 1994, it has decreased its natural gas consumption by 11.8% and electricity consumption by 13.3% over that time.
- KPU prepared its first zero-based budget for fiscal 2017/18. This represents a progressive step towards shifting KPU's budget methodology to a hybrid model that will introduce performance measurements when appropriate. A hybrid model will better allow senior leadership to consider activities across the University and reprioritize funds to meet strategic objectives.
- To support the development of the fiscal 2018/19 Operating Budget, the Budget and Planning team will be rolling out the "FAST: Budget and Forecasting" module to collect budget requests. The module will improve information flow and create efficiencies in the data collection process.

- Facilities Services and the Office of Services for Students with Disabilities partnered to support an accessibility audit on the Langley and Richmond campuses, conducted by the Rick Hansen Foundation. The audit will provide recommendations on ways the university can improve accessibility to those with disabilities. The Rick Hansen Foundation has expressed interest in extending the audit to other campuses.
- Given the changes and growth at KPU over the past several years, the need to automate Human Resources and Payroll service functions has become vital. With this in mind, Human Resources and Payroll Services have strategically moved away from paper reporting to online reporting. Payroll Services began piloting a new Web Time Entry process with approximately 200 employees. The process will be rolled out to remaining employees in fall 2017. KPU will continue exploring opportunities to automate functions and processes to support staff, create efficiencies and support cost containment.
- KPU is a dedicated participant in the Administrative Service Delivery Transformation (ASDT) initiative both through master agreements and committees. Using these opportunities when appropriate provides many benefits such as reducing volatility to supply demand pressures and cost variances, and increasing product availability. Additionally, KPU's Purchasing Services currently sits on the BCNET Custodial Supplies and Travel Source Committee Common Category Groups to support ASDT initiatives.

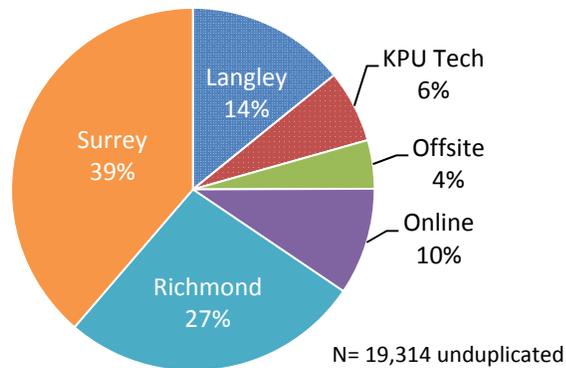
This page left intentionally blank

2. KPU Profile



KPU is a regional polytechnic university with a focus on teaching and learning. Serving a large and densely populated region in the lower mainland of BC, KPU has four campuses—Richmond, Surrey, Langley, and KPU Tech in Cloverdale—spread across 42km. Figure 2.1¹ shows the distribution of students by campus, as well as online and off-site delivery, for the 2015/16 academic year.

Figure 2.1: Distribution of Enrolments by Campus
Academic Year 2015/16



¹ Unless otherwise noted, all data in this report are drawn from internal KPU datasets.

KPU offers a wide range of programs from arts to trades, as well as academic upgrading and continuing and professional studies. Over 19,000 students annually make selections from a growing list of programs, including certificates, diplomas, associate degrees, bachelor's degrees, and post-baccalaureate credentials.

Our unique programs include the only graphic design for marketing program in Canada; one of the two fashion design degrees in the country; the only undergraduate journalism program in the region; and the only brewing diploma program in the province. Our polytechnic approach means that we combine academic excellence with hands-on, applied learning.

KPU Programs

Faculty of Academic and Career Advancement

The Faculty of Academic and Career Advancement (FACA) is the front door of KPU for many students. We warmly welcome learners of all ages and backgrounds into our developmental offerings.

In English Language Studies (ELS) students are provided academic English preparation at four levels. The Academic and Career Preparation department (ACP is also referred to as Academic Upgrading) offers qualifying courses to meet KPU's English proficiency requirement as well as math and science prerequisites for university-level programs and trades training.

Our Career Choices and Life Success (CCLS) program helps students set attainable career and life goals assisted by vocational assessments, information research, networking and hands-on work experience; and our Access Programs for People with Disabilities (APPD) department offers job preparation and work exploration opportunities for adults with disabilities through a combination of classroom instruction and work experience. We are also home to two short programs in Family Childcare run by a contract provider at our Surrey Campus.



In all cases, our aim is to help learners move from where they are to where they want to be—whether by developing language skills; picking up a needed high school credit; completing

qualifying courses for entrance into undergraduate, trades or other programs at KPU and elsewhere; or developing great workplace skills and hands-on work experience.

Faculty of Arts

The Faculty of Arts engages with almost all KPU students at some point in their course of study, helping them examine core social and cultural issues and build relevant analytical and communication skills. Many of the programs in the Faculty of Arts promote social justice as a definitive element of their courses and reinforce KPU's commitment to the well-being and safety of our region's communities. The Faculty of Arts is central to the emergence and development of Indigenous education initiatives and projects at KPU. The new program proposal for the Bachelor of Arts, Minor in Indigenous Community Justice has recently received approval from the Minister of Advanced Education.

The Faculty of Arts is, as well, an active center of experiential education. With a variety of service learning courses, practica, field schools, and other community-engaged projects, the Faculty of Arts provides an educational experience where thought meets action. Also, the Faculty values undergraduate student research and strives to provide research opportunities for students through course and community initiatives. In the Faculty of Arts the focus is on



developing well-rounded, creative and critical thinkers: graduates who can write persuasively, can formulate arguments and defend their ideas in conversation, and are socially engaged and responsible, with an awareness of contemporary and interconnected human issues. These job-ready skills are needed by every graduate to be successful in their future.

School of Business

KPU's School of Business, one of the largest business schools in Western Canada, continues to experience high demand for its diplomas and Bachelor degrees in Accounting, Business, Entrepreneurial Leadership, Human Resources Management, Information Technology and Marketing Management. The School's focus on continuous quality improvement is evidenced by the development of a Business Education Framework, and systems of learning outcomes for all credentials. This is supported by external advisory committees, KPU's program review processes

and the accreditation infrastructure of the internationally recognized Accreditation Council for Business Schools and Programs.

The School of Business and the Surrey Board of Trade (SBoT) partnered to create the *Partners-in-Marketing* program. The program provides KPU students the opportunity to work with local SBoT members in solving their marketing problems. The student teams are supervised by knowledgeable faculty with extensive industry and educational backgrounds. Students learn from "real world" marketing situations and SBoT members receive analysis and recommendations on how best to address their marketing needs.

KPU and Chartered Professionals in Human Resources - British Columbia and Yukon (CPHR-BC Yukon) renewed a partnership agreement that allows KPU HR students a CPHR membership and mentorship opportunities as well as practicum work placements through the Association. In addition, this agreement allows students the opportunity to meet, through their course work, the professional certification requirements of CPHR's National Knowledge Exam – the first step in attaining the Chartered Professional in Human Resources designation. As part of the partnership, a professional member of CPHR will sit on KPU's HR program advisory committee to ensure that our degrees remain relevant to industry.



Beginning this year, KPU's Business Management Diploma and Bachelor of Business Administration (BBA) in Entrepreneurial Leadership programs are accredited by the Canadian Institute of Management, making the university one of only three institutions in the province with programs that allow students to complete all of the academic requirements for their Certified in Management (CIM) Professional Manager designation while in class. With this new accreditation, all students in these two business programs will graduate one step further ahead in their careers.

The Canadian Institute of Management is Canada's senior management association and the CIM designation is a nationally-recognized benchmark in professional management. The designation carries both an academic and experiential requirement, but the normal eight-course academic portion is now waived for KPU graduates of either program. KPU graduates with a BBA in Entrepreneurial Leadership who already have five years of proven management experience may apply for the Professional Manager designation immediately upon graduation.

The School of Business will be launching three new post baccalaureate diplomas in September 2018 in Accounting, Operations and Supply Chain Management and in Technical Services Management.

Chip and Shannon Wilson School of Design

The Wilson School of Design offers programs and activities that reflect the polytechnic nature of KPU. The school offers certificate, diploma, degree, and post-baccalaureate programs in foundations in design, fashion marketing, fashion design & technology, graphic design, product design, interior design, and technical apparel design. Students are engaged with industry on an ongoing basis through practica and work experience placements, paid internships, collaborative industry projects, and research and development. These connections enrich student learning and benefit industry through the development of highly prepared graduates and future employees.

As the only four-year degree program of its kind in Western Canada, KPU's Bachelor of Design, Fashion and Technology allows students the opportunity to develop design concepts using practice-led research along with creative and technical skills to work within the apparel industry. The Diploma in Fashion Marketing not only prepares students to work across the apparel industry; students may choose to ladder into KPU's Bachelor of Business Administration and find work as entrepreneurs, leaders, and innovators.



The Bachelor of Product Design focuses on the growing demand for the design of a broad range of products including technical soft goods, medical devices/equipment, and sustainable and ethical design solutions. Students in the Post-Baccalaureate Diploma in Technical Apparel Design program pursue advanced studies in new construction methodologies, technical textiles, human factors and testing, production, and global business strategies.

The Bachelor of Graphic Design for Marketing program offers a balanced education in graphic design, marketing, business, technology, and liberal education, reflecting the important social and cultural impact of design on society. The Bachelor of Interior Design program provides a four-year intensive education in the built environment where students learn the practical design and technical knowledge needed to for a professional career as an interior designer.

For students interested in a design career but not yet ready or decided on what direction they will take, the Foundations in Design certificate provides them with a broad based introduction to design concepts, practices, and the industry.

Faculty of Health

The Faculty of Health makes significant contributions to health and community related programming, provincially, nationally, and internationally, serving both traditional and non-traditional learners.



We use curricula that combine a foundation in theory, with innovative practical *hands-on* experience, to ensure our students' knowledge can be put into action. Our degree programs achieve mandatory provincial recognition and all of our Nursing programs hold a national accreditation, to ensure quality curriculum and experiences for our learners, as well as, broad acceptance by employers.

In keeping with the Kwantlen Polytechnic University's mission and mandate, we are particularly proud of the diversity of our faculty and learners who are engaged in a variety of research and scholarship. The Faculty of Health continually explores opportunities for new programs, such as our Acupuncture Program that was launched in September 2016. We also strive to enhance our partnerships with employers to better meet their needs and those of the clients they serve through our educational programs and professional studies options.

Our programs offer field placements for our students to exhibit existing skills and to learn advanced skills. These placements involve a preceptor where a current practicing clinician leads the student through real world applications, expanding the student's knowledge. We also offer faculty-led field experience, where our faculty not only teach in the classes but also work directly with the students in the field. Our faculty work the twelve-hour shifts in a hospital right next to our students, connecting what the students have learned in the classroom into the work environment with their patients.

By innovating through theory and practice, we transform our learners into leaders who will ultimately change the face of their communities.

Faculty of Science and Horticulture

The Faculty of Science and Horticulture offers a unique mix of traditional and applied undergraduate programs representing the polytechnic mission of KPU, with programs offered on the Cloverdale, Langley, Richmond, and Surrey campuses.

KPU's new tagline – Where thought meets action – accurately describes the approach to our curriculum.

We have several newly launched degree programs, including a B.Sc. in Biology and a B.Sc. in Health Sciences. The upper level courses will be taught in our Surrey Campus science labs – undergoing a \$22 million renovation in summer 2017 to increase the capacity for innovation as well as enhance applied research and experiential learning opportunities. Students also now have the option to minor in Medicinal Chemistry, which is primarily geared towards drug discovery and development.

Our B.Sc. in Applications of Mathematics allows students to choose from focus streams in biomathematics, education, or computational mathematics, and the B.Sc. in Physics for Modern Technology provides students with an applied program designed with the needs of local industry in mind that includes a work placement component.



New to our faculty is the Computer-Aided Design & Drafting Technologies program. Students learn to produce drawings from concept sketches, create 3D models, and transform them into objects while building a portfolio of their work. Our Diploma in Brewing and Brewery Operations (first of its kind in BC) provides training in the science, business, and practical aspects of the brewing industry, with hands-on experience in our new 4,000 square foot Brewing Instructional Laboratory.

Students who are interested in the environment or sustainability and want a hands-on program are directed towards our two-year Horticulture Science Diploma programs that feed into our Bachelor of Horticulture Science in Plant Health or Urban Ecosystems programs. The School of Horticulture's field lab, greenhouses, technical training shops, and a three-hole demonstration golf course provide students with opportunities for hands-on learning. We also offer a two-year Diploma in Environmental Protection Technology and our highly innovative Bachelor of Applied Science in Sustainable Agriculture.

Undergraduate student research opportunities at home or abroad are available in many of our programs. Our close relationship with two highly recognized research groups, the Institute for Sustainable Horticulture (KPU Langley) and the Institute for Sustainable Food Systems (KPU Richmond), provides students the opportunity to work side-by-side with top researchers on projects that will benefit people in Canada and around the world.

Faculty of Trades and Technology

KPU Faculty of Trades and Technology programs and courses are situated at our Cloverdale Campus, on industry facilities and several school districts. Our programs focus on experiential learning, where we couple technical academic studies with practical applied skills. We have extensive meaningful relationships with the industries and disciplines we support. The Cloverdale campus is over 180,000 square feet, boasting some of the best-equipped trade facilities in Canada, including computer and simulation labs and 13 shops dedicated to trades and technology skill development. We also offer the only Farrier training program in BC's public post-secondary sector.

The Faculty provides programming in skilled trades and applied technology programs. This includes skilled trades foundation and apprenticeship training as well as and industry service training to meet the

needs of industry and their employees. Our programs support industry and people in many sectors including the construction, forestry, heavy equipment, metal, electrical, recreational, manufacturing, mining, transportation, and utilities fields.



Continuing and Professional Studies Division

KPU's Continuing and Professional Studies (CPS) division has achieved great national profile due to the popular and unique offerings in the field of medical marijuana. With the imminent legalization of medical and recreational marijuana in July 2018, CPS is poised to assume a position of leadership and innovation by expanding the present range of programs and courses offered in this area. KPU is working with internal



staff and external consultants to devise a broad range of offerings to capitalize on our unique post-secondary advantage and to widen the scope of activities in anticipation of a rapidly expanding market for research, expertise, regulatory standards, training and production management.

CPS is now entering the final year of a three year agreement with the Squamish First Nations Trades Centre in North Vancouver. Programs offered so far include low-voltage, carpentry, piping, scaffolding, and construction craft worker. These programs are aimed at learners from the Squamish, Tsleil-wa-tuth, Kwikwetlam, and Musqueam communities in the Lower Mainland. Plans are underway for a considerable expansion of these educational offerings with the Squamish First Nation. A new application for AVED funding for another multi-year program suite was submitted in June 2017.

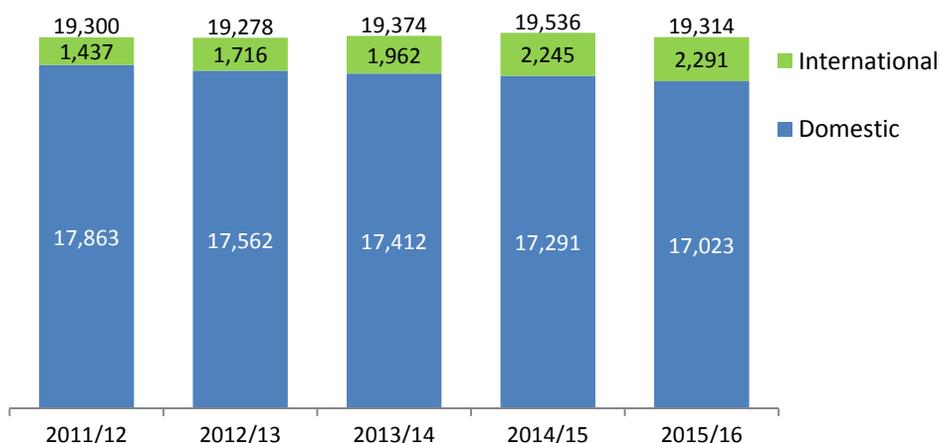
CPS is in the midst of a modest restructure that will see its operations supervised by KPU's new Associate Vice President, Business Development and Innovation. As part of that restructuring process we will be reviewing and renewing the range of offerings, exploring new methods of delivery and working closer with industry to identify mutually-beneficial daytime and evening/weekend training programs to support BC's highly diversified and evolving labour market.

In addition to our present unique offerings in Commercial Beekeeping Training, corporate training and Water Remediation, an active dialog is underway with local industries to better align programming with demand for upgrading and retraining needs.

KPU Students

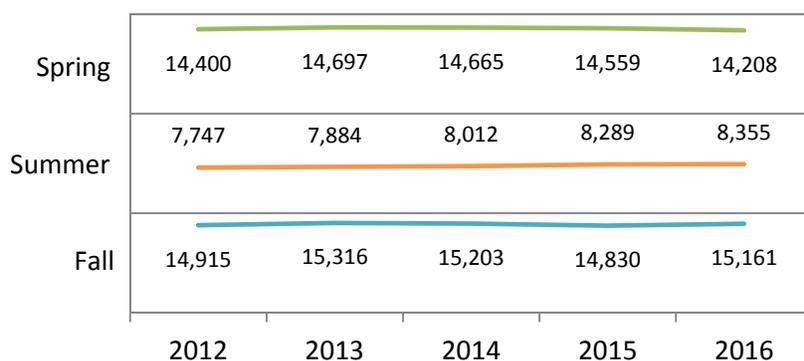
Over the last five academic years, headcount enrolments have remained steady at just over 19,000 students a year (Figure 2.2). During this period, KPU's domestic enrolments decreased, whereas the number of international students grew from 1,437 in 2011/12 to 2,291 in 2015/16. In 2015/16, 66% of KPU's international students were enrolled in the School of Business, 15% in the Faculty of Academic and Career Advancement and 12% in the Faculty of Arts.

Figure 2.2: Unduplicated Domestic and International Headcount by Academic Year



KPU offers a wide array of courses in all three terms each year. From 2012 to 2016, headcounts in the summer term increased by 8%, compared to a 2% increase for the fall and a slight 1% decrease for the spring over the same time period (see Figure 2.3).

