

## AGENDA

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1. Adoption of the Agenda
2. Adoption of the Minutes
3. Chair's Report (10 minutes)
  - a. Polytechnic Planning Process – Task Force Status Update
  - b. Report on Meeting Regarding Policy for Creation of New Programs
  - c. Messaging Faculty Councils RE: Upcoming Priority Setting Process
4. Old Business (60 minutes)
  - a. Presentation for Feedback: Accountability Report – Kathleen Bigsby (45 minutes)
  - b. Report from Subcommittee – Re: Criteria to Consider in **Creation** of New Faculty (15 minutes)
  - c. Institutional Change Forum Series
  - d. Follow Up - Virtual Space – (5 minutes)
  - e. Motion Regarding Polytechnic Planning Process
5. New Business (60 minutes)
  - a. Polytechnic Exercise (60 minutes)
6. Other Business (5 minutes)
  - a. Fall Timeline
  - b. Workload – Governance Discussion
  - c. Review of Committee Composition and Mandate
7. Announcements
8. Adjournment

### Next Meeting

June 25, 9:00 am – 12:00 pm  
G-2110

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*Attachments*

## Minutes

**Present:**

Heidi Abramyk  
David Atkinson  
Kathleen Bigsby  
Brian Carr  
Dana Cserepes  
Wade Deisman (Chair)  
Rob Fleming  
Aysha Haq  
Judith McGillivray  
Robin Russell

**Regrets:**

Arvinder Bubber  
Bob Davis  
Harj Dhaliwal  
Stephanie Howes  
Minni Kalra  
Paul Tyndall  
Robert Wood

**University Community Members**

Maggie Fung  
Sandi Klassen  
Takashi Sato

**Recorder:** Elizabeth Merritt, University Secretariat

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**1. Call to Order**

The meeting was called to order at 9:05 am.

**2. Confirmation of Agenda**

The agenda was confirmed by consensus subject to the following addition:

- Item 6.d, Institutional Change forums

**3. Approval of Minutes**

The minutes of March 26, 2010 were approved by consensus subject to the following amendment:

- Item 4, a. iii: Action: "...The discussion will also include the possibility of a semester of 13 weeks of instruction plus a 2 week examination period."
- Item 4. b.i: The Chair has met with the Faculties of Academic and Career Advancement, Business, and Social Sciences to discuss the establishment of Faculty Council Academic Planning and Priorities sub-committees.

#### **4. Chair's Report**

##### **a. Correspondence**

The Chair received correspondence from the Faculty of Science and Horticulture regarding creation of a separate Faculty of Horticulture. The committee discussed the relationship between the Board of Governors and Senate with respect to the policy under development regarding creation and discontinuance of programs and faculties. Although the policy is not fully formed, the proponents of the new faculty are welcome at the May 28 meeting. Discussion is also ongoing regarding the possible amalgamation of the Faculties of Humanities and Social Sciences into a new Faculty of Arts.

##### **b. Progress Report:**

Wade Deisman has made a presentation to the Faculty of Humanities. He noted that the committee should consider developing a timeline for asking faculties to establish their academic priorities.

##### **c. Policy Formation Status &**

##### **d. Graduate Studies Status**

At a previous meeting, the committee had discussed hiring a consultant to examine the issue of developing graduate programs. After discussion, it was agreed that the more urgent matter is the polytechnic planning process. Once this is resolved, the committee will return to the discussion of graduate programming.

**Moved by Robin Russell; seconded by Kathleen Bigsby:**

**THAT the committee invite those who are interested in post-baccalaureate programming to convene preliminary discussions about the development of graduate programs.**

**MOTION CARRIED**

#### **5. Old Business**

##### **a. Extended Reading Break**

At a previous Senate meeting a notice of motion regarding an extended reading break of 5 days was referred to the Senate Governance Committee. A number of considerations about this proposal need to be addressed including:

- the impact on certain programs
- the length of the academic year
- the proposed pilot program for reduced instructional hours
- Measurement model and evaluation of the pilot program
- academic schedule for 2011/12

The pilot matrix program will be put on the agenda of the May 28 meeting.

