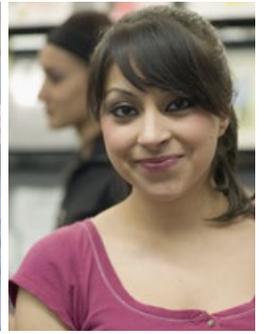


KPU Richmond



KPU Surrey



KPU Tech



KPU Langley



KWANTLEN POLYTECHNIC UNIVERSITY

Accountability Plan and Report

2015/16



Accountability Statement

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

July 14th, 2016

Dear Minister Wilkinson,

We are pleased to submit KPU's institutional Accountability Plan and Report for 2015/16 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.

You will note that KPU has met all targets set by the Ministry of Advanced Education for 2015/16 with the exception of the developmental FTE target. Building on the considerable effort taken in 2014/15, KPU has ensured alignment with the Taxpayer Accountability Principles, including:

- the implementation of an Employee Code of Conduct;
- a comprehensive internal audit of KPU's executive compensation and expenses, practices and policies, with full implementation of its recommendations; and quarterly posting to the KPU web site of each senior executive's expenses every quarter;
- the appointment of a senior administrator who will oversee internal audit processes with a direct report to the Board's Audit Committee;
- a review of the Board of Governor's Code of Conduct policy, and an improved new Board member orientation;
- special sessions on governance in the context of the Taxpayer Accountability Principles held at the Board retreat at KPU Langley in February, and at the joint governance retreats held with the KPU Senate each August; and
- active participation in the PSEC workshop held for public boards in April.

KPU has complied with the provincial government's Job Skills Blueprint, reallocating \$3,385,000 of Ministry funding for 2015/16 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 2015/16, and developing a balanced budget for 2016/17. Our 2015/16 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.

Serving the fastest growing region in BC, KPU's mandate as a polytechnic university aligns with the needs of our citizens to have access to affordable and quality higher education that will lead to employment. With continued funding pressures, however, it is increasingly difficult for KPU to meet these needs and leverage the great opportunities that these growing regions represent for their communities and the Province.

We look forward to working with the Ministry and with community and industry partners to address this situation in a creative and mutually beneficial way that reflects and capitalizes on our polytechnic and university mandates.

In the meantime, we have progressed well this year with the development of relevant programs (including a diploma in Acupuncture and several post-baccalaureate programs in Business), and with more strategic planning for each campus. This was reflected in the proposals to AVED for infrastructure funding at KPU Tech in Cloverdale to support Advanced Manufacturing and Clean Technologies.

With the support and leadership from staff at AVED we have signed a contract for the construction of the Wilson School of Design at KPU Richmond.

We have assisted with advancing AVED's Aboriginal Post-Secondary Education and Training Policy Framework by expanding our relationships with our local Aboriginal communities. This includes the hosting of an annual Pow Wow, establishing the Tsawwassen Farm School, and implementing trades training programs with Squamish First Nation.

We stand ready to address more of the higher education needs of this region; a region which is so crucial to the social, cultural and economic future of BC.

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 2016 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,



Lisa Skakun
Board Chair



Alan Davis
President and Vice Chancellor

Table of Contents

Accountability Statement	i
1. Strategic Direction	1
KPU' Strategic Direction: VISION 2018	1
KPU Goals	2
KPU's Strategic Priorities.....	3
2. KPU Profile	7
KPU Programs	8
KPU Students.....	14
3. Strategic Context.....	19
The KPU Region.....	19
Financial Context.....	22
4. The KPU Student Experience	27
5. Performance Plan.....	37
6. KPU's Performance Measures	39
Assessment of AVED's Performance Measures.....	39
Tracking Progress towards KPU's Goals.....	40
7. Financial Statement	53
Appendix: Notes on Terms and Sources.....	77

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1. Strategic Direction

KPU' 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

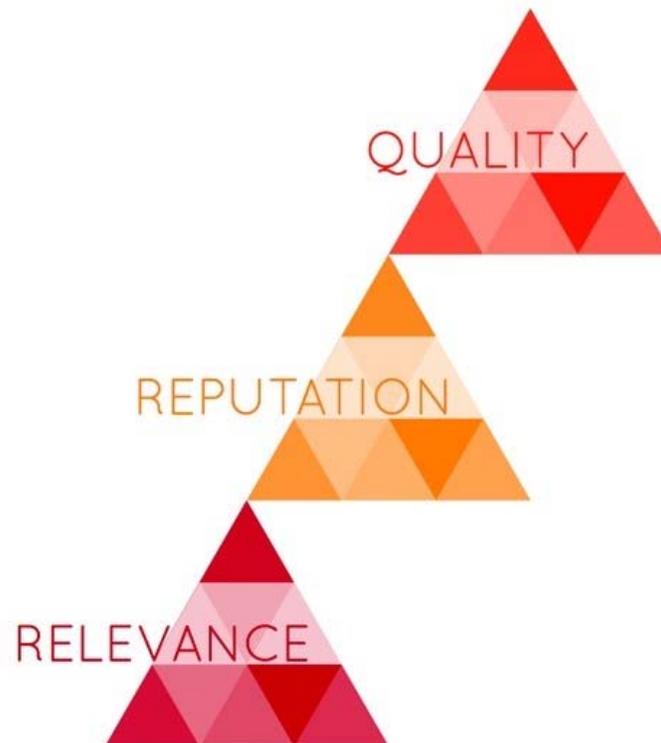
In 2018, KPU is Canada's leading polytechnic university, with

- 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*):
 - We are currently developing a plan to enhance the first-year experience of KPU students to improve retention and student success. A First-Year Committee, consisting of representatives from across KPU, will provide leadership in implementing an integrated and intentional approach to the first-year curriculum, including experiential learning. The committee will also ensure the coordination of transition programming for all new students and include student voices in informing the process of continuous improvement.
 - We are designing new programs to serve the needs of mature learners, through post-baccalaureate programs designed to give graduates marketable skills, to degree completion programs that will allow working adults to complete a degree after they had interrupted their studies in the past.
 - KPU is working 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 completing 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 will be opening a fifth campus at 3 Civic Plaza in Surrey City Centre in 2017. The 30,000 square foot (almost 2,800 square metre), three-story site will be dedicated to professional development, business programs and our Computer Aided Drafting and Design program.
 - Construction of a new building for the Chip and Shannon Wilson School of Design began with the groundbreaking ceremony on July 4. The 6,026m², 5-storey, LEED gold building on KPU's Richmond campus will be the home for the Wilson School of Design by the Spring of 2018.
- Improving Opportunities for Aboriginal Learners (*Successful global citizens; Engaged learners; Expanded educational access*):
 - We have received Skills Development Employment Benefit funding to embark on a new initiative to offer an Indigenous Competency Program with selected modules that can be adjusted to fit general disciplines or particular program areas.
 - We are in discussion to access Indian and Northern Affairs Canada funding for additional training seats for Aboriginal learners.

- KPU has successfully launched diverse pre-trades programs in collaboration with the Squamish Training Centre in North Vancouver with substantial support from AVED, Ministry of *Jobs, Tourism and Skills Training* and *Ministry of Aboriginal Relations and Reconciliation*.
 - Additional projects include the popular Fall Pow-wow on the Surrey campus, a rebranding of Surrey Gathering Space, and a well-received increased participation of the Kwantlen First Nation during Convocation ceremonies.
- Focus on Quality (*Effective organization; Recognized teaching and scholarship*):
- Development and implementation of a teaching and learning plan will commence upon the arrival of the new Vice Provost for Teaching and Learning. The plan will include applied and scholarly work around teaching and learning and will link with KPU's Research Plan. New developments will include the establishment of three Teaching Fellows in the areas of Open Education, Learning Outcomes, and Experiential Learning.
 - KPU has adopted a Quality Assurance Framework. The first step in the implementation of the Framework will be an audit of KPU's quality assurance processes to identify any gaps between our current processes and those outlined in the framework. This will prepare KPU to participate in the second year of the pilot of the Ministry's Quality Assurance Process Audit.
- Ensuring Continued Relevance of KPU Programming (*Successful global citizens; Engaged learners; Community engagement; Expanded educational access*):
- To ensure our programs remain relevant, we are increasing our partnerships within the communities we serve, including increasing the number of programs that have program advisory committees.
 - Establish a President's Community Advisory Committee in each of Surrey, Richmond and Langley. These committees will be comprised of community, industry and business leaders who will be trusted advisors to the President as well as community ambassadors for KPU.
 - Publish an annual Report to the Community, highlighting student, faculty and alumni successes at KPU. To be distributed widely in our communities and strategically to political, business, community and industry stakeholders and influencers.
 - We are conducting research in the KPU region on the needs of adult learners and the businesses and organizations that seek their skills to better understand how KPU can address those needs. Through the information obtained through this research we will be able to work with community partners to arrive at targeted strategies to address the needs of our diverse adult learner and employer communities.
 - KPU is proceeding with the establishment of an Advanced Manufacturing program in the Faculty of Trades and Technology that will be tightly linked with a proposed 200,000 sf Clean Tech business accelerator building directly across the KPU Tech campus in

Cloverdale. KPU is working closely with the City of Surrey, SFU and Foresight Clean Technology Accelerator to establish our Cloverdale campus as an advanced manufacturing zone focused on clean technologies. KPU will be leveraging its considerable land assets to promote an innovation zone that will serve the community, employ our graduates and raise the profile of KPU as a sustainable technology centre.

- Increased staffing and focus on Alumni Relations, with specific targets to increase engagement with alumni locally, nationally and globally.

➤ Fostering Health and Well-Being (*Effective organization; Engaged learners*):

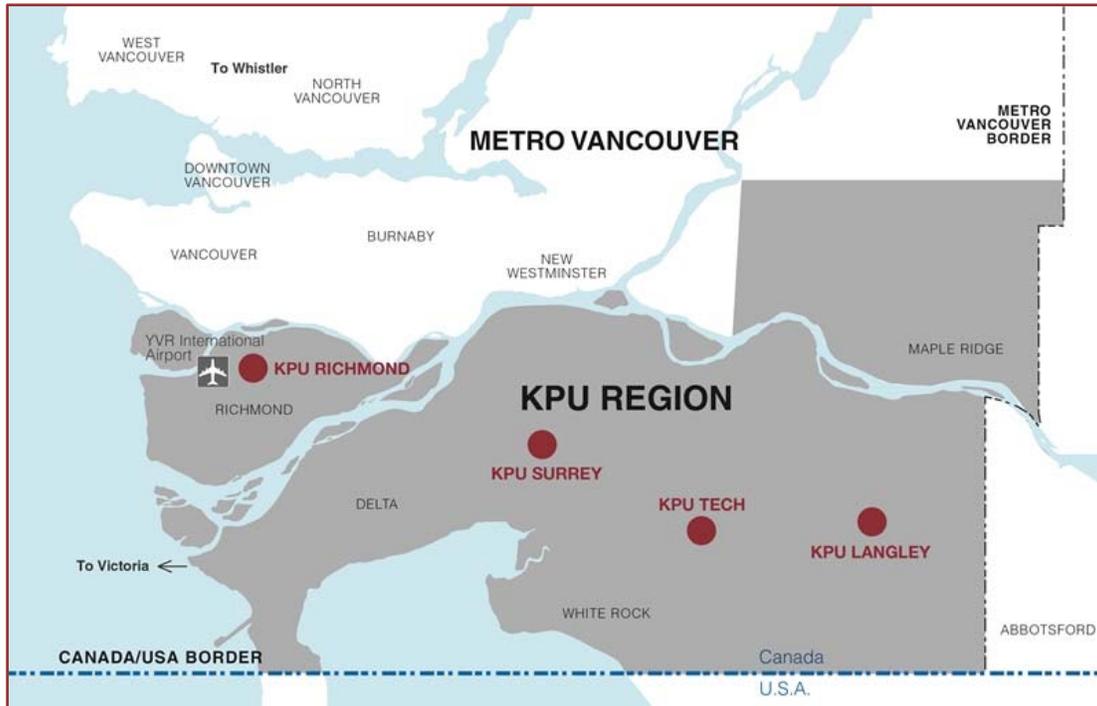
- A key priority for KPU is to create a campus culture that fosters health and well-being and embeds health promotion into our programs, practices and policies. Guided by the Healthy University Framework, programs, activities and services will be developed and implemented for all members of the KPU community through consultation with KPU stakeholders. The goals for the Framework are to: 1) Increase health awareness and build individual and organizational resilience; and 2) Develop a supportive, inclusive campus climate and environment. The goals will be achieved through the establishment of two working groups, one focusing on students and one on employees. The working groups will develop and implement an action plan and will adopt a continual enhancement approach by monitoring and evaluating the impact of the activities implemented. The activities will focus on five dimensions of wellness: mental, social well-being, physical, financial and spiritual.

➤ Expanding KPU's Operational Effectiveness (*Effective organization; Expanded educational access*):

- We have implemented major changes to our admissions' procedures and policies to streamline application process, admit students to faculties rather than programs, and facilitate a more student-centred course registration system. In addition, we have just completed a major overhaul of our student portal and successfully migrated our entire student email system to a fully supported, more flexible and more expansive software environment.
- A new budget modelling process is under development that will be accountable and transparent and allow for the strategic allocation of resources for program delivery and other operations of the University.
- KPU is embarking on a systemic review and revitalization of all core administrative and student systems to enhance operational efficiencies and effectiveness.
- We are continually seeking ways to expand non-governmental funding sources to ensure the continued financial viability of the institution. Some of these include: increasing continuing education and professional studies offerings, expanding international student recruitment and exploring revenue generation through increased and more varied ancillary services.

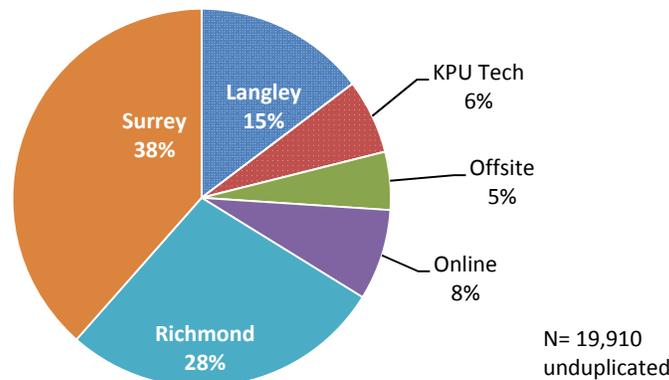
- We have recently implemented a 360-degree review process for senior administrators to provide guidance for the personal development of KPU's leadership team and to improve overall organizational performance.
- Mid- to long-term plans are under development for each of KPU's campuses in the context of local needs and demographics, new capital opportunities, and the scope of program offerings on each campus and across the KPU region.
- Our ability to provide information on students, human resources and finances for decision support will be improved through the development and enhancement of various reporting tools.
- We continue to enhance both physical and cyber security with the development of a Chief Safety Officer senior leadership position, phased implementation of CCTV and card lock systems (including related policies and procedures) across all campuses and enhancements to IT security.
- An assessment of document and data management processes will be undertaken to ensure security and privacy of and access to key information across the organization is in alignment with government requirements and KPU policies, and representative of leading practice.

