

VISION 2023 Progress Report: August 2021



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

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

Introduction

This report on progress towards the VISION 2023 goals is based on the data reported in the 2020/21 Accountability Plan and Report. This report expands on the report by providing a commentary on progress made on each goal.

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

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VISION 2023 Progress: By Goal and Metric

The following is a summary of progress made towards the VISION 2023 goals as of August 2021, based on the most recently collected data. Please see the Appendix for detailed results on each performance measure.

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

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

The results are mixed, with some declines since last year, likely due to the pandemic, but generally satisfaction levels remain high:

- ✘ The percentage of current students reporting satisfaction with their educational experience at KPU declined from 2019 to 2020. This is likely due to the impact of COVID-19 on their educational experience (metric 1).
- ✓ The percentage of recent KPU graduates reporting satisfaction with their education achieved the target of 90% for all but apprentices, which was substantially achieved (metric 2).
- ✓ Over 90% of recent KPU graduates assessed the quality of instruction at KPU positively, slightly lower than last year but still above target (metric 3).

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

Progress has been made between 2018 and 2021:

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

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

There is no data on this measure, as the pandemic delayed implementation of the survey to 2021 or early 2022. Progress on this goal will be measured through the following metric:

- Proportion of friends (e.g., external reviewers, advisory board members, community members) who feel their contributions to KPU are valued.
 - A survey was planned for Spring 2020 but was delayed due to COVID-19; it's now planned for Fall 2021 (metric 5).
 - The target will be developed once we have the first results.

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

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

Some progress has been achieved on this goal. Targets have been substantially achieved and achieved, respectively, for the following metrics:

- ✓ The proportion of students who perceived that students are treated fairly regardless of their background has remained high, with more than 80% agreeing for all attributes except English proficiency (metric 6). This increased to close to 80% in 2020. Students who are in diversity groups tend to have lower levels of agreement, however there was an increase for gender minority students over 2019, but a decrease for students over 30. Students with a disability, and LGBTQ+ students had similar rating to 2019.
- ✓ The percentage of domestic FTEs who are Indigenous increased slightly (3.5% in FY18/19 to 3.6% in FY19/20) (metric 7).

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

The target has been achieved for this metric, reflecting progress since last year:

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

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

The target has been substantially achieved for this metric:

- ✓ The average number of seats filled per class offered increased slightly from 21.9 to 22.3, just short of its target (23) (metric 9).

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

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

Substantial progress has been made on this goal, based on this metric:

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

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

Substantial progress has been made on this goal, based on this metric:

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

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

Based on the Employee Insights Survey, we substantially achieved the target, but haven't made progress on this goal:

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

D. Quality: Continuous improvement builds confidence and reputation.

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

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

- * Seven program reviews were completed, compared to the target of approximately nine each year; some reviews were delayed by a few months in the early part of the pandemic as faculty had to focus on pivoting to online teaching (metric 13).
- ✓ The unemployment rate of recent KPU graduates increased from the prior year, but so did overall unemployment, so it remained well below the target (18.9%), reflecting the high employability of KPU graduates even with the economic challenges resulting from the pandemic (metric 14).
- ✓ Over 85% of recent KPU graduates agreed their education helped them develop skills (metric 15).

- ✓ The majority of recent KPU graduates reported their program-developed knowledge and skills are useful on the job; the target of 90% was achieved for apprentices, trades and degree graduates, and substantially achieved for diploma, associate degree, and certificate grads; note there is a high amount of variation for this metric (metric 16).

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

There was a slight increase since 2019 for this metric, and the results of the Employee Insights Survey show high agreement with this goal.

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

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

Progress towards this goal has been disrupted due to the pandemic. This goal is assessed through two types of metrics: a survey of the community, and achievement on Ministry metrics related to the number of domestic students served. The community survey is only conducted every few years and was last conducted in 2018, so there is no new data to report on this metric. The other metrics pertain to the number of seats filled by domestic students and the number of credentials awarded to domestic students. Only the Health FTE target has been met. Domestic developmental enrolments have declined considerably during the pandemic, contributing to the overall decline in our domestic FTEs. Because of the pandemic, the ITA did not set seat utilization targets for Trades Foundation and Apprentice programs.

- The community perception survey has not been conducted since 2018 so is not assessed; this survey will likely be repeated in 2022 (metric 18).
- ✖ The Ministry has a complex method for measuring the number of graduates (metric 19). Only domestic students are included, and a moving three-year average is compared against a target that is based on the average credentials awarded in the past three years, weighted by year-over-year change in domestic FTEs. The number of credentials awarded by KPU to domestic students is declining, as is the number of domestic FTEs. Note, the growing number of credentials to international students are not included in the Ministry metric.
- ✖ Domestic FTEs continue to decline. In FY19/20, there were 7,615 domestic FTEs (83% of target); this total includes Health FTEs and developmental FTEs, which have been declining (metric 20).
- ✓ Health FTEs remain above target at 829 FTEs (111% of target) (metric 21).
- ✖ Developmental FTEs declined substantially to 242 (69% of target; down from 401 in FY19/20); this is likely due to the pandemic as we have seen a decline in the students accepting offers to upgrade their English at KPU during the pandemic. Note, international students are excluded (metric 22).
- ITA-funded Foundation and Apprentice programs are measured against seat-utilization, not FTEs, but a utilization target was not set by ITA due to the pandemic (metrics 23-24).