**Moved by Kathleen Bigsby; seconded by Robin Russell:  
THAT the discussion regarding lengthening the reading break from 3 days to 5 days and shortening the instructional semester length from 14 weeks to 13 weeks be considered in July 2011.**

**MOTION CARRIED**

**b. Proposal from the School of Horticulture**

The committee discussed a proposal to create a new Faculty of Horticulture. The proponents will be invited to the June meeting.

**Action**

- A subcommittee (Robin Russell, Dana Cserepes, Rob Fleming) will put together draft questions regarding the proposal to bring to the May meeting.

**c. Virtual Space – Microsoft SharePoint**

Maggie Fung provided the committee with information about Microsoft SharePoint, a software application that will soon be available to everyone at Kwantlen. IET has a number of pilot projects up and running and is looking at the use of SharePoint as tool for collaboration and inter-connection at the university.

**6. New Business**

**a. Polytechnic Planning Process**

The President provided context to the changes in this relationship since Kwantlen was granted university status. The committee discussed the relationship between the Board of Governors and the Senate in the context of bi-cameral governance and the need to develop an institutional vision and strategic plan that incorporates the polytechnic mandate. The Board of Governors passed a motion at its recent Governance Committee meeting that the President develop a vision statement with appropriate consultation with all sectors of the university. The vision statement is to be returned to the Board at the end of August 2010. Further discussion followed about the composition of a task force to work on the vision statement, including the need to provide historical and environmental context to the definition of polytechnic in the development of the vision statement. It was agreed that technology needs to be a key component of a polytechnic institution. Meg Goodine can provide help in this area.

Kathleen Bigsby distributed information to the committee about polytechnic institutions in Canada, the United States and Europe

**b. Polytechnic Planning Exercise**

This exercise was deferred to the next meeting in May.

## **7. Other Business**

### **a. Workload – Governance Discussion**

Wade Deisman asked the group if there was an opportunity for communication before Senate regarding the amount of work required to represent Senate and its various committees as well as faculty councils.

Wade distributed institutional change forms and asked for input from the committee.

Other items were deferred in the interests of time.

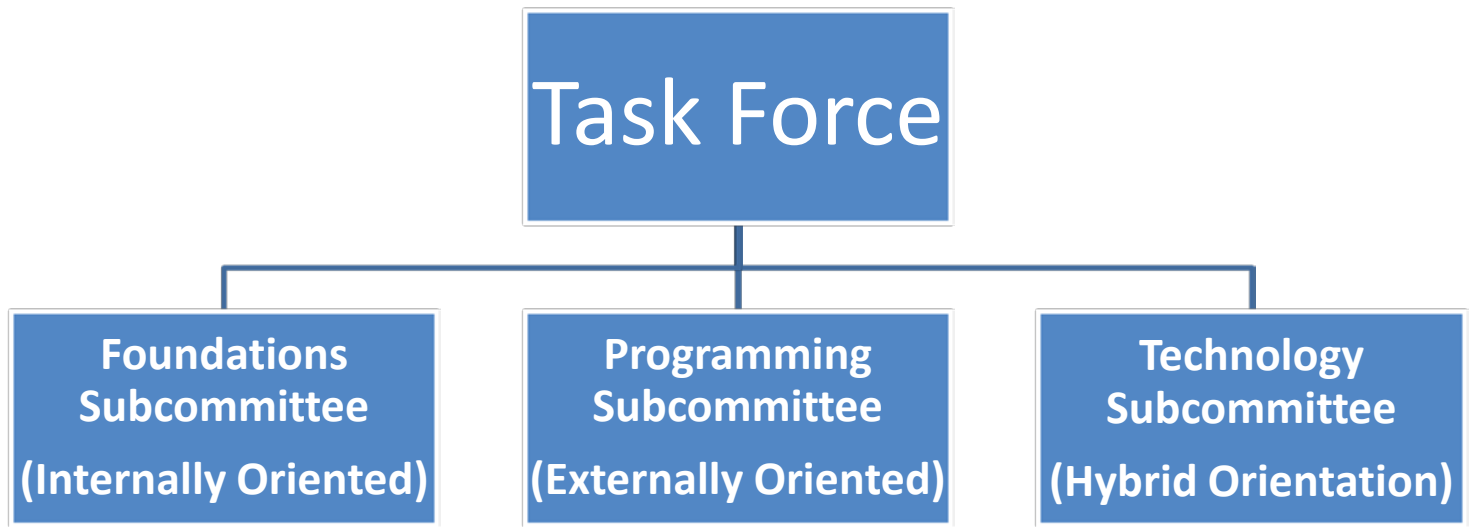
## **8. Announcements**

On May 25, a conference on Engaged Learning is being held at Kwantlen. Email Wade if you are interested in attending.