2. KPU Profile



KPU is a regional polytechnic university that focuses on teaching and learning. It serves a large and densely populated region in the lower mainland of BC with 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 2014/15 academic year.

Figure 2.1: Distribution of Enrolments by Campus
Academic Year 2014/15



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

Through our four campuses, together with online and off-site offerings, KPU offers a wide range of programs, many of which are unique, in: natural sciences, horticulture, business, social sciences, liberal arts, trades, technology, design, health, 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 is the front door of KPU for many students. We 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 programs 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 site.

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 studies 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. New programming initiatives reflect a commitment to continuous growth and change in education and the institution's impact. The Faculty of Arts is central to the emergence and development of **Aboriginal education initiatives and projects** at KPU.

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 and centres. Also, the Faculty values undergraduate student research and strives to provide research opportunities for students through course and community initiatives, and through KPU research centres and institutes. In the Faculty of Arts the focus is on developing well-rounded, creative and critical thinkers: graduates who can write persuasively, who can formulate arguments and defend their ideas in conversation, and who are socially engaged and responsible, with an awareness of contemporary and interconnected human issues. These are job-ready skills that every graduate needs and today's Arts education provides.



School of Business

KPU's School of Business, one of the largest business schools in western Canada, contributes to developing our region's future business leaders, entrepreneurs and professionals. The School was awarded the prestigious **international accreditation** by the Accreditation Council for Business Schools and Programs (ACBSP), meeting the rigorous educational standards established by ACBSP.

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 the Human Resources Management Association (HRMA) recently signed a partnership agreement that allows KPU HR students an HRMA 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 HRMA's National Knowledge Exam – the first step in attaining the Certified Human Resources Professional designation. As part of the partnership, a professional member of HRMA 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 were 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 CIM (Certified in Management) and P.Mgr. (Professional Manager) designations 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 P.Mgr. designation immediately upon graduation.

Chip and Shannon Wilson School of Design

The Chip and Shannon Wilson School of Design offers programs and activities that reflect the polytechnic nature of KPU with 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. The Wilson School of Design provides students with links to the workplace through their industry partners who host student practica and work experience placements, collaborate on industry projects, and hire the School's graduates.

As the only four-year degree program of its kind in western Canada, KPU's **Bachelor of Design, Fashion and Technology** allow students the opportunity to develop design concepts using practice-led research along with creative and technical skills to work within the apparel industry. The **Bachelor of Product Design** focuses on the growing demand for the design and manufacture of recreational gear and technical apparel and accessories, while students in the **Post-Baccalaureate Diploma in Technical Apparel Design** program pursue advanced studies in new

methodologies in technical textiles, human factors in design contexts, production, and global business strategies.

The **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 practical design and technical knowledge they can apply to a professional career as an interior designer.



Faculty of Health

KPU's Faculty of Health offers various degree, diploma and certificate programs in the health care field, as well as a range of continuing professional health courses to upgrade specific knowledge and promote new learning that are designed to meet the demands of the provincial health care system.



Degree programs in **nursing** and **psychiatric nursing** are taught on the Langley campus with the latest in technological and educational resources, including high fidelity simulation technology used for developing student communication and competence in the delivery of safe and effective client care. A **Graduate Nurse Internationally Educated – Reentry certificate** educates international nurses with the knowledge, skills and abilities

required to become an entry level practitioner in the Canadian healthcare system.

The Faculty of Health also offers **Health Care Assistant** and **Health Unit Coordinator** programs and will launch an **Acupuncture diploma program** in the 2016/17 academic year.

Faculty of Science and Horticulture

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

We are proud to have several newly launched degree programs, including a B.Sc. in Biology and a B.Sc. in Health Sciences (KPU Surrey). Our B.Sc. in Applications of Mathematics (KPU Surrey) allows students to choose from focus streams in biomathematics, education or computational mathematics, and the B.Sc. in Physics for Modern Technology (KPU Richmond) provides students with a one-of-a-kind program designed with the needs of local industry in mind that includes a work placement component. Our two-year 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 (KPU Langley).



Students who are interested in the environment or sustainability and want a hands-on applied 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 (KPU Langley). 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 (KPU Langley) and our highly innovative Bachelor of Applied Science in Sustainable Agriculture (KPU Richmond).

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, now called KPU Tech. Training programs focus on experiential learning, and skill-based education, with an emphasis on outreach and providing community services. KPU Tech has some of the best-equipped trade facilities in Canada, including computer and simulation labs and 13 shops dedicated to trades and technology skill development.

The Faculty offers programming in four areas: technology programs that combine academic preparation with applied skills, trades foundation and Level 2 training, apprenticeship training and industry service training to meet the needs of industry and their employees.

KPU provides the in-school technical training component of **apprenticeship training** for skilled trades in the construction, forestry, heavy equipment, metal, service, electrical, recreational, manufacturing, mining, transportation and utilities fields.



The Faculty currently offers four technology programs: **Bachelor of Technology, Diploma in Computer Aided Design and Drafting, Certificates in Advanced Farrier Training**—the only Farrier training program in BC’s public post-secondary sector—and **Public Safety Communications**.

Continuing and Professional Studies Division

Recognizing that training needs are continuously evolving, KPU’s Continuing and Professional Studies Division responds to industry needs, ensuring that BC has the skilled workers and career professionals for the jobs of today and the future. KPU is taking an innovative approach to education and training by **collaborating with industry and the business sector**, to develop programs to meet their immediate and future needs.

Courses under development encompass a broad sector of training from trades and technology to health, science, horticulture, business, design, arts and humanities. Educational offerings are designed for students at all stages of learning, from high school graduates to working professionals seeking specialization and complementary skill sets that meet market demands.



Specialized training of note includes courses in **Commercial Beekeeping Training** and the **Professional, Management of Medical Marijuana**, and **Corporate Training**. **Aboriginal First Nations Partnerships** presently underway include Essential Trade Skills, Introduction to Environmental Monitoring, and Water Remediation.

KPU Students

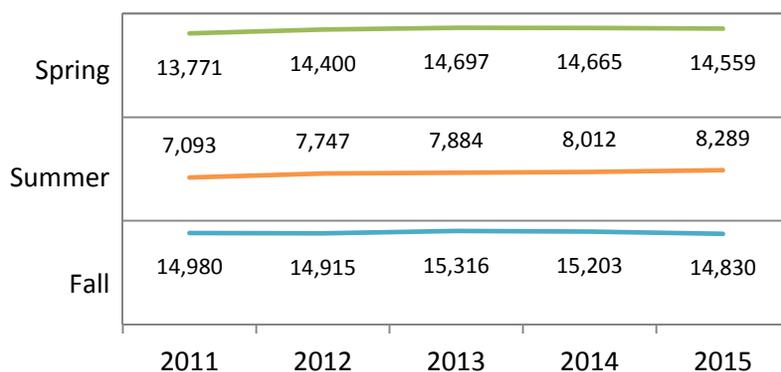
Over the last five academic years, KPU enrolments have increased by 4% overall (Figure 2.2) due to a steady increase in international enrolments. During this period, KPU’s domestic enrolments decreased slightly by 1%, whereas the number of international students grew by 68%. In 2014/15, 65% of KPU’s international students were enrolled in programs in the Faculty of Business, 18% in the Faculty of Academic and Career Advancement (ACA) 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 2011 to 2015, headcounts in the Summer term increased the most; by 17%, compared to a 6% increase for the Spring and a slight 1% decrease for the Fall over the same time period (see Figure 2.3). As a portion of total headcounts for the year, summer enrolments have grown from 33% in 2011 to 38% in 2015. For both 2014 and 2015, the increase in enrolments for the year were all in the Summer term.

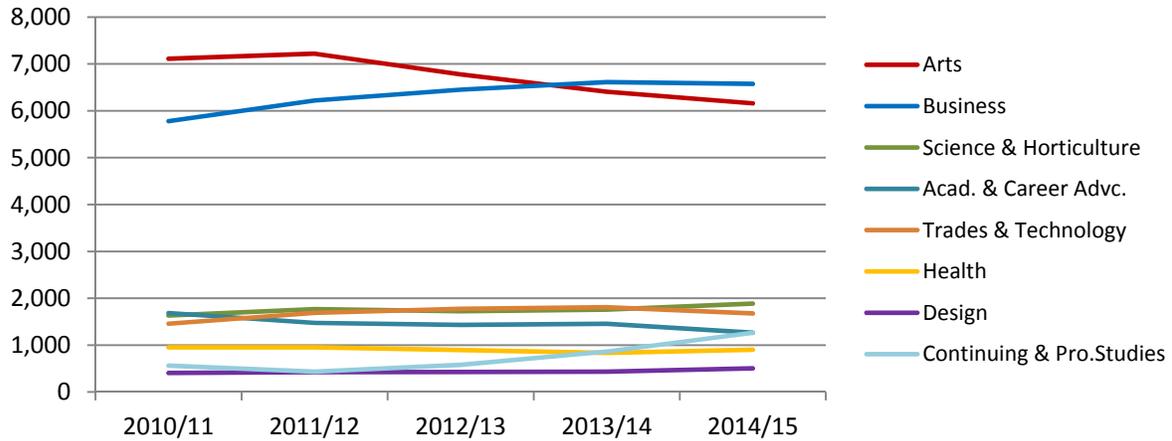
Figure 2.3: Unduplicated Headcount by Term Spring 2011 – Fall 2015



Two-thirds of all KPU students are enrolled in programs in either the Faculty of Business or the Faculty of Arts. The growth in headcount enrolment over these five years was greatest in the

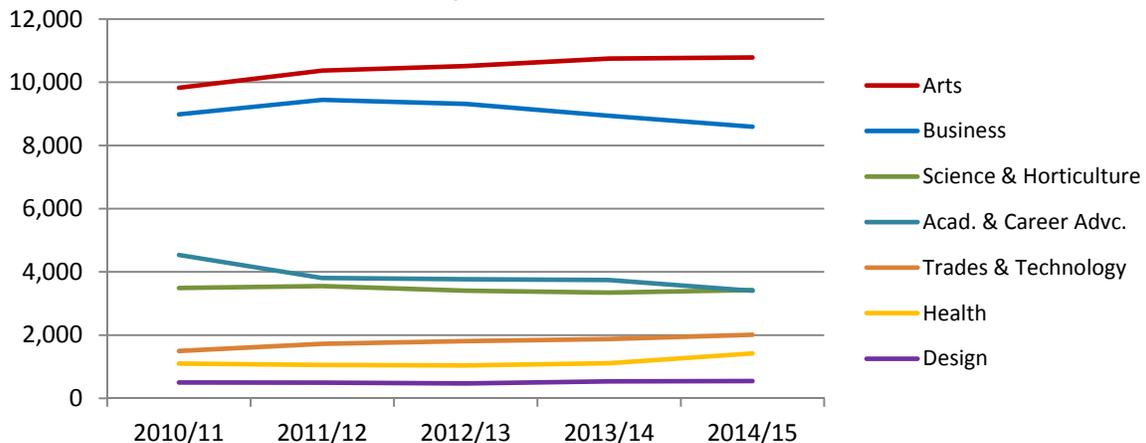
Faculties of Design (24%), Science & Horticulture (16%), and Continuing and Professional Studies (125%). (See Figure 2.4 below.)

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



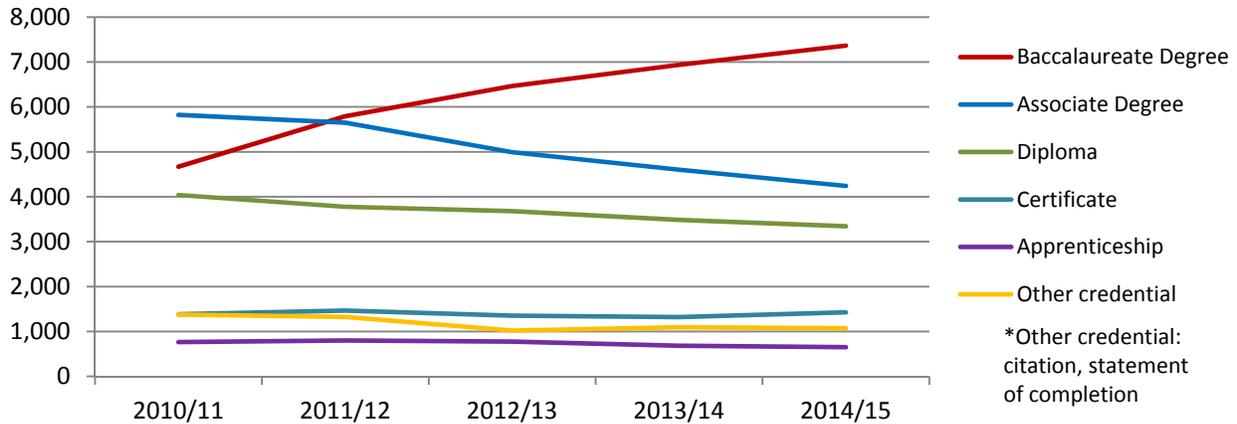
Although more than 60% of KPU students are full-time, the majority take less than a full course load; this is true in all Faculties except Health, and Trades and Technology, where the majority do take a full course load. Because students may take courses in Faculties other than the one they are enrolled in, 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 course 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 6% of all students are registered in ACA programs, ACA delivered courses to 17% of all KPU students in the 2014/15 academic year.

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



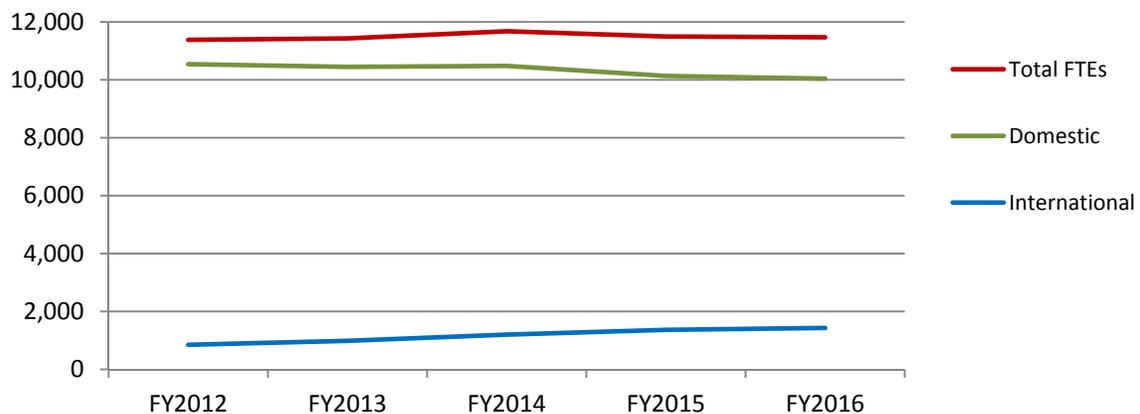
KPU students have a choice of programs ranging from certificates of completion to post-baccalaureate diplomas in a wide range of disciplines. Figure 2.6 shows the distribution of student headcount enrolment by credential level over the last five academic years. Over these five years there was an increase in the number of baccalaureate students by 58%, while enrolment in all other credentials declined except for certificate programs which increased by only 3%. This reflects the increasing number of baccalaureate programs being offered at KPU.