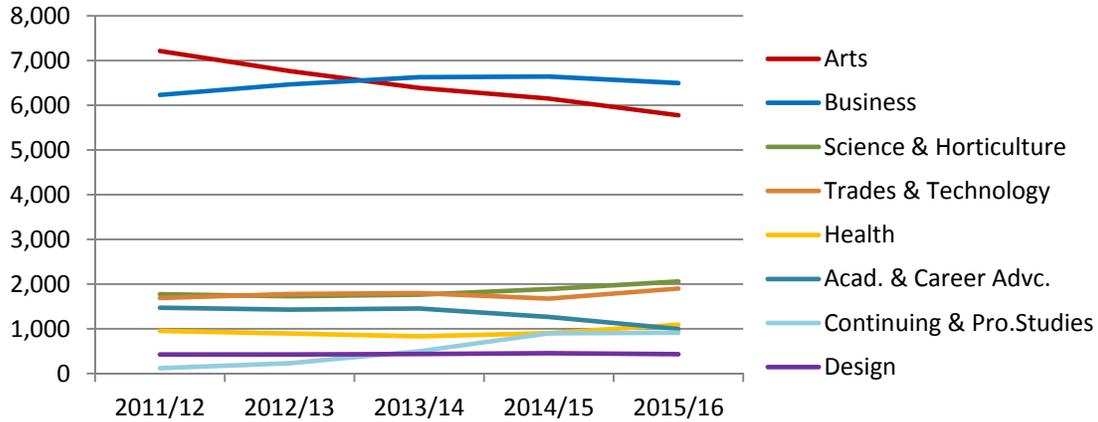
Figure 2.3: Unduplicated Headcount by Term Spring 2012 – Fall 2016



Two-thirds of all KPU students are enrolled in programs in either the Faculty of Business or the Faculty of Arts. Over the past five academic years, the growth in headcount enrolment was

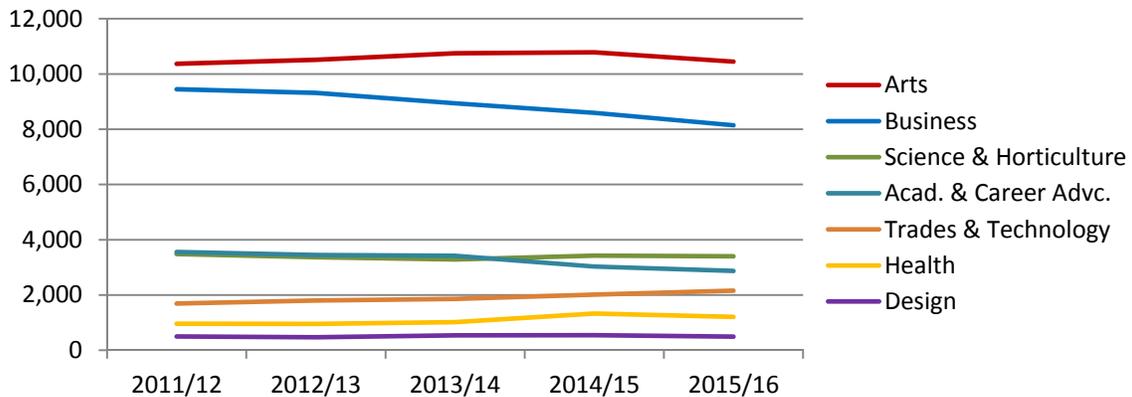
greatest in the Faculties of Health (22%), Science & Horticulture (19%), and Continuing and Professional Studies (297%) (see Figure 2.4 on the next page).

Figure 2.4: Distribution of Student Headcount Enrolments by Program Faculty per Academic Year



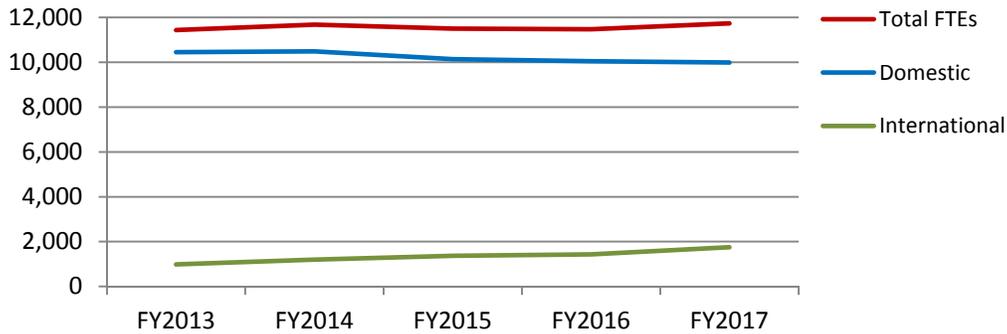
Since students may take courses in Faculties other than the one in which they are enrolled, the distribution displayed in Figure 2.4 does not reflect the proportion of educational activity delivered by each Faculty. Figure 2.5 displays headcount enrolments based on the Faculty delivering the courses to capture all educational activity delivered by each Faculty. The Faculty of Arts serves more than half of all students at KPU, more than any other Faculty. Although only 5% of all students are registered in ACA programs, ACA delivered courses to 15% of all KPU students in the 2015/16 academic year.

Figure 2.5: Distribution of Student Headcount Enrolments by Course Faculty per Academic Year



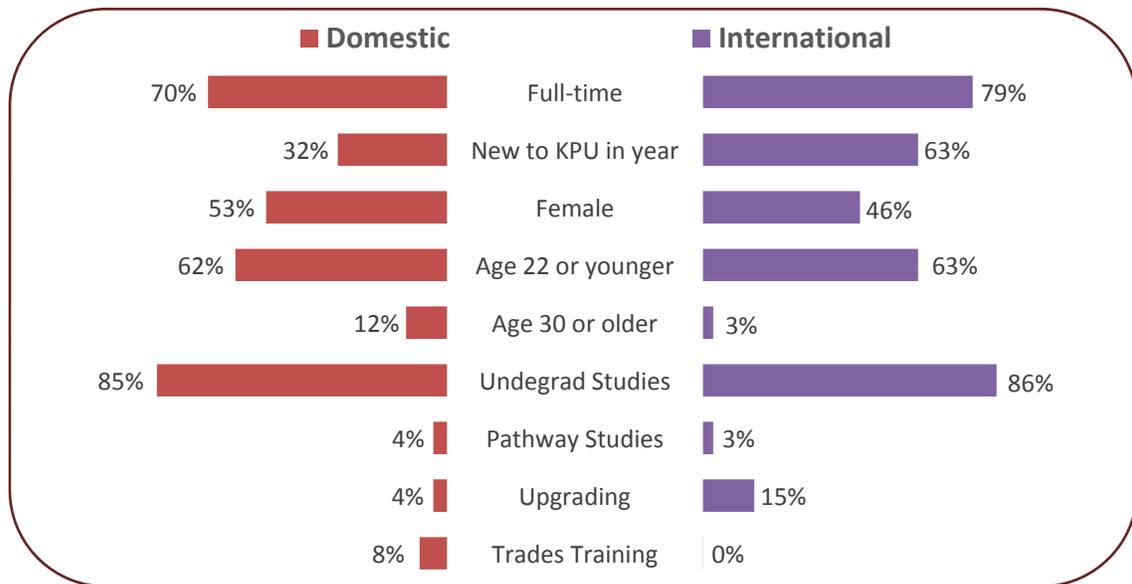
Although almost 60% of KPU students are full-time, the majority take less than a full load of 5 courses per term. FTE enrolments, which convert student headcounts into the equivalent number of students studying with a full-course load, show a somewhat different trend, as depicted in Figure 2.6, on the following page. Over the past five academic years, total FTEs are up by 3%, which is due to the fact that international FTEs are up by 77%.

Figure 2.6: FTEs: Total, Domestic and International per Academic Year



The profile of KPU’s student body is portrayed in Figure 2.7, comparing the characteristics of Domestic and International students. Compared to Domestic students, International students are more likely to study full-time, be new to KPU that year, be male, and be younger.

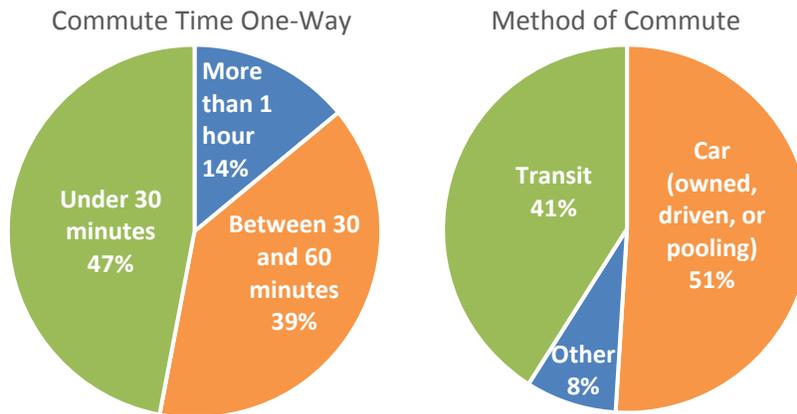
Figure 2.7: Profile of KPU Student Body Academic Year 2015/16



*Pathway pairs upgrading and undergraduate studies with guided support
 Note: Students taking CPS courses are excluded

In the Fall of 2016, all KPU students were invited to participate in a survey to gage their housing needs. We learned that about 18% of KPU students commute to KPU from outside the KPU region. The KPU region is large, so even living within the region can lead to a long commute to school, with more than half the students taking at least one hour to commute to and from campus. About half the students use the car, either driving themselves, car pooling, or being dropped off (see Figure 2.8, on the following page).

Figure 2.8: Campus Commuting



Source: KPU Housing Needs Survey, 2016

Almost three-quarters of KPU students live with their parents or guardians. Over a third are very or extremely interested in living on campus in student residence if it were available.

This page left intentionally blank

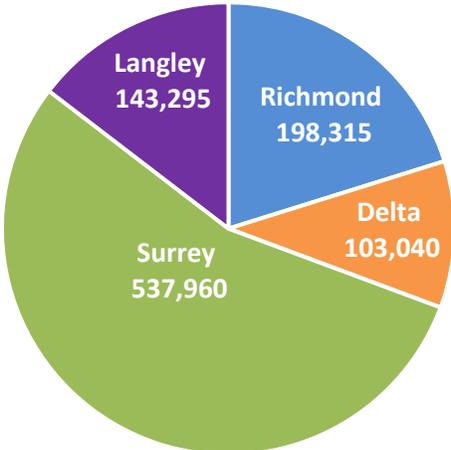
3. Strategic Context

The KPU Region

Population Diversity

The region served by KPU is comprised of cities of Richmond, Delta, Surrey, White Rock, and both the City and Township of Langley, as well as the Tsawwassen First Nation, the Kwantlen First Nation on McMillan Island and the Semiahmoo First Nation. This area covers the school districts of Richmond, Delta, Surrey and Langley. Figure 3.1 shows the population in each school district as of the 2016 census. More than half the population in the KPU region lives in the Surrey school district catchment area.

Figure 3.1: Distribution of Population in the KPU Region by School District



Source: Statistics Canada 2016 Census

KPU serves a region that is younger and more ethnically diverse than the province as a whole. In 2016, 30% of the population of the KPU region was under the age of 25, compared to 27% in the province; while only 22% of the KPU region was 60 or older, compared to 25% for the province.² In 2011,³ 40% of residents in the KPU region were immigrants, compared to 29% of the population of BC. Immigration rates vary considerable across the KPU region, from 60% for Richmond, 41% of Surrey, 29% in Delta, and under 20% in the rest of the region.

The KPU region is characterized by diversity in ethnicity, and mother tongue. One measure of ethnic diversity is the percentage of the population that is a member of a visible minority. In 2011, this ranged from a high of 70% in Richmond, to lows of 11% in White Rock and 13% in

² All population data is from Statistics Canada’s 2016 and 2011 Census and the National Household Survey, which replaced the long form of the Census in 2011.

³ Relevant data from the 2016 Census had not been released at the time of preparation so data from the 2011 census was used.

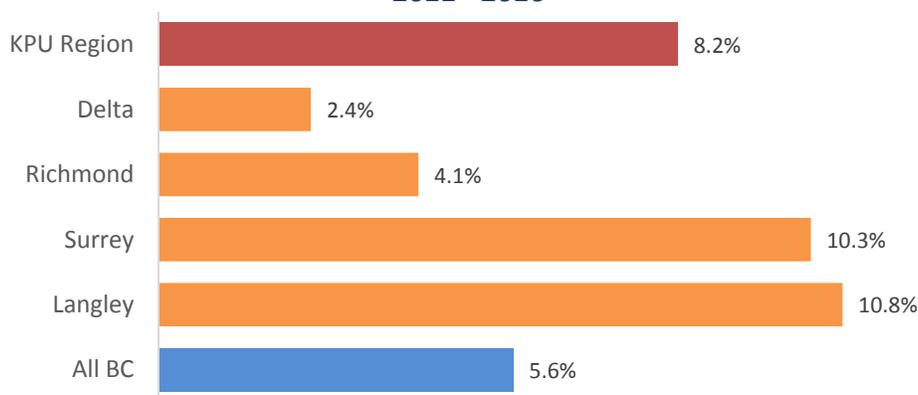
Langley (City and Township combined). Delta and Surrey fall in between, at 30% and 53%, respectively.

In 2011, 42% of the residents of the region had a mother tongue other than English or French, compared to 27% for BC. This was highest in Richmond, where 62% of residents had a mother tongue other than English or French; the majority of these spoke Cantonese, Mandarin or another Chinese dialect. In Surrey, 46% had a mother tongue other than English or French, with the majority being native Punjabi speakers. In Delta, 27% had a mother tongue other than English or French, and again the majority were native Punjabi speakers. In the Township and City of Langley only about 15% had a mother tongue other than English or French; these spoke Korean, German or Punjabi. Of all residents in the KPU region, 6% did not speak English; these residents were concentrated in Surrey (6%) and Richmond (10%).

Population Growth

Between 2011 and 2016, the population in the KPU region grew by 8.2%, compared to 5.6% in BC as a whole. The KPU region accounted for 30% of the province's overall population growth in this five-year period.⁴ Growth varied across the region, ranging from 10.8% in the Langley school district to only 2.4% in the Delta school district.

**Figure 3.2: Percentage Population Growth by School District in the KPU Region
2011 - 2016**



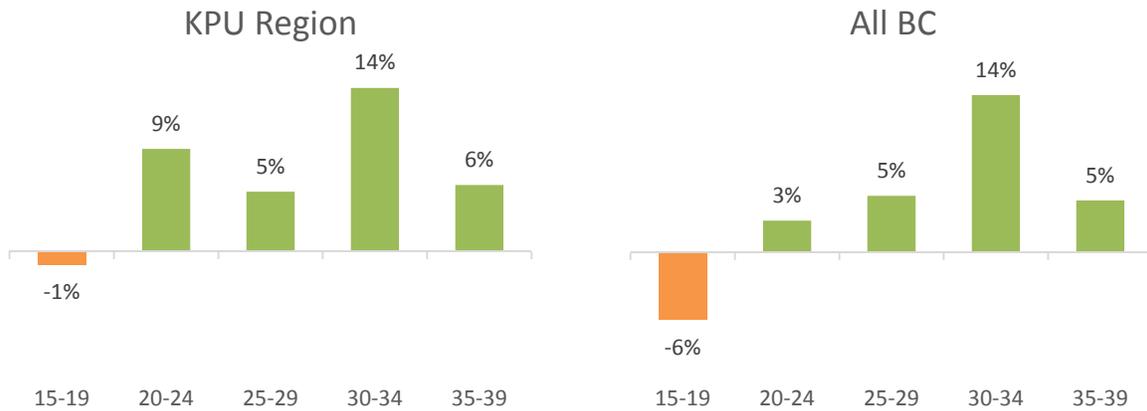
Source: Statistics Canada 2016 Census

Population growth varied considerably by age. Figure 3.3, on the following page, shows the change in population for 15 to 39 year-olds⁵ for the KPU region, and for BC as a whole. KPU is similar to all of BC in that the largest growth is expected in the 30 to 34 year-old age range. However, the KPU region experienced a larger growth in the 20-24 year-old group, a key demographic for post-secondary education. Although the province experienced a decline in 15 to 19 year-olds, the decline in the KPU region was negligible.

⁴ Population counts, 2006 and 2011 censuses, Statistics Canada.

⁵ 99% of KPU students in 2015/16 academic year fell in this age range

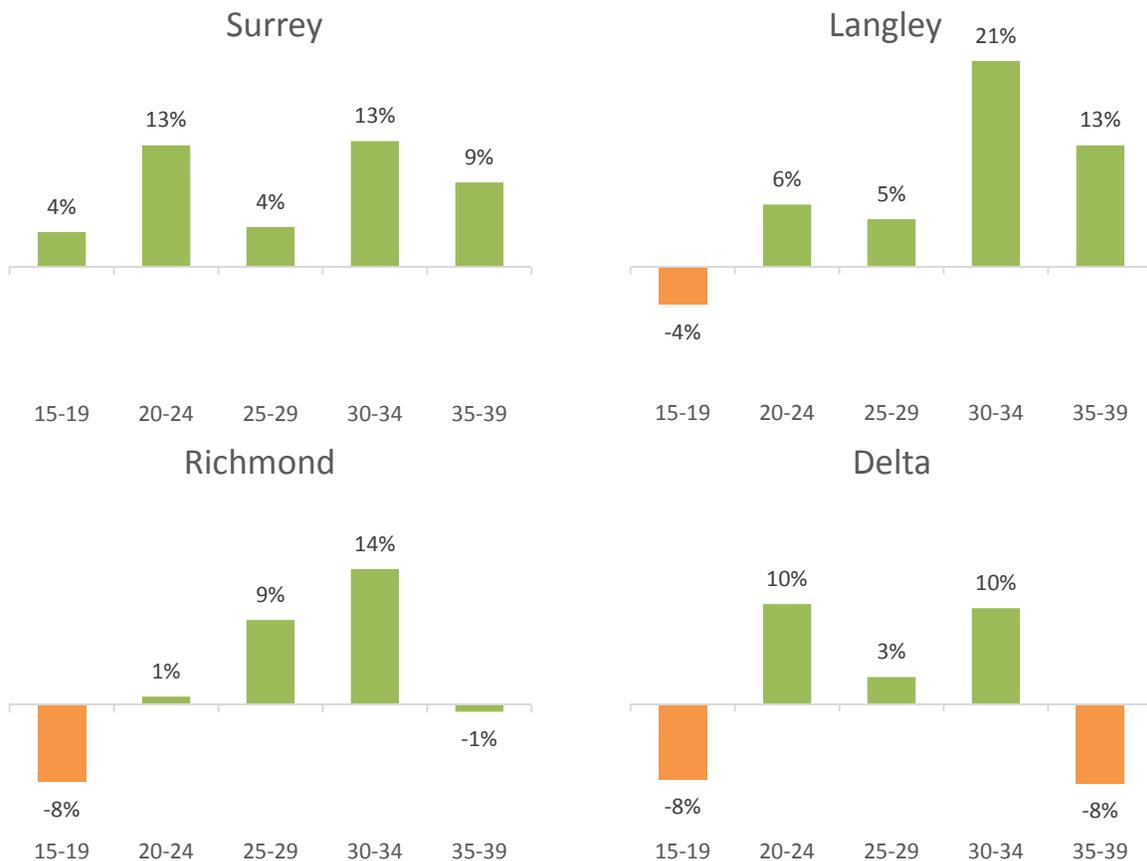
Figure 3.3: Population Growth from 2011 to 2016 for Selected Age Groups



Source: Statistics Canada Census: 2011 and 2016

Growth patterns by age group varied considerably across the four school districts in the KPU region. All experienced growth in 30 to 34 year-olds, with Langley undergoing the highest rate of increase. The next highest concentration of growth was in 20-to 24 year-olds, but that varied a lot across the region, with the highest growth in Surrey, and no growth in Richmond. The number of 15 to 19 year-olds declined in all districts except for Surrey. See Figure 3.4.

Figure 3.4: Population Growth for Selected Age Groups by School Districts in the KPU Region



Source: Statistics Canada Census: 2011 and 2016

Financial Context

The Financial Context is intended to provide an explanatory overview of the Fiscal 2017 Audited Financial Statements, a discussion of key issues and future opportunities, and should be read in conjunction with the Audited Financial Statements (see Appendix B).