## **9. Adjournment**

The meeting adjourned at 12:15pm.

## Polytechnic Task Force



# Polytechnic Planning Process At-A-Glance – Preliminary Proposal

## 1. Assembling the Tools to Do the Work – Background Research

### a. Consultant

### b. Institutional Analysis and Planning (IAP)

- Prepare environmental scan yielding info regarding:  
Economic and labor market trends  
Socio- demographic and environmental trends  
Aspirations of the region  
Competitive environment
- Create searchable database of Polytechnic’s allowing:  
Construction of polytechnic profiles  
Detailed analysis of particular institutions  
Analysis of program development pathways

### c. Centre for Academic Growth (CAG)

- Analysis of Polytechnic mission statements
- Audit of polytechnic practices within the institution
- 

### d. Information Education Technology (IET)

- Identify best practices at other polytechnic institutions
- Review relevant bodies of literature regarding educational technology

## 2. Creating The Committee’s Who Will Do the Work:

### a. TASK FORCE (Bicameral)

- Communicates between Board & Working Groups
- Ensures process adheres to consultation
- Develops strategy for community support/buy-in
- Oversees drafting of green paper
- *Work supported by consultant*

### b. Programming Subcommittee - Team Leader: Dean?

- **Primarily Externally Oriented**
- *Identify Viable Additions to Our Current Complement* in terms of immediate, medium and long term frame
  - Informed by environmental scan
  - Informed by grasp of what has been done elsewhere
- *Work supported by IAP*

### c. Foundations Subcommittee - Team Leader: Elaine Decker

- **Primarily Internally Oriented**
- *Identify the Core Characteristics of Our ‘Polytechnic’*
- Informed what others have said and
- Big-picture, outside-of-the-box, revolutionary
- *Work supported by CAG*

### d. Technology Subcommittee –Leader: John McKendry

- *Hybrid Orientation*
- Determine infrastructure needs
- Develop vision for 5 year growth plan

- Work supported by IET

## 3. Time Frames for Doing the Work

### June

1. Secure team leaders
2. Identify key people who should be invited to participate
3. Assemble resources for all groups
4. Generate the initial research to inform the process
5. Set meeting schedules for all groups
6. Determine who will analyze/ collate the information generated from the sessions

### July

7. Groups meet, review and endorse task parameters
8. Focused Internal Consultations
9. Analyze and collate information generated from internal consultations

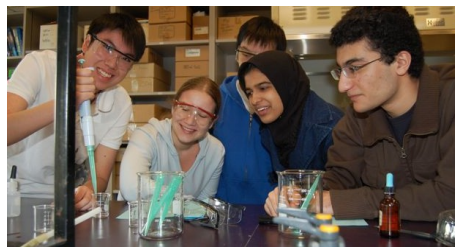
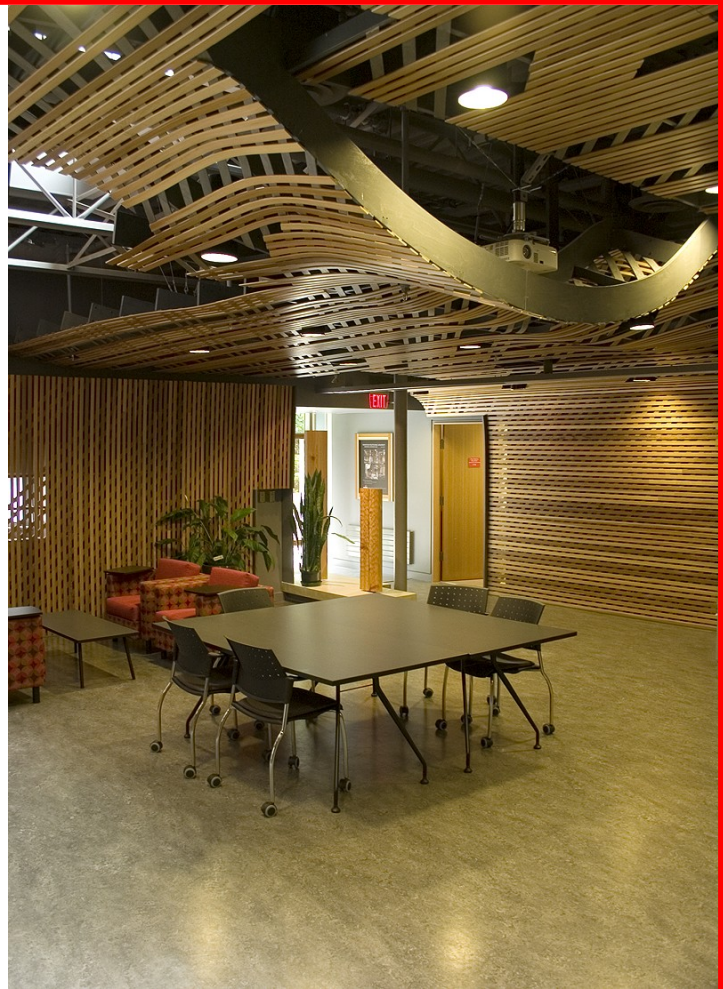
### August