Figure 2.6: Distribution of Registered Students by Credential Level per Academic Year



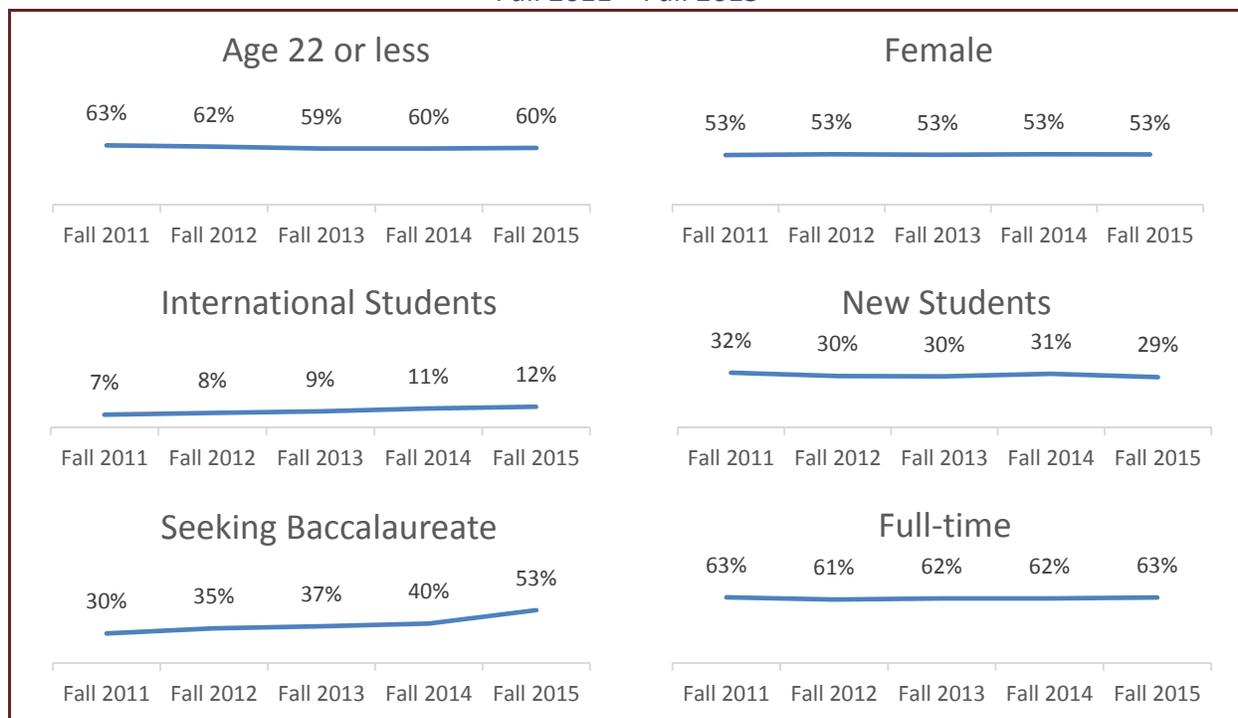
FTE enrolments, which convert student headcounts into the equivalent number of students studying with a full-course load, show a somewhat different trend, as depicted in Figure 2.7. Over the past five academic years, domestic FTEs are down by 3%, while international FTEs are up by 14%. The decline in domestic FTEs is mostly due to the large decline in FTEs for the Faculty of Academic and Career Advancement, which can be attributed to the change in government funding policies associated with English as a second language and adult upgrading programs.

Figure 2.7: FTEs: Total, Domestic and International per Academic Year



The profile of KPU’s student body is portrayed in Figure 2.8 on the following page. Consistent with the findings in Figure 2.6, the proportion of students enrolled in baccalaureate programs is increasing. Also increasing is the proportion of students who are international, from 7% in the Fall of 2011 to 12% in the Fall of 2015. The profile of KPU’s students has been relatively stable with respect to the gender, age, the proportion studying full time and the proportion of the student body that is new each fall.

Figure 2.8: Profile of KPU Student Body
Fall 2011 – Fall 2015

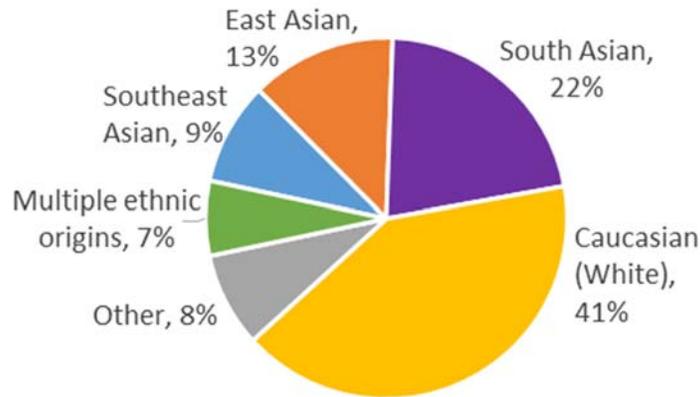


In the fall of 2015, all KPU students were invited to participate in a satisfaction survey. Based on that survey we have developed a profile of the KPU student body that goes beyond the information collected in our student information system.

Research has shown that young people from families with higher levels of parental education, are most likely to attend postsecondary education, especially university. Of KPU’s domestic students surveyed, 18% had parent(s)/guardian(s) with no post-secondary education, compared to 29% of international students surveyed.

KPU’s student body is ethnically diverse. Some of this diversity is due to international students, which comprise 12% of the student body. KPU’s international students consist primarily of South Asian (45%) and East Asian (37%). Domestic students are also diverse; 59% of domestic students surveyed had an ethnic origin other than caucasian. Figure 2.9 shows the ethnic origin of domestic students.

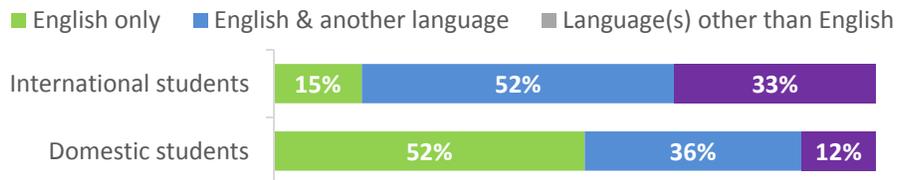
Figure 2.9: Ethnic Origin of Domestic Students
Fall 2015



Source: KPU Student Satisfaction Survey, 2015

The ethnic diversity of KPU students is mirrored by their linguistic diversity. Of domestic students surveyed, 48% first learned and still understand a least one language other than English. For international students this number is 85%. (See Figure 2.10.)

Figure 2.10: Language First Learned and Still Understood
Fall 2015



Source: KPU Student Satisfaction Survey, 2015

Working while in school is common among KPU students surveyed. According to survey results, almost three-quarters of KPU students were working in the Fall of 2015 (see Figure 2.11), which is an increase of 9% from 2013. A third of students surveyed were working 20 or more hours a week.

Figure 2.11: Hours per week working at a paid job
Fall 2015



Source: KPU Student Satisfaction Survey, 2015

3. Strategic Context

The KPU Region

Population Diversity

KPU serves a region that is younger and more ethnically diverse than the province as a whole. The KPU region is comprised of the City of Richmond, the Corporation of Delta, the City of Surrey, the City of White Rock, and 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.

In 2011, 31% of the population of the KPU region was under the age of 25, compared to 28% in the province; only 26% of the KPU region was 55 or older, compared to 29% for the province.² In 2011, 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.

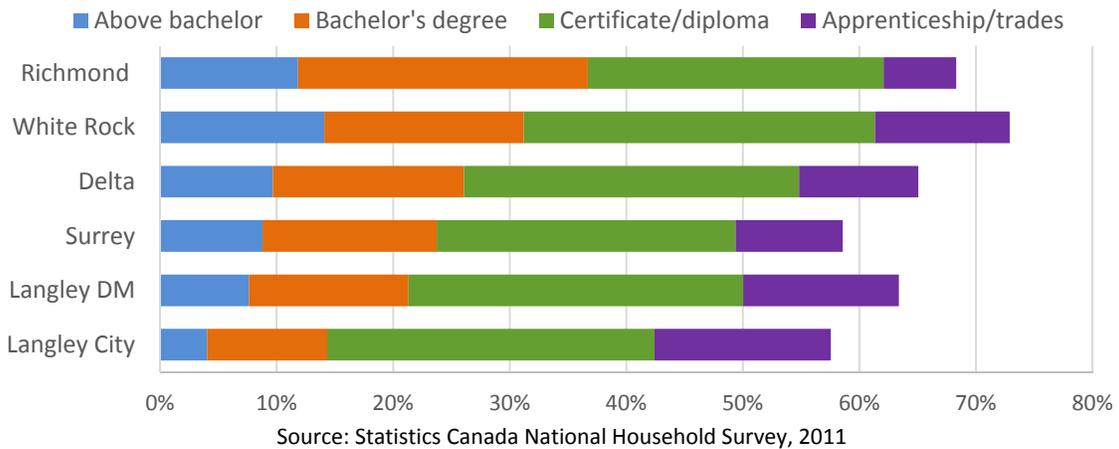
The KPU region is characterized by diversity in ethnicity, mother tongue, and educational attainment. One measure of ethnic diversity is the percentage of the population that is a member of a visible minority. This ranges from a high of 70% in Richmond, to lows of 11% in White Rock and 13% in Langley (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%).

The diversity in educational attainment is shown in Figure 3.1. Among residents aged 25 to 64, Richmond is the most highly educated, with 37% having a degree or higher, compared to 31% for White Rock, 26% for Delta, 24% for Surrey, and 21% and 14% for Langley Township and City, respectively. For Greater Vancouver, 34% of this age group has a degree or higher, compared to 27% for BC as a whole.

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

Figure 3.1: Educational Attainment of Population 25 to 64 by Municipality, Census 2011

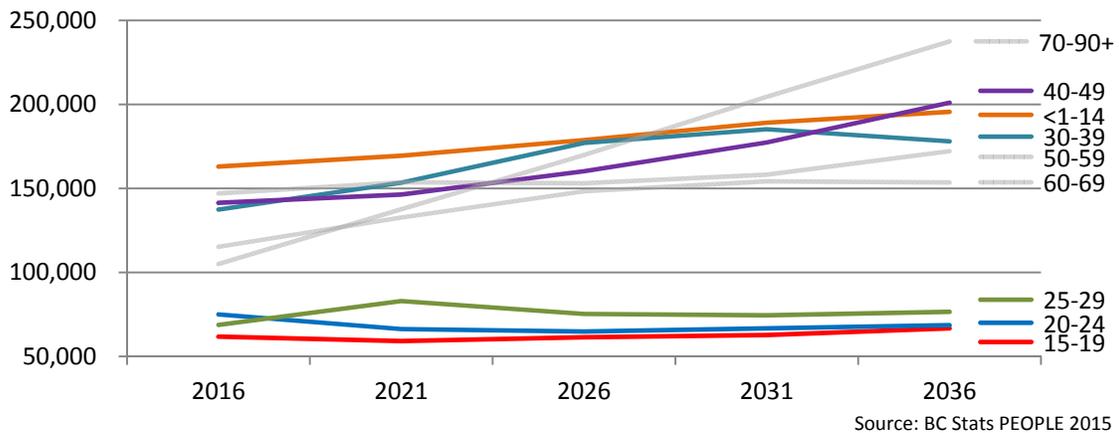


Population Growth

Between the 2006 and 2011 censuses, the population in the KPU region grew by 13%, compared to 9% in the Greater Vancouver region, and 7% in BC as a whole. The KPU region accounted for 37% of the province’s overall population growth in this five-year period.³ Growth varied across the region, ranging from 19% in Surrey to only 3% in White Rock.

According to BC Stats, the KPU region will continue to grow at a faster rate than the population of BC. The KPU region is projected to grow by 17% between 2016 and 2026, compared to 13% for BC. By 2035, the difference in growth rates will be even greater, with an increase of 33% for the KPU region compared to 24% for BC.⁴ However, the population projections vary by age group, with the largest growth in the older segments of the population (see Figure 3.2).

Figure 3.2: Population Projections by Age Group for KPU Region 2016 - 2036

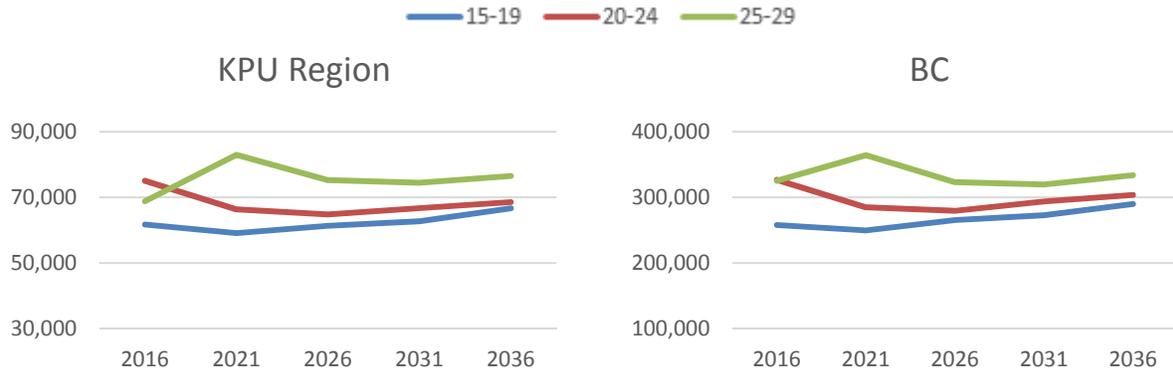


³ Population counts, 2006 and 2011 censuses, Statistics Canada.

⁴ P.E.O.P.L.E. 2013, BC Stats

Population projections over the next 20 years for the age groups most relevant to post-secondary education, 15 to 29 year olds, are portrayed in Figure 3.3. The population of 15 to 24 year-olds is expected to decline in size over the next five years, and then slowly increase. The opposite pattern is expected for 25 to 29 year olds, which is expected to increase by 20% in the next five years, then decline for five years, leveling off thereafter. The pattern is similar for all of BC.