Appendix: Performance Measures, Targets, and Results

The following pages present KPU's performance measures for assessing progress toward the goals in KPU's strategic plan, *VISION 2023*. The 24 measures include the performance measures required by the Ministry of Advanced Education and Skills Training (AEST), as well as those for the Industry Training Authority (ITA). The glossary provides definitions of terms and sources used for the performance measures.






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

Assessment of Performance Measures

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

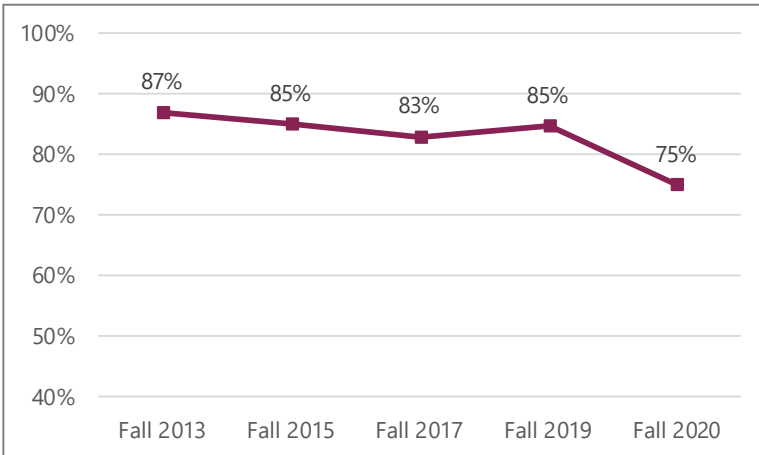
Assessment	Criteria
 Achieved	100% or more of target
 Substantially achieved	90% to 99% of target
 Not achieved	Between 60% and 89% of target
 Not achieved	Less than 60% of target
 Not assessed	No target, too few respondents, or margin of error too high

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

	Gov't	KPU	Total
 Achieved	5	5	10
 Substantially achieved	3	3	6
 Not achieved	2	2	4
 Not achieved	0	0	0
 Not assessed	2	2	4
	12	12	24

»»» Enhanced Student Experience

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



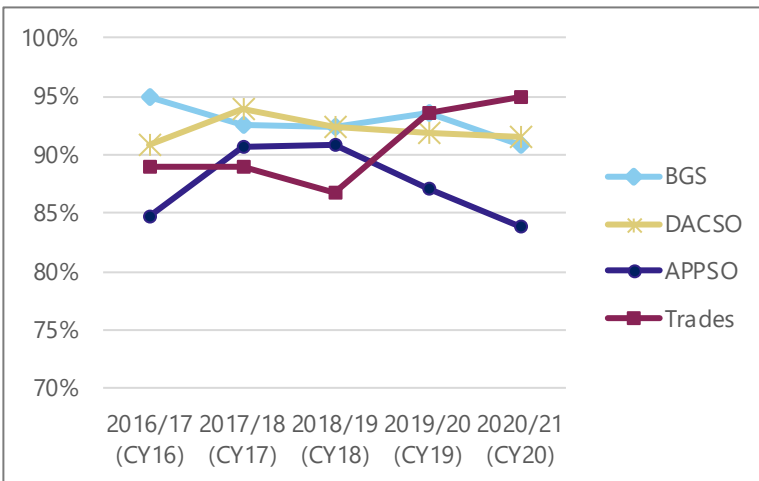
Assessment:

Not achieved

Target: > previous rating

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

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



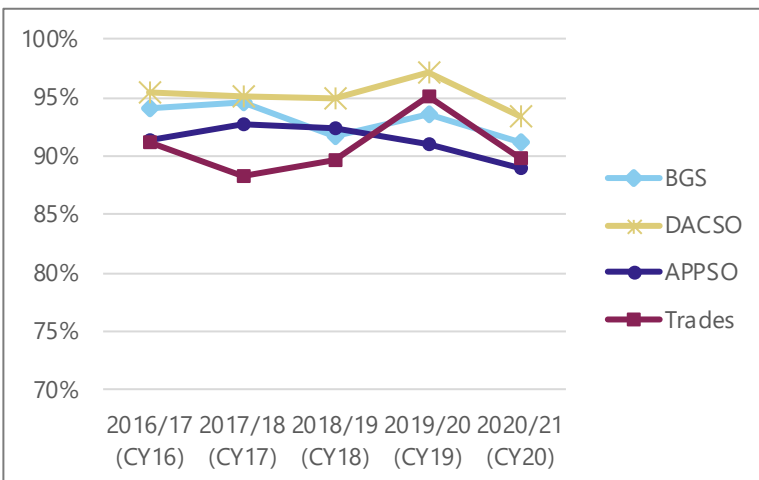
Assessment:

Achieved for BGS, DACSO, Trades
Substantially achieved for APPSO

Target: ≥ 90%

Notes: AEST measure (BC Student Outcomes Surveys [BCSOS]). The years presented in the chart represent the reporting year (e.g., “2018/19”) and the year in which the data was collected (e.g., “CY18”).