Accounting Framework

KPU's Audited Financial Statements present the financial results of the University, for the fiscal year ended March 31, 2017, in accordance with required accounting standards, legislation, and guidance. For publicly funded BC universities, this includes: Public Sector Accounting Standards⁶ (PSAS) supplemented by Section 23.1 of BC's *Budget Transparency and Accountability Act* (BTAA); and, regulations and guidance as directed by the Ministry of Finance Treasury Board and the Ministry of Advanced Education.

Of particular importance is the government requirement for all post-secondary institutions to be in a surplus position (i.e. have greater revenues than expenses) at the end of each fiscal year. This requirement, which is in line with the BC Taxpayer Accountability Principle of cost consciousness, creates an operational challenge which impacts an institution's ability to undertake capital projects:⁷

- Capital funding not spent in the year it is received becomes accumulated operating surplus.
- Accumulated operating surplus can only be used when an institution is in a deficit position, which is not allowed by government.

The Ministry of Finance Treasury Board regulation 198/2011 allows institutions to address this challenge by deferring revenue for capital projects. The revenue is subsequently recognized at the same rate as the capital project's amortization. Under this treatment, there is no net impact to an organizations revenues and expenses (as they are offsetting), avoiding the accumulated operating surplus issue and making it easier for the government and organizations to develop budgets and monitor cash flows.

The regulation, however, does not strictly meet the requirements of public sector accounting and consequently this issue is highlighted in the Audited Financial Statements by an *Emphasis of Matter* note in the audit opinion (refer to the Independent Auditors' Report and note 2a in the Audited Financial Statements).

⁶ There are a number of unusual elements in Public Sector financial statements and the Office of the Auditor General has produced a useful resource which helps explain some of the nuances of public sector accounting:

<http://www.bcauditor.com/pubs/2014/special/understanding-canadian-public-sector-financial-statements>

⁷ Capital projects are usually multi-year for two main reasons: major capital projects often take more than one year to complete; and, accounting for capital assets requires them to be *amortized* (expensed equally over their useful lives).

KPU maintained a strong financial position in fiscal 2017, with total revenues of \$164 million, representing an increase of approximately \$6 million, due largely to increases to student tuition (see Figure 3.5). The University also continues to effectively manage expenses, ending the year with a \$1.8 million surplus.

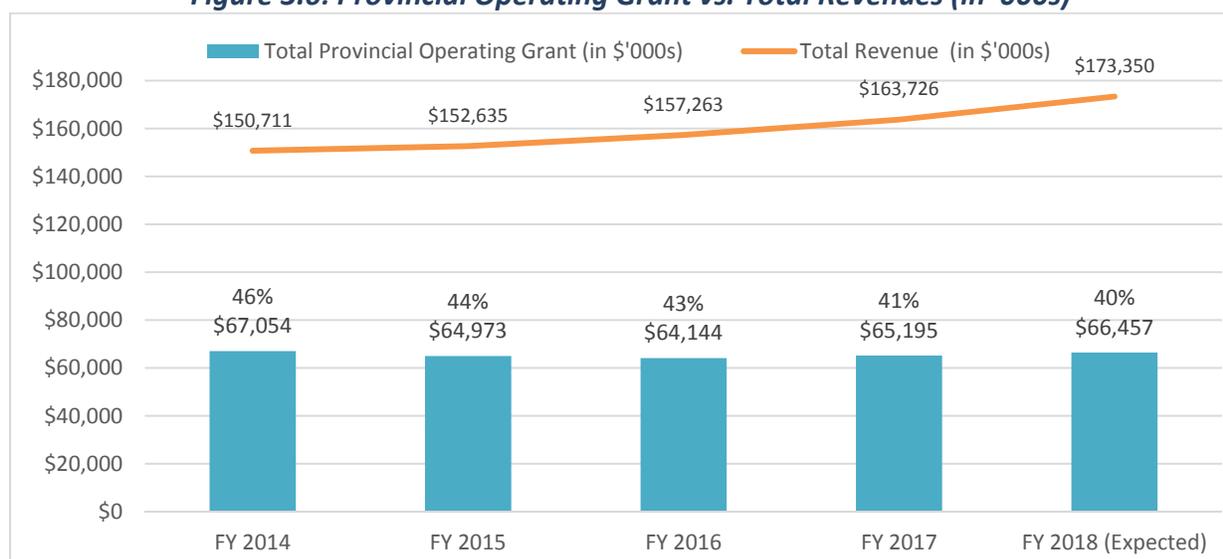
Figure 3.5: Overview of 2017 Financial Results

2017 and 2016 Financial Highlights (\$ thousands)			
Statement of Operations	FY2017	FY2016	Change
Provincial Grants	73,223	72,907	316
Tuition and Student Fees	70,926	64,868	6,058
Other Revenue	19,577	19,488	89
Total Revenue	163,726	157,263	6,463
Total Expenses	161,911	155,856	6,055
Accumulated Operating Surplus	82,520	80,705	1,815
Statement of Financial Position			
Financial Assets	66,720	63,000	3,720
Deferred Capital Contributions	139,894	129,862	10,032
Net Debt	(113,473)	(107,630)	(5,843)
Tangible Capital Assets	188,268	180,378	(110)

Revenues

As illustrated in Figure 3.6, the amount of funding received from government in relation to total revenues decreased by approximately 2% per year, from 44% in fiscal 2014 to 38% budgeted for fiscal 2018. To continue to meet the Universities growing operational needs, increased revenue must come from other sources.

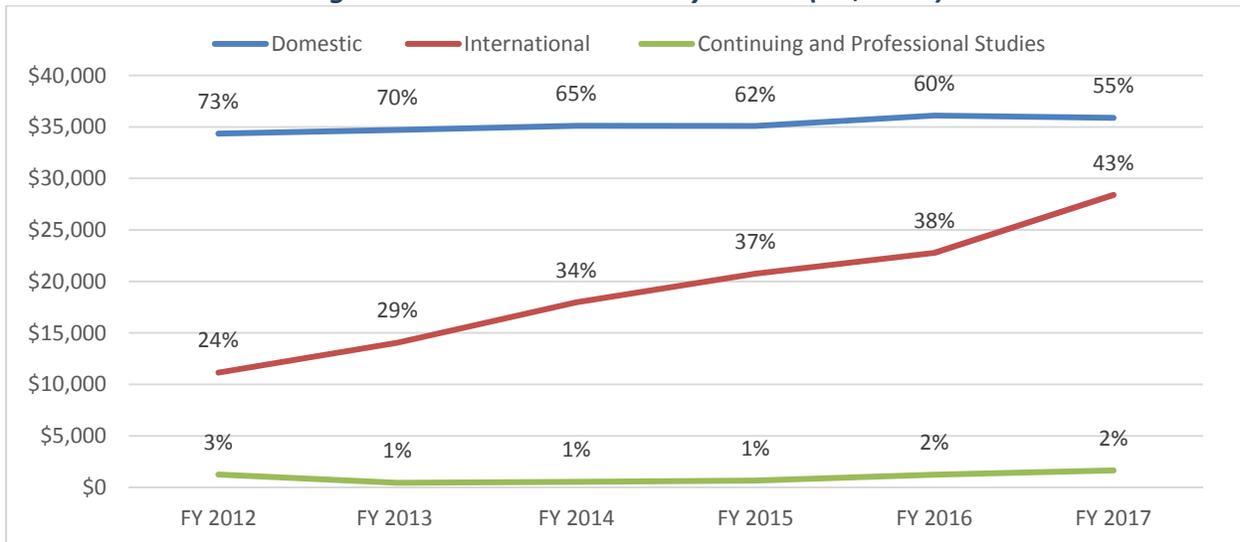
Figure 3.6: Provincial Operating Grant vs. Total Revenues (in '000s)



Note: Percentages are the proportion of total revenues from provincial operating grant for that year.

Revenues increased by \$6 million over the prior year, due primarily to the government capped 2% tuition increase and growing enrollments in international students. This trend of increasing reliance on international students for revenue generation is illustrated in Figure 3.7. Continuing Professional Studies, which provides training to markets not served by traditional KPU activities and not subject to base funding, is still in a growth phase and revenue generation is expected to increase over time.

Figure 3.7: Tuition Revenue by Source (in \$'000s)



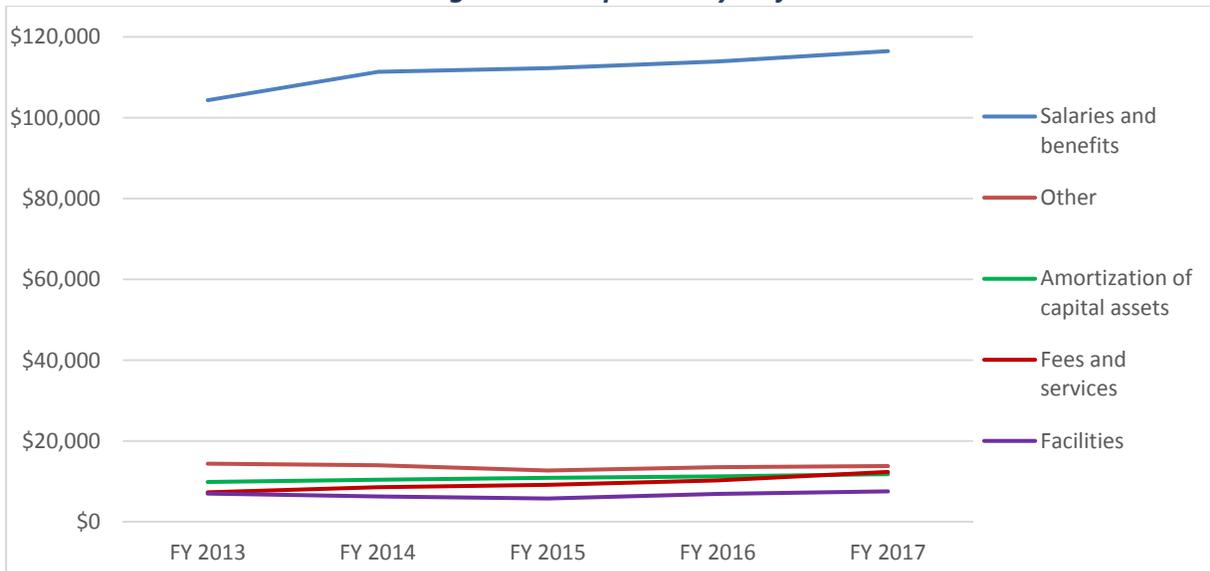
Note: Percentages give the distribution by source for that year.

Expenses

Total expenses for fiscal 2017 increased by approximately 4% over the previous year. The key drivers to expenditure increases include: collective agreement obligations, a reduction in staffing vacancies, and inflationary pressures on consumables and operational contracts, fees, and services.

As Figure 3.8 illustrates, the largest organizational expense is Salaries and Benefits, which represents approximately 72% of total expenditures. This is typical of post-secondary institutions, as they are driven by faculty and administrative support staff.

Figure 3.8: Expenses by Object



Accumulated Operating Surplus

The accumulated operating surplus, \$82.5 million for fiscal 2017, represents the accumulated balance of KPU’s annual operating surpluses and deficits. As identified in the Accounting Framework discussion above, post-secondary institutions are required to have a surplus at the end of each fiscal year. Since running a deficit is the only mechanism to access historical operating surplus balances, these funds cannot be expensed for operating or capital purposes and are represented by asset positions⁸ on the Statement of Financial Position.

Net Debt

Net debt, an accounting term representing the excess of liabilities over financial assets, was \$113.5 million in fiscal 2017, representing an increase of approximately \$5.8 million over the prior year and largely due to an increase in the acquisition of tangible capital assets and related Deferred Capital Contributions (DCCs). DCCs increased by \$10 million to \$140 million and represent funds received from government for the construction or acquisition of capital assets for which amortization is required in future years. As noted in the Accounting Framework section above, this mechanism is provisioned for by a government regulation and minimizes the increase in the accumulated operating surplus.

⁸ Accumulated operating surplus is represented on the Statement of Financial Position as financial and tangible capital assets.

This page left intentionally blank

4. Where Thought Meets Action: The KPU Student Experience

Nikka Bagasbas – A Role Model for Nursing Students



Nikka Bagasbas never set out to be a nurse. In fact, she admits she entered the program half-heartedly. But her feelings toward nursing quickly changed.

“I applied for the *Nursing* program because I thought it was a practical choice. Somewhere along the way I realized I made the right decision. The whole experience of caring for someone else was a game changer for me” she says.

As a student at KPU, Bagasbas found support from faculty and was committed to being the best nurse possible. “Clinical instructors were huge role models for me. I had a very supportive network here at Kwantlen—one that challenged me and helped me grow.”

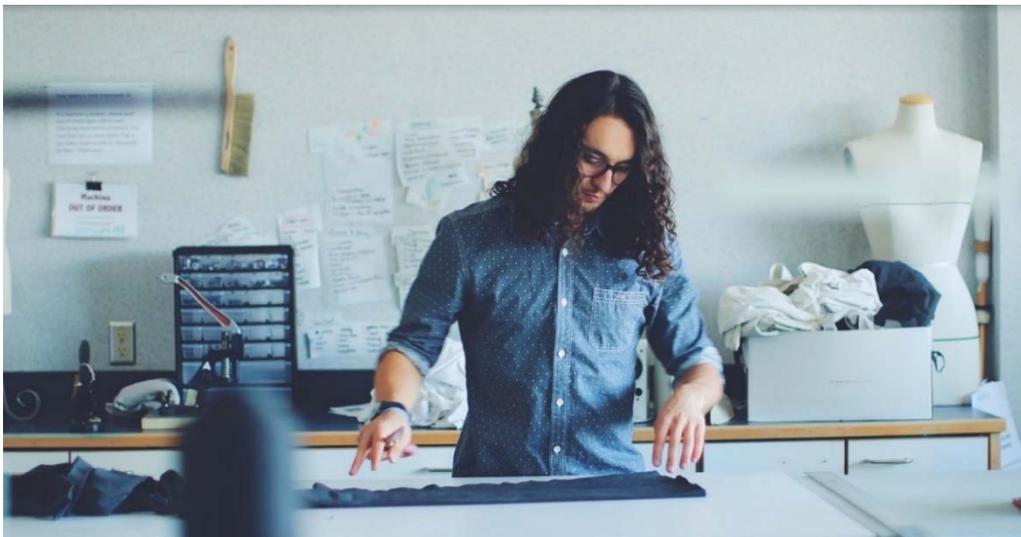
Her continued hard work and determination paid off. Holding a permanent spot on the Dean’s Honour Roll throughout her time at KPU, Bagasbas was awarded the President’s Outstanding Graduate Award, Bachelor’s Degree Program at spring 2015 convocation, and received the College of Registered Nurses of British Columbia Student Professional Award after completing her program.

“The people and opportunities I experienced at KPU really pushed me and expanded my horizons” says Bagasbas. “I love everything about nursing. When I interact with patients it’s a very rewarding experience for me. It’s amazing to see how patients recover from being very sick to being able to go home.”

Now as a KPU nursing alumni, Bagasbas is hoping to pursue a career in cardiac nursing, with a goal of someday taking on an educational role. “What I hope to bring to the world of nursing is the best person and best nurse that I can be, and also, be the best role model that I can be for my patients and also my co-workers.”

For a video of Bagasbas go to: <https://www.youtube.com/watch?v=ZrQlz3dglNs>

Cody Botto – A Creative Problem Solver



Cody Botto has always loved creating. “As a kid, I loved things like Hot Wheels and Lego because you could basically make whatever you wanted, and you got to explore a lot and I guess that kind of stuck with me.”

Now, a *Product Design* student at the Wilson School of Design, Botto has taken that passion and used to become a creative problem solver. “I love seeing how your idea changes,” he says, “it evolves throughout the design process.”

The program, based on KPU’s Richmond Campus, is focused on creating design solutions, bringing together design, technology, and science, and turning ideas into marketable products like recreational gear, technical goods, sportswear, and safety and rescue equipment.

“It’s not only about making a tangible thing, but sometimes it’s about how a system works. It gets me thinking about the world and how we either positively or negatively affect it” says Botto, adding, “When you’re finished, you’re not necessarily done. It’s always going to be expanding

and evolving. What you create is never going to be perfect, but there's always room to come back and improve it."

For a video of Botto go to: https://www.youtube.com/watch?v=y_BZxfzzy

Paige Glazier – Change Maker



2013 marked British Columbia's first Family Day. But the new holiday was not a happy one for Paige Glazier. She and her family received a phone call that her high school had been vandalized, and the horrific messaging—on the side of the building in orange spray paint—was targeted at Glazier.

Seeking to turn the negative event into something positive, Glazier, created *Team Orange*. Described as a pro-social behaviour campaign that teaches elementary aged children the values of inclusion, loyalty, and respect, Team Orange works to equip kids with the right behavioural tools to navigate through various social situations.

"I didn't want to recreate an anti-bullying campaign" says Glazier, "I chose to focus on the positive and create a fun, engaging way to teach and live by the three Team Orange world values."

Named after the colour spray paint used to write cruel messages about Glazier, Team Orange has continued to grow since inception. To date, Glazier, through her organization, has been nominated for numerous awards, and spoken to thousands of students across BC.

As an arts student at KPU, she notes that she's been able to choose classes that reflect on projects she's undertaking outside of school, "Many electives have helped me with Team Orange and have had an impact on my professional goals."

Recently, Glazier has taken a semester off to work towards developing an app to provide further assistance to young people in difficult times. Glazier describes it as “having a counsellor in your back pocket” and launched a children’s book at select Chapters-Indigo locations. The book, *The True Princesses*, co-authored with Caitlin Jones, a children’s literature student at UBC, and illustrated by Gabriella Galvez, a graduate of Emily Carr University of Art and Design, aims to teach young children about the importance of inclusion, loyalty and respect for one another. The book is the first in a planned series of three and has been well-received, with the retailer looking to carry it in more stores. It was also being considered by Chapters-Indigo CEO for consideration on her list of top-picks.

While Glazier is still championing her Team Orange values, she plans to return to KPU and continue her education, developing the skills to further her organization, and have an even larger reach and bigger impact.

For a video of Glazier go to: <https://www.youtube.com/watch?v=3mgU9JqeR8E>

Argel Monte De Ramos – Helping Other Students



Argel Monte de Ramos moved to Canada from the Philippines in grade 11. Facing a substantial culture shock, in addition to the challenges of starting at a new school, Monte de Ramos was bullied during his time in high school.

Following graduation from high school, he originally pursued a post-secondary education at the University of British Columbia but quickly found the institution overwhelming, saying it lacked a sense of community. Instead, Monte de Ramos began studying business as a *Human Resources Management* student at KPU.

“I love how the students here interact and share their ideas with others” says Monte de Ramos “I treasure that practical learning.”

Immersing himself in the university, Monte de Ramos became a student ambassador, regularly volunteering for events and hosting campus tours, continually finding new ways to showcase his love of performing arts, and connect with the broader KPU community. “Getting involved, volunteering, networking, and meeting new people really helped shape my education and career path. It’s done so much for me that I wanted to share that with other potential students.”

In July, Monte de Ramos took his talents to the World Championship of Performing Arts, an invitation-only competition for singers, musicians, dancers, actors and models from around the globe. Representing Canada, he received seven medals including one gold, two silver, three bronze, and an industry award. “Even though I’m studying business, performing is still something that drives me and even helps hone skills that I can apply in the business world.”

Now, Monte de Ramos has continued his KPU education overseas on an international exchange partnership in the United Kingdom, sharing his experience on the university’s social media networks. “I really enjoy showing other people what my life here is like and helping them along their own journey.”