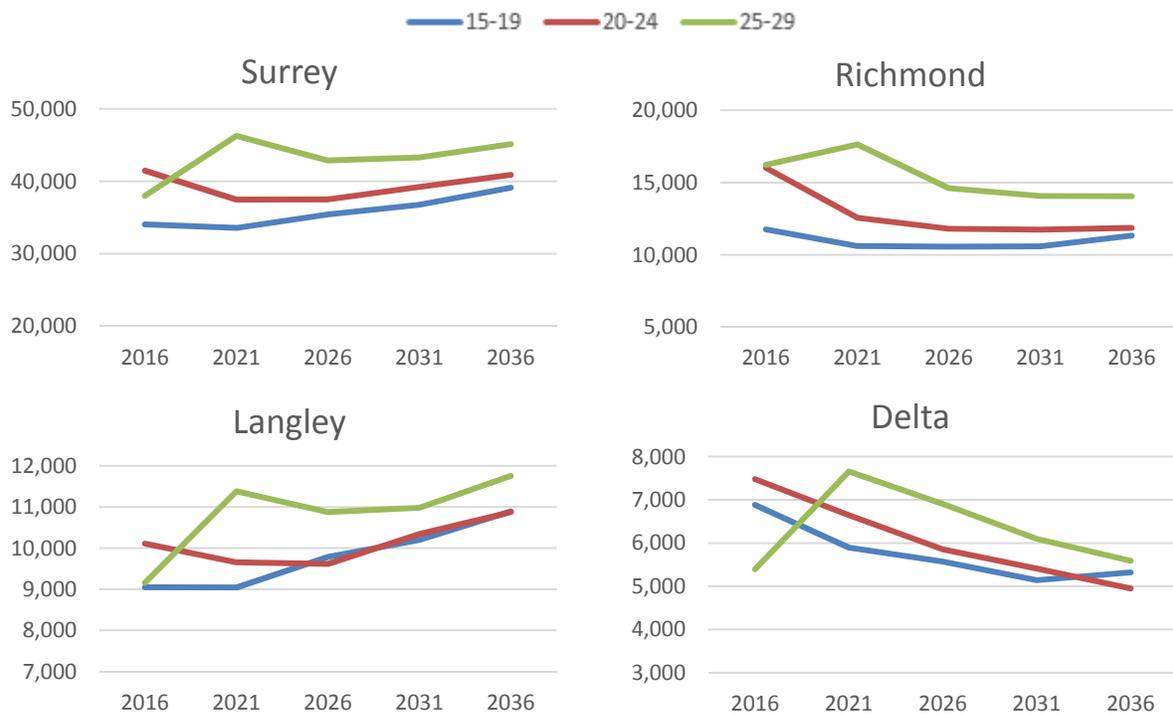
Figure 3.3: Projected Population Growth to 2036 for Selected Age Groups



Source: BC Stats P.E.O.P.L.E. 2015

Population projection patterns vary considerably across the four school districts in the KPU region. Growth is expected for 15 to 29 year olds for Surrey and Langley, but the opposite is expected for Richmond and Delta. See Figure 3.4.

Figure 3.4: Projected Population for Selected Age Groups by School District in KPU Region



Source: BC Stats P.E.O.P.L.E. 2015

Financial Context

The Financial Context is intended to provide an explanatory overview of the fiscal 2016 Audited Financial Statements, a discussion of key issues and future opportunities, and should be read in conjunction with the Audited Financial Statements (see page 49).

Accounting Framework

KPU's audited financial statements present the financial results of the University, for the fiscal year ended March 31, 2016, in accordance with required accounting standards, legislation, and guidance. For publicly funded BC universities, this includes: Public Sector Accounting Standards⁵ (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 Tax Payer Accountability Principle of cost consciousness, creates an operational challenge which impacts an institution's ability to undertake capital projects:⁶

- 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).

⁵ 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>

⁶ 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).

Overview of 2016 Financial Results

2016 and 2015 Financial Highlights (\$ thousands)			
Statement of Operations	FY2016	FY2015	Change
Provincial Grants	72,907	72,758	149
Tuition and Student Fees	64,868	61,239	3,629
Other Revenue	19,488	18,638	850
Total Revenue	157,263	152,635	4,628
Total Expenses	155,856	150,753	5,103
Accumulated Operating Surplus	80,705	79,298	1,407
Statement of Financial Position			
Financial Assets	63,000	64,685	(1,685)
Deferred Capital Contributions	129,862	130,899	(1,037)
Net Debt	(107,630)	(106,134)	(1,496)
Tangible Capital Assets	180,378	179,797	581

KPU maintained a strong financial position in fiscal 2016, with total revenues of \$157 million, representing an increase of approximately \$4 million, due largely to modest increases to student tuition. The University also continues to effectively manage expenses, ending the year with a \$1.4 million surplus.

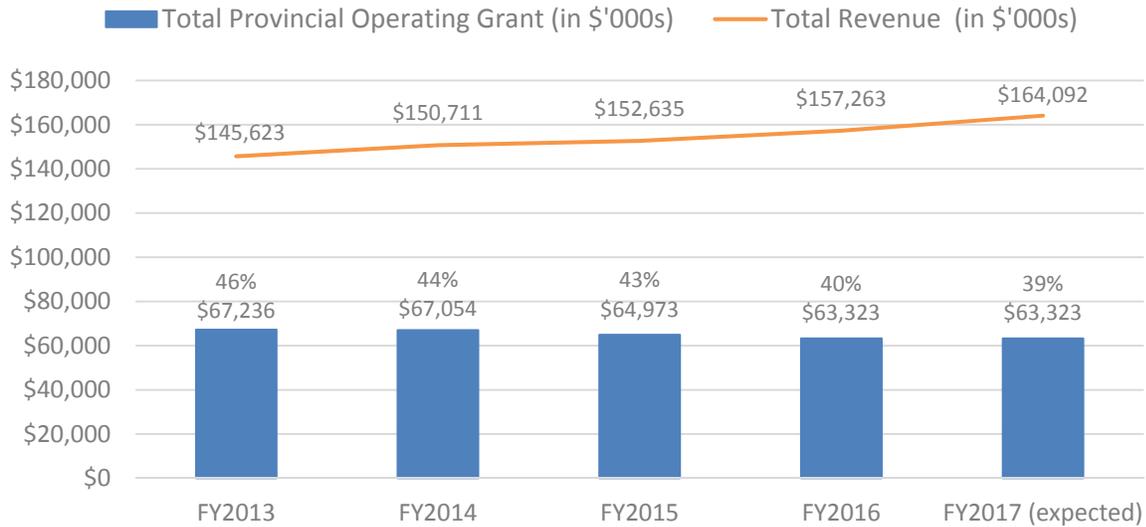
Revenues

As illustrated in Figure 3.5, the amount of funding received from government in relation to total revenues decreased by approximately 2% per year, from 46% in fiscal 2013 to 39% budgeted for fiscal 2017.

To continue to meet the Universities growing operational needs, increased revenue must come from other sources.

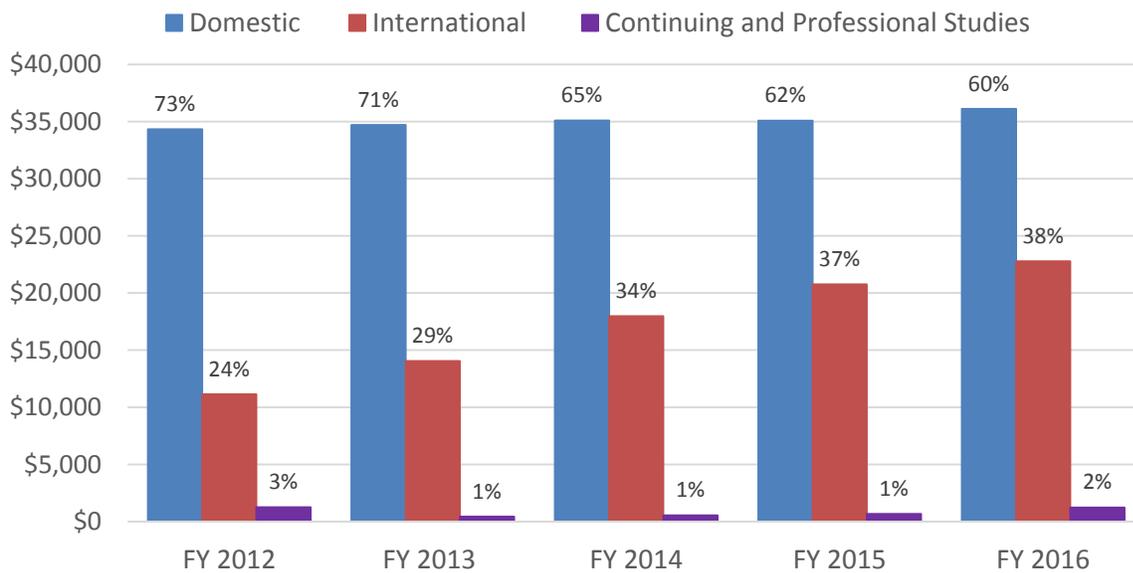
While year over year revenues have been increasing at a modest rate of approximately 3% per year, this is due largely to the government capped 2% tuition increase and growing enrollments in international students. This trend of increasing reliance on international students for revenue generation is illustrated in Figure 3.6. 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 3.5: Provincial Operating Grant vs. Total Revenues (in '000s)



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

Figure 3.6: Tuition Revenue by Source (in \$'000s)



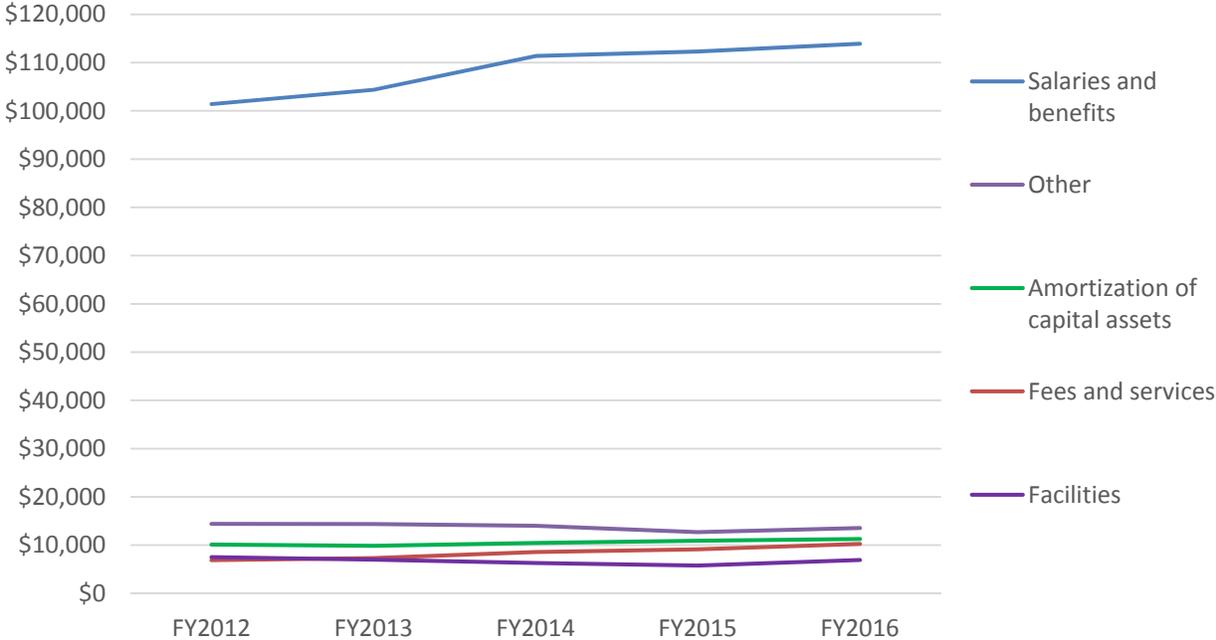
Note: Percentages give the distribution by source for that year

Expenses

Total expenses for fiscal 2016 increased by approximately 3% over the previous year. The key drivers to expenditure increases include: collective agreements, amortization of capital assets, and inflationary pressures on consumables and operational contracts, fees, and services.

As Figure 3.7 illustrates, the largest organizational expense is Salaries and Benefits, which represents approximately 73% of total expenditures. This is typical of post-secondary institutions, as they are driven by faculty and administrative support staff.

Figure 3.7: Expenses by Object



Accumulated Operating Surplus

The accumulated operating surplus, \$80.7 million for fiscal 2016, represents the accumulative 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 positions⁷ on the Statement of Financial Position.

Net Debt

Net debt, an accounting term representing the excess of liabilities over financial assets, was \$107.6 million in fiscal 2016, representing an increase of approximately \$1.5 million over the prior year and largely due to an increase in deferred revenues. The major component of net debt is Deferred Capital Contributions (DCCs), which is relatively static at approximately \$130 million. DCCs 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

⁷ Accumulated operating surplus is represented on the Statement of Financial Position as financial and tangible capital assets.

section above, this mechanism is provisioned for by a government regulation and minimizes the increase in the accumulated operating surplus.

Looking forward

As noted above, there are increasing financial pressures on KPU's ability to fulfill its educational mandate. These pressures notwithstanding, however, KPU continues to provide quality post-secondary education and develop and expand the University while maintaining a focus on operational effectiveness.

The University continues to invest in alternative revenue streams, including the development of Continuing Professional Studies, a strategic focus on increasing international student enrollment, and streamlining ancillary functions such as the bookstore and food services.

In times of fiscal restraint, it is incumbent upon administration to ensure effective and efficient operating processes. To support this focus, KPU is currently revising its budget model to ensure appropriate allocation of resources, looking at strategic enrollment management to ensure effective use of existing physical space, and investing in information technology to support the evolving needs of higher education.

Despite these efforts, funding pressures will make it increasingly difficult for KPU to meet the needs of its students and continue to provide affordable and quality higher education. This is especially true as the University serves the fastest growing region in BC. Consequently, KPU looks forward to continuing to work with the government and community and industry partners to explore funding opportunities that will help to fully leverage the great opportunities that these growing regions and a polytechnic university mandate represent.

4. The KPU Student Experience

Using circuitry and tech to create hot and cool fashions



Designer Laura Hutchison’s education has led her down some interesting roads.

During her time in the Chip and Shannon Wilson School of Design’s fashion and technology degree program, she’s been able to take part in collaborative and student-led research studies, organize and launch major student events, and seize the opportunity to work out of a world-class research and development lab in Hanoi, Vietnam.

Maxport is a global leader in technical woven materials, a partner of Canadian apparel brand Kit and Ace, and produces some of the world’s most advanced sportswear and outdoor clothing. The chance to tour the company’s facility, and create in the factory’s innovation workshop, got Hutchison’s brain whirring.

“The Maxport experience enabled me to learn some of the many cutting-edge approaches to technical apparel. The trip inspired me to pursue a line that is constructed with an ultrasonic welder, different adhesives and wearable technology that’s embedded into some of the garments,” she said.

The end result of that inspiration is *Current*: a line of the most high-tech surfing apparel for women on the market. Combining soft circuit technology and activewear, *Current*, Hutchison's final capstone project in her KPU program, is designed to keep wearers warm and dry.

"Growing up in the water showed me gaps in the apparel marketplace for west coast women," said Hutchison. "My research experiences inspired me to pursue a line that's constructed with the alternative techniques I learned at Maxport."

Innovation like that also comes from Hutchison's passion to create a technical collection that will not only meet the needs of athletes, but play an active role in their success. To date, *Current* has been featured in five sold-out runway shows hosted by the Wilson School of Design in Vancouver. Eventually, Hutchison may try to take the designs to market, although she's already met her principle goal: challenging herself to learn as much as possible while at KPU, with its working environments, faculty support and technical equipment at her disposal.