10. External Consultations
11. Analyze and collate information generated from external consultations

### September

12. Preparation of concept document (author TBD)
13. Final institutional sign off on concept document
14. Prepare for detailed educational planning process

**2009/10  
Accountability  
Plan  
and Report**



**July 2010**





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1. **Letter from the Board Chair and President**

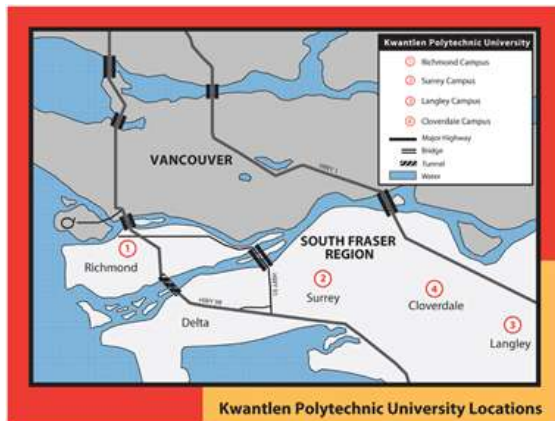
**To Come**

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## 2. Institutional Overview and Strategic Direction

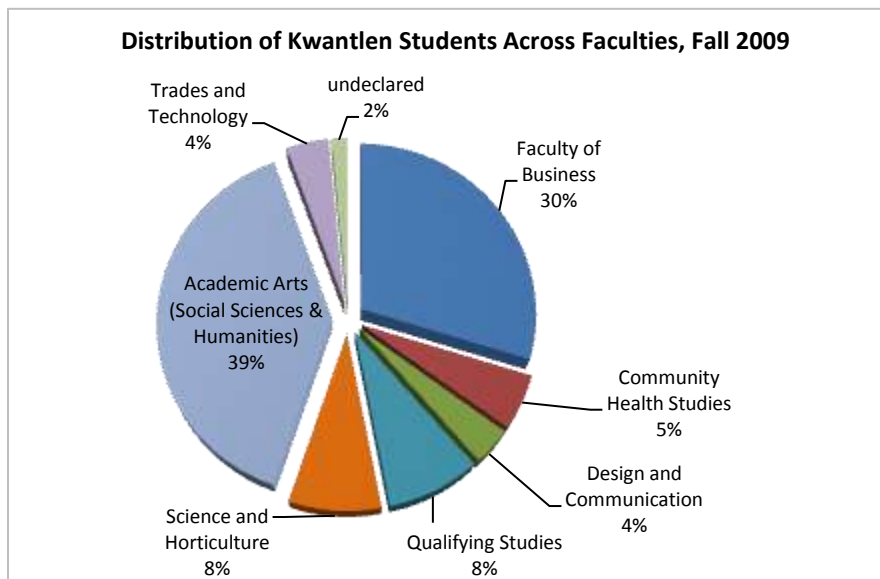


The Kwantlen region comprises the cities of Richmond, Langley, Surrey and White Rock, the Corporation of Delta, the Township of Langley, and the Tsawwassen First Nation,<sup>1</sup> a total of 1,023 square kilometers.<sup>2</sup> **It has a population of over 900,000 people,<sup>3</sup> more than 20% of British Columbia's residents.**