For a video of Monte de Ramos go to: <https://www.youtube.com/watch?v=jnPPeKuERkc>

Shania Oldaker – Getting a Hands-on Education



It wasn’t a struggle for Shania Oldaker to enter the trades—it was a natural fit. Growing up with a lifelong interest in cars, she knew she wanted a hands-on career, learning more about the automotive industry. KPU provided the opportunity for just that.

“I grew up watching my dad, uncle, and grandfather, work on their hot rods in our family garage” says Oldaker, “My family has been a huge inspiration and encouragement to me in choosing this career.”

As an *Automotive Foundations* student, Oldaker says she’s gained a wealth of hands-on experience in the auto shop at the KPU Tech Campus in Cloverdale. “One of the best things about this program is that we feel like we’re in an actual shop. We work on real people’s cars, and treat it like a real job. We do oil changes, brake jobs, tires, steering, and wheel alignments. I’d much rather be getting dirty in grease than sitting at a desk all day.”

Recently, the provincial government announced an investment of \$3 million at KPU. The substantial investment will provide funding for skills training for over 1,200 high-priority trades seats, including automotive servicing, which is a Red Seal trade in Canada. The demand for skilled-trades professionals in BC is continuing to grow, with the 2025 Labour Market Outlook expecting up to one million job openings in the province through to 2025.

“Even though this industry is mostly male-dominated, my colleagues have been so inclusive and supportive of me as a female mechanic” notes Oldaker, “I feel pretty determined to carve out my place in this industry.”

For a video of Oldaker go to: <https://www.youtube.com/watch?v=LbrMH8fiVGw>

Johanna Walker – Committed to Sustainable Farming



We don't always think about where our food comes from but Johanna Walker does. A student in KPU's *Sustainable Agriculture* program, Walker has a strong passion and focus on sustainable practices in farming and agriculture.

"I was basically born into agriculture. My family has been farming in Langley since my grandparents moved to Canada" she says. Working as a sheep shearer, Walker's been deeply connected to agriculture and seen firsthand what goes into growing and harvesting and experiences what it truly means to be farm to table. "I took over shearing my family's flock when I was 12 and eventually started doing the same for farms all over BC. Running my business while in school can be tricky at times but I love what I do."

It's that love and passion for sustainability that's kept Walker motivated. "It's our responsibility to take care of our environment for future generations" she says.

The bachelor of applied science degree in Sustainable Agriculture is unique to North America, blending classroom time with farm-based learning. Higher level courses in the program are based around the agricultural season and progression of agricultural practices, providing an integrated and practical approach to studying agriculture.

"Farmers' markets like the one we have at KPU are a great way for people to get local, organic produce, support the community, and form a sustainable business." KPU and the Kwantlen Student Association have teamed up to run a local street market at the Richmond Campus. The market focuses on fresh, locally grown produce and provides individuals with an opportunity to see where their food comes from, connect directly with farmers and growers, and generate interest in local food.

"In the Sustainable Agriculture and Food Systems program, we're taught to use what's already available for our farms and gardens. It's important to know where your food comes from and what better way to do that than training people to grow food in their own gardens."

To see a video of Walker go to: <https://www.youtube.com/watch?v=ZCH-DkONIFY>

Sasha You – Getting a Start at KPU



Sasha You moved to Canada from China several years ago. “When you come to a new country, you have to learn the culture. How can you learn the culture without the language?”

That’s where KPU comes in. You enrolled in the *English Language Studies* program at the university and believes as a result, her English drastically improved. “I’m the oldest daughter in my family,” she says, “and like other parents, my father wants me to have a good future in Canada.”

Now, You is a student in KPU’s *Entrepreneurial Leadership* program—a bachelor of business administration program that prepares learners for management and leadership roles, and equips them to develop and lead their own businesses. The program also features an industry-based practicum, and opportunities for co-operative education employment.

You now has her sights set on becoming a business leader, noting, “I hope in the future I can have my own business, in Canada.”

For a video of You go to: <https://www.youtube.com/watch?v=mX41fY7kJH8>

5. Performance Plan

BC Post-secondary System Objectives: Capacity, Access, Efficiency, Quality and Relevance		
KPU’s Strategic Plan Goals	KPU’s Performance Measures	Alignment with BC Post-secondary System Objectives
QUALITY		
1. All KPU graduates are prepared for global citizenship and rewarding careers.	Graduate success	Quality, Capacity, Relevance
	Citizenship and internationalization	Relevance
2. Learner engagement and retention at KPU show continuous improvement.	Retention and completion	Quality
	Learner engagement	Quality
3. KPU is a well-managed, integrated, and transparent organization that supports learning.	Management effectiveness and quality assurance	Quality, Efficiency, Capacity
	Efficiency	Efficiency, Capacity
	Sustainability	Efficiency
	Financial health	Capacity, Access
	Employee engagement	Capacity
REPUTATION		
4. KPU is widely recognized for its teaching and its scholarship.	Teaching quality	Quality, Capacity
	Scholarly activity	Quality, Capacity
5. KPU’s unique identity is clearly articulated and well understood across the University and beyond.	Unique identity	Relevance
6. KPU is the foremost provider of continuing and professional education in its region.	Continuing education	Relevance
RELEVANCE		
7. The impact of KPU’s community engagement has doubled by 2018.	Awareness	Relevance, Access
	Reputation	Relevance, Access
	Community engagement	Relevance
8. KPU’s operations support purposeful learner FTE growth of at least 5% annually to meet the educational needs of its region’s diverse population.	Learner growth	Access
9. Experiential learning is integrated into every KPU program, connecting theory to application and the classroom to the community.	Experiential learning	Relevance

This page left intentionally blank

6. KPU's Performance Measures

The following pages present KPU's performance measures for assessing progress toward the goals in KPU's strategic plan, *VISION 2018*. The 77 measures include the ten performance measures required by the Ministry of Advanced Education (AVED).

Each measure has a performance target against which actual performance is assessed. For the AVED measures, the targets were set by AVED and assessed using the method outlined in the *Accountability Framework Standards Manual and Guidelines*. For other measures, the targets were developed in consultation with the KPU Board of Governors. Where comparable data on other institutions is available, these are used. Other targets are based on KPU past performance, standards in the field or policy requirements, or as dictated by the goal. The assessment method for these measures is described next.

Assessment of AVED's Performance Measures

For AVED measures, we assess performance using the following scale:

Exceeded	110% or more of target
Achieved	100% of target
Substantially achieved	90% to 99% of target
Not achieved	Less than 90% of target
Not assessed	Not assessed because no target, descriptive measure, too few respondents or margin of error too high

The table below provides a summary of the assessment on the ten AVED performance measures. Also included is discussion for the measures where the target was not achieved. Each measure is numbered as it appears in KPU's Performance Report that follows, showing the actual results.

AVED Performance Measures	2016/2017 Assessment
1. Unemployment rate of KPU's graduates	BGS: Exceeded DACSO: Exceeded APPSO: Exceeded
4. [Former] student assessment of their skill development at KPU (see skill breakdown)	BGS: Achieved DACSO: Achieved APPSO: Achieved
5. Proportion of former students who reported satisfaction in the usefulness of their knowledge and skills in performing their jobs	BGS: Achieved DACSO: Substantially Achieved APPSO: Substantially Achieved
14. Number of credentials awarded by KPU each year	Exceeded
37. Proportion of former students who reported satisfaction with their education	BGS: Achieved DACSO: Achieved APPSO: Substantially Achieved

AVED Performance Measures	2016/2017 Assessment
38. Proportion of former students who assessed their quality of instruction positively	BGS: Achieved DACSO: Achieved APPSO: Achieved
71. Number of domestic student spaces (FTE)	Substantially achieved
75. Number of Nursing and other Allied Health student spaces (FTE)	Substantially achieved
76. Number of student spaces (FTE) in ABE, ESL, and ASE developmental programs	Not achieved
Developmental FTEs have been declining since the introduction of tuition for domestic students taking ESL or Academic Upgrading.	
77. Number of Aboriginal student spaces (FTE)	Achieved

Tracking Progress towards KPU's Goals

KPU's assessment method is aligned with AVED's, as depicted below. The difference is that KPU's method allows for the assessment of progress toward achieving the target, not just whether the target has been achieved.

KPU	AVED
 Target achieved	Exceeded or Achieved
 Within 90% of target	Substantially achieved
 Between 50% and 90% of target	Not achieved
 Less than 50% of target	Not achieved
 No progress	Not achieved

In the performance measures table on the pages that follow, the assessment is indicated with an arrow, as follows:

-  Indicates current rating
-  Indicates previous rating, if different from current rating
-  Indicates no assessment available

Items that are not assessed include those under development and those where no target has been established. The appendix provides definitions of terms and sources used for the performance measures. The following summarizes performance, showing the number of measures that achieved each level.

 Target achieved	35
 Within 90% of target	14
 Between 50% and 90% of target	10
 Less than 50% of target	10
 No progress	0
Not assessed	8

Quality: Successful Global Citizens

Measures of Graduate Success	Performance	Target	Progress																																
AVED 1. Unemployment rate of KPU's graduates (Source: BCSOS)	<table border="1"> <caption>Unemployment Rate Data (2012-2016)</caption> <thead> <tr> <th>Year Cohort</th> <th>BGS</th> <th>DACSO</th> <th>APPSO</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>2012 (10/11)</td> <td>5%</td> <td>11%</td> <td>8%</td> <td>9%</td> </tr> <tr> <td>2013 (11/12)</td> <td>5%</td> <td>11%</td> <td>7%</td> <td>9%</td> </tr> <tr> <td>2014 (12/13)</td> <td>5%</td> <td>8%</td> <td>7%</td> <td>8%</td> </tr> <tr> <td>2015 (13/14)</td> <td>5%</td> <td>11%</td> <td>6%</td> <td>8%</td> </tr> <tr> <td>2016 (14/15)</td> <td>5%</td> <td>7%</td> <td>8%</td> <td>8%</td> </tr> </tbody> </table>	Year Cohort	BGS	DACSO	APPSO	Average	2012 (10/11)	5%	11%	8%	9%	2013 (11/12)	5%	11%	7%	9%	2014 (12/13)	5%	8%	7%	8%	2015 (13/14)	5%	11%	6%	8%	2016 (14/15)	5%	7%	8%	8%	AVED Target: ≤ unemployment rate of 18-24 year-olds in region with no PSE 16/17 target: ≤ 10.8% 17/18 target: ≤ 9.4% AVED: BGS: Exceeded DACSO: Exceeded APPSO: Exceeded			
Year Cohort	BGS	DACSO	APPSO	Average																															
2012 (10/11)	5%	11%	8%	9%																															
2013 (11/12)	5%	11%	7%	9%																															
2014 (12/13)	5%	8%	7%	8%																															
2015 (13/14)	5%	11%	6%	8%																															
2016 (14/15)	5%	7%	8%	8%																															
2. Proportion of former students who are employed (Source: BCSOS)	<table border="1"> <caption>Employment Rate Data (2012-2016)</caption> <thead> <tr> <th>Year Cohort</th> <th>Employment Rate</th> </tr> </thead> <tbody> <tr> <td>2012 (10/11)</td> <td>83%</td> </tr> <tr> <td>2013 (11/12)</td> <td>83%</td> </tr> <tr> <td>2014 (12/13)</td> <td>87%</td> </tr> <tr> <td>2015 (13/14)</td> <td>86%</td> </tr> <tr> <td>2016 (14/15)</td> <td>88%</td> </tr> </tbody> </table>	Year Cohort	Employment Rate	2012 (10/11)	83%	2013 (11/12)	83%	2014 (12/13)	87%	2015 (13/14)	86%	2016 (14/15)	88%	≥ TIU 3-year average (86%)																					
Year Cohort	Employment Rate																																		
2012 (10/11)	83%																																		
2013 (11/12)	83%																																		
2014 (12/13)	87%																																		
2015 (13/14)	86%																																		
2016 (14/15)	88%																																		
3. Proportion of former students employed in a related field of study (Source: BCSOS)	<table border="1"> <caption>Employment in Related Field Data (2012-2016)</caption> <thead> <tr> <th>Year Cohort</th> <th>Employment Rate</th> </tr> </thead> <tbody> <tr> <td>2012 (10/11)</td> <td>77%</td> </tr> <tr> <td>2013 (11/12)</td> <td>75%</td> </tr> <tr> <td>2014 (12/13)</td> <td>75%</td> </tr> <tr> <td>2015 (13/14)</td> <td>77%</td> </tr> <tr> <td>2016 (14/15)</td> <td>77%</td> </tr> </tbody> </table>	Year Cohort	Employment Rate	2012 (10/11)	77%	2013 (11/12)	75%	2014 (12/13)	75%	2015 (13/14)	77%	2016 (14/15)	77%	≥ TIU 3 year average (78%)																					
Year Cohort	Employment Rate																																		
2012 (10/11)	77%																																		
2013 (11/12)	75%																																		
2014 (12/13)	75%																																		
2015 (13/14)	77%																																		
2016 (14/15)	77%																																		
AVED 4. [Former] student assessment of their skill development* at KPU (see skill breakdown) (Source: BCSOS)	<table border="1"> <caption>Skill Development Scores (2012-2016)</caption> <thead> <tr> <th>Year Cohort</th> <th>BGS</th> <th>DACSO</th> <th>APPSO</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>2012 (10/11)</td> <td>90%</td> <td>75%</td> <td>72%</td> <td>78%</td> </tr> <tr> <td>2013 (11/12)</td> <td>89%</td> <td>76%</td> <td>80%</td> <td>78%</td> </tr> <tr> <td>2014 (12/13)</td> <td>91%</td> <td>74%</td> <td>67%</td> <td>77%</td> </tr> <tr> <td>2015 (13/14)</td> <td>92%</td> <td>88%</td> <td>86%</td> <td>87%</td> </tr> <tr> <td>2016 (14/15)</td> <td>92%</td> <td>87%</td> <td>82%</td> <td>87%</td> </tr> </tbody> </table>	Year Cohort	BGS	DACSO	APPSO	Average	2012 (10/11)	90%	75%	72%	78%	2013 (11/12)	89%	76%	80%	78%	2014 (12/13)	91%	74%	67%	77%	2015 (13/14)	92%	88%	86%	87%	2016 (14/15)	92%	87%	82%	87%	AVED 16/17 target: ≥ 85% AVED 17/18 target: ≥ 85% AVED: BGS: Exceeded DACSO: Achieved APPSO: Achieved			
Year Cohort	BGS	DACSO	APPSO	Average																															
2012 (10/11)	90%	75%	72%	78%																															
2013 (11/12)	89%	76%	80%	78%																															
2014 (12/13)	91%	74%	67%	77%																															
2015 (13/14)	92%	88%	86%	87%																															
2016 (14/15)	92%	87%	82%	87%																															
* In 2015, the DACSO and APPSO question wording changed and rating scale changed from 5- to 4-points.	<table border="1"> <thead> <tr> <th>2016 Skill Breakdown</th> <th>BGS</th> <th>DACSO</th> <th>APPSO</th> </tr> </thead> <tbody> <tr> <td>Written communication</td> <td>89.1%</td> <td>80.7%</td> <td>69.9%</td> </tr> <tr> <td>Oral communication</td> <td>92.4%</td> <td>79.8%</td> <td>72.5%</td> </tr> <tr> <td>Group collaboration</td> <td>92.2%</td> <td>88.1%</td> <td>88.5%</td> </tr> <tr> <td>Critical analysis</td> <td>94.9%</td> <td>90.2%</td> <td>85.4%</td> </tr> <tr> <td>Problem resolution</td> <td>88.2%</td> <td>86.8%</td> <td>84.9%</td> </tr> <tr> <td>Learn on your own</td> <td>94.6%</td> <td>90.0%</td> <td>83.3%</td> </tr> <tr> <td>Reading and comprehension</td> <td>90.5%</td> <td>91.0%</td> <td>84.8%</td> </tr> </tbody> </table>	2016 Skill Breakdown	BGS	DACSO	APPSO	Written communication	89.1%	80.7%	69.9%	Oral communication	92.4%	79.8%	72.5%	Group collaboration	92.2%	88.1%	88.5%	Critical analysis	94.9%	90.2%	85.4%	Problem resolution	88.2%	86.8%	84.9%	Learn on your own	94.6%	90.0%	83.3%	Reading and comprehension	90.5%	91.0%	84.8%		
2016 Skill Breakdown	BGS	DACSO	APPSO																																
Written communication	89.1%	80.7%	69.9%																																
Oral communication	92.4%	79.8%	72.5%																																
Group collaboration	92.2%	88.1%	88.5%																																
Critical analysis	94.9%	90.2%	85.4%																																
Problem resolution	88.2%	86.8%	84.9%																																
Learn on your own	94.6%	90.0%	83.3%																																
Reading and comprehension	90.5%	91.0%	84.8%																																