Outside of the classroom, Hutchison has pushed just as enthusiastically to expand her knowledge and skillset. She is involved in a student-led research study that is looking at the thermoregulation of wheelchair athletes with tetraplegia – a collaborative venture to develop cooling vests with a peer in KPU's product design program.

"The study has taught me the importance of user-centred design and how as designers we can harness our skills to make a difference in people's lives. If I can use my skillset to make the world a better place, then I will do my best to make that happen," she said.

Without a doubt, Hutchison will continue to make a difference, and in the short-term, that will be on Vancouver Island working with Ocean Rodeo. She is also looking at pursuing a master's program in ergonomics to complement the projects she started at KPU.

Brewing up a future in a hopping local industry



Tom Morrison was already working in the brewing industry when Kwantlen Polytechnic University launched the first brewing and brewery operations program of its kind in BC

In his past life, Morrison was a high-level, competitive track and field athlete studying archaeology at Wake Forest University in North Carolina. When a severe ligament injury dashed his Olympic dreams, he was afforded time to discover a new hobby. Playing around with a home brewing kit helped Morrison pass the time, and he was hooked right away.

Now one of the first graduates from KPU's brewing program, Morrison's hobby has quickly malted into a passion with huge career potential.

"I chose KPU because the brewing and brewery program was unique, the first of its kind in the province," said Morrison. "The program combined elements of practical knowledge and theory. This was a huge draw, and although I was already working in the brewing industry when I started the program, the extra practical experience has proven invaluable."

As Morrison learned the science and art behind crafting a good brew, he also served as president of the KPbrU brewing club, and helped established the club's first fundraiser. He sat on the advisory committee for the program, and received the Kwantlen Eagle Spirit Award for his contributions to campus life.

Over the two years in the program, and hours of applied learning in the university's state-of-the-art brewing laboratory, Morrison's favourite self-made brew was a Russian Imperial Stout he aged for a month on Glen Livet 12-soaked chips – smooth, with a hint of chocolate.

His all-time favourite? "My classmate Alex Manson made an incredible dry-hopped hefeweizen. He used citra hops which gave the beer an orange character aroma. It was truly exceptional," Morrison said, adding that his biggest takeaway from the program is that there is so much to learn – from instructors, peers, employers and brew masters.

"There is a world of knowledge out there and I will continue to pursue that knowledge."

Part of that learning will come from Morrison's new position as a full-time brewer at Red Truck Brewery, a position he received before he graduated, and one that will build on his past work experiences at Granville Island Brewing and Dead Frog Brewery.

"My experience there has been perfect. I love Red Truck, I look forward to work every morning. Each day is different and provides unique challenges and growth experiences," he said.

A crescendo of career successes underscore music student's studies



Name a type of venue, and Yen-Jen Lin will likely have a story about the time he played in such a church, school, theatre or auditorium.

From weddings to performances at Queen Elizabeth Theatre, the first-year music student's career is only just beginning. Born to a family of musically talented parents, Lin began learning piano at the age of four, and received his first made-to-measure small cello at five.

By seven years old, Lin was already participating in music competitions, winning top prizes at state and national levels in Taiwan for both cello and double bass. His first public performance at the National Concert Hall – one of Taipei's nationally recognized twin performing arts centres – attracted a full audience who gave him a standing ovation. He was 10.

"I love the joy of learning new skills every time I practice or perform," said Lin, whose passion for music is as strong as ever.

Since immigrating to Canada at 15, Lin has studied under eminent cellist Eric Wilson at the University of British Columbia, and Bo Peng, faculty member at Kwantlen Polytechnic University. When it came time for him to decide where to continue his educational studies, Lin says the choice was clear. “I chose to attend KPU because I knew I would have more opportunities at KPU than any other university,” he said.

Since he started honing his many musical abilities at the university’s Langley campus in 2015, Lin’s love for music has grown, as have the accolades that seem to follow his talent, country to country.

Earlier this year, Lin won the Fraser Valley Symphony Student Concerto Competition, and had the chance to perform Antonin Dvorak’s *Cello Concerto* with the Fraser Valley Symphony Orchestra. He also received two medals at the last Kiwanis Music Festival: gold for *Rococo Variations* in the cello concerto category, and silver for *Bach’s Cello Suite No. 4 Prelude*. He’s also earned \$500 in scholarships from KPU and another \$1,500 from UBC.

Outside of classes at KPU and the countless hours he dedicates to cello, Lin teaches music history, cello and piano at Vancouver’s Bravo Music. He also plays with the UBC Symphony Orchestra and works part-time.

KPU Funding gave student the chance to turn her life around



Desiree Kalhofer was one of the first students whose education was supported by Kwantlen Polytechnic University’s support program for former youth-in-care.

Kalhofer completed her health unit coordinator certificate late last year. Without the funding, the mature student says she would have been unable to continue on with her studies.

“Funding from other sources got cut and I got left in a huge financial bind,” Kalhofer explained. “My bills were piling up and then I was told I wasn’t going to be able to work while going through my practicum for the program. I was on the verge of eviction when my counsellor recommended the former youth-in-care program to help me get through my practicum. Otherwise I would’ve had to drop out.”

Established in 2015, KPU’s support program for former youth-in-care lends financial and academic support to students who are pursuing post-secondary education while transitioning from government care to adulthood.

As one of the pilot program’s first funding recipients, Kalhofer said KPU’s program left her with a huge sense of validation.

“I have always fallen into a category where there is little-to-no help,” she said. “I make too much for any government assistance, but too little to even afford a dental cleaning. All my life I’ve been passed around with no answers and never qualified for any assistance in anything.”

Kalhofer left home at the age of 13 when her mother remarried and her living situation became unsafe. She entered the foster care system shortly thereafter. “My first foster family were big drinkers,” she said. “I would be locked in my room except for school or for dinnertime.”

At 15, Kalhofer joined the independent living program for youth-in-care. “I took some university classes but I couldn’t finish because I had to work full-time and it was too much for me,” she said.

In 2000, Kalhofer began learning massage therapy and was able to open her own mobile massage company. However, after a shoulder injury and subsequent surgery, she was forced to stop practicing.

“I felt lost but when I heard about the health unit coordinator program at KPU, I knew I wanted to apply,” she said. “This program allows me room to grow. I can still help others and it is not so physically strenuous on my body. This program is something I can do for the rest of my life.”

KPU’s support program will continue once again in 2016, and Kalhofer hopes that it will continue to help those who have struggled like she has. “This program is a huge benefit to people like me,” she said. “It allows you to get an education with a massive amount of support from the staff and faculty. It gives people like myself a chance and opportunity to make something of themselves and not just get passed around like an inconvenience.”

After graduating from KPU in June, Kalhofer is looking forward to applying her credential to a career in a related field.

Farrier student a “shoe-in” for career success



Of the two farrier programs in Canada, choosing to hone her horseshoeing skills at Kwantlen Polytechnic University was the “obvious choice” for Cherish Clement.

The program came highly recommended from several local farriers because it paired academic components with hands-on hoofing experience offered at KPU Tech. Having the opportunity to learn horse anatomy, how to run a successful farrier business, and how to work with and manage clients were additional draws.

“I always knew I would have a career working with animals, as horses were always a huge part of my life,” explained Clement, who is currently completing her second semester in the three-semester program. “When I entered the farrier program at KPU I was excited to be involved with ensuring horses have happy and healthy feet while continuing to be an avid member of the horse community.”

One of Clement’s biggest takeaways from her education so far has been that while being a farrier includes blacksmithing, labour and other trade-focused skills, it’s also an art. “There is always room for continued learning and it’s a career that allows creativity,” she explained. “No two hooves are the same, and that makes every horse and every day on the job unique.”

Clement’s excellent grasp of the trade and the art earned her first-place at the Western Canadian Farrier’s Association’s 2016 Alberta Farrier Championships. Participating in the novice division,

the event was her first competition. With one hour to craft a handmade front and hind shoe, Clement turned her concave bar stock of steel into gold.

Outside of KPU, Clement is heavily involved in 4-H British Columbia: the provincial chapter of a national and global youth development program she says has undoubtedly contributed to her love for animals, and horses in particular. Over the past decade, Clement has given multiple demonstrations, and attended countless business meetings, project meetings and public speaking events. For the past two years she has represented Vancouver Island as one of 4-H BC's 12 program ambassadors.

Long term, Clement hopes to take her farrier certification exam, while continuing to compete and attend clinics to enhance her knowledge and training. Learning exchanges with farriers overseas and attending the farrier program offered by Cornell University – which is partnered with its veterinary program – are also on the horizon, as is owning her own farm.

First up after graduation though is returning home to Vancouver Island to apprentice with her community's local farrier, where Clement will also start taking on a few clients of her own.

Building brand excellence within KPU's School of Business



When he first came to Kwantlen Polytechnic University, David Hunt (holding the trophy in the photo) had three goals: to learn how to launch a scalable business, to manage an advertising agency and to manage a political campaign.

“I am proud – and frankly shocked – that I will have accomplished all three within one year after graduating,” said Hunt, who crossed the first two off of his list as a student in KPU’s bachelor of business administration in marketing management program.

Hunt’s decision to pursue higher education came after spending several years in the business world.

“I wanted a practical degree that would translate into real-life skills and tangible career advancement. I’ve always been conscious of my ‘return-on-investment’ in any major endeavour. From what I could tell, KPU’s School of Business offered the best ROI for an entrepreneurially minded business student,” he said.

An entrepreneur from an early age, Hunt didn’t hold back from applying his drive and innovative ideas to his program. He created an integrated marketing plan with a team of students for Mercedes-Benz’s Vancouver Retail Group. It was the highlight of his time at KPU, and no doubt a memorable moment for the company: Hunt’s five-person team solved a problem the company had been working on for a decade.

Hunt competed in two prestigious case competitions, the APEX Business-IT Global Case Challenge in Singapore, and the COMIS Case Competition in Minnesota, winning the plate competition and making it to the semi-finals in each, respectively. At APEX, Hunt was tasked with developing a triple bottom-line, tech-based social initiative that could be implemented by Uber’s largest competitor in Southeast Asia within 10 months. If that wasn’t challenging enough, Hunt and his team were judged by a panel that included the CTO of Microsoft Asia-Pacific, and the CIO of INSEAD, one of the world’s top business schools.

Hunt also co-founded a marketing company for a practicum project that he continues to this day: Forte Marketing, which delivers clients research-based and ROI-focused brand strategies. “We took what we’d learned in our program, and created marketing plans for a number of local organizations. Today, we are implementing them,” he said.

Equally impressive as his academic and business successes, Hunt has received 17 awards and scholarships for his outstanding marketing skills, academic excellence and contributions to community including: the BC Association of Integrated Marketers Award; the BLU Corporation Marketing Award; the KPU School of Business Dean’s Medal; the Times Telecom Award; and the Rotary Club of White Rock-Peace Arch Service Award.

One of his greatest takeaways from his time at KPU is that many people have ideas, but few know how to make them a reality.

In that spirit, both graduate school and entrepreneurial ventures that make a lasting, positive impact on society are both on the horizon for Hunt. After graduating from KPU, his immediate focus is to help his clients at Forte Marketing strategically grow and strengthen their brands. That, and spending quality time with his wife and brand new baby girl.

Overcoming challenges to meet goals



Pursuing his B.A. in English was going to be a challenge for Nick Bransford since he didn't meet the program prerequisites—in this case, Math 10 and 11.

Nick sought the help of KPU's Academic and Career Preparation department to upgrade his math skills.

"My goal was to complete my equivalency for Math 10 in less than two months. I brought this challenge to my ACP instructor and together we determined how I could succeed. My instructor worked tirelessly and did everything in his power to help me do well on my own terms. In spite of the short time frame, my instructor always made sure to follow up, providing thorough and thoughtful guidance in understanding the problems I faced. The course may have been self-paced, but I never felt alone. I passed the course with a B+ and proceeded to MATQ 1099 for Math 11 equivalency. Thanks to the careful instruction and dedication of ACP faculty, I succeeded here, too, with an A+ and renewed self-confidence."

With prerequisites met, Nick went on to complete his BA in English at KPU in 2015.

"Since graduating from KPU, I have held the position of Communications and Event Specialist with Student Services. I am grateful to the ACA Faculty and the ACP instructors for not only helping me achieve my goals, but also giving me a sense of belonging and self-worth."

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

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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 79 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: 2015/16*. 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	2015/2016 Assessment
1. Unemployment rate of KPU's graduates	BGS: Exceeded DACSO: Achieved APPSO: Exceeded
4. [Former] student assessment of their skill development at KPU (see skill breakdown)	BGS: Exceeded 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: Achieved
14. Number of credentials awarded by KPU each year	Achieved
37. Proportion of former students' who reported satisfaction with their education	BGS: Achieved DACSO: Achieved APPSO: Achieved

AVED Performance Measures	2015/2016 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 declined by 4% in 2014/15 with the introduction of tuition to Academic Upgrading and for domestic students taking ESL. There was no decline this year, perhaps because we are working at ensuring that students in need have access to financial support either from the Adult Upgrading Grant or KPU.	
77. Number of Aboriginal student spaces (FTE)	Not assessed

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	25
 Within 90% of target	9
 Between 50% and 90% of target	9
 Less than 50% of target	6
 No progress	2
Not assessed	28