The region, the fastest growing of the province<sup>4</sup>, includes densely populated urban regions, suburban neighbourhoods, areas of heavy and light industry, large and working farms. It adjoins the lands managed by Port Metro Vancouver and the Vancouver Airport Authority.

From its beginnings as a community college in 1981 through its years as a university college (1995 – 2008) and now as a polytechnic university, Kwantlen has been closely tied to the communities it serves. Kwantlen's four campuses provide easy access for students in our region. Four-fifths of our students and just over half of our employees live within the region.

To serve the diverse needs of the South Fraser region of British Columbia, Kwantlen offers



citation, certificate, diploma, and associate and baccalaureate degree programs in the traditional academic arts and science disciplines, in skilled trades and technologies, and in career and professionally focused areas.

Approximately half of Kwantlen students have learned English as a second language, and roughly 35% are first generation

postsecondary participants: i.e., their parents have no postsecondary education.<sup>5</sup> Through its strong and highly successful access programs, along with programs and initiatives to provide the extra support these students often need to succeed, Kwantlen provides opportunities and support to all students who have the desire and ability to learn. When they are surveyed approximately a year after finishing their studies at Kwantlen, over 80% of our former students tell us that they had achieved their most important reason for enrolling, and over 90% were satisfied with the education they had received from their

<sup>1</sup> The Tsawwassen First Nation became self-governing in April 2009

<sup>2</sup> Kwantlen Statistical Profile, 2009 and BC Stats

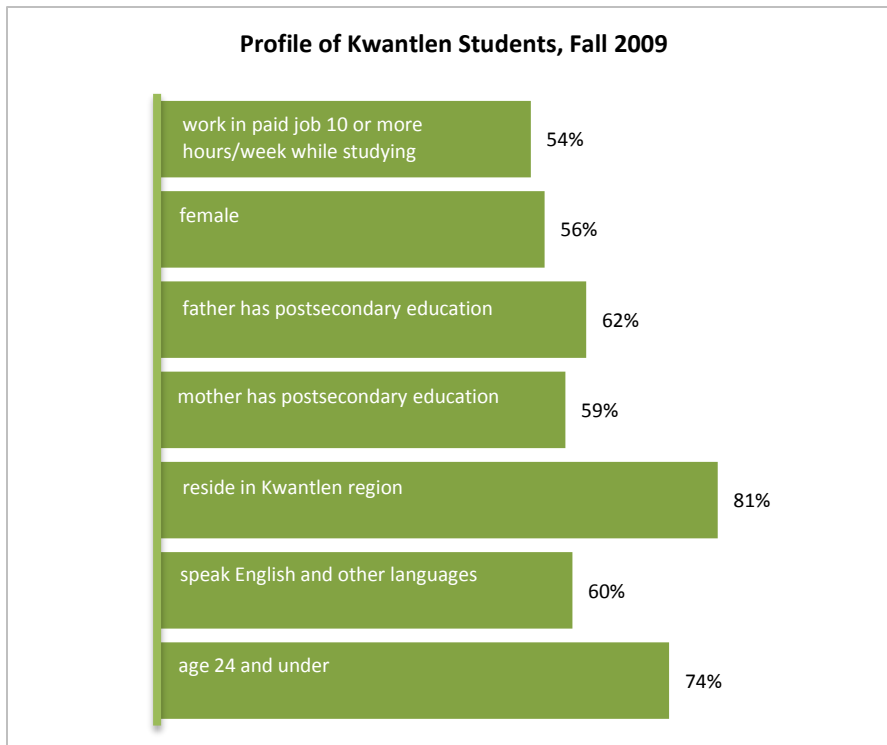
<sup>3</sup> BC Stats, P.E.O.P.L.E. 34, November 2009

<sup>4</sup> The population in the Kwantlen region increased 2.2% between July 2008 and July 2009 compared to an increase of 1.6% for British Columbia during the same period. Kwantlen Statistical Profile, 2009, BC Stats

<sup>5</sup> 2009 Student Satisfaction Survey, Kwantlen Polytechnic University, December 2009

program at Kwantlen.<sup>6</sup> Kwantlen specifically focuses on providing its more than 17,000 students with the skills and understanding necessary to be engaged, aware, and responsible citizens and to pursue fulfilling careers.