Measures of Graduate Success	Performance	Target	Progress																														
AVED 5. Proportion of former students who reported satisfaction with the usefulness of the knowledge and skills acquired at KPU in performing their jobs	<table border="1"> <caption>AVED Performance Data (2012-2016)</caption> <thead> <tr> <th>Year Cohort</th> <th>BGS</th> <th>DACSO</th> <th>APPSO</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>2012 (10/11)</td> <td>91%</td> <td>80%</td> <td>91%</td> <td>85%</td> </tr> <tr> <td>2013 (11/12)</td> <td>93%</td> <td>80%</td> <td>89%</td> <td>84%</td> </tr> <tr> <td>2014 (12/13)</td> <td>91%</td> <td>80%</td> <td>90%</td> <td>85%</td> </tr> <tr> <td>2015 (13/14)</td> <td>91%</td> <td>85%</td> <td>88%</td> <td>85%</td> </tr> <tr> <td>2016 (14/15)</td> <td>89%</td> <td>86%</td> <td>85%</td> <td>86%</td> </tr> </tbody> </table>	Year Cohort	BGS	DACSO	APPSO	Average	2012 (10/11)	91%	80%	91%	85%	2013 (11/12)	93%	80%	89%	84%	2014 (12/13)	91%	80%	90%	85%	2015 (13/14)	91%	85%	88%	85%	2016 (14/15)	89%	86%	85%	86%	AVED 16/17 target: ≥ 90% AVED 17/18 target: ≥ 90% AVED: BGS: Achieved DACSO: Substantially Achieved APPSO: Substantially Achieved	
Year Cohort	BGS	DACSO	APPSO	Average																													
2012 (10/11)	91%	80%	91%	85%																													
2013 (11/12)	93%	80%	89%	84%																													
2014 (12/13)	91%	80%	90%	85%																													
2015 (13/14)	91%	85%	88%	85%																													
2016 (14/15)	89%	86%	85%	86%																													
Measures of Citizenship & Internationalization	Performance	Target	Progress																														
6. Proportion of students who reported having discussions with diverse others during their educational experiences at KPU (Source: NSSE)	<table border="1"> <caption>Discussions with Diverse Others (2014-2018)</caption> <thead> <tr> <th>Year</th> <th>1st year</th> <th>4th year</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>66%</td> <td>79%</td> </tr> <tr> <td>2016</td> <td>67%</td> <td>78%</td> </tr> <tr> <td>2018</td> <td>67%</td> <td>78%</td> </tr> </tbody> </table>	Year	1st year	4th year	2014	66%	79%	2016	67%	78%	2018	67%	78%	≥ Average for Canadian Teaching Institutions (69% for 1st year students; 69% for 4th year students)																			
Year	1st year	4th year																															
2014	66%	79%																															
2016	67%	78%																															
2018	67%	78%																															
7. Proportion of students who reported exposure to societal problems during their educational experiences at KPU (Source: NSSE)	<table border="1"> <caption>Exposure to Societal Problems (2014-2018)</caption> <thead> <tr> <th>Year</th> <th>1st year</th> <th>4th year</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>49%</td> <td>65%</td> </tr> <tr> <td>2016</td> <td>52%</td> <td>67%</td> </tr> <tr> <td>2018</td> <td>52%</td> <td>67%</td> </tr> </tbody> </table>	Year	1st year	4th year	2014	49%	65%	2016	52%	67%	2018	52%	67%	≥ Average for Canadian Teaching Institutions' (55% for 1st years; 66% for 4th years)																			
Year	1st year	4th year																															
2014	49%	65%																															
2016	52%	67%																															
2018	52%	67%																															
8. Number of students taking part in formal exchanges and international learning experiences	<table border="1"> <caption>International Learning Experiences (AY11/12 - AY15/16)</caption> <thead> <tr> <th>Year</th> <th>Inbound</th> <th>Outbound</th> </tr> </thead> <tbody> <tr> <td>AY11/12</td> <td>106</td> <td>71</td> </tr> <tr> <td>AY12/13</td> <td>89</td> <td>110</td> </tr> <tr> <td>AY13/14</td> <td>148</td> <td>87</td> </tr> <tr> <td>AY14/15</td> <td>113</td> <td>62</td> </tr> <tr> <td>AY15/16</td> <td>59</td> <td>34</td> </tr> </tbody> </table>	Year	Inbound	Outbound	AY11/12	106	71	AY12/13	89	110	AY13/14	148	87	AY14/15	113	62	AY15/16	59	34	> growth over previous year													
Year	Inbound	Outbound																															
AY11/12	106	71																															
AY12/13	89	110																															
AY13/14	148	87																															
AY14/15	113	62																															
AY15/16	59	34																															
9. Internationalization Plan Implementation	Implementation of the Internationalization Plan has included development of field school guidelines, field school surveys, international co-op opportunities, new international experiential learning opportunities for students and faculty members. Implementation will be ongoing, but the last major milestone to achieve is the development of the Global Competencies Recognition (see #10).	Implementation complete by end of June 2017																															
10. Proportion of students eligible for the Global Competencies Recognition	Students completing KPU's new Global Competencies courses will receive credits on their transcript for their intercultural and international experience. Four courses are under development and upon senate approval are expected to be piloted in the in 2017-18 academic year.	Growth year over year																															

Quality: Engaged Learners

Measures of Retention and Completion	Performance	Target	Progress																									
11. Percent retained or graduated from year 1 to year 2 for baccalaureate programs	<table border="1"> <tr><th>Cohort</th><td>2010</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td></tr> <tr><th>Rate</th><td>75%</td><td>73%</td><td>78%</td><td>78%</td><td>78%</td></tr> </table>	Cohort	2010	2011	2012	2013	2014	Rate	75%	73%	78%	78%	78%	> average previous 2 years (78%)														
Cohort	2010	2011	2012	2013	2014																							
Rate	75%	73%	78%	78%	78%																							
12. Percent retained or graduated from year 1 to year 2 for associate degree programs	<table border="1"> <tr><th>Cohort</th><td>2010</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td></tr> <tr><th>Rate</th><td>65%</td><td>63%</td><td>68%</td><td>67%</td><td>67%</td></tr> </table>	Cohort	2010	2011	2012	2013	2014	Rate	65%	63%	68%	67%	67%	> average previous 2 years (67%)														
Cohort	2010	2011	2012	2013	2014																							
Rate	65%	63%	68%	67%	67%																							
13. Percent retained or graduated from year 1 to year 2 for diploma programs	<table border="1"> <tr><th>Cohort</th><td>2010</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td></tr> <tr><th>Rate</th><td>68%</td><td>69%</td><td>70%</td><td>77%</td><td>75%</td></tr> </table>	Cohort	2010	2011	2012	2013	2014	Rate	68%	69%	70%	77%	75%	> average previous 2 years (74%)														
Cohort	2010	2011	2012	2013	2014																							
Rate	68%	69%	70%	77%	75%																							
AVED 14. Number of credentials awarded by KPU each year* <small>*Average of most recent 3 fiscal years (FY2015 is average of FY2012 to FY2014)</small>	<table border="1"> <tr><th>Fiscal Year</th><td>FY12/13</td><td>FY13/14</td><td>FY14/15</td><td>FY15/16</td><td>FY16/17</td></tr> <tr><th>Count</th><td>2,173</td><td>2,251</td><td>2,290</td><td>2,451</td><td>2,684</td></tr> </table>	Fiscal Year	FY12/13	FY13/14	FY14/15	FY15/16	FY16/17	Count	2,173	2,251	2,290	2,451	2,684	AVED 16/17 Target \geq 2,421 AVED: Exceeded														
Fiscal Year	FY12/13	FY13/14	FY14/15	FY15/16	FY16/17																							
Count	2,173	2,251	2,290	2,451	2,684																							
Measures of Learner Engagement	Performance	Target	Progress																									
15. Proportion of students who participated in High Impact Practices (such as participation in a learning community, service-learning, research with faculty, participation in an internship or field experience, study abroad, or culminating senior experience) while at KPU (Source: NSSE)	<table border="1"> <tr><th>Year</th><th>Year</th><th>1 HIP</th><th>2+ HIPs</th></tr> <tr><td rowspan="2">2014</td><td>1st yr</td><td>34%</td><td>6%</td></tr> <tr><td>4th yr</td><td>30%</td><td>48%</td></tr> <tr><td rowspan="2">2016</td><td>1st yr</td><td>34%</td><td>8%</td></tr> <tr><td>4th yr</td><td>40%</td><td>37%</td></tr> <tr><td rowspan="2">2018</td><td>1st yr</td><td></td><td></td></tr> <tr><td>4th yr</td><td></td><td></td></tr> </table>	Year	Year	1 HIP	2+ HIPs	2014	1st yr	34%	6%	4th yr	30%	48%	2016	1st yr	34%	8%	4th yr	40%	37%	2018	1st yr			4th yr			\geq Average for Canadian Teaching Institutions (1st year students: 42% for 1 HIP and 8% for 2+ HIPs; 4th year students: 27% for 1 HIP and 56% for 2+ HIPs)	
Year	Year	1 HIP	2+ HIPs																									
2014	1st yr	34%	6%																									
	4th yr	30%	48%																									
2016	1st yr	34%	8%																									
	4th yr	40%	37%																									
2018	1st yr																											
	4th yr																											
16. Retention Plan	An action plan on improving student success, and thereby retention, is under development. The primary focus of the plan is on the first year student experience. Following consultation across the institution, the Student Success and Retention plan is expected to be finalized by early 2018.	Completion by Fall 2017																										

Quality: Effective Organization

Measures of Management Effectiveness and Quality Assurance	Performance	Target	Progress												
17. Number of program reviews completed	<table border="1"> <tr><th>Year</th><td>AY12/13</td><td>AY13/14</td><td>AY14/15</td><td>AY15/16</td><td>AY16/17</td></tr> <tr><th>Count</th><td>3</td><td>3</td><td>3</td><td>2</td><td>4</td></tr> </table>	Year	AY12/13	AY13/14	AY14/15	AY15/16	AY16/17	Count	3	3	3	2	4	Average of most recent three years > 9	
Year	AY12/13	AY13/14	AY14/15	AY15/16	AY16/17										
Count	3	3	3	2	4										

Measures of Management Effectiveness and Quality Assurance	Performance	Target	Progress															
18. Development of plans identified in VISION 2018	<ul style="list-style-type: none"> > The Academic Plan was completed in Spring 2014. Implementation is underway. > The Strategic Enrolment Management Plan 2015-18 Phase I was approved in June 2015. Work on the Marketing Plan and Phase II plan underway. 	Completion of all plans by Spring 2015																
19. Successful development of service unit plans that align with VISION 2018	<ul style="list-style-type: none"> > The IT strategic plan approved March 2017. > The Facilities strategic plan is under development > The IAP strategic plan is in the planning phase. 	Completion of all plans by end of 2015																
20. Survey of governance effectiveness at KPU (Board and Senate)	The survey of governance effectiveness first conducted June 2017; results will be available in Fall 2017	TBD when baseline measures are available																
Measures of Efficiency	Performance	Target	Progress															
21. Proportion of education activity, as measured by FTEs, occurring between May and August	<table border="1"> <tr> <td>AY11/12</td> <td>AY12/13</td> <td>AY13/14</td> <td>AY14/15</td> <td>AY15/16</td> </tr> <tr> <td>15.7%</td> <td>16.3%</td> <td>16.2%</td> <td>17.5%</td> <td>18.9%</td> </tr> </table>	AY11/12	AY12/13	AY13/14	AY14/15	AY15/16	15.7%	16.3%	16.2%	17.5%	18.9%	Greater than average of last 2 years (16.9%)						
AY11/12	AY12/13	AY13/14	AY14/15	AY15/16														
15.7%	16.3%	16.2%	17.5%	18.9%														
22. Credentials awarded by learner FTE	<table border="1"> <tr> <td>FY11/12</td> <td>FY12/13</td> <td>FY13/14</td> <td>FY14/15</td> <td>FY15/16</td> </tr> <tr> <td>0.20</td> <td>0.23</td> <td>0.24</td> <td>0.26</td> <td>0.29</td> </tr> </table>	FY11/12	FY12/13	FY13/14	FY14/15	FY15/16	0.20	0.23	0.24	0.26	0.29	≥ average of all TIUs for FY15/16 (.32)						
FY11/12	FY12/13	FY13/14	FY14/15	FY15/16														
0.20	0.23	0.24	0.26	0.29														
23. Overall seat-fill rate: % of seats offered that were filled	<table border="1"> <tr> <td>AY11/12</td> <td>AY12/13</td> <td>AY13/14</td> <td>AY14/15</td> <td>AY15/16</td> </tr> <tr> <td>88.4%</td> <td>87.0%</td> <td>86.4%</td> <td>85.8%</td> <td>84.2%</td> </tr> </table>	AY11/12	AY12/13	AY13/14	AY14/15	AY15/16	88.4%	87.0%	86.4%	85.8%	84.2%	≥ average previous 2 years (86%)						
AY11/12	AY12/13	AY13/14	AY14/15	AY15/16														
88.4%	87.0%	86.4%	85.8%	84.2%														
Measures of Sustainability	Performance	Target	Progress															
24. Greenhouse gas emissions	<table border="1"> <tr> <td>2012</td> <td>2013</td> <td>2014</td> <td>2015</td> <td>2016</td> </tr> <tr> <td>2665</td> <td>2545</td> <td>2382</td> <td>2199</td> <td>2275</td> </tr> <tr> <td>27.18</td> <td>25.95</td> <td>24.29</td> <td>22.33</td> <td>23.11</td> </tr> </table>	2012	2013	2014	2015	2016	2665	2545	2382	2199	2275	27.18	25.95	24.29	22.33	23.11	By 2016, 18% reduction from 2007 baseline (2,710 tCO2e)	
2012	2013	2014	2015	2016														
2665	2545	2382	2199	2275														
27.18	25.95	24.29	22.33	23.11														
25. Energy density level	<table border="1"> <tr> <td>2012</td> <td>2013</td> <td>2014</td> <td>2015</td> <td>2016</td> </tr> <tr> <td>0.87</td> <td>0.88</td> <td>0.86</td> <td>0.82</td> <td>0.80</td> </tr> </table>	2012	2013	2014	2015	2016	0.87	0.88	0.86	0.82	0.80	Maintain at or below 0.85 eGK/m2						
2012	2013	2014	2015	2016														
0.87	0.88	0.86	0.82	0.80														
26. STARS score on how well KPU diverts waste and conserves resources through recycling, resale, and composting	<table border="1"> <tr> <td>June 2015</td> <td>June 2016</td> <td>June 2017</td> </tr> <tr> <td>1.07</td> <td>1.12</td> <td>1.08</td> </tr> </table>	June 2015	June 2016	June 2017	1.07	1.12	1.08	Maximum score is 3										
June 2015	June 2016	June 2017																
1.07	1.12	1.08																

Measures of Sustainability	Performance	Target	Progress															
27. STARS score on how well KPU promotes campus life that reflects sustainability and the informal engagement of students	<table border="1"> <tr><th>Year</th><td>June 2015</td><td>June 2016</td><td>June 2017</td></tr> <tr><th>Score</th><td>1.50</td><td>1.75</td><td>1.75</td></tr> </table>	Year	June 2015	June 2016	June 2017	Score	1.50	1.75	1.75	Maximum score is 2								
Year	June 2015	June 2016	June 2017															
Score	1.50	1.75	1.75															
28. STARS score on how well KPU is institutionalizing sustainability by dedicating resources, planning for future projects and engaging the whole community in these processes	<table border="1"> <tr><th>Year</th><td>June 2015</td><td>June 2016</td><td>June 2017</td></tr> <tr><th>Score</th><td>1.5</td><td>2.0</td><td>2.0</td></tr> </table>	Year	June 2015	June 2016	June 2017	Score	1.5	2.0	2.0	Maximum score is 4								
Year	June 2015	June 2016	June 2017															
Score	1.5	2.0	2.0															
Measures of Financial Health	Performance	Target	Progress															
29. Deferred maintenance: ratio of deferred maintenance dollars required compared to the cost to replace the buildings based on international standards	<table border="1"> <tr><th>Year</th><td>April 2014</td><td>June 2015</td><td>June 2016</td><td>June 2017</td></tr> <tr><th>Ratio</th><td>29.0%</td><td>28.8%</td><td>33.9%</td><td>38.8%</td></tr> </table>	Year	April 2014	June 2015	June 2016	June 2017	Ratio	29.0%	28.8%	33.9%	38.8%	< 20% (Proactive Management) (under consideration by AVED)						
Year	April 2014	June 2015	June 2016	June 2017														
Ratio	29.0%	28.8%	33.9%	38.8%														
30. Annual change in operating expenses per overall learner FTE	<table border="1"> <tr><th>Fiscal Year</th><td>FY12/13</td><td>FY13/14</td><td>FY14/15</td><td>FY15/16</td><td>FY16/17</td></tr> <tr><th>Change (%)</th><td>1.4%</td><td>3.2%</td><td>1.7%</td><td>3.6%</td><td>1.6%</td></tr> </table>	Fiscal Year	FY12/13	FY13/14	FY14/15	FY15/16	FY16/17	Change (%)	1.4%	3.2%	1.7%	3.6%	1.6%	rate of increase in expenses within inflation rate (1.6% for 2017)				
Fiscal Year	FY12/13	FY13/14	FY14/15	FY15/16	FY16/17													
Change (%)	1.4%	3.2%	1.7%	3.6%	1.6%													
31. Revenue minus expenses (in '000s)	<table border="1"> <tr><th>Fiscal Year</th><td>FY12/13</td><td>FY13/14</td><td>FY14/15</td><td>FY15/16</td><td>FY16/17</td></tr> <tr><th>Value</th><td>2,757</td><td>71</td><td>1,882</td><td>1,407</td><td>1,815</td></tr> </table>	Fiscal Year	FY12/13	FY13/14	FY14/15	FY15/16	FY16/17	Value	2,757	71	1,882	1,407	1,815	> 0				
Fiscal Year	FY12/13	FY13/14	FY14/15	FY15/16	FY16/17													
Value	2,757	71	1,882	1,407	1,815													
32. Ancillary revenue minus ancillary operating expenses	<table border="1"> <tr><th>Fiscal Year</th><td>FY12/13</td><td>FY13/14</td><td>FY14/15</td><td>FY15/16</td><td>FY16/17</td></tr> <tr><th>Value</th><td>1,138</td><td>1,568</td><td>1,175</td><td>1,402</td><td>865</td></tr> </table>	Fiscal Year	FY12/13	FY13/14	FY14/15	FY15/16	FY16/17	Value	1,138	1,568	1,175	1,402	865	> previous year				
Fiscal Year	FY12/13	FY13/14	FY14/15	FY15/16	FY16/17													
Value	1,138	1,568	1,175	1,402	865													
33. International tuition revenue as % of all non-governmental revenue	<table border="1"> <tr><th>Fiscal Year</th><td>FY12/13</td><td>FY13/14</td><td>FY14/15</td><td>FY15/16</td><td>FY16/17</td></tr> <tr><th>Percentage</th><td>19%</td><td>23%</td><td>26%</td><td>27%</td><td>31%</td></tr> </table>	Fiscal Year	FY12/13	FY13/14	FY14/15	FY15/16	FY16/17	Percentage	19%	23%	26%	27%	31%	TBD				
Fiscal Year	FY12/13	FY13/14	FY14/15	FY15/16	FY16/17													
Percentage	19%	23%	26%	27%	31%													
34. Cash donations to KPU for capital expansions and special projects (in '000s)	<table border="1"> <tr><th>Fiscal Year</th><td>FY12/13</td><td>FY13/14</td><td>FY14/15</td><td>FY15/16</td><td>FY16/17</td></tr> <tr><th>Value</th><td>\$232</td><td>\$81</td><td>\$2,350</td><td>\$814</td><td>\$3,378</td></tr> </table>	Fiscal Year	FY12/13	FY13/14	FY14/15	FY15/16	FY16/17	Value	\$232	\$81	\$2,350	\$814	\$3,378	> previous year				
Fiscal Year	FY12/13	FY13/14	FY14/15	FY15/16	FY16/17													
Value	\$232	\$81	\$2,350	\$814	\$3,378													
Measures of Employee Engagement	Performance	Target	Progress															
35. Proportion of employees who reported satisfaction with their jobs *Intrinsic job satisfaction includes: skills and abilities well used, strong feelings of accomplishment, creativity encouraged, and opinions seem to count (Source: EES)	<table border="1"> <tr><th>Year</th><td>2009</td><td>2011</td><td>2013</td><td>2015</td></tr> <tr><th>Overall</th><td>78%</td><td>71%</td><td>70%</td><td>71%</td></tr> <tr><th>Intrinsic*</th><td>70%</td><td>66%</td><td>64%</td><td>67%</td></tr> </table>	Year	2009	2011	2013	2015	Overall	78%	71%	70%	71%	Intrinsic*	70%	66%	64%	67%	> last survey's ratings (70% for overall and 64% for intrinsic)	
Year	2009	2011	2013	2015														
Overall	78%	71%	70%	71%														
Intrinsic*	70%	66%	64%	67%														

Measures of Employee Engagement	Performance	Target	Progress																				
36. Proportion of employees' who reported a sense of commitment to KPU (would recommend KPU as a good place to work; feel that KPU is committed to its employees; and would continue working at KPU even if there was a favourable alternative) (Source: EES)	<table border="1"> <thead> <tr> <th>Year</th> <th>Recommend KPU</th> <th>KPU committed</th> <th>Continue at KPU</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>74%</td> <td>54%</td> <td>51%</td> </tr> <tr> <td>2011</td> <td>68%</td> <td>53%</td> <td>44%</td> </tr> <tr> <td>2013</td> <td>69%</td> <td>54%</td> <td>44%</td> </tr> <tr> <td>2015</td> <td>63%</td> <td>50%</td> <td>42%</td> </tr> </tbody> </table>	Year	Recommend KPU	KPU committed	Continue at KPU	2009	74%	54%	51%	2011	68%	53%	44%	2013	69%	54%	44%	2015	63%	50%	42%	> last survey's ratings (69% for recommend KPU, 54% for KPU committed, and 44% for continue at KPU)	
Year	Recommend KPU	KPU committed	Continue at KPU																				
2009	74%	54%	51%																				
2011	68%	53%	44%																				
2013	69%	54%	44%																				
2015	63%	50%	42%																				