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



Assessment:

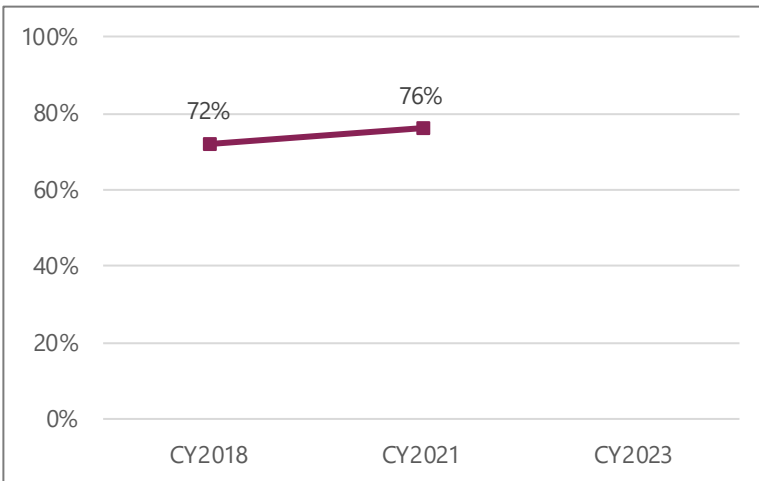
Achieved

Target: ≥ 90%

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

»» Enriched Employee Experience

4. Proportion of employees who feel supported and valued



Assessment: ■

Achieved

Target: > previous rating

Notes: KPU measure (Employee Insights Survey [EIS]). The biennial employee survey was delayed due to the circumstances arising from COVID-19.

Composite measure of three questions: “My co-workers treat each other with dignity and respect,” “At work my opinion counts,” and “My manager provides the support I need to succeed.” Note the scale changed: in 2018, a six-point scale was used (strongly agree, agree, slightly agree, slightly disagree, disagree and strongly disagree). In 2021, the standard five-point scale was used (strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree and strongly disagree). The percentages reported in the graph include all respondents who agreed to any extent, including those who selected “slightly agree.” In 2018, 51% of respondents selected “agree” or “strongly agree.”

»» Delighted KPU Friends

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

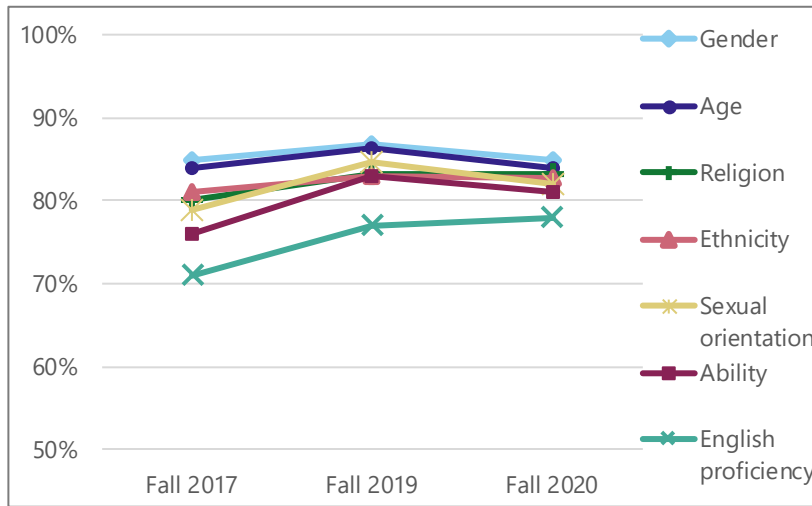
Assessment: ■ Not assessed

Target: To be developed

Notes: KPU measure. This is a new measure that was to be implemented in Spring 2020 through an annual KPU-based survey. It was delayed due to the circumstances arising from COVID-19. The survey is now being planned for Fall 2021.

»» Multiculturalism and Indigenization

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



Assessment: ■

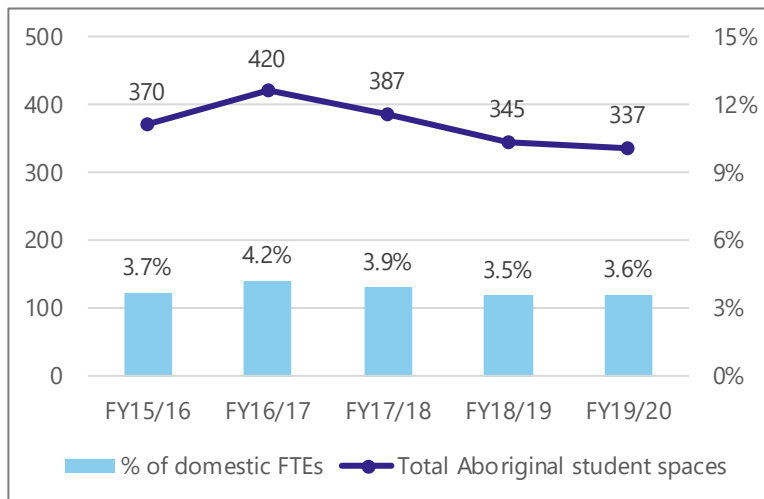
Achieved for English proficiency
Substantially achieved for all others

Target: > previous rating

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

For example: in 2020, when rating whether students are treated fairly regardless of gender, students who reported having trans experience, being non-binary or Two-Spirit, or questioning their gender identity ($n = 191$)¹ had an agreement rate of 74% compared to 86% of cisgender students ($n = 4,300$); for ability, students with a disability ($n = 1,254$) had a 74% agreement rate compared to 85% of those who did not identify this way ($n = 3,116$); for sexual orientation, LGBQ+ students ($n = 991$) had a 80% agreement rate compared to 85% of heterosexual students ($n = 3106$); and for age, 78% of students 30 or older ($n = 601$) agreed compared to 85% of those under 30 ($n = 4,263$). Compared to 2019, the agreement ratings of gender minority students have improved (+7%), whereas the agreement ratings provided by students aged 30 or over have decreased (-5%). Students with a disability and LGBQ+ students have similar ratings compared to 2019.