**To allow students to move in and out of the workforce, or study part-time,** as best suits their needs, eighty percent of Kwantlen's programs provide bridging and laddering opportunities with several credential options. As the only polytechnic university in BC, Kwantlen provides enhanced laddering opportunities for students coming here from other institutions as well.



The profile<sup>7</sup> of Kwantlen's student body in fall of 2009 shows that 81% of students attending Kwantlen lived in the region. Seventy four percent of Kwantlen students were 24 years or younger, and their ethnic backgrounds reflect those of the region. Sixty per cent speak another language in addition to English. More than half of Kwantlen's students work at a paid job at least 10 hours each week while attending classes; 32% work 20 or more hours per week.<sup>8</sup>

In a survey of Kwantlen students conducted in fall 2009, students were asked what factors were important in their decision to enroll at Kwantlen. The top three factors all survey respondents identified: location (75%), offers program I want (72%) and class size (57%).<sup>9</sup> These are similar to the factors identified the previous year: the program selection it offers (46%), the affordable tuition (43%), and its location near to where they live (42%).<sup>10</sup>

<sup>6</sup> Student Outcomes Project, 2009 surveys, BCStats

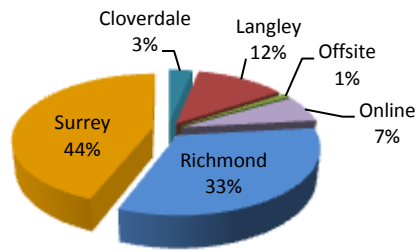
<sup>7</sup> Profile Data sources: Term Summary Quick Facts (General) Fall 2008 – Fall 2009, and Student Satisfaction Survey, October 2009

<sup>8</sup> 2009 Student Satisfaction Survey, Kwantlen Polytechnic University, December 2009

<sup>9</sup> 2008 Fall Registration Survey, Kwantlen Polytechnic University, December 2008

<sup>10</sup> 2009 Student Satisfaction Survey, Kwantlen Polytechnic University, December 2009

**Distribution of Kwantlen Students Across Campuses, Fall 2009**



While some programs are unique to just one of Kwantlen's four campuses, many can be taken at two, or even three, campuses to allow students flexibility.

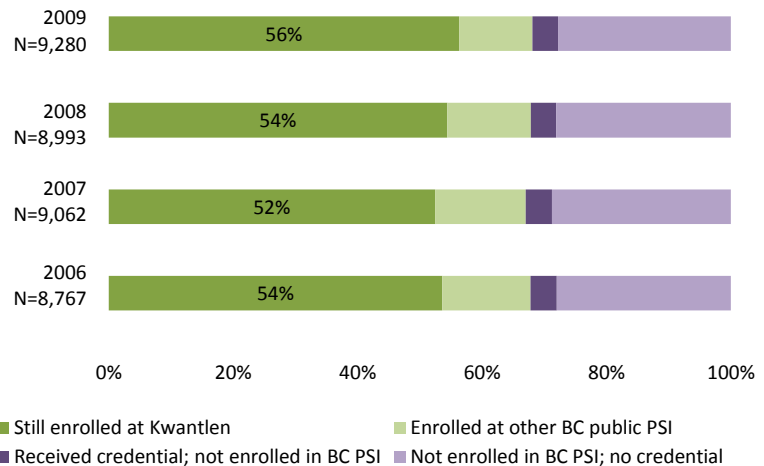
As the number of students enrolling in degree programs at Kwantlen increases, we see more students who had taken courses that carry transfer credit choosing to continue their studies at Kwantlen rather than move to other BC public postsecondary

institutions.<sup>11</sup>

Kwantlen plans to launch the new B.F.A. in Visual Arts and B.Sc. in Applied Psychology programs in September; two more degree programs have been approved by the necessary internal bodies and now await only the Minister's approval before they can be offered. An additional sixteen degree programs are in development, some close to getting final approval from Senate.