Reputation: Recognized Teaching and Scholarship

Measures of Teaching Quality	Performance	Target	Progress																														
AVED 37. Proportion of former students who reported satisfaction with their education (Source: BCSOS)	<table border="1"> <thead> <tr> <th>Year Cohort</th> <th>BGS</th> <th>DACSO</th> <th>APPSO</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>2012 (10/11)</td> <td>98%</td> <td>91%</td> <td>88%</td> <td>92%</td> </tr> <tr> <td>2013 (11/12)</td> <td>95%</td> <td>92%</td> <td>91%</td> <td>91%</td> </tr> <tr> <td>2014 (12/13)</td> <td>95%</td> <td>91%</td> <td>90%</td> <td>91%</td> </tr> <tr> <td>2015 (13/14)</td> <td>96%</td> <td>93%</td> <td>93%</td> <td>92%</td> </tr> <tr> <td>2016 (14/15)</td> <td>95%</td> <td>91%</td> <td>85%</td> <td>91%</td> </tr> </tbody> </table>	Year Cohort	BGS	DACSO	APPSO	Average	2012 (10/11)	98%	91%	88%	92%	2013 (11/12)	95%	92%	91%	91%	2014 (12/13)	95%	91%	90%	91%	2015 (13/14)	96%	93%	93%	92%	2016 (14/15)	95%	91%	85%	91%	AVED 16/17 target ≥ 90% AVED 17/18 target ≥ 90% AVED: BGS: Achieved DACSO: Achieved APPSO: Substantially Achieved	
Year Cohort	BGS	DACSO	APPSO	Average																													
2012 (10/11)	98%	91%	88%	92%																													
2013 (11/12)	95%	92%	91%	91%																													
2014 (12/13)	95%	91%	90%	91%																													
2015 (13/14)	96%	93%	93%	92%																													
2016 (14/15)	95%	91%	85%	91%																													

AVED 38. Proportion of former students who assessed their quality of instruction positively (Source: BCSOS)	<table border="1"> <thead> <tr> <th>Year Cohort</th> <th>BGS</th> <th>DACSO</th> <th>APPSO</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>2012 (10/11)</td> <td>98%</td> <td>94%</td> <td>91%</td> <td>94%</td> </tr> <tr> <td>2013 (11/12)</td> <td>96%</td> <td>95%</td> <td>95%</td> <td>94%</td> </tr> <tr> <td>2014 (12/13)</td> <td>96%</td> <td>94%</td> <td>93%</td> <td>94%</td> </tr> <tr> <td>2015 (13/14)</td> <td>96%</td> <td>95%</td> <td>92%</td> <td>94%</td> </tr> <tr> <td>2016 (14/15)</td> <td>95%</td> <td>94%</td> <td>91%</td> <td>94%</td> </tr> </tbody> </table>	Year Cohort	BGS	DACSO	APPSO	Average	2012 (10/11)	98%	94%	91%	94%	2013 (11/12)	96%	95%	95%	94%	2014 (12/13)	96%	94%	93%	94%	2015 (13/14)	96%	95%	92%	94%	2016 (14/15)	95%	94%	91%	94%	AVED 16/17 target ≥ 90% AVED 17/18 target ≥ 90% AVED: BGS: Achieved DACSO: Achieved APPSO: Achieved	
Year Cohort	BGS	DACSO	APPSO	Average																													
2012 (10/11)	98%	94%	91%	94%																													
2013 (11/12)	96%	95%	95%	94%																													
2014 (12/13)	96%	94%	93%	94%																													
2015 (13/14)	96%	95%	92%	94%																													
2016 (14/15)	95%	94%	91%	94%																													

39. Teaching and Learning Plan	Data collection and review for KPU's Teaching and Learning Strategy and related Plan are underway by the Vice Provost Teaching and Learning. The final plan, which will include applied and scholarly activities around teaching and learning, link with KPU's Research plan, is expected to be delivered by early 2018.	Completion of all plans by end of 2015	
--------------------------------	--	--	--

Measures of Scholarly Activity	Performance	Target	Progress
40. Research Plan	The Research and Scholarship Plan was approved in the Spring 2015	Completion of all plans by end of 2015	

41. Dollars received for sponsored research (in '000s)	<table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Dollars (in '000s)</th> </tr> </thead> <tbody> <tr> <td>FY12/13</td> <td>\$848</td> </tr> <tr> <td>FY13/14</td> <td>\$1,134</td> </tr> <tr> <td>FY14/15</td> <td>\$993</td> </tr> <tr> <td>FY15/16</td> <td>\$874</td> </tr> <tr> <td>FY16/17</td> <td>\$896</td> </tr> </tbody> </table>	Fiscal Year	Dollars (in '000s)	FY12/13	\$848	FY13/14	\$1,134	FY14/15	\$993	FY15/16	\$874	FY16/17	\$896	≥ average previous 2 years (\$933)	
Fiscal Year	Dollars (in '000s)														
FY12/13	\$848														
FY13/14	\$1,134														
FY14/15	\$993														
FY15/16	\$874														
FY16/17	\$896														

Measures of Scholarly Activity	Performance	Target	Progress								
42. Number of research agreements with community partners	<table border="1"> <tr><th>Fiscal Year</th><th>Agreements</th></tr> <tr><td>FY14/15</td><td>4</td></tr> <tr><td>FY15/16</td><td>7</td></tr> <tr><td>FY16/17</td><td>21</td></tr> </table>	Fiscal Year	Agreements	FY14/15	4	FY15/16	7	FY16/17	21	> previous year	
Fiscal Year	Agreements										
FY14/15	4										
FY15/16	7										
FY16/17	21										
43. Number of TRI-Council proposals submitted	<table border="1"> <tr><th>Fiscal Year</th><th>Proposals</th></tr> <tr><td>FY14/15</td><td>16</td></tr> <tr><td>FY15/16</td><td>20</td></tr> <tr><td>FY16/17</td><td>10</td></tr> </table>	Fiscal Year	Proposals	FY14/15	16	FY15/16	20	FY16/17	10	> previous year	
Fiscal Year	Proposals										
FY14/15	16										
FY15/16	20										
FY16/17	10										
44. Disseminate KPU's scholarly works through KORA*: number of full text works added *KPU's repository for free online access to scholarly and creative materials by the KPU community, launched Nov 2014	<table border="1"> <tr><th>Academic Year</th><th>Works Added</th></tr> <tr><td>AY14/15</td><td>54</td></tr> <tr><td>AY15/16</td><td>44</td></tr> </table>	Academic Year	Works Added	AY14/15	54	AY15/16	44	> previous year			
Academic Year	Works Added										
AY14/15	54										
AY15/16	44										
45. Disseminate KPU's scholarly works through KORA: number of full-text downloads	<table border="1"> <tr><th>Academic Year</th><th>Downloads</th></tr> <tr><td>AY14/15</td><td>2,734</td></tr> <tr><td>AY15/16</td><td>6,113</td></tr> </table>	Academic Year	Downloads	AY14/15	2,734	AY15/16	6,113	> previous year			
Academic Year	Downloads										
AY14/15	2,734										
AY15/16	6,113										

Reputation: Unique Identity

Measures of Unique Identity	Performance	Target	Progress												
46. Proportion of employees who agree that KPU has a good reputation in its community (Source: EES)	<table border="1"> <tr><th>Year</th><th>Agreement (%)</th></tr> <tr><td>2009</td><td>58%</td></tr> <tr><td>2011</td><td>50%</td></tr> <tr><td>2013</td><td>47%</td></tr> <tr><td>2015</td><td>39%</td></tr> </table>	Year	Agreement (%)	2009	58%	2011	50%	2013	47%	2015	39%	> previous rating (47%)			
Year	Agreement (%)														
2009	58%														
2011	50%														
2013	47%														
2015	39%														
47. Proportion of employees who agree that there is a clear vision for KPU's future (Source: EES)	<table border="1"> <tr><th>Year</th><th>Agreement (%)</th></tr> <tr><td>2009</td><td>48%</td></tr> <tr><td>2011</td><td>42%</td></tr> <tr><td>2013</td><td>46%</td></tr> <tr><td>2015</td><td>44%</td></tr> </table>	Year	Agreement (%)	2009	48%	2011	42%	2013	46%	2015	44%	> previous rating (46%)			
Year	Agreement (%)														
2009	48%														
2011	42%														
2013	46%														
2015	44%														
48. Proportion of the community who agree or strongly agree that KPU: - offers hands-on approach to education; - provides career-focused learning; - offers students opportunities to be involved in the community (Source: CPS)	<table border="1"> <tr><th>Year</th><th>Agreement (%)</th></tr> <tr><td>2014</td><td>51%</td></tr> <tr><td>2017</td><td>51%</td></tr> </table>	Year	Agreement (%)	2014	51%	2017	51%	≥ 2014 survey's rating (95%)							
Year	Agreement (%)														
2014	51%														
2017	51%														
49. Number of press releases celebrating KPU's achievements and the success of it's students and graduates	<table border="1"> <tr><th>Year</th><th>Press Releases</th></tr> <tr><td>2014</td><td>128</td></tr> <tr><td>2015</td><td>148</td></tr> <tr><td>2016</td><td>143</td></tr> </table>	Year	Press Releases	2014	128	2015	148	2016	143	> previous year					
Year	Press Releases														
2014	128														
2015	148														
2016	143														
50. Number of mentions of KPU in the media, and % mentions that are positive	<table border="1"> <tr><th>Year</th><th>Number of Mentions</th><th>% Positive</th></tr> <tr><td>2014</td><td>1,904</td><td>-</td></tr> <tr><td>2015</td><td>2,348</td><td>87%</td></tr> <tr><td>2016</td><td>4,167</td><td>97%</td></tr> </table>	Year	Number of Mentions	% Positive	2014	1,904	-	2015	2,348	87%	2016	4,167	97%	> previous year	
Year	Number of Mentions	% Positive													
2014	1,904	-													
2015	2,348	87%													
2016	4,167	97%													

Reputation: Continuing and Professional Education

Measures of Continuing Education	Performance	Target	Progress												
51. Headcount in continuing education and professional studies	<table border="1"> <tr> <th>Year</th> <th>Headcount</th> </tr> <tr> <td>AY11/12</td> <td>1,322</td> </tr> <tr> <td>AY12/13</td> <td>1,826</td> </tr> <tr> <td>AY13/14</td> <td>1,965</td> </tr> <tr> <td>AY14/15</td> <td>2,197</td> </tr> <tr> <td>AY15/16</td> <td>2,741</td> </tr> </table>	Year	Headcount	AY11/12	1,322	AY12/13	1,826	AY13/14	1,965	AY14/15	2,197	AY15/16	2,741	≥ 10% increase year over year	
Year	Headcount														
AY11/12	1,322														
AY12/13	1,826														
AY13/14	1,965														
AY14/15	2,197														
AY15/16	2,741														

Relevance: Community Engagement

Measures of Awareness	Performance	Target	Progress								
52. Number of high school students that attended awareness events at KPU	<table border="1"> <tr> <th>Year</th> <th>Students</th> </tr> <tr> <td>2014</td> <td>1,298</td> </tr> <tr> <td>2015</td> <td>1,579</td> </tr> <tr> <td>2016</td> <td>1,624</td> </tr> </table>	Year	Students	2014	1,298	2015	1,579	2016	1,624	at least 20% more than previous year	
Year	Students										
2014	1,298										
2015	1,579										
2016	1,624										
53. Number of high school students seen at KPU Outreach Activities	<table border="1"> <tr> <th>Year</th> <th>Students</th> </tr> <tr> <td>2014</td> <td>21,274</td> </tr> <tr> <td>2015</td> <td>25,420</td> </tr> <tr> <td>2016</td> <td>31,397</td> </tr> </table>	Year	Students	2014	21,274	2015	25,420	2016	31,397	at least 15% more than previous year	
Year	Students										
2014	21,274										
2015	25,420										
2016	31,397										
54. Number of high school personnel (counsellors/teachers) attending recruitment outreach events at KPU	<table border="1"> <tr> <th>Year</th> <th>Personnel</th> </tr> <tr> <td>2014</td> <td>209</td> </tr> <tr> <td>2015</td> <td>255</td> </tr> <tr> <td>2016</td> <td>302</td> </tr> </table>	Year	Personnel	2014	209	2015	255	2016	302	at least 20% more than previous year	
Year	Personnel										
2014	209										
2015	255										
2016	302										
55. Web traffic: the number of clicks on the 'Apply Now' link on the kpu.ca website	<table border="1"> <tr> <th>Year</th> <th>Clicks</th> </tr> <tr> <td>2015</td> <td>27,564</td> </tr> <tr> <td>2016</td> <td>30,973</td> </tr> </table>	Year	Clicks	2015	27,564	2016	30,973	> previous year			
Year	Clicks										
2015	27,564										
2016	30,973										
56. The number of people creating a profile through the Future Students Portal on the kpu.ca website.	<table border="1"> <tr> <th>Year</th> <th>Profiles</th> </tr> <tr> <td>2015</td> <td>168</td> </tr> <tr> <td>2016</td> <td>1,423</td> </tr> </table>	Year	Profiles	2015	168	2016	1,423	> previous year			
Year	Profiles										
2015	168										
2016	1,423										
57. Proportion of the community who identified KPU (by current or former name) first when asked to name universities and colleges in their area (Source: CPS)	<table border="1"> <tr> <th>Year</th> <th>Proportion</th> </tr> <tr> <td>2014</td> <td>17%</td> </tr> <tr> <td>2017</td> <td>17%</td> </tr> </table>	Year	Proportion	2014	17%	2017	17%	% double 2014 survey's rating by 2018 (34%)			
Year	Proportion										
2014	17%										
2017	17%										
58. Proportion of the community who are "very familiar" with KPU (by any name) (Source: CPS)	<table border="1"> <tr> <th>Year</th> <th>Proportion</th> </tr> <tr> <td>2014</td> <td>11%</td> </tr> <tr> <td>2017</td> <td>11%</td> </tr> </table>	Year	Proportion	2014	11%	2017	11%	% double 2014 survey's rating by 2018 (22%)			
Year	Proportion										
2014	11%										
2017	11%										

Measures of Reputation	Performance	Target	Progress
59. Proportion of the community who identify the quality and breadth of KPU's programs among its strengths (Source: CPS)	<p>■ 18%</p> <p>2014 2017</p>	% double 2014 survey's rating by 2018 (36%)	
60. Proportion of the community who would consider attending KPU, or would consider KPU for their children (Source: CPS)	<p>■ Themselves ■ Their Children</p> <p>■ 43% ■ 36%</p> <p>2014 2017</p>	% double 2014 survey's rating (86% for attend themselves and 72% for their children)	
Measures of Community Engagement	Performance	Target	Progress
61. Number of people/organizations* donating to KPU *excludes employee payroll giving and sponsorship	<p>965 1,068 1,074 919 866</p> <p>FY12/13 FY13/14 FY14/15 FY15/16 FY16/17</p>	> average previous 2 years (996)	
62. Number of people attending TALK (Third Age Learning) courses, a participatory learning experience open to people aged 50 and above	<p>330 375 389 376 369</p> <p>AY11/12 AY12/13 AY13/14 AY14/15 AY15/16</p>	> average of previous 2 years (383)	
63. Number of public events hosted by KPU	<p>100 111</p> <p>2015 2016 2017</p>	> average of previous 2 years	
64. Number of external events in the Lower Mainland attended by KPU employees	<p>300 268</p> <p>2015 2016 2017</p>	> average of previous 2 years	
65. Number of awards or appointments with regional impact received by KPU employees and students	<p>30 109</p> <p>2015 2016 2017</p>	> average of previous 2 years	
66. Proportion of programs with active external advisory committees	<p>43% 54%</p> <p>2016 2017 2018</p>	75% for 2017; 100% for 2018	