7. Number of Aboriginal student spaces (AEST)



Assessment: ■

Achieved

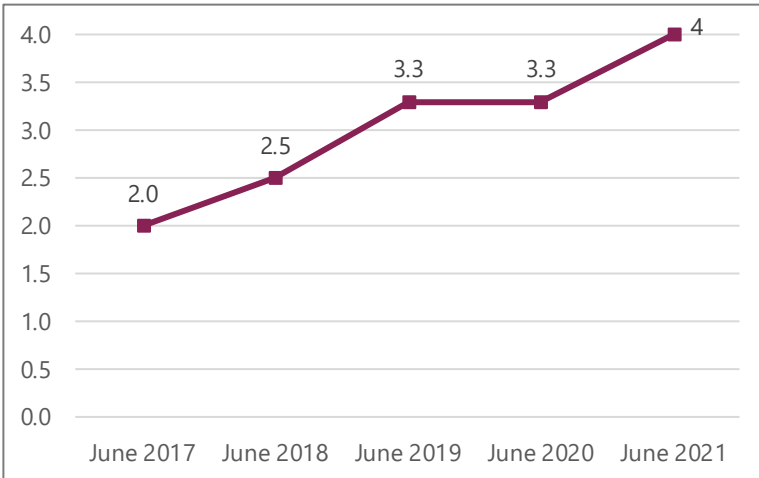
Target: Aboriginal FTEs as % of total domestic FTEs > previous year

Notes: AEST measure (Central Data Warehouse [CDW]). The years presented in the chart represent the year on which the data is based (e.g., "FY18").

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

»» Environmental Sustainability

8. STARS ranking of institutionalization of sustainability



Assessment: ■

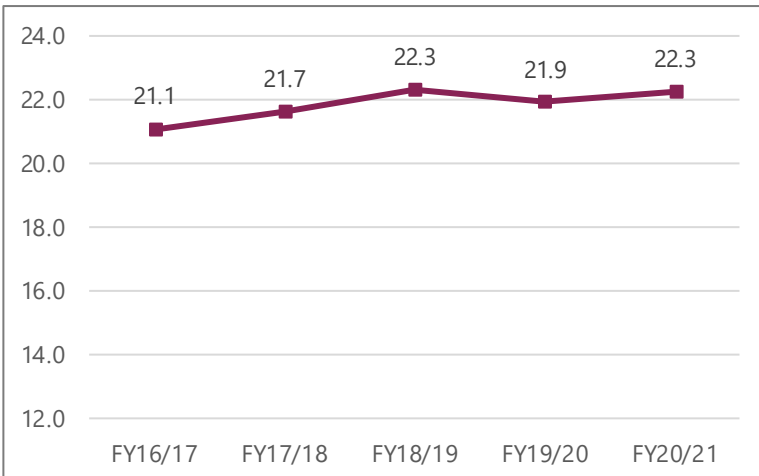
Achieved

Target: 4 (maximum score)

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

»» Integrated Planning

9. Average number of seats filled per class



Assessment: ■

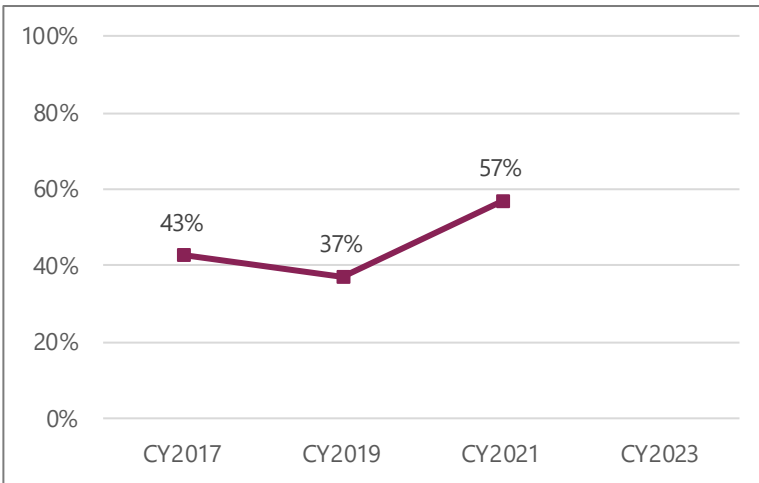
Substantially achieved

Target: 23

Note: KPU measure.