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 (2011-2015)</caption> <thead> <tr> <th>Year Cohort</th> <th>BGS</th> <th>DACSO</th> <th>APPSO</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>2011 (09/10)</td> <td>6%</td> <td>12%</td> <td>8%</td> <td>10%</td> </tr> <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>7%</td> </tr> <tr> <td>2015 (13/14)</td> <td>5%</td> <td>11%</td> <td>6%</td> <td>8%</td> </tr> </tbody> </table>	Year Cohort	BGS	DACSO	APPSO	Average	2011 (09/10)	6%	12%	8%	10%	2012 (10/11)	5%	11%	8%	9%	2013 (11/12)	5%	11%	7%	9%	2014 (12/13)	5%	8%	7%	7%	2015 (13/14)	5%	11%	6%	8%	AVED Target: ≤ unemployment rate of 18-24 year-olds in region with no PSE for 15/16: ≤ 10.4% for 16/17: ≤ 10.8% AVED: BGS: Exceeded DACSO: Achieved APPSO: Exceeded			
Year Cohort	BGS	DACSO	APPSO	Average																															
2011 (09/10)	6%	12%	8%	10%																															
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2015 (13/14)	5%	11%	6%	8%																															
2. Proportion of former students who are employed (Source: BCSOS)	<table border="1"> <caption>Employment Rate Data (2011-2015)</caption> <thead> <tr> <th>Year Cohort</th> <th>Employment Rate</th> </tr> </thead> <tbody> <tr> <td>2011 (09/10)</td> <td>81%</td> </tr> <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> </tbody> </table>	Year Cohort	Employment Rate	2011 (09/10)	81%	2012 (10/11)	83%	2013 (11/12)	83%	2014 (12/13)	87%	2015 (13/14)	86%	≥ TIU 3-year average (85%)																					
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3. Proportion of former students employed in a related field of study (Source: BCSOS)	<table border="1"> <caption>Employment in Related Field Data (2011-2015)</caption> <thead> <tr> <th>Year Cohort</th> <th>Employment Rate</th> </tr> </thead> <tbody> <tr> <td>2011 (09/10)</td> <td>74%</td> </tr> <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> </tbody> </table>	Year Cohort	Employment Rate	2011 (09/10)	74%	2012 (10/11)	77%	2013 (11/12)	75%	2014 (12/13)	75%	2015 (13/14)	77%	≥ TIU 3 year average (78%)																					
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AVED 4. [Former] student assessment of their skill development at KPU (see skill breakdown) (Source: BCSOS)	<table border="1"> <caption>Skill Development Scores (2011-2015)</caption> <thead> <tr> <th>Year Cohort</th> <th>BGS</th> <th>DACSO</th> <th>APPSO</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>2011 (09/10)</td> <td>89%</td> <td>73%</td> <td>76%</td> <td>76%</td> </tr> <tr> <td>2012 (10/11)</td> <td>90%</td> <td>75%</td> <td>78%</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>86%</td> <td>87%</td> <td>88%</td> </tr> </tbody> </table>	Year Cohort	BGS	DACSO	APPSO	Average	2011 (09/10)	89%	73%	76%	76%	2012 (10/11)	90%	75%	78%	78%	2013 (11/12)	89%	76%	80%	78%	2014 (12/13)	91%	74%	67%	77%	2015 (13/14)	92%	86%	87%	88%	AVED 15/16 target: ≥ 85% AVED 16/17 target: ≥ 85% AVED: BGS: Exceeded DACSO: Achieved APPSO: Achieved			
Year Cohort	BGS	DACSO	APPSO	Average																															
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*APPSO survey began assessing these skills in 2012. In 2015, the DACSO and APPSO question wording changed and rating scale changed from 5- to 4-points.	<table border="1"> <thead> <tr> <th>2015 Skill Breakdown</th> <th>BGS</th> <th>DACSO</th> <th>APPSO</th> </tr> </thead> <tbody> <tr> <td>Written communication</td> <td>91.0%</td> <td>83.4%</td> <td>75.3%</td> </tr> <tr> <td>Oral communication</td> <td>92.5%</td> <td>81.9%</td> <td>80.6%</td> </tr> <tr> <td>Group collaboration</td> <td>89.9%</td> <td>92.3%</td> <td>87.7%</td> </tr> <tr> <td>Critical analysis</td> <td>94.0%</td> <td>88.6%</td> <td>87.5%</td> </tr> <tr> <td>Problem resolution</td> <td>89.6%</td> <td>89.0%</td> <td>85.8%</td> </tr> <tr> <td>Learn on your own</td> <td>92.7%</td> <td>86.2%</td> <td>90.7%</td> </tr> <tr> <td>Reading and comprehension</td> <td>92.5%</td> <td>89.0%</td> <td>94.1%</td> </tr> </tbody> </table>	2015 Skill Breakdown	BGS	DACSO	APPSO	Written communication	91.0%	83.4%	75.3%	Oral communication	92.5%	81.9%	80.6%	Group collaboration	89.9%	92.3%	87.7%	Critical analysis	94.0%	88.6%	87.5%	Problem resolution	89.6%	89.0%	85.8%	Learn on your own	92.7%	86.2%	90.7%	Reading and comprehension	92.5%	89.0%	94.1%		
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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	<p>Legend: Average (dotted), BGS (blue), DACSO (green), APPSO (purple)</p> <table border="1"> <thead> <tr> <th>Year Cohort</th> <th>Average</th> <th>BGS</th> <th>DACSO</th> <th>APPSO</th> </tr> </thead> <tbody> <tr> <td>2011 (09/10)</td> <td>83%</td> <td>90%</td> <td>79%</td> <td>87%</td> </tr> <tr> <td>2012 (10/11)</td> <td>85%</td> <td>91%</td> <td>80%</td> <td>91%</td> </tr> <tr> <td>2013 (11/12)</td> <td>84%</td> <td>93%</td> <td>80%</td> <td>89%</td> </tr> <tr> <td>2014 (12/13)</td> <td>85%</td> <td>91%</td> <td>80%</td> <td>90%</td> </tr> <tr> <td>2015 (13/14)</td> <td>88%</td> <td>91%</td> <td>85%</td> <td>91%</td> </tr> </tbody> </table>	Year Cohort	Average	BGS	DACSO	APPSO	2011 (09/10)	83%	90%	79%	87%	2012 (10/11)	85%	91%	80%	91%	2013 (11/12)	84%	93%	80%	89%	2014 (12/13)	85%	91%	80%	90%	2015 (13/14)	88%	91%	85%	91%	AVED 15/16 target: ≥ 90% AVED 16/17 target: ≥ 90% AVED: BGS: Achieved DACSO: Substantially Achieved APPSO: Achieved	
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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)	<p>Legend: 1st year (blue), 4th year (green)</p> <table border="1"> <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>66%</td> <td>79%</td> </tr> <tr> <td>2018</td> <td>66%</td> <td>79%</td> </tr> </tbody> </table>	Year	1st year	4th year	2014	66%	79%	2016	66%	79%	2018	66%	79%	≥ Average for Canadian Teaching Institutions (63% for 1st year students; 69% for 4th year students)																			
Year	1st year	4th year																															
2014	66%	79%																															
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7. Proportion of students who reported exposure to societal problems during their educational experiences at KPU (Source: NSSE)	<p>Legend: 1st year (blue), 4th year (green)</p> <table border="1"> <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>49%</td> <td>65%</td> </tr> <tr> <td>2018</td> <td>49%</td> <td>65%</td> </tr> </tbody> </table>	Year	1st year	4th year	2014	49%	65%	2016	49%	65%	2018	49%	65%	≥ Average for Canadian Teaching Institutions' (53% for 1st years; 65% for 4th years)																			
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2014	49%	65%																															
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8. Number of students taking part in formal exchanges and international learning experiences	<p>Legend: Inbound (blue), Outbound (green)</p> <table border="1"> <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> </tbody> </table>	Year	Inbound	Outbound	AY11/12	106	71	AY12/13	89	110	AY13/14	148	87	AY14/15	113	62	> growth over previous year																
Year	Inbound	Outbound																															
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AY13/14	148	87																															
AY14/15	113	62																															
9. Internationalization Plan Implementation	Internationalization Plan completed in 2015. Implementation underway, including development of Global Comptency badge (expected to be ready for September 2016), field school guidelines (going to Senate in May 2016) and follow-up survey (ready for next field schools)	TBD																															
10. Proportion of students eligible for the Global Competency Badge	The Global Competency Badge, which will allow students to receive recognition on their transcript for their intercultural and international experience, is under development. Completion is expected by September 2016.	TBD																															

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>2009</td><td>2010</td><td>2011</td><td>2012</td><td>2013</td></tr> <tr><th>Rate</th><td>76%</td><td>75%</td><td>73%</td><td>78%</td><td>78%</td></tr> </table>	Cohort	2009	2010	2011	2012	2013	Rate	76%	75%	73%	78%	78%	> average previous 2 years (75%)	
Cohort	2009	2010	2011	2012	2013										
Rate	76%	75%	73%	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>2009</td><td>2010</td><td>2011</td><td>2012</td><td>2013</td></tr> <tr><th>Rate</th><td>61%</td><td>65%</td><td>63%</td><td>68%</td><td>67%</td></tr> </table>	Cohort	2009	2010	2011	2012	2013	Rate	61%	65%	63%	68%	67%	> average previous 2 years (66%)	
Cohort	2009	2010	2011	2012	2013										
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13. Percent retained or graduated from year 1 to year 2 for diploma programs	<table border="1"> <tr><th>Cohort</th><td>2009</td><td>2010</td><td>2011</td><td>2012</td><td>2013</td></tr> <tr><th>Rate</th><td>70%</td><td>68%</td><td>69%</td><td>70%</td><td>77%</td></tr> </table>	Cohort	2009	2010	2011	2012	2013	Rate	70%	68%	69%	70%	77%	> average previous 2 years (69%)	
Cohort	2009	2010	2011	2012	2013										
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AVED 14. Number of credentials awarded by KPU each year* *Average of most recent 3 fiscal years (FY2015 is average of FY2012 to FY2014)	<table border="1"> <tr><th>Fiscal Year</th><td>FY11/12</td><td>FY12/13</td><td>FY13/14</td><td>FY14/15</td><td>FY15/16</td></tr> <tr><th>Count</th><td>2,026</td><td>2,173</td><td>2,251</td><td>2,290</td><td>2,451</td></tr> </table>	Fiscal Year	FY11/12	FY12/13	FY13/14	FY14/15	FY15/16	Count	2,026	2,173	2,251	2,290	2,451	AVED 15/16 Target ≥ 2,258 AVED 16/17 Target ≥ 2,421 AVED: Achieved	
Fiscal Year	FY11/12	FY12/13	FY13/14	FY14/15	FY15/16										
Count	2,026	2,173	2,251	2,290	2,451										
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)		≥ Average for Canadian Teaching Institutions (1st year students: 38% for 1 HIP and 6% for 2+ HIPs; 4th year students: 28% for 1 HIP and 52% for 2+ HIPs)													
16. Retention Plan	In Spring 2016, committee was established to implement recommendations coming out of the Foundations of Excellence Project related to improving the first year experience of KPU students to enhance retention and student success	TBD													
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>AY10/11</td><td>AY11/12</td><td>AY12/13</td><td>AY13/14</td><td>AY14/15</td></tr> <tr><th>Count</th><td>1</td><td>6</td><td>6</td><td>5</td><td>3</td></tr> </table>	Year	AY10/11	AY11/12	AY12/13	AY13/14	AY14/15	Count	1	6	6	5	3	Average of most recent three years > 9	
Year	AY10/11	AY11/12	AY12/13	AY13/14	AY14/15										
Count	1	6	6	5	3										

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 is under development. > 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 is under review	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>15.6%</td> <td>15.7%</td> <td>16.3%</td> <td>16.2%</td> <td>17.5%</td> </tr> <tr> <td>AY10/11</td> <td>AY11/12</td> <td>AY12/13</td> <td>AY13/14</td> <td>AY14/15</td> </tr> </table>	15.6%	15.7%	16.3%	16.2%	17.5%	AY10/11	AY11/12	AY12/13	AY13/14	AY14/15	Greater than average of last 2 years (16.3%)						
15.6%	15.7%	16.3%	16.2%	17.5%														
AY10/11	AY11/12	AY12/13	AY13/14	AY14/15														
22. Credentials awarded by learner FTE	<table border="1"> <tr> <td>0.22</td> <td>0.20</td> <td>0.23</td> <td>0.24</td> <td>0.26</td> </tr> <tr> <td>FY10/11</td> <td>FY11/12</td> <td>FY12/13</td> <td>FY13/14</td> <td>FY14/15</td> </tr> </table>	0.22	0.20	0.23	0.24	0.26	FY10/11	FY11/12	FY12/13	FY13/14	FY14/15	≥ average of all TIUs for FY14/15 (.32)						
0.22	0.20	0.23	0.24	0.26														
FY10/11	FY11/12	FY12/13	FY13/14	FY14/15														
23. Overall seat-fill rate: % of seats offered that were filled	<table border="1"> <tr> <td>80.0%</td> <td>80.9%</td> <td>79.4%</td> <td>77.9%</td> <td>73.0%</td> </tr> <tr> <td>AY10/11</td> <td>AY11/12</td> <td>AY12/13</td> <td>AY13/14</td> <td>AY14/15</td> </tr> </table>	80.0%	80.9%	79.4%	77.9%	73.0%	AY10/11	AY11/12	AY12/13	AY13/14	AY14/15	≥ average previous 2 years (78.6%)						
80.0%	80.9%	79.4%	77.9%	73.0%														
AY10/11	AY11/12	AY12/13	AY13/14	AY14/15														
Measures of Sustainability	Performance	Target	Progress															
24. Greenhouse gas emissions	<table border="1"> <tr> <td>2890</td> <td>2665</td> <td>2545</td> <td>2382</td> <td>2199</td> </tr> <tr> <td>29.78</td> <td>27.18</td> <td>25.95</td> <td>24.29</td> <td>22.33</td> </tr> <tr> <td>2011</td> <td>2012</td> <td>2013</td> <td>2014</td> <td>2015</td> </tr> </table>	2890	2665	2545	2382	2199	29.78	27.18	25.95	24.29	22.33	2011	2012	2013	2014	2015	By 2016, 18% reduction from 2007 baseline (2,710 tCO2e)	
2890	2665	2545	2382	2199														
29.78	27.18	25.95	24.29	22.33														
2011	2012	2013	2014	2015														
25. Energy density level	<table border="1"> <tr> <td>0.91</td> <td>0.87</td> <td>0.88</td> <td>0.86</td> <td>0.80</td> </tr> <tr> <td>2011</td> <td>2012</td> <td>2013</td> <td>2014</td> <td>2015</td> </tr> </table>	0.91	0.87	0.88	0.86	0.80	2011	2012	2013	2014	2015	Maintain at or below 0.85 eGK/m2						
0.91	0.87	0.88	0.86	0.80														
2011	2012	2013	2014	2015														
26. STARS score on how well KPU diverts waste and conserves resources through recycling, resale, and composting	<table border="1"> <tr> <td>1.07</td> <td>1.12</td> </tr> <tr> <td>June 2015</td> <td>June 2016</td> </tr> </table>	1.07	1.12	June 2015	June 2016	Maximum score is 3												
1.07	1.12																	
June 2015	June 2016																	