Relevance: Expanded Educational Access

Measures of Learner Growth	Performance	Target	Progress																		
67. Percent of FTE growth from previous year	<table border="1"> <tr> <th>Fiscal Year</th> <th>Percent of FTE Growth</th> </tr> <tr> <td>FY12/13</td> <td>0.4%</td> </tr> <tr> <td>FY13/14</td> <td>2.2%</td> </tr> <tr> <td>FY14/15</td> <td>-1.6%</td> </tr> <tr> <td>FY15/16</td> <td>-0.2%</td> </tr> <tr> <td>FY16/17</td> <td>2.3%</td> </tr> </table>	Fiscal Year	Percent of FTE Growth	FY12/13	0.4%	FY13/14	2.2%	FY14/15	-1.6%	FY15/16	-0.2%	FY16/17	2.3%	5% annual growth							
Fiscal Year	Percent of FTE Growth																				
FY12/13	0.4%																				
FY13/14	2.2%																				
FY14/15	-1.6%																				
FY15/16	-0.2%																				
FY16/17	2.3%																				
68. Percent of Headcount growth from previous year	<table border="1"> <tr> <th>Fiscal Year</th> <th>Percent of Headcount Growth</th> </tr> <tr> <td>FY12/13</td> <td>0.6%</td> </tr> <tr> <td>FY13/14</td> <td>0.3%</td> </tr> <tr> <td>FY14/15</td> <td>-1.3%</td> </tr> <tr> <td>FY15/16</td> <td>-0.7%</td> </tr> <tr> <td>FY16/17</td> <td>1.3%</td> </tr> </table>	Fiscal Year	Percent of Headcount Growth	FY12/13	0.6%	FY13/14	0.3%	FY14/15	-1.3%	FY15/16	-0.7%	FY16/17	1.3%	5% annual growth							
Fiscal Year	Percent of Headcount Growth																				
FY12/13	0.6%																				
FY13/14	0.3%																				
FY14/15	-1.3%																				
FY15/16	-0.7%																				
FY16/17	1.3%																				
AVED 69. Number of domestic AVED-funded student FTEs	<table border="1"> <tr> <th>Fiscal Year</th> <th>Number of FTEs</th> </tr> <tr> <td>FY12/13</td> <td>9,273</td> </tr> <tr> <td>FY13/14</td> <td>9,309</td> </tr> <tr> <td>FY14/15</td> <td>8,935</td> </tr> <tr> <td>FY15/16</td> <td>8,931</td> </tr> <tr> <td>FY16/17</td> <td>8,932</td> </tr> </table>	Fiscal Year	Number of FTEs	FY12/13	9,273	FY13/14	9,309	FY14/15	8,935	FY15/16	8,931	FY16/17	8,932	AVED 16/17 target ≥ 9,077 AVED 17/18 target ≥ 9,077 AVED: Substantially achieved							
Fiscal Year	Number of FTEs																				
FY12/13	9,273																				
FY13/14	9,309																				
FY14/15	8,935																				
FY15/16	8,931																				
FY16/17	8,932																				
70. Number of International student FTEs	<table border="1"> <tr> <th>Fiscal Year</th> <th>Number of FTEs</th> </tr> <tr> <td>FY12/13</td> <td>983</td> </tr> <tr> <td>FY13/14</td> <td>1,197</td> </tr> <tr> <td>FY14/15</td> <td>1,362</td> </tr> <tr> <td>FY15/16</td> <td>1,430</td> </tr> <tr> <td>FY16/17</td> <td>1,745</td> </tr> </table>	Fiscal Year	Number of FTEs	FY12/13	983	FY13/14	1,197	FY14/15	1,362	FY15/16	1,430	FY16/17	1,745	Yearly increase to meet government goal of 1,300 international FTEs by FY2015/16							
Fiscal Year	Number of FTEs																				
FY12/13	983																				
FY13/14	1,197																				
FY14/15	1,362																				
FY15/16	1,430																				
FY16/17	1,745																				
ITA 71. Seat utilization (% of funded seats filled) and headcount for ITA-funded Foundation programs	<table border="1"> <tr> <th>Fiscal Year</th> <th>Utilization (%)</th> <th>Headcount</th> </tr> <tr> <td>FY12/13</td> <td>96%</td> <td>291</td> </tr> <tr> <td>FY13/14</td> <td>98%</td> <td>392</td> </tr> <tr> <td>FY14/15</td> <td>97%</td> <td>479</td> </tr> <tr> <td>FY15/16</td> <td>92%</td> <td>426</td> </tr> <tr> <td>FY16/17</td> <td>97%</td> <td>443</td> </tr> </table>	Fiscal Year	Utilization (%)	Headcount	FY12/13	96%	291	FY13/14	98%	392	FY14/15	97%	479	FY15/16	92%	426	FY16/17	97%	443	ITA target ≥ 94.5% utilization	
Fiscal Year	Utilization (%)	Headcount																			
FY12/13	96%	291																			
FY13/14	98%	392																			
FY14/15	97%	479																			
FY15/16	92%	426																			
FY16/17	97%	443																			
ITA 72. Seat utilization (% of funded seats filled) and headcount for ITA-funded Apprenticeship programs	<table border="1"> <tr> <th>Fiscal Year</th> <th>Utilization (%)</th> <th>Headcount</th> </tr> <tr> <td>FY12/13</td> <td>87%</td> <td>841</td> </tr> <tr> <td>FY13/14</td> <td>90%</td> <td>795</td> </tr> <tr> <td>FY14/15</td> <td>83%</td> <td>713</td> </tr> <tr> <td>FY15/16</td> <td>84%</td> <td>747</td> </tr> <tr> <td>FY16/17</td> <td>85%</td> <td>723</td> </tr> </table>	Fiscal Year	Utilization (%)	Headcount	FY12/13	87%	841	FY13/14	90%	795	FY14/15	83%	713	FY15/16	84%	747	FY16/17	85%	723	ITA target ≥ 83.4% utilization	
Fiscal Year	Utilization (%)	Headcount																			
FY12/13	87%	841																			
FY13/14	90%	795																			
FY14/15	83%	713																			
FY15/16	84%	747																			
FY16/17	85%	723																			
AVED 73. Number of Nursing and other Allied Health student FTEs	<table border="1"> <tr> <th>Fiscal Year</th> <th>Number of FTEs</th> </tr> <tr> <td>FY12/13</td> <td>597</td> </tr> <tr> <td>FY13/14</td> <td>665</td> </tr> <tr> <td>FY14/15</td> <td>764</td> </tr> <tr> <td>FY15/16</td> <td>705</td> </tr> <tr> <td>FY16/17</td> <td>705</td> </tr> </table>	Fiscal Year	Number of FTEs	FY12/13	597	FY13/14	665	FY14/15	764	FY15/16	705	FY16/17	705	AVED 16/17 target ≥ 716 AVED 17/18 target ≥ 716 AVED: Substantially Achieved							
Fiscal Year	Number of FTEs																				
FY12/13	597																				
FY13/14	665																				
FY14/15	764																				
FY15/16	705																				
FY16/17	705																				
AVED 74. Number of student FTEs in ABE, ESL, and ASE developmental programs	<table border="1"> <tr> <th>Fiscal Year</th> <th>Number of FTEs</th> </tr> <tr> <td>FY12/13</td> <td>701</td> </tr> <tr> <td>FY13/14</td> <td>762</td> </tr> <tr> <td>FY14/15</td> <td>570</td> </tr> <tr> <td>FY15/16</td> <td>526</td> </tr> <tr> <td>FY16/17</td> <td>466</td> </tr> </table>	Fiscal Year	Number of FTEs	FY12/13	701	FY13/14	762	FY14/15	570	FY15/16	526	FY16/17	466	AVED 16/17 target ≥ 968 AVED 17/18 target ≥ 968 AVED: Not achieved							
Fiscal Year	Number of FTEs																				
FY12/13	701																				
FY13/14	762																				
FY14/15	570																				
FY15/16	526																				
FY16/17	466																				

Measures of Learner Growth	Performance	Target	Progress																												
AVED 75. Number of Aboriginal student FTEs	<table border="1"> <tr> <td></td> <td>311</td> <td>370</td> <td>318</td> <td>307</td> <td>370</td> <td>Total</td> </tr> <tr> <td></td> <td>201</td> <td>253</td> <td>241</td> <td>233</td> <td>290</td> <td>AVED</td> </tr> <tr> <td></td> <td>110</td> <td>118</td> <td>77</td> <td>73</td> <td>80</td> <td>ITA</td> </tr> <tr> <td></td> <td>FY12/13</td> <td>FY13/14</td> <td>FY14/15</td> <td>FY15/16</td> <td>FY16/17</td> <td></td> </tr> </table>		311	370	318	307	370	Total		201	253	241	233	290	AVED		110	118	77	73	80	ITA		FY12/13	FY13/14	FY14/15	FY15/16	FY16/17		Aboriginal FTEs as % of total domestic FTEs (4%) > previous year (3%) AVED: Achieved	
	311	370	318	307	370	Total																									
	201	253	241	233	290	AVED																									
	110	118	77	73	80	ITA																									
	FY12/13	FY13/14	FY14/15	FY15/16	FY16/17																										
76. Number and percent of student population that is Aboriginal	<table border="1"> <tr> <td></td> <td>576</td> <td>568</td> <td>539</td> <td>545</td> <td>622</td> <td>Headcount</td> </tr> <tr> <td></td> <td>3.1%</td> <td>3.1%</td> <td>3.1%</td> <td>3.1%</td> <td>3.7%</td> <td>Percent</td> </tr> <tr> <td></td> <td>FY12/13</td> <td>FY13/14</td> <td>FY14/15</td> <td>FY15/16</td> <td>FY16/17</td> <td></td> </tr> </table>		576	568	539	545	622	Headcount		3.1%	3.1%	3.1%	3.1%	3.7%	Percent		FY12/13	FY13/14	FY14/15	FY15/16	FY16/17		≥ previous year								
	576	568	539	545	622	Headcount																									
	3.1%	3.1%	3.1%	3.1%	3.7%	Percent																									
	FY12/13	FY13/14	FY14/15	FY15/16	FY16/17																										

Relevance: Blending Theory and Practice

Measures of Experiential Learning	Performance	Target	Progress												
77. Number of work related and experiential learning experiences	<table border="1"> <tr> <td></td> <td>6,315</td> <td>6,429</td> <td>7,851</td> <td>9,540</td> <td>10,254</td> </tr> <tr> <td></td> <td>FY12/13</td> <td>FY13/14</td> <td>FY14/15</td> <td>FY15/16</td> <td>FY16/17</td> </tr> </table>		6,315	6,429	7,851	9,540	10,254		FY12/13	FY13/14	FY14/15	FY15/16	FY16/17	> than previous year	
	6,315	6,429	7,851	9,540	10,254										
	FY12/13	FY13/14	FY14/15	FY15/16	FY16/17										

This page left intentionally blank

Appendix A: Notes on Terms and Sources

BGS: Baccalaureate Graduate Survey administered by BC Stats about 2 years after graduation

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

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

BCSOS: BC Student Outcomes Surveys—Results of above 3 surveys averaged together

Cohort: for above surveys, the year of graduation or program completion; Year is the year the survey was conducted

NSSE: National Survey of Student Engagement, of 1st and 4th year students, conducted by NSSE every 2 years

SSS: Student Satisfaction Survey of all KPU students, conducted by KPU every 2 years

EES: Employee Engagement Survey of all KPU employees, conducted by KPU every 2 years

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

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

TIU: Teaching Intensive University (KPU, and 5 others)

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

FTE: Full-time equivalent: For students, FTE equates to number taking a full load of 5 courses per term for 2 terms

AY: Academic Year (Sept 1 to Aug 31)

FY: Fiscal Year (Apr 1 to Mar 31); e.g., FY2015 is fiscal year April 1 2014 to Mar 31 2015

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

This page left intentionally blank

Appendix B: Financial Statement

See the Audited Financial Statement on the following pages.

Financial Statements of

KWANTLEN POLYTECHNIC UNIVERSITY

Year ended March 31, 2017

MANAGEMENT'S STATEMENT OF RESPONSIBILITY

To the Board of Governors of Kwantlen Polytechnic University

Management is responsible for the preparation and presentation of the accompanying financial statements, including responsibility for significant accounting judgments and estimates in compliance with the accounting requirements of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia. This responsibility includes selecting appropriate accounting principles and methods, and making decisions affecting the measurement of transactions in which objective judgment is required.

In discharging its responsibilities for the integrity and fairness of the financial statements, management designs and maintains the necessary accounting systems and related internal controls to provide reasonable assurance that transactions are authorized, assets are safeguarded and financial records are properly maintained to provide reliable information for the preparation of financial statements.

The Board of Governors and Audit Committee are composed primarily of those who are neither management nor employees of the University. The Board is responsible for overseeing management in the performance of its financial reporting responsibilities and for approving the financial statements. The Audit Committee has the responsibility of meeting with management and external auditors to discuss the financial reporting process, auditing matters, financial reporting issues, and recommends approval of the financial statements to the Board. The Committee is also responsible for recommending the appointment of the University's external auditor.

KPMG LLP, an independent firm of Chartered Professional Accountants, is appointed by the Board to audit the financial statements and report directly to them through the Audit Committee. The external auditor has full and free access to, and meets periodically and separately with, both the Committee and management to discuss their audit findings.

On behalf of Kwantlen Polytechnic University



Dr. Alan Davis
President and Vice-Chancellor



Jon Harding, CPA, CA
Vice President, Finance and Administration



KPMG LLP
3rd Floor 8506 200th Street
Langley BC V2Y 0M1
Canada
Telephone (604) 455-4000
Fax (604) 881-4988

INDEPENDENT AUDITORS' REPORT

To the Board of Governors of Kwantlen Polytechnic University, and
To the Minister of Advanced Education, Province of British Columbia

We have audited the accompanying financial statements of Kwantlen Polytechnic University, which comprise the statement of financial position as at March 31, 2017, the statements of operations, changes in net debt, cash flows and remeasurement gains and losses for the year then ended, and notes, comprising a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation of these financial statements in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on our judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the entity's preparation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.



We believe that the audit evidence we have obtained in our audit is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements of Kwantlen Polytechnic University as at March 31, 2017 and for the year then ended are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

Emphasis of Matter

Without modifying our opinion, we draw attention to Note 2(a) to the financial statements, which describes the basis of accounting and the significant differences between such basis of accounting and Canadian public sector accounting standards.

KPMG LLP

Chartered Professional Accountants

May 24, 2017
Langley, Canada

KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Financial Position

(in thousands of dollars)

March 31, 2017, with comparative information for 2016

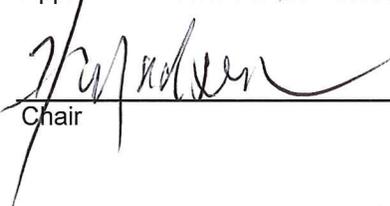
		2017	2016
Financial assets			
Cash and cash equivalents	(Note 3)	\$ 22,769	\$ 19,224
Accounts receivable	(Note 4)	5,414	5,670
Inventories for resale		439	1,282
Investments	(Note 6)	38,098	36,824
		66,720	63,000
Liabilities			
Accounts payable and accrued liabilities	(Note 7)	23,648	25,096
Deferred revenue		12,210	11,438
Deferred contributions	(Note 9)	3,734	3,198
Deferred capital contributions	(Note 10)	139,894	129,862
Obligations under capital lease	(Note 11)	707	1,036
		180,193	170,630
Net debt		(113,473)	(107,630)
Non-financial assets			
Tangible capital assets	(Note 12)	188,268	180,378
Endowment investments	(Note 6)	2,817	2,817
Prepaid expenses and deposits		5,102	5,761
		196,187	188,956
Accumulated surplus		82,714	81,326
Accumulated surplus is comprised of:			
Accumulated operating surplus		82,520	80,705
Accumulated remeasurement gains		194	621
		82,714	81,326

Contractual obligations (Note 14)

Commitments and contingent liabilities (Note 15)

See accompanying notes to financial statements.

Approved on behalf of the Board:



 Chair



 Vice-President, Finance and Administration

KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Operations

(in thousands of dollars)

Year ended March 31, 2017, with comparative information for 2016

		Budget	2017	2016
		(Note 2(k))		
Revenue:				
Province of British Columbia grants	(Note 9)	\$ 67,229	\$ 73,223	\$ 72,907
Other grants	(Note 9)	2,523	1,102	1,706
Tuition and student fees		69,359	70,926	64,868
Ancillary services		6,956	6,927	7,407
Other revenue		12,437	6,087	5,159
Amortization of deferred capital contributions	(Note 10)	5,588	5,461	5,216
		164,092	163,726	157,263
Expenses:				
	(Note 16)			
Instruction and instructional support		146,927	145,003	139,714
Ancillary operations		7,414	7,317	7,085
Externally sponsored activity		6,204	6,123	6,052
Research activity		3,514	3,468	3,005
		164,059	161,911	155,856
Annual surplus		33	1,815	1,407
Accumulated operating surplus, beginning of year		80,705	80,705	79,298
Accumulated operating surplus, end of year		\$ 80,738	\$ 82,520	\$ 80,705

See accompanying notes to financial statements.

KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Changes in Net Debt

(in thousands of dollars)

Year ended March 31, 2017, with comparative information for 2016

	Budget (Note 2(k))	2017	2016
Annual surplus	\$ 33	\$ 1,815	\$ 1,407
Acquisition of tangible capital assets	-	(19,702)	(11,836)
Write-down of tangible capital assets	-	39	-
Amortization of tangible capital assets	12,550	11,773	11,255
	12,550	(7,890)	(581)
Net use (acquisition) of prepaid expenses and deposits	-	659	(1,593)
Net remeasurement losses	-	(427)	(729)
Change in net debt	12,583	(5,843)	(1,496)
Net debt, beginning of year	(107,630)	(107,630)	(106,134)
Net debt, end of year	\$ (95,047)	\$ (113,473)	\$ (107,630)

See accompanying notes to financial statements.

KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Cash Flows

(in thousands of dollars)

Year ended March 31, 2017, with comparative information for 2016

	2017	2016
Cash provided by (used in):		
Operating activities:		
Annual surplus	\$ 1,815	\$ 1,407
Items not involving cash:		
Amortization of tangible capital assets	11,773	11,255
Write-down of tangible capital assets	39	-
Amortization of deferred capital contributions	(5,461)	(5,216)
Change in non-cash operating working capital:		
Accounts receivable	256	(1,096)
Prepaid expenses and deposits	659	(1,593)
Inventories for resale	843	116
Accounts payable and accrued liabilities	(1,448)	373
Deferred revenue	772	1,189
Deferred contributions	536	(522)
Net change from operating activities	9,784	5,913
Capital activities:		
Cash used to acquire tangible capital assets	(19,652)	(11,650)
Net change from capital activities	(19,652)	(11,650)
Financing activities:		
Contributions received for tangible capital assets	15,493	4,179
Principal payments on capital lease obligations	(379)	(378)
Net change from financing activities	15,114	3,801
Investing activities:		
Increase in investments	(1,274)	(3,509)
Net remeasurement losses	(427)	(729)
Net change from investing activities	(1,701)	(4,238)
Net change in cash and cash equivalents	3,545	(6,174)
Cash and cash equivalents, beginning of year	19,224	25,398
Cash and cash equivalents, end of year	\$ 22,769	\$ 19,224
Non-cash transaction:		
Tangible capital assets acquired and financed by capital leases	\$ 50	\$ 186

See accompanying notes to financial statements.

KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Remeasurement Gains and Losses

(in thousands of dollars)

Year ended March 31, 2017, with comparative information for 2016

	2017	2016
Accumulated remeasurement gains, beginning of year	\$ 621	\$ 1,350
Unrealized gains (losses) attributed to:		
Long term bonds	(253)	(670)
Securities	(22)	(25)
Foreign currency translation	88	35
Amounts reclassified to the Statement of Operations:		
Long term bonds	(136)	(34)
Securities	-	2
Foreign currency translation	(104)	(37)
Net remeasurement losses for the year	(427)	(729)
Accumulated remeasurement gains, end of year	\$ 194	\$ 621

See accompanying notes to financial statements.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements
(in thousands of dollars)

Year ended March 31, 2017

1. Authority and purpose

Kwantlen Polytechnic University (“the University”) operates under the authority of the University Act of British Columbia. The University is a not-for-profit entity governed by a Board of Governors, the majority of which are appointed by the provincial government of British Columbia. The University is exempt from income taxes under section 149 of the Income Tax Act.

The University offers career, vocational, developmental and academic programs from its Richmond, Langley and two Surrey campuses located in southwestern British Columbia. The academic governance of the University is vested in the Senate.

2. Summary of significant accounting policies

(a) Basis of accounting:

The financial statements have been prepared in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board.

The Budget Transparency and Accountability Act requires that the financial statements be prepared in accordance with the set of standards and guidelines that are comprised of generally accepted accounting principles for senior governments in Canada, or if the Treasury Board makes a regulation, the set of standards and guidelines that are comprised of generally accepted accounting principles for senior governments in Canada as modified by the alternate standard or guideline or part thereof adopted in the regulation.

Regulation 257/2010 requires all tax-payer supported organizations in the Schools, Universities, Colleges and Hospitals sectors to adopt Canadian Public Sector Accounting Standards without any PS4200 elections effective their first fiscal year commencing after January 1, 2012.

Regulation 198/2011 requires that restricted contributions received or receivable for acquiring or developing a depreciable tangible capital asset or contributions in the form of a depreciable tangible capital asset are to be deferred and recognized in revenue at the same rate that amortization of the related tangible capital asset is recorded.

The accounting policy requirements under Regulation 198/2011 are significantly different from the requirements of Canadian Public Sector Accounting Standards which requires government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with Public Sector Accounting Standard PS3410. As a result, revenue recognized in the Statement of Operations and certain related deferred capital contributions would be recorded differently under Canadian Public Sector Accounting Standards.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in thousands of dollars)

Year ended March 31, 2017

2. Summary of significant accounting policies (continued)

(b) Cash and cash equivalents

Cash and cash equivalents include highly liquid investments with a term to maturity of three months or less at the date of purchase.

(c) Financial instruments

Financial instruments are classified into two categories: fair value or cost.