»» Teaching, Learning, and Curricular Innovation

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



Assessment: ■

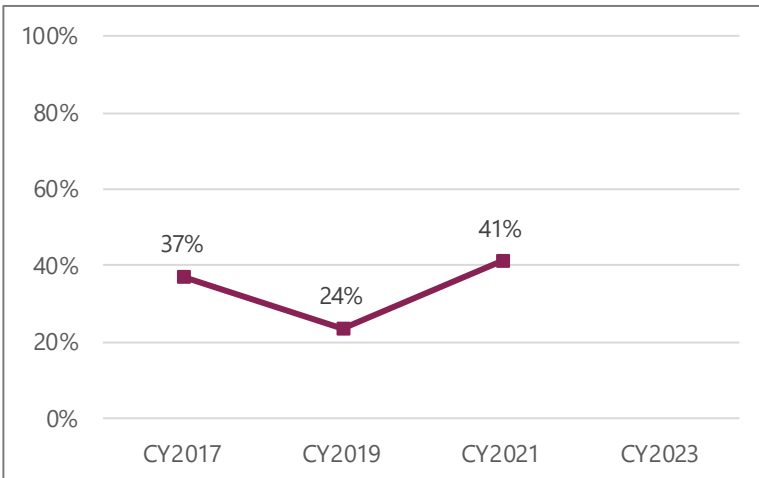
Achieved

Target: > previous rating

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

»» Research Activity and Intensity

11. Proportion of faculty reporting satisfaction with support for research



Assessment: ■

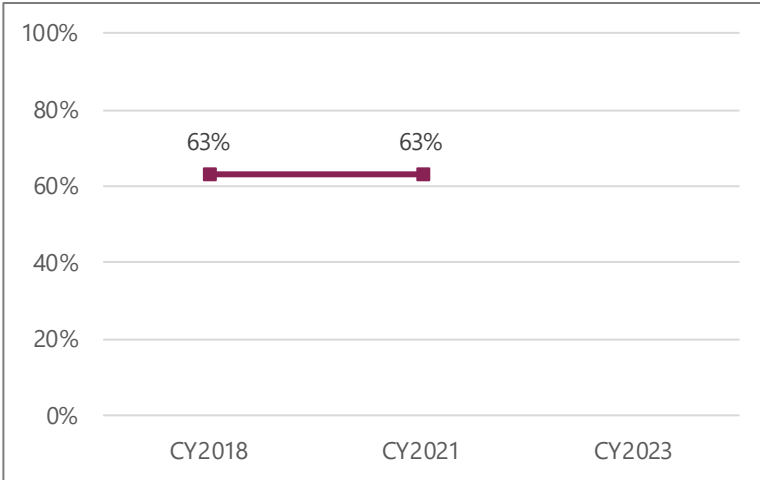
Achieved

Target: > previous rating

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

»» Support for Creative Problem-Solving

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



Assessment:

Substantially achieved

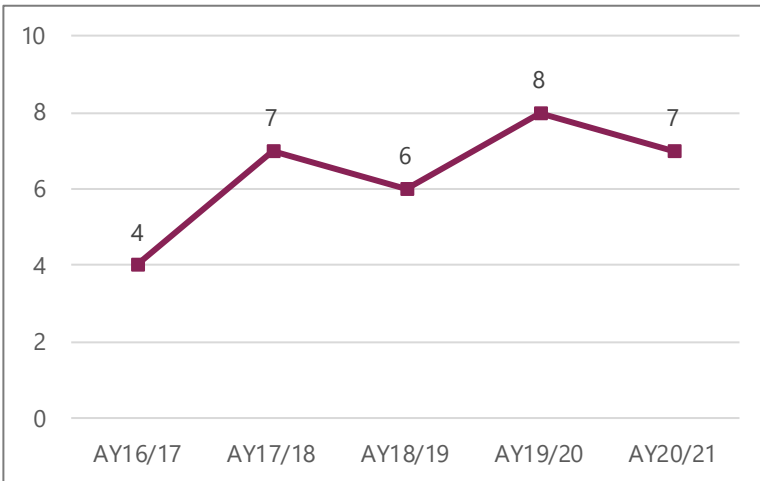
Target: > previous rating

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

In 2021, the standard five-point scale was used (strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree and strongly disagree). The percentages reported in the graph include all respondents who agreed to any extent, including those who selected “slightly agree.” In 2018, 28% of respondents selected “agree” or “strongly agree.”

»» Program and Service Improvement

13. Number of completed program reviews



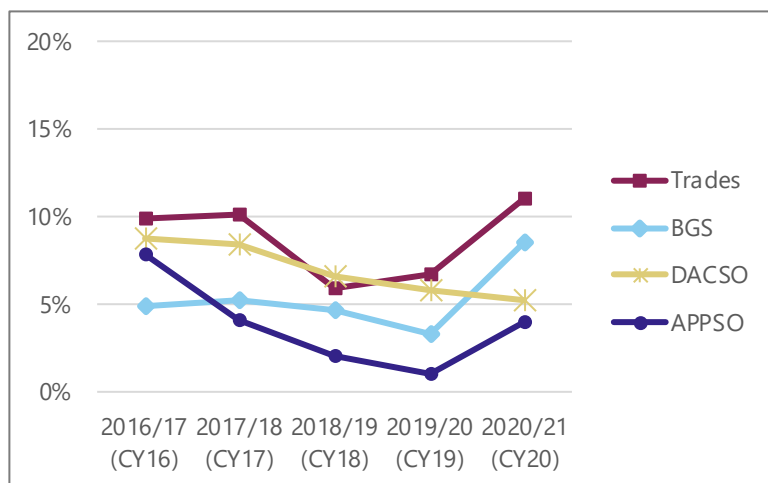
Assessment:

Not achieved

Target: Average of the past three years ≥ 9

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

14. Graduate unemployment rate (AEST)



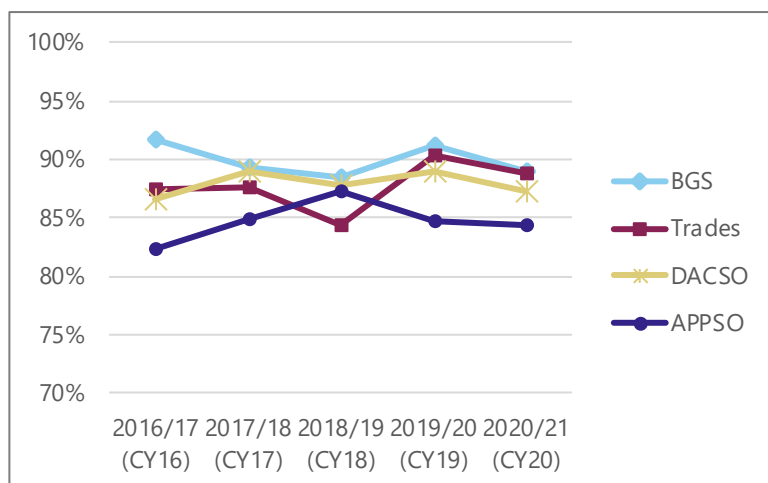
Assessment: Achieved

Achieved

Target: ≤ 18.9%

Notes: AEST measure (BCSOS). The years presented in the chart represent the reporting year (e.g., “2018/19”) and the year in which the data was collected (e.g., “CY18”).

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



Assessment: Achieved

Achieved

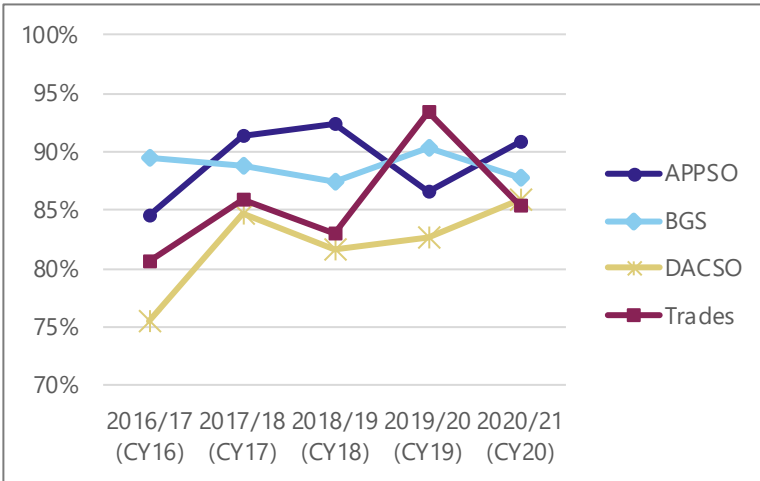
Target: ≥ 85%

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

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

Skill	BGS	Trades	DACSO	APPSO
Written communication	90%	-	86%	73%
Oral communication	88%	-	85%	78%
Group collaboration	90%	83%	88%	85%
Critical analysis	92%	93%	88%	85%
Problem resolution	87%	92%	87%	88%
Independent learning	91%	97%	90%	86%
Reading and comprehension	86%	93%	88%	89%

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



Assessment:

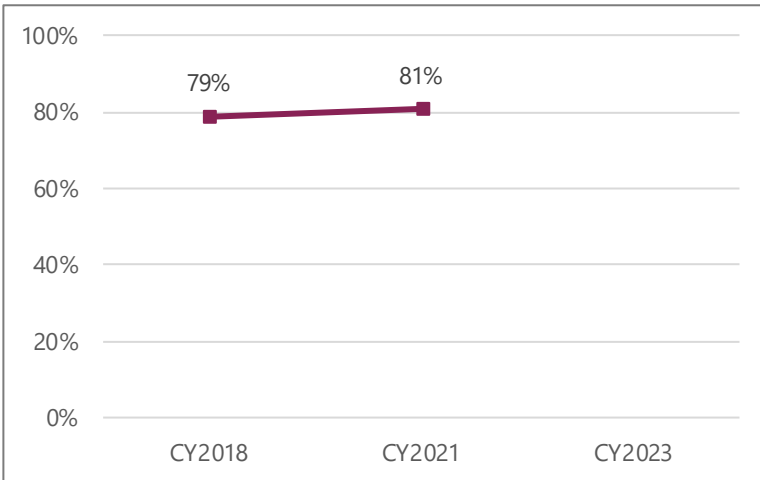
Achieved for APPSO, BGS, and Trades
Substantially achieved for DACSO

Target: ≥ 90%

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

»» Internal Accountability

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



Assessment:

Achieved

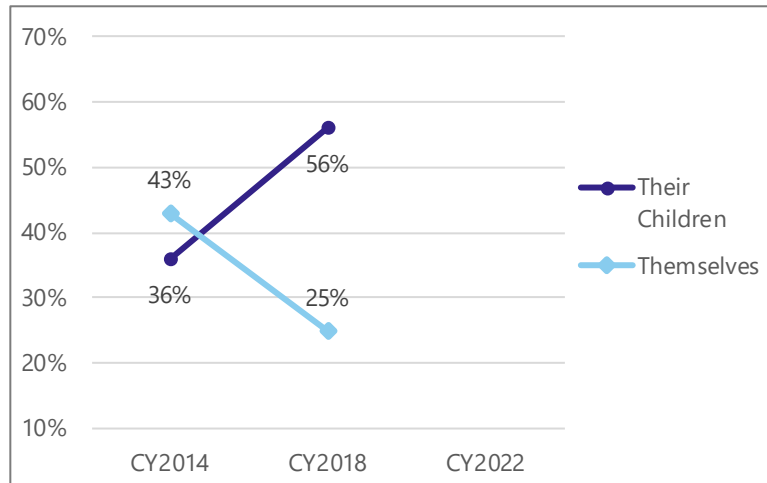
Target: > previous rating

Notes: KPU measure (EIS).

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

»» External Accountability

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



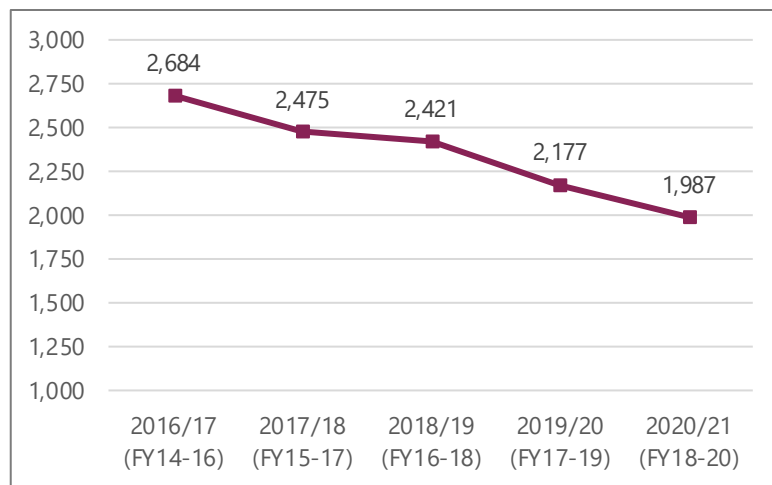
Assessment:

Not assessed

Target: > previous rating

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

19. Number of credentials awarded (AEST)



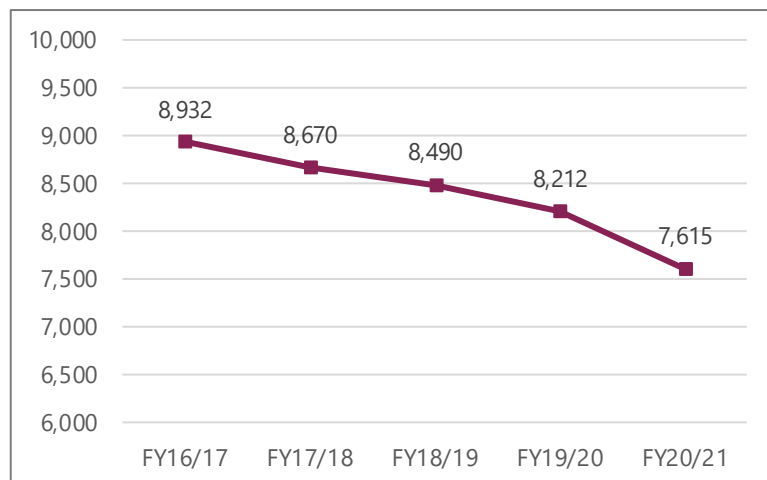
Assessment:

Substantially achieved

Target: 2,117

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

20. Number of domestic FTEs (AEST)



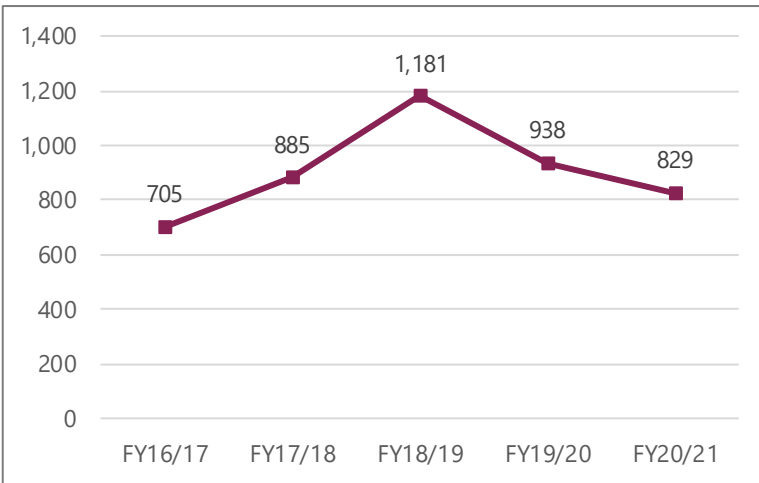
Assessment:

Not achieved

Target: 9,149

Note: AEST measure. The decline is likely due to two factors: declining number of people aged 20 to 24 in the KPU region, plus the impact of the pandemic, which did impact developmental FTEs, as reported for metric 22.