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><th>Score</th></tr> <tr><td>June 2015</td><td>1.5</td></tr> <tr><td>June 2016</td><td>1.5</td></tr> </table>	Year	Score	June 2015	1.5	June 2016	1.5	Maximum score is 2										
Year	Score																	
June 2015	1.5																	
June 2016	1.5																	
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><th>Score</th></tr> <tr><td>June 2015</td><td>1.5</td></tr> <tr><td>June 2016</td><td>2.0</td></tr> </table>	Year	Score	June 2015	1.5	June 2016	2.0	Maximum score is 4										
Year	Score																	
June 2015	1.5																	
June 2016	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><th>Ratio</th></tr> <tr><td>April 2014</td><td>29.0%</td></tr> <tr><td>June 2015</td><td>28.8%</td></tr> <tr><td>June 2016</td><td>33.9%</td></tr> </table>	Year	Ratio	April 2014	29.0%	June 2015	28.8%	June 2016	33.9%	< 20% (Proactive Management) (under consideration by AVED)								
Year	Ratio																	
April 2014	29.0%																	
June 2015	28.8%																	
June 2016	33.9%																	
30. Annual change in operating expenses per overall learner FTE	<table border="1"> <tr><th>Fiscal Year</th><th>Change</th></tr> <tr><td>FY12/13</td><td>1.4%</td></tr> <tr><td>FY13/14</td><td>3.2%</td></tr> <tr><td>FY14/15</td><td>1.7%</td></tr> <tr><td>FY15/16</td><td>3.6%</td></tr> </table>	Fiscal Year	Change	FY12/13	1.4%	FY13/14	3.2%	FY14/15	1.7%	FY15/16	3.6%	rate of increase in expenses within inflation rate (1.3% for 2016)						
Fiscal Year	Change																	
FY12/13	1.4%																	
FY13/14	3.2%																	
FY14/15	1.7%																	
FY15/16	3.6%																	
31. Revenue minus expenses (in '000s)	<table border="1"> <tr><th>Fiscal Year</th><th>Value</th></tr> <tr><td>FY11/12</td><td>5,812</td></tr> <tr><td>FY12/13</td><td>2,757</td></tr> <tr><td>FY13/14</td><td>71</td></tr> <tr><td>FY14/15</td><td>1,882</td></tr> <tr><td>FY15/16</td><td>1,407</td></tr> </table>	Fiscal Year	Value	FY11/12	5,812	FY12/13	2,757	FY13/14	71	FY14/15	1,882	FY15/16	1,407	> 0				
Fiscal Year	Value																	
FY11/12	5,812																	
FY12/13	2,757																	
FY13/14	71																	
FY14/15	1,882																	
FY15/16	1,407																	
32. Ancillary revenue minus ancillary operating expenses	<table border="1"> <tr><th>Fiscal Year</th><th>Value</th></tr> <tr><td>FY11/12</td><td>1,527</td></tr> <tr><td>FY12/13</td><td>1,138</td></tr> <tr><td>FY13/14</td><td>1,568</td></tr> <tr><td>FY14/15</td><td>1,175</td></tr> <tr><td>FY15/16</td><td>1,402</td></tr> </table>	Fiscal Year	Value	FY11/12	1,527	FY12/13	1,138	FY13/14	1,568	FY14/15	1,175	FY15/16	1,402	> previous year				
Fiscal Year	Value																	
FY11/12	1,527																	
FY12/13	1,138																	
FY13/14	1,568																	
FY14/15	1,175																	
FY15/16	1,402																	
33. International tuition revenue as % of all non-governmental revenue	<table border="1"> <tr><th>Fiscal Year</th><th>Percentage</th></tr> <tr><td>FY11/12</td><td>15%</td></tr> <tr><td>FY12/13</td><td>19%</td></tr> <tr><td>FY13/14</td><td>23%</td></tr> <tr><td>FY14/15</td><td>26%</td></tr> <tr><td>FY15/16</td><td>27%</td></tr> </table>	Fiscal Year	Percentage	FY11/12	15%	FY12/13	19%	FY13/14	23%	FY14/15	26%	FY15/16	27%	> previous year				
Fiscal Year	Percentage																	
FY11/12	15%																	
FY12/13	19%																	
FY13/14	23%																	
FY14/15	26%																	
FY15/16	27%																	
34. Cash donations to KPU for capital expansions and special projects (in '000s)	<table border="1"> <tr><th>Fiscal Year</th><th>Value</th></tr> <tr><td>FY11/12</td><td>\$154</td></tr> <tr><td>FY12/13</td><td>\$232</td></tr> <tr><td>FY13/14</td><td>\$81</td></tr> <tr><td>FY14/15</td><td>\$2,350</td></tr> <tr><td>FY15/16</td><td>\$814</td></tr> </table>	Fiscal Year	Value	FY11/12	\$154	FY12/13	\$232	FY13/14	\$81	FY14/15	\$2,350	FY15/16	\$814	> previous year				
Fiscal Year	Value																	
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FY13/14	\$81																	
FY14/15	\$2,350																	
FY15/16	\$814																	
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><th>Overall</th><th>Intrinsic*</th></tr> <tr><td>2009</td><td>78%</td><td>70%</td></tr> <tr><td>2011</td><td>71%</td><td>66%</td></tr> <tr><td>2013</td><td>70%</td><td>64%</td></tr> <tr><td>2015</td><td>71%</td><td>67%</td></tr> </table>	Year	Overall	Intrinsic*	2009	78%	70%	2011	71%	66%	2013	70%	64%	2015	71%	67%	> last survey's ratings (70% for overall and 64% for intrinsic)	
Year	Overall	Intrinsic*																
2009	78%	70%																
2011	71%	66%																
2013	70%	64%																
2015	71%	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>2009</th> <th>2011</th> <th>2013</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Recommend KPU</td> <td>74%</td> <td>68%</td> <td>69%</td> <td>63%</td> </tr> <tr> <td>KPU committed</td> <td>54%</td> <td>53%</td> <td>54%</td> <td>50%</td> </tr> <tr> <td>Continue at KPU</td> <td>51%</td> <td>44%</td> <td>44%</td> <td>42%</td> </tr> </tbody> </table>	Year	2009	2011	2013	2015	Recommend KPU	74%	68%	69%	63%	KPU committed	54%	53%	54%	50%	Continue at KPU	51%	44%	44%	42%	> last survey's ratings (69% for recommend KPU, 54% for KPU committed, and 44% for continue at KPU)	
Year	2009	2011	2013	2015																			
Recommend KPU	74%	68%	69%	63%																			
KPU committed	54%	53%	54%	50%																			
Continue at KPU	51%	44%	44%	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>2011 (09/10)</th> <th>2012 (10/11)</th> <th>2013 (11/12)</th> <th>2014 (12/13)</th> <th>2015 (13/14)</th> </tr> </thead> <tbody> <tr> <td>BGS</td> <td>96%</td> <td>98%</td> <td>95%</td> <td>95%</td> <td>96%</td> </tr> <tr> <td>DACSO</td> <td>92%</td> <td>92%</td> <td>92%</td> <td>91%</td> <td>94%</td> </tr> <tr> <td>APPSO</td> <td>91%</td> <td>88%</td> <td>91%</td> <td>88%</td> <td>93%</td> </tr> <tr> <td>Average</td> <td>92%</td> <td>92%</td> <td>92%</td> <td>91%</td> <td>93%</td> </tr> </tbody> </table>	Year Cohort	2011 (09/10)	2012 (10/11)	2013 (11/12)	2014 (12/13)	2015 (13/14)	BGS	96%	98%	95%	95%	96%	DACSO	92%	92%	92%	91%	94%	APPSO	91%	88%	91%	88%	93%	Average	92%	92%	92%	91%	93%	AVED 15/16 target ≥ 90% AVED 16/17 target ≥ 90% AVED: BGS: Achieved DACSO: Achieved APPSO: Achieved	
Year Cohort	2011 (09/10)	2012 (10/11)	2013 (11/12)	2014 (12/13)	2015 (13/14)																												
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DACSO	92%	92%	92%	91%	94%																												
APPSO	91%	88%	91%	88%	93%																												
Average	92%	92%	92%	91%	93%																												

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>2011 (09/10)</th> <th>2012 (10/11)</th> <th>2013 (11/12)</th> <th>2014 (12/13)</th> <th>2015 (13/14)</th> </tr> </thead> <tbody> <tr> <td>BGS</td> <td>97%</td> <td>98%</td> <td>96%</td> <td>96%</td> <td>96%</td> </tr> <tr> <td>DACSO</td> <td>95%</td> <td>94%</td> <td>95%</td> <td>94%</td> <td>95%</td> </tr> <tr> <td>APPSO</td> <td>95%</td> <td>91%</td> <td>95%</td> <td>93%</td> <td>92%</td> </tr> <tr> <td>Average</td> <td>95%</td> <td>94%</td> <td>95%</td> <td>94%</td> <td>93%</td> </tr> </tbody> </table>	Year Cohort	2011 (09/10)	2012 (10/11)	2013 (11/12)	2014 (12/13)	2015 (13/14)	BGS	97%	98%	96%	96%	96%	DACSO	95%	94%	95%	94%	95%	APPSO	95%	91%	95%	93%	92%	Average	95%	94%	95%	94%	93%	AVED 15/16 target ≥ 90% AVED 16/17 target ≥ 90% AVED: BGS: Achieved DACSO: Achieved APPSO: Achieved	
Year Cohort	2011 (09/10)	2012 (10/11)	2013 (11/12)	2014 (12/13)	2015 (13/14)																												
BGS	97%	98%	96%	96%	96%																												
DACSO	95%	94%	95%	94%	95%																												
APPSO	95%	91%	95%	93%	92%																												
Average	95%	94%	95%	94%	93%																												

39. Teaching and Learning Plan	The Teaching and Learning office is being restructured. Completion of the plan has been delayed until the new Vice Provost Teaching and Learning is hired. The plan will include and embrace applied and scholarly work around Teaching and Learning, and will link with the Research Plan.	Completion of all plans by end of 2015	
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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>FY11/12</th> <th>FY12/13</th> <th>FY13/14</th> <th>FY14/15</th> <th>FY15/16</th> </tr> </thead> <tbody> <tr> <td>Dollars</td> <td>\$825</td> <td>\$848</td> <td>\$1,134</td> <td>\$993</td> <td>\$874</td> </tr> </tbody> </table>	Fiscal Year	FY11/12	FY12/13	FY13/14	FY14/15	FY15/16	Dollars	\$825	\$848	\$1,134	\$993	\$874	≥ average previous 2 years (\$1,063,824)	
Fiscal Year	FY11/12	FY12/13	FY13/14	FY14/15	FY15/16										
Dollars	\$825	\$848	\$1,134	\$993	\$874										

Measures of Unique Identity	Performance	Target	Progress
50. 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)	<p>51%</p> <p>2014 2017</p>	≥ 2014 survey's rating (95%)	
51. Number of press releases celebrating KPU's achievements and the success of it's students and graduates	<p>128 148</p> <p>2014 2015</p>	TBD	
52. Number of mentions of KPU in the media, and % mentions that are positive	<p>Number % positive</p> <p>1,904 2,348</p> <p>87% 87%</p> <p>2014 2015</p>	TBD	

Reputation: Continuing and Professional Education

Measures of Continuing Education	Performance	Target	Progress
53. Headcount in continuing education and professional studies	<p>1,172 1,321 1,842 1,952 2,197</p> <p>AY10/11 AY11/12 AY12/13 AY13/14 AY14/15</p>	≥ 10% increase year over year	

Relevance: Community Engagement

Measures of Awareness	Performance	Target	Progress
54. Number of high school students that attended awareness events at KPU	<p>1,298 1,579</p> <p>2014 2015</p>	TBD	
55. Number of high school students seen at KPU Outreach Activities	<p>21,274 25,420</p> <p>2014 2015</p>	TBD	
56. Number of high school personnel (counsellors/teachers) attending recruitment outreach events at KPU	<p>209 255</p> <p>2014 2015</p>	TBD	
57. Web traffic: the number clicks on the KPU website (unique IP addresses that clicked on the KPU website at least once)	<p>9,003,785 9,372,558</p> <p>2014 2015</p>	TBD	

Measures of Awareness	Performance	Target	Progress
58. Web traffic from social media: number of clicks on KPU website that originated from Facebook, Twitter, etc.	<p>38,458 41,843</p> <p>2014 2015</p>	TBD	
59. 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)	<p>■ 17%</p> <p>2014 2017</p>	% double 2014 survey's rating by 2018 (34%)	
60. Proportion of the community who are "very familiar" with KPU (by any name) (Source: CPS)	<p>■ 11%</p> <p>2014 2017</p>	% double 2014 survey's rating by 2018 (22%)	
Measures of Reputation	Performance	Target	Progress
61. 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%)	
62. 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
63. Number of people/organizations* donating to KPU *excludes employee payroll giving and sponsorship	<p>1,012 965 1,068 1,074 919</p> <p>FY11/12 FY12/13 FY13/14 FY14/15 FY15/16</p>	> average previous 2 years (1,071)	
64. Number of people attending TALK (Third Age Learning) courses, a participatory learning experience open to people aged 50 and above	<p>297 330 375 389 376</p> <p>AY10/11 AY11/12 AY12/13 AY13/14 AY14/15</p>	TBD	
65. Number of public events hosted by KPU	<p>■ 100</p> <p>2015 2016 2017</p>	TBD	
66. Number of external events in the Lower Mainland attended by KPU employees	<p>■ 300</p> <p>2015 2016 2017</p>	TBD	

Measures of Community Engagement	Performance	Target	Progress
67. Number of awards or appointments with regional impact received by KPU employees and students	<p>30</p> <p>2015 2016 2017</p>	TBD	
68. Proportion of programs with active external advisory committees	<p>43%</p> <p>2016 2017 2018</p>	TBD when baseline measures are available	

Relevance: Expanded Educational Access

Measures of Learner Growth	Performance	Target	Progress
69. Percent of FTE growth from previous year	<p>FY11/12 FY12/13 FY13/14 FY14/15 FY15/16</p>	5% annual growth; may need to revisit target given funding levels	
70. Percent of Headcount growth from previous year	<p>FY11/12 FY12/13 FY13/14 FY14/15 FY15/16</p>	5% annual growth; (proposed)	
AVED 71. Number of domestic AVED funded student FTEs	<p>FY11/12 FY12/13 FY13/14 FY14/15 FY15/16</p>	AVED 15/16 target ≥ 9,077 AVED 16/17 target ≥ 9,077 AVED: Substantially achieved	
72. Number of International student FTEs	<p>FY11/12 FY12/13 FY13/14 FY14/15 FY15/16</p>	Yearly increase to meet government goal of 1,300 international FTEs by FY2015/16	
ITA 73. Seat utilization (% of funded seats filled) and headcount for ITA-funded Foundation programs	<p>FY11/12 FY12/13 FY13/14 FY14/15 FY15/16</p>	ITA target ≥ 94.5% utilization	
ITA 74. Seat utilization (% of funded seats filled) and headcount for ITA-funded Apprenticeship programs	<p>FY11/12 FY12/13 FY13/14 FY14/15 FY15/16</p>	ITA target ≥ 83.4% utilization	
AVED 75. Number of Nursing and other Allied Health student FTEs	<p>FY11/12 FY12/13 FY13/14 FY14/15 FY15/16</p>	AVED 15/16 target ≥ 726 AVED 16/17 target ≥ 726 AVED: Substantially Achieved	

Measures of Learner Growth	Performance	Target	Progress																				
AVED 76. Number of student FTEs in ABE, ESL, and ASE developmental programs	<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>682</td> <td>701</td> <td>762</td> <td>570</td> <td>526</td> </tr> </table>	FY11/12	FY12/13	FY13/14	FY14/15	FY15/16	682	701	762	570	526	AVED 15/16 target ≥ 968 AVED 16/17 target ≥ 968 AVED: Not achieved											
FY11/12	FY12/13	FY13/14	FY14/15	FY15/16																			
682	701	762	570	526																			
AVED 77. Number of Aboriginal student FTEs	<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>335</td> <td>311</td> <td>370</td> <td>318</td> <td>307</td> </tr> <tr> <td>201</td> <td>201</td> <td>253</td> <td>241</td> <td>233</td> </tr> <tr> <td>134</td> <td>110</td> <td>118</td> <td>77</td> <td>73</td> </tr> </table>	FY11/12	FY12/13	FY13/14	FY14/15	FY15/16	335	311	370	318	307	201	201	253	241	233	134	110	118	77	73	No target AVED: Not assessed	
FY11/12	FY12/13	FY13/14	FY14/15	FY15/16																			
335	311	370	318	307																			
201	201	253	241	233																			
134	110	118	77	73																			
78. Number and percent of student population that is Aboriginal	<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>519</td> <td>576</td> <td>568</td> <td>539</td> <td>545</td> </tr> <tr> <td>2.8%</td> <td>3.1%</td> <td>3.1%</td> <td>3.1%</td> <td>3.1%</td> </tr> </table>	FY11/12	FY12/13	FY13/14	FY14/15	FY15/16	519	576	568	539	545	2.8%	3.1%	3.1%	3.1%	3.1%	\geq previous year						
FY11/12	FY12/13	FY13/14	FY14/15	FY15/16																			
519	576	568	539	545																			
2.8%	3.1%	3.1%	3.1%	3.1%																			

Relevance: Blending Theory and Practice

Measures of Experiential Learning	Performance	Target	Progress										
79. Number of work related and experiential learning experiences	<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>4,855</td> <td>6,315</td> <td>6,429</td> <td>7,903</td> <td>9,541</td> </tr> </table>	FY11/12	FY12/13	FY13/14	FY14/15	FY15/16	4,855	6,315	6,429	7,903	9,541	$>$ than previous year	
FY11/12	FY12/13	FY13/14	FY14/15	FY15/16									
4,855	6,315	6,429	7,903	9,541									

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7. Financial Statement

See the Audited Financial Statement on the following pages.