(i) Fair value category: The University manages and reports performance for groups of financial assets on a fair value basis. Cash and cash equivalents and investments are reflected at fair value as at the reporting date. Sales and purchases of investments are recorded on the trade date. Transaction costs related to the acquisition of investments are recorded as an expense. Unrealized gains and losses on financial assets are recognized in the Statement of Remeasurement Gains and Losses until such time that the financial asset is derecognized due to disposal or impairment. At the time of derecognition, the related realized gains and losses are recognized in the Statement of Operations and related balances reversed from the Statement of Remeasurement Gains and Losses. Unrealized gains and losses on endowment investment assets, where earnings are restricted as to use, are recorded as deferred contributions and recognized in revenue when disposed and when the related expenses are incurred.

(ii) Cost category: Amounts receivable are measured at cost less any amount for valuation allowance. Valuation allowances are made when collection is in doubt.

(d) Inventories for resale

Inventories for resale, including new and used textbooks, course manuals, stationary, art supplies, clothing, crested and non-crested giftware are recorded at the lower of cost or net realizable value. Cost includes the original purchase cost, plus shipping and applicable duties. Net realizable value is the estimated proceeds on sale less any costs to sell. Inventories are written down to net realizable value when the cost of inventories is estimated not to be recoverable. When circumstances that previously caused inventories to be written down below cost no longer exist, the amount of write-down previously recorded is reversed.

(e) Contaminated sites

A liability for contaminated sites is recognized when a site is not in productive use and the following criteria are met:

- (i) An environmental standard exists;
- (ii) Contamination exceeds the environmental standard;
- (iii) The University is directly responsible or accepts responsibility;
- (iv) It is expected that future economic benefits will be given up; and
- (v) A reasonable estimate of the amount can be made.

The liability is recognized as management's estimate of the cost of post-remediation including operation, maintenance and monitoring that are an integral part of the remediation strategy for a contaminated site.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in thousands of dollars)

Year ended March 31, 2017

2. Summary of significant accounting policies (continued)

(f) Non-financial assets

Non-financial assets are not available to discharge existing liabilities and are held for use in the provision of services. They have useful lives extending beyond the current year and are not intended for sale in the ordinary course of operations.

(i) Tangible capital assets

Tangible capital assets are recorded at cost, which includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset. The cost, less residual value, of the tangible capital assets, excluding land and landfill sites, are amortized on a straight line basis over their estimated useful lives shown below. Land is not amortized as it is deemed to have a permanent value.

Asset	Term
Buildings	40 years
Site improvements	10 years
Major renovations	10 years
Major equipment	10 - 20 years
Library holdings	10 years
Technology infrastructure	8 years
Furniture and equipment	3 - 5 years
Leased capital assets	5 years

Work in progress is not amortized until the asset is available for productive use.

Tangible capital assets are written down when conditions indicate that they no longer contribute to the University's ability to provide goods and services, or when the value of future economic benefits associated with the tangible capital assets are less than their net book value.

(ii) Leased tangible capital assets

Leases which transfer substantially all of the benefits and risks incidental to ownership of property are accounted for as obligations under capital lease and are reflected as part of tangible capital assets in the financial statements. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in thousands of dollars)

Year ended March 31, 2017

2. Summary of significant accounting policies (continued)

(g) Employee future benefits

The University and its employees make contributions to the College and Municipal pension plans which are multi-employer joint trustee pension plans. These plans are defined benefit plans, providing a pension on retirement based on the member's age at retirement, length of service and highest earnings averaged over five years. Inflation adjustments are contingent upon available funding. As the assets and liabilities of the plans are not segregated by institution, the plans are accounted for as defined contribution plans and any contributions of the University to the plans are expensed as incurred.

The University's sick leave benefits do not vest or accumulate and related costs are expensed as incurred.

(h) Revenue recognition

Tuition and student fees and sales of goods and services are reported as revenue at the time the services are provided or the products are delivered, and collection is reasonably assured.

Unrestricted donations and grants are recorded as revenue if the amounts can be estimated and collection is reasonably assured. Pledges from donors are recorded as revenue when payment is received by the University or the transfer of property is completed.

Restricted donations and grants are reported as revenue depending on the nature of the restrictions on the use of the funds by the contributors as follows:

- (i) Contributions for the purpose of acquiring or developing a depreciable tangible capital asset or in the form of a depreciable tangible capital asset, in each case for use in providing services, are recorded and referred to as deferred capital contributions and recognized in revenue at the same rate that amortization of the tangible capital asset is recorded. The reduction of the deferred capital contributions and the recognition of the revenue are accounted for in the fiscal period during which the tangible capital asset is used to provide services.
- (ii) Contributions restricted for specific purposes other than for those to be held in perpetuity or the acquisition or development of a depreciable tangible capital asset are recorded as deferred contributions and recognized in revenue in the year in which the stipulation or restriction on the contribution have been met.
- (iii) Contributions restricted to be retained in perpetuity, allowing only the investment income earned thereon to be spent are recorded as endowment donations and as deferred contributions for any unspent restricted investment income earned thereon.

Investment income includes interest recorded on an accrual basis, dividends recorded as declared, and realized gains and losses on the sale of investments.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in thousands of dollars)

Year ended March 31, 2017

2. Summary of significant accounting policies (continued)

(i) Use of estimates

The preparation of the financial statements requires management to make estimates and assumptions. These estimates and assumptions affect the reported amounts of assets, liabilities, and related disclosures. Key areas where management has made estimates and assumptions include those related to the determination of useful lives of tangible capital assets for amortization and the amortization of related deferred capital contributions, accrued liabilities, valuation of accounts receivable, and provisions for contingencies. Where actual results differ from these estimates and assumptions, the impact will be recorded in future periods when the difference becomes known.

(j) Foreign currency translation

The University's functional currency is the Canadian dollar. Transactions in foreign currencies are translated into Canadian dollars at the exchange rate in effect on the transaction date. Monetary assets and liabilities denominated in foreign currencies and non-monetary assets and liabilities which are designated in the fair value category under the financial instrument standard are reflected in the financial statements in equivalent Canadian dollars at the exchange rate in effect on the Statement of Financial Position date. Any gain or loss resulting from a change in rates between the transaction date and the settlement date or Statement of Financial Position date is recognized in the Statement of Remeasurement Gains and Losses. In the period of settlement, the related cumulative remeasurement gain/loss is reversed in the Statement of Remeasurement Gains and Losses and the exchange gain or loss in relation to the exchange rate at the date of the item's initial recognition is recognized in the Statement of Operations and Accumulated Surplus.

(k) Budget figures

Budget figures have been provided for comparative purposes and have been derived from the 2016-2017 University Budget approved by the Board of Governors of Kwantlen Polytechnic University on March 30, 2016. The budget is reflected in the Statement of Operations and Accumulated Surplus and the Statement of Changes in Net Debt.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in thousands of dollars)

Year ended March 31, 2017

3. Cash and cash equivalents

	2017	2016
Cash	\$ 18,071	\$ 14,296
Cash equivalents	4,698	4,928
	\$ 22,769	\$ 19,224

4. Accounts receivable

	2017	2016
Accounts receivable	\$ 7,528	\$ 7,095
Allowance for doubtful accounts	(2,114)	(1,425)
	\$ 5,414	\$ 5,670

5. Due from / to government and other government organizations

Included in accounts receivable	2017	2016
Provincial government	\$ 2,082	\$ 1,628
Other government	410	467
	\$ 2,492	\$ 2,095

Included in accounts payable and accrued liabilities	2017	2016
Provincial government	\$ 63	\$ 62
Other government	3	-
	\$ 66	\$ 62

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in thousands of dollars)

Year ended March 31, 2017

6. Financial instruments

Investments and endowment investments recorded at fair value are comprised of the following:

	2017	2016
Long term bonds	\$ 39,267	\$ 38,105
Securities	1,648	1,536
	40,915	39,641
Endowment investments	2,817	2,817
Investments	\$ 38,098	\$ 36,824

All fixed income securities held at March 31, 2017 mature at various dates to June 2108 (2016 – June 2108) and bear interest at rates varying from 0.950% - 9.976% (2016 – 0.950% - 9.976%).

Generally accepted accounting principles define the fair value of a financial instrument as the amount at which the instrument could be exchanged in a current transaction between willing parties. The University uses the following methods and assumptions to estimate the fair value of each class of financial instruments for which the carrying amounts are included in the Statement of Financial Position under the following captions:

- Cash and cash equivalents, accounts receivable and accounts payables and accrued liabilities - the carrying amounts approximate fair value because of the short maturity of these instruments.
- Investments – the carrying amounts are shown at fair market value based on quoted prices (unadjusted) in active markets.

The financial instruments measured at fair value held within each investment are classified according to a hierarchy which includes three levels, reflecting the reliability of the inputs involved in the fair value determination. The different levels are defined as follows:

- Level 1: quoted prices (unadjusted) in active markets for identical assets or liabilities
- Level 2: inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly (i.e. as prices) or indirectly (i.e. derived from prices)
- Level 3: inputs for the asset or liability that are not based on observable market data (unobservable inputs).

The University's instruments are all considered to be level 1 financial instruments for which the fair value is determined based on quoted prices in active markets. Changes in fair valuation methods or in the availability of market observable inputs may result in a transfer between levels. During the year there were no significant transfers of securities between the different levels.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in thousands of dollars)

Year ended March 31, 2017

7. Accounts payable and accrued liabilities

	2017	2016
Accounts payable and accrued liabilities	\$ 10,807	\$ 10,505
Salaries and wages payable	3,246	5,202
Accrued vacation payable	9,595	9,389
	\$ 23,648	\$ 25,096

8. Employee future benefits

(a) Pension benefits:

The University and its employees contribute to the College Pension Plan and Municipal Pension Plan, jointly trusted pension plans. The boards of trustees for these plans represent plan members and employers, and are responsible for the administering the pension plans, including investing assets and administering benefits. The pension plans are multi-employer contributory pension plans. Basic pension benefits provided are based on a formula. As at August 31, 2016, the College Pension Plan has about 14,000 active members, and approximately 7,000 retired members. As at December 31, 2015, the Municipal Pension Plan has about 189,000 active members, with approximately 5,800 from colleges and special purpose, teaching universities.

The most recent actuarial valuation for the College Pension Plan as at August 31, 2015 indicated a \$67 million funding surplus for basic pension benefits. The next valuation will be August 31, 2018, with results available in 2019. The most recent actuarial valuation for the Municipal Pension Plan as at December 31, 2015 indicated a \$2,224 million funding surplus for basic pension benefits. The next valuation will be December 31, 2018, with results available in 2019.

Employers participating in the Plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the Plans record accrued liabilities and accrued assets for the plans in aggregate, resulting in no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the Plans.

The University paid \$8,580 for employer contributions to the Plans in the current year (2016 - \$8,430).

(b) Maternity or parental leave:

The University provides supplemental employee benefits for faculty, staff, or administration on maternity or parental leave. For the duration of the leave, employees on maternity or parental leave receive a supplemental payment added to employment insurance benefits. Employer-paid benefits also continue to be paid on the employees' behalf. The University has expensed \$561 in the current year (2016 - \$420). As at March 31, 2017, the University has an obligation of \$509 (2016 - \$294), which has been included in salaries and wages payable.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in thousands of dollars)

Year ended March 31, 2017

9. Deferred contributions and grants

Deferred contributions represent externally restricted contributions that will be used in future periods for academic programming and student awards, as specified by the contributor. Grants represent unrestricted funding from various sources.

	2016	Amounts received	Recognized as revenue	2017
Provincial Grants	\$ -	\$ 68,013	\$ (68,013)	\$ -
Deferred contributions	2,383	5,447	(5,210)	2,620
Federal Deferred contributions	233	701	(547)	387
Other sources Deferred contributions	582	700	(555)	727
	\$ 3,198	\$ 74,861	\$ (74,325)	\$ 3,734

10. Deferred capital contributions

	2016	Amounts received	Amortized as revenue	2017
Provincial	\$ 120,006	\$ 10,586	\$ (5,145)	\$ 125,447
Federal	2,347	1,542	(144)	3,745
Other sources	7,509	3,365	(172)	10,702
	\$ 129,862	\$ 15,493	\$ (5,461)	\$ 139,894

11. Obligations under capital lease

The University has entered into capital leases to finance computers and equipment at an estimated cost of borrowing of 2.78% per annum. The principal and interest payments are as follows:

	2017	2016
2017	\$ -	\$ 396
2018	344	332
2019	269	256
2020	107	94
2021	13	7
Total minimum lease payments	733	1,085
Less amounts representing interest	(26)	(49)
Present value of net minimum capital lease payments	\$ 707	\$ 1,036

Total interest on leases for the year was \$26 (2016 - \$33).

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)

(in thousands of dollars)

Year ended March 31, 2017

12. Tangible capital assets

	Land	Buildings	Site improvements	Major renovations	Major equipment	Library holdings	Technology infrastructure	Furniture & equipment	Leased capital assets	Work in progress	Total
2017 Cost											
Opening balance	\$ 20,040	\$ 198,291	\$ 1,080	\$ 16,689	\$ 376	\$ 7,655	\$ 615	\$ 57,205	\$ 1,735	\$ 9,664	\$ 313,350
Additions	-	47	-	851	1,535	389	395	3,383	50	13,052	19,702
Transfers to/(from) WIP	-	-	134	1,016	1,196	-	2,380	50	-	(4,776)	-
Write-down	-	-	-	-	-	-	-	-	-	(39)	(39)
Closing balance	20,040	198,338	1,214	18,556	3,107	8,044	3,390	60,638	1,785	17,901	333,013
2017 Accumulated amortization											
Opening balance	-	(72,631)	(903)	(5,160)	(26)	(5,160)	(39)	(48,514)	(539)	-	(132,972)
Amortization	-	(4,957)	(48)	(1,797)	(71)	(532)	(250)	(3,765)	(353)	-	(11,773)
Closing balance	-	(77,588)	(951)	(6,957)	(97)	(5,692)	(289)	(52,279)	(892)	-	(144,745)
2017 Net book value	\$ 20,040	\$ 120,750	\$ 263	\$ 11,599	\$ 3,010	\$ 2,352	\$ 3,101	\$ 8,359	\$ 893	\$ 17,901	\$188,268
2016 Net book value	\$ 20,040	\$ 125,660	\$ 177	\$ 11,529	\$ 350	\$ 2,495	\$ 576	\$ 8,691	\$ 1,196	\$ 9,664	\$180,378

(a) Work in progress:

Work in progress with a value of \$17,901 (2016 - \$9,664) has not been amortized. Amortization of these assets will commence when the assets are put into service.

(b) Write-down of tangible capital assets:

There was a write-down of project cost within work in progress of \$39 (2016 - \$nil) in the current year.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in thousands of dollars)

Year ended March 31, 2017

13. Financial risk management

The University has exposure to certain risks from its use of financial instruments.

The Board of Governors ensures that the University has identified its major risks and ensures that management monitors and controls them.

(a) Credit risk

Credit risk is the risk of financial loss to the University if a customer or counterparty to a financial instrument fails to meet its contractual obligations. Such risks arise principally from certain financial assets held by the University consisting of cash and cash equivalents, investments and accounts receivable.

The University manages credit risk with established investment guidelines for its investment management companies to follow in managing its investment portfolios. The guidelines limit investments to those with BBB- or greater credit rating. The University does not invest in any derivatives.

(b) Market risk

Market risk is the risk that changes in market prices, such as interest rates, will affect the University's income. The objective of market risk management is to control market risk exposures within acceptable parameters while optimizing the return on risk.

Interest rate risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes in the market interest rates.

It is management's opinion that the University is not exposed to significant market or interest rate risk arising from its financial instruments.

(c) Liquidity risk

Liquidity risk is the risk that the University will not be able to meet its financial obligations as they become due.

The University manages liquidity risk by continually monitoring actual and forecasted cash flows from operations and anticipated investing and financing activities to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to the University's reputation.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in thousands of dollars)

Year ended March 31, 2017

14. Contractual obligations

The nature of the University's activities can result in multiyear contracts and obligations whereby the University will be committed to make future payments. Significant contractual obligations related to operations that can be reasonably estimated are as follows:

	2018	2019	2020	2021	2022
Contractual obligations	\$ 11,454	\$ 2,636	\$ 1,181	\$ 394	\$ -

15. Commitments and contingent liabilities

- (a) The University may, from time to time, be involved in legal proceedings, claims, and litigation that arise in the normal course of operations.

There are several lawsuits pending in which the University is involved. It is considered that the potential claims against the University resulting from such litigation would not materially affect the financial statements of the University.

- (b) The University has committed to the building of the Chip and Shannon Wilson School of Design at the Richmond campus for the Faculty of Design. The University is to receive \$12,000 from Chip and Shannon Wilson and lululemon athletica Canada Inc. and provincial funding of up to \$12,000 in support of the project. The University has received Board approval for a budget of \$12,000 as the University's contribution toward the project. The project, which has a total budget of \$36,000, is expected to be completed by December 2017.

As at March 31, 2017, the University has received \$8,000 (2016 - \$5,000) from Chip and Shannon Wilson and lululemon athletica Canada Inc. and \$10,500 (2016 - \$3,000) in provincial funding. The University has incurred costs of \$15,795 (2016 - \$4,815) as at March 31, 2017 for this project.

- (c) The University has entered into an agreement to purchase real estate to provide additional classroom space to meet future student demand. The space will be constructed and available during fiscal 2018. The project is funded by the University. As at March 31, 2017, the estimated purchase price for the real estate is \$23,780 and the estimated budget for the construction project is \$15,260.
- (d) Subsequent to March 31, 2017, the University has entered into an agreement for the construction and upgrade of the Spruce building on the Surrey campus. The project is funded by \$22,000 from Government of Canada's Strategic Investment Fund and provincial funding.
- (e) The University has the ability to draw on a line of credit of \$7,000 (2016 - \$7,000). As at March 31, 2017, the University has not utilized the available line of credit.
- (f) As at March 31, 2017, the University has issued letters of credits to the City of Surrey totaling \$294 (2016 - nil) which expire in 2018.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in thousands of dollars)

Year ended March 31, 2017

16. Expenses by object

The following is a summary of expenses by object:

	Instruction and instructional support	Ancillary operations	Externally sponsored activity	Research activity	2017
Salaries and benefits	\$ 110,926	\$ 1,717	\$ 1,214	\$ 2,598	\$ 116,455
Travel and professional development	1,939	13	134	260	2,346
Supplies	4,312	92	175	82	4,661
Student awards and bursaries	49	-	1,961	-	2,010
Fees and services	8,995	813	2,339	210	12,357
Facilities	6,520	632	229	143	7,524
Cost of sales	-	3,800	-	-	3,800
Leases, property taxes, insurance	880	27	71	7	985
Amortization of tangible capital assets	11,382	223	-	168	11,773
	\$ 145,003	\$ 7,317	\$ 6,123	\$ 3,468	\$ 161,911

	Instruction and instructional support	Ancillary operations	Externally sponsored activity	Research activity	2016
Salaries and benefits	\$ 109,041	\$ 1,688	\$ 1,329	\$ 1,841	\$ 113,899
Travel and professional development	1,993	8	156	304	2,461
Supplies	4,132	90	336	128	4,686
Student awards and bursaries	12	-	1,599	-	1,611
Fees and services	7,078	627	2,279	257	10,241
Facilities	6,119	382	297	121	6,919
Cost of sales	-	3,998	-	-	3,998
Leases, property taxes, insurance	523	21	56	186	786
Amortization of tangible capital assets	10,816	271	-	168	11,255
	\$ 139,714	\$ 7,085	\$ 6,052	\$ 3,005	\$ 155,856