21. Number of health FTEs (AEST)



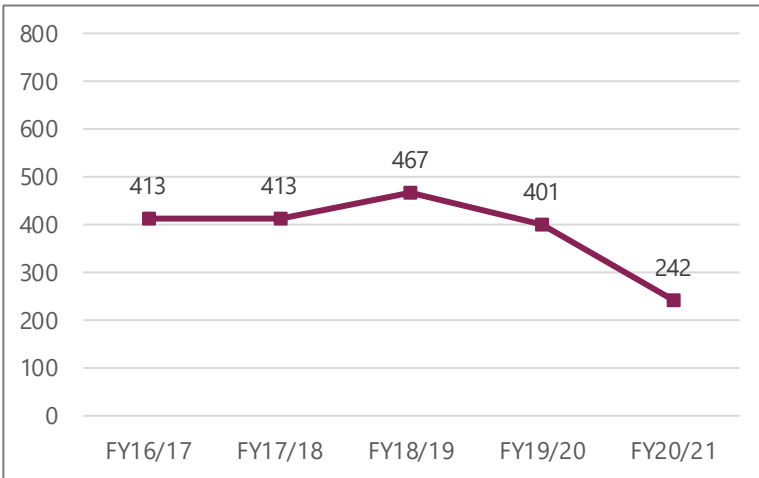
Assessment:

Achieved

Target: 748

Note: AEST measure.

22. Number of developmental FTEs (AEST)



Assessment:

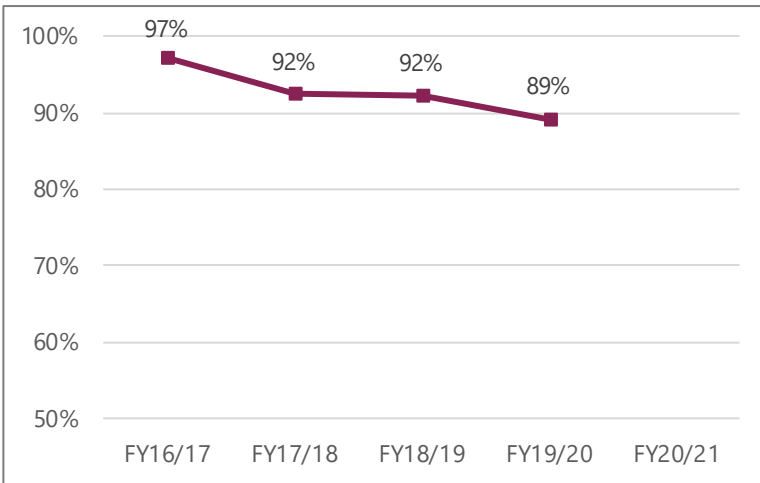
Not achieved

Target: 350

Notes: AEST measure. As of FY 2019/20, the Ministry adjusted the definition of developmental FTEs to exclude ASE FTEs, that is FTEs associated with programs for students with disabilities. Developmental FTEs for the previous years have been adjusted so that ASE FTEs are not included.

KPU has chosen to focus its limited resources on university-bound students who need to upgrade English to meet KPU admission requirements, or need to complete high school mathematics or sciences to meet course prerequisites. The KPU Pathway to Undergraduate Studies is an access pathway that allows students who want to pursue an undergraduate education but who do not meet KPU’s English proficiency requirements an opportunity to upgrade their English to become undergraduate students. Students are given a Pathway offer when they don’t meet the English proficiency requirements. The portion of students who accepted the offer of admittance to the Pathway was lower in each term in FY 2020/21 than it had been in the three terms before the pandemic. This may have been due to reluctance to take English upgrading courses online.

23. Seat utilization for ITA-funded Foundation programs (ITA)



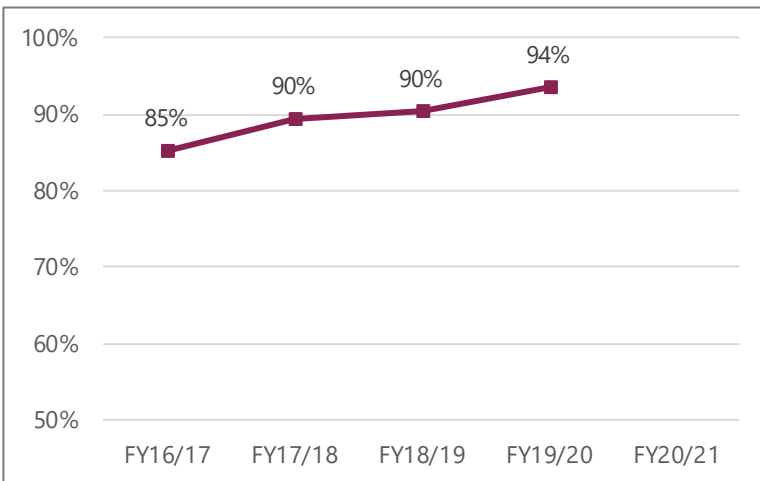
Assessment:

Not assessed

Target: None

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

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



Assessment:

Not assessed

Target: None

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

Glossary

AEST: BC Ministry of Advanced Education and Skills Training

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

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

BCSOS: BC Student Outcomes Surveys (umbrella term for APPSO, BGS, DACSO, and Trades surveys)

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

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

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

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

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

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

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

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

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

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

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

TRLSS: Teaching, Research, & Library Supports Survey of KPU faculty members, instructional staff and research staff, conducted every two years; in 2019, it was called the Teaching, Learning, Scholarship, & Research Survey

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