Financial Statements of

KWANTLEN POLYTECHNIC UNIVERSITY

Year ended March 31, 2016

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 information included in the annual report. 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
Vice President, Finance and Administration



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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, 2016, 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, 2016 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.

A handwritten signature in black ink that reads 'KPMG LLP' in a cursive, slightly slanted font. A horizontal line is drawn underneath the signature.

Chartered Professional Accountants

May 25, 2016
Langley, Canada

KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Financial Position

(in '000s)

March 31, 2016, with comparative information for 2015

		2016	2015
Financial assets			
Cash and cash equivalents	(Note 3)	\$ 19,224	\$ 25,398
Accounts receivable	(Note 4)	5,670	4,574
Inventories for resale		1,282	1,398
Investments	(Note 6)	36,824	33,315
		<u>63,000</u>	<u>64,685</u>
Liabilities			
Accounts payable and accrued liabilities	(Note 7)	25,096	24,723
Deferred revenue		11,438	10,249
Deferred contributions	(Note 9)	3,198	3,720
Deferred capital contributions	(Note 10)	129,862	130,899
Obligations under capital lease	(Note 11)	1,036	1,228
		<u>170,630</u>	<u>170,819</u>
Net debt		(107,630)	(106,134)
Non-financial assets			
Tangible capital assets	(Note 12)	180,378	179,797
Endowment investments	(Note 6)	2,817	2,817
Prepaid expenses and deposits		5,761	4,168
		<u>188,956</u>	<u>186,782</u>
Accumulated surplus		<u>\$ 81,326</u>	<u>\$ 80,648</u>
Accumulated surplus is comprised of:			
Accumulated operating surplus		\$ 80,705	\$ 79,298
Accumulated remeasurement gains		621	1,350
		<u>\$ 81,326</u>	<u>\$ 80,648</u>

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 '000s)

Year ended March 31, 2016, with comparative information for 2015

		Budget	2016	2015
		(Note 2(k))		
Revenue:				
Province of British Columbia grants	(Note 9)	\$ 67,581	\$ 72,907	\$ 72,758
Other grants	(Note 9)	-	1,706	1,556
Tuition and student fees		66,012	64,868	61,239
Ancillary services		8,575	7,407	7,548
Other revenue		8,489	5,159	4,513
Amortization of deferred capital contributions	(Note 10)	5,288	5,216	5,021
		155,945	157,263	152,635
Expenses:				
	(Note 16)			
Instruction and instructional support		141,377	139,714	136,591
Ancillary operations		7,834	7,085	7,868
Externally sponsored activity		3,272	6,052	3,012
Research activity		3,338	3,005	3,282
		155,821	155,856	150,753
Annual surplus		124	1,407	1,882
Accumulated operating surplus, beginning of year		79,298	79,298	77,416
Accumulated operating surplus, end of year		\$ 79,422	\$ 80,705	\$ 79,298

See accompanying notes to financial statements.

KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Changes in Net Debt

(in '000s)

Year ended March 31, 2016, with comparative information for 2015

	Budget (Note 2(k))	2016	2015
Annual surplus	\$ 1,407	\$ 1,407	\$ 1,882
Acquisition of tangible capital assets	-	(11,836)	(12,440)
Write-down of tangible capital assets	-	-	791
Amortization of tangible capital assets	11,500	11,255	10,895
	11,500	(581)	(754)
Acquisition net of use of prepaid expenses and deposits	-	(1,593)	(2,120)
Net remeasurement gains (losses)	-	(729)	1,117
Change in net debt	12,907	(1,496)	125
Net debt, beginning of year	(106,134)	(106,134)	(106,259)
Net debt, end of year	\$ (93,227)	\$ (107,630)	\$ (106,134)

See accompanying notes to financial statements.

KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Cash Flows

(in '000s)

Year ended March 31, 2016, with comparative information for 2015

	2016	2015
Cash provided by (used in):		
Operating activities:		
Annual surplus	\$ 1,407	\$ 1,882
Items not involving cash:		
Amortization of tangible capital assets	11,255	10,895
Write-down of tangible capital assets	-	791
Amortization of deferred capital contributions	(5,216)	(5,021)
Change in non-cash operating working capital:		
Accounts receivable	(1,096)	(2,091)
Prepaid expenses and deposits	(1,593)	(2,120)
Inventories for resale	116	471
Accounts payable and accrued liabilities	373	30
Deferred revenue	1,189	255
Deferred contributions	(522)	(141)
Net change from operating activities	5,913	4,951
Capital activities:		
Cash used to acquire tangible capital assets	(11,650)	(10,891)
Net change from capital activities	(11,650)	(10,891)
Financing activities:		
Contributions received for tangible capital assets	4,179	5,676
Principal payments on capital lease obligations	(378)	(348)
Net change from financing activities	3,801	5,328
Investing activities:		
Increase in investments	(3,509)	(534)
Net remeasurement gains (losses)	(729)	1,117
Net change from investing activities	(4,238)	583
Net change in cash and cash equivalents	(6,174)	(29)
Cash and cash equivalents, beginning of year	25,398	25,427
Cash and cash equivalents, end of year	\$ 19,224	\$ 25,398
Non-cash transaction:		
Tangible capital assets acquired and financed by capital leases	\$ 186	\$ 1,549

See accompanying notes to financial statements.

KWANTLEN POLYTECHNIC UNIVERSITY

Statement of Remeasurement Gains and Losses

(in '000s)

Year ended March 31, 2016, with comparative information for 2015

	2016	2015
Accumulated remeasurement gains, beginning of year	\$ 1,350	\$ 233
Unrealized gains (losses) attributed to:		
Long term bonds	(670)	1,048
Securities	(25)	48
Foreign currency translation	35	(61)
Amounts reclassified to the Statement of Operations:		
Long term bonds	(34)	(5)
Securities	2	20
Foreign currency translation	(37)	67
Net remeasurement gains (losses) for the year	(729)	1,117
Accumulated remeasurement gains, end of year	\$ 621	\$ 1,350

See accompanying notes to financial statements.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements
(in '000s)

Year ended March 31, 2016

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 '000s)

Year ended March 31, 2016

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.

(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 '000s)

Year ended March 31, 2016

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 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 '000s)

Year ended March 31, 2016

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 '000s)

Year ended March 31, 2016

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 balance sheet date. Any gain or loss resulting from a change in rates between the transaction date and the settlement date or balance sheet 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 2015-2016 University Budget approved by the Board of Governors of Kwantlen Polytechnic University on April 1, 2015. 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 '000s)

Year ended March 31, 2016

3. Cash and cash equivalents

	2016	2015
Cash	\$ 14,296	\$ 17,533
Cash equivalents	4,928	7,865
	\$ 19,224	\$ 25,398

4. Accounts receivable

	2016	2015
Accounts receivable	\$ 7,095	\$ 5,809
Allowance for doubtful accounts	(1,425)	(1,235)
	\$ 5,670	\$ 4,574

5. Due from/ to government and other government organizations

Included in accounts receivable	2016	2015
Provincial government	\$ 1,628	\$ 641
Other government	467	183
	\$ 2,095	\$ 824

Included in accounts payable and accrued liabilities	2016	2015
Provincial government	\$ 62	\$ 166
	\$ 62	\$ 166

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in '000s)

Year ended March 31, 2016

6. Financial instruments

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

	2016	2015
Long term bonds	\$ 38,105	\$ 34,451
Securities	1,536	1,681
	39,641	36,132
Endowment investments	2,817	2,817
Investments	\$ 36,824	\$ 33,315

All fixed income securities held at March 31, 2016 mature at various dates to June 2108 (2015 – June 2108) and bear interest at rates varying from 0.950% - 9.976% (2015 – 0% - 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 '000s)

Year ended March 31, 2016

7. Accounts payable and accrued liabilities

	2016	2015
Accounts payable and accrued liabilities	\$ 10,505	\$ 10,318
Salaries and wages payable	5,202	5,214
Accrued vacation payable	9,389	9,191
	\$ 25,096	\$ 24,723

8. Employee future benefits

(a) Pension benefits:

The University and its employees contribute to the College Pension Plan and Municipal Pension Plan, jointly trustee pension plans. The board of trustees for these plans represent plan members and employers and are responsible for the management of the pension plan including investment of the assets and administration of benefits. The pension plans are multi-employer contributory pension plans. Basic pension benefits provided are based on a formula. As at August 31, 2015, the College Pension Plan has about 14,000 active members from administration and instructional staff and approximately 6,500 retired members. As at December 31, 2014, the Municipal Pension Plan has about 185,000 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, 2012 indicated a \$105 million funding deficit for basic pension benefits. The next valuation will be August 31, 2015, with results available in 2016. The most recent actuarial valuation for the Municipal Pension Plan as at December 31, 2012 indicated a \$1,370 million funding deficit for basic pension benefits. The next valuation will be December 31, 2015, with results available in 2016.

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, with the result that there is no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the Plans.

The University paid \$8,430 for employer contributions to the Plans in the current year (2015 - \$8,219).

(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 \$420 in the current year (2015 - \$616). As at March 31, 2016, the University has an obligation of \$294 (2015 - \$432), which has been included in salaries and wages payable.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in '000s)

Year ended March 31, 2016

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.

	2015	Amounts received	Amortized as revenue	2016
Provincial Grants	\$ -	\$ 66,954	\$ (66,954)	\$ -
Deferred contributions	2,774	5,562	(5,953)	2,383
Federal Deferred contributions	162	538	(467)	233
Other sources Grants	-	53	(53)	-
Deferred contributions	784	984	(1,186)	582
	\$ 3,720	\$ 74,091	\$ (74,613)	\$ 3,198

10. Deferred capital contributions

	2015	Amounts received	Amortized as revenue	2016
Provincial	\$ 121,034	\$ 3,895	\$ (4,923)	\$ 120,006
Federal	2,340	139	(132)	2,347
Other sources	7,525	145	(161)	7,509
	\$ 130,899	\$ 4,179	\$ (5,216)	\$ 129,862

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:

	2016	2015
2016	\$ -	\$ 379
2017	396	357
2018	332	292
2019	256	216
2020	94	54
2021	7	-
Total minimum lease payments	1,085	1,298
Less amounts representing interest	(49)	(70)
Present value of net minimum capital lease payments	\$ 1,036	\$ 1,228

Total interest on leases for the year was \$33 (2015 - \$20).

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)

(in '000s)

Year ended March 31, 2016

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
2016 Cost											
Opening balance	\$ 20,040	\$ 197,670	\$ 1,036	\$ 16,157	\$ 307	\$ 7,275	\$ -	\$ 53,029	\$ 1,549	\$ 4,451	\$ 301,514
Additions	-	590	44	532	69	380	614	4,176	186	5,245	11,836
Transfers to/(from) WIP	-	31	-	-	-	-	1	-	-	(32)	-
Closing balance	20,040	198,291	1,080	16,689	376	7,655	615	57,205	1,735	9,664	313,350
2016 Accumulated amortization											
Opening balance	-	(67,682)	(862)	(3,517)	(8)	(4,598)	-	(44,839)	(211)	-	(121,717)
Amortization	-	(4,949)	(41)	(1,643)	(18)	(562)	(39)	(3,675)	(328)	-	(11,255)
Closing balance	-	(72,631)	(903)	(5,160)	(26)	(5,160)	(39)	(48,514)	(539)	-	(132,972)
2016 Net book value	\$ 20,040	\$ 125,660	\$ 177	\$ 11,529	\$ 350	\$ 2,495	\$ 576	\$ 8,691	\$ 1,196	\$ 9,664	\$180,378
2015 Net book value	\$ 20,040	\$ 129,988	\$ 174	\$ 12,640	\$ 299	\$ 2,677	\$ -	\$ 8,190	\$ 1,338	\$ 4,451	\$179,797

(a) Work in progress:

Work in progress with a value of \$9,664 (2015 - \$4,451) 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 building costs within work in progress of \$ nil in the current year (2015 – \$791).

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in '000s)

Year ended March 31, 2016

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 '000s)

Year ended March 31, 2016

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:

	2017	2018	2019	2020	2021
	\$ 5,163	\$ 3,718	\$ 1,962	\$ 1,140	\$ 362

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 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.
- (c) The University has entered into an agreement to purchase real estate to provide additional classroom space to meet future student demand with space being available in 2017. The University will be funding the project at a budget of \$19,555.
- (d) The University Board has approved a network infrastructure upgrade of up to \$4,780 across all four campuses with expected completion in fiscal 2017. As at March 31, 2016, \$4,565 has been spent on this project.
- (e) The University has the ability to draw on a line of credit of \$7,000 (2015 - \$7,000). As at March 31, 2016, the University has not utilized the available line of credit.

KWANTLEN POLYTECHNIC UNIVERSITY

Notes to Financial Statements (continued)
(in '000s)

Year ended March 31, 2016

16. Expenses by object

The following is a summary of expenses by object:

	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
Contributions to Kwantlen Polytechnic University Foundation	-	-	-	-	-
	\$ 139,714	\$ 7,085	\$ 6,052	\$ 3,005	\$ 155,856

	Instruction and instructional support	Ancillary operations	Externally sponsored activity	Research activity	2015
Salaries and benefits	\$ 107,601	\$ 1,929	\$ 599	\$ 2,138	\$ 112,267
Travel and professional development	2,133	20	141	415	2,709
Supplies	3,007	72	160	121	3,360
Student awards and bursaries	7	-	148	-	155
Fees and services	6,503	579	1,819	237	9,138
Facilities	5,066	437	109	143	5,755
Cost of sales	-	4,496	-	-	4,496
Leases, property taxes, insurance	843	40	31	24	938
Amortization of tangible capital assets	10,396	295	-	204	10,895
Contributions to Kwantlen Polytechnic University Foundation	1,035	-	5	-	1,040
	\$ 136,591	\$ 7,868	\$ 3,012	\$ 3,282	\$ 150,753

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Appendix: 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