Kwantlen's new Mission and Mandate was approved by Senate (30 November 2009) and the Board of Governors in January 2010, and work on a new vision statement<sup>12</sup> is underway. The values articulated in 2007 remain in place. A set of Academic Priorities were developed to guide the 2010/11 budget process; these were approved by Senate 14 December 2009.

**What Students\* from Previous Fall Term Were Doing One Year Later**



\*Data include only students with at least 1 academic course.  
Source: Student Transitions Project Database 2008, 2009.

### Kwantlen's Values

Kwantlen is committed to:

- transforming lives,
- excellence,
- innovation, and
- respect

(September 2007)

mandate as a polytechnic institution. Discussions are taking place in Senate committees to define "polytechnic" in ways appropriate to Kwantlen's history, culture, capacity and communities. In the meantime, Kwantlen is designing new programs, many cross-disciplinary, that will both reflect our polytechnic designation and contribute to the economic expansion of our region and the province.

<sup>11</sup> Student Mobility Database 2007/08, ALMD, Spring 2009

<sup>12</sup> Current vision **statement was adopted by the Board of Governors in November 2001: To be Canada's number one teaching-led university**

## Kwantlen's Strategic Direction

### Who We Are

Kwantlen is British Columbia's Polytechnic University. As a leader in innovative and interdisciplinary education, we offer all learners, regardless of background and preparation, opportunities to achieve the highest standards of academic performance. Our many programs of study provide applied learning and broad-based university education.

Our relevant, engaging, and inclusive environment facilitates personal and professional development. Critical awareness, cultural sensitivity, and social responsibility are all foundational to our commitment. We provide accessible and outstanding scholarship to prepare our learners for a complex world.

We value scholarship as a socially relevant obligation and opportunity. We support multiple approaches to research and innovation to address community, industry, and market needs. Community engagement is the manner in which we demonstrate our commitment to the social value of the University.

Our approach to teaching and learning is based on mentorship, discovery, purposefulness, and learner autonomy. Our faculty demonstrate an authentic spirit of inquiry as a model for learners. In turn, learners engage with a teaching environment that is collaborative, innovative, creative, and respectful.

Our University culture is based on critical inquiry, collegial debate, knowledge generation, freedom of expression, diversity, and environmental stewardship and sustainability. Yet we go farther: by recognizing the necessary integration of these principles as our foundation and our purpose.

### What We Do

We support a dynamic educational community that embraces emerging and experimental teaching methods and research-driven pedagogy. We create a culture that is learner-focused, academically rigorous, innovative, interdisciplinary, and socially responsible.

We respect the academic freedom of learners, faculty, and staff as foundational to the pursuit of knowledge. We recognize that all members of the University community are responsible for exercising their freedoms with honesty, integrity, and respect for the principles of justice, equality, and human rights.

### Access

Kwantlen's history and purpose as a polytechnic institution integrates college,

trades, and university experiences. We respond to community, regional, industry, and market needs through a distinctive variety of programs, research initiatives, and community partnerships. Transitions programs, multiple entry points, international education, and bridging opportunities demonstrate our commitment to accessible lifelong learning across a broad range of educational options. We view access to education as the pathway to citizenship.

### Scholarship

We encourage faculty and learners to participate in many forms of knowledge generation and research, including those focused on discovery, creativity, application, and teaching. We honour and reward scholarship that involves learners and the broader community in research design, development, and dissemination.

### Community

We recognize and respond to challenges and opportunities within the dynamic communities of the Fraser region of British Columbia. We promote leadership by developing and supporting community-based initiatives that address economic, social, and cultural issues within an increasingly global context. Synergies among various groups are developed and sustained through complementary cultures and practices that encourage autonomy, adaptability, collegiality, service, and excellence.

### Mentorship

We provide and promote a learning environment in which learners examine and develop their values, goals, and character through the integration of personal, academic, and professional inquiry. We encourage lifelong learning and a continuing relationship with the University. We expose learners to workplace experiences, offer programs in continuing education, and provide educational opportunities for those seeking career change or development.

### Stewardship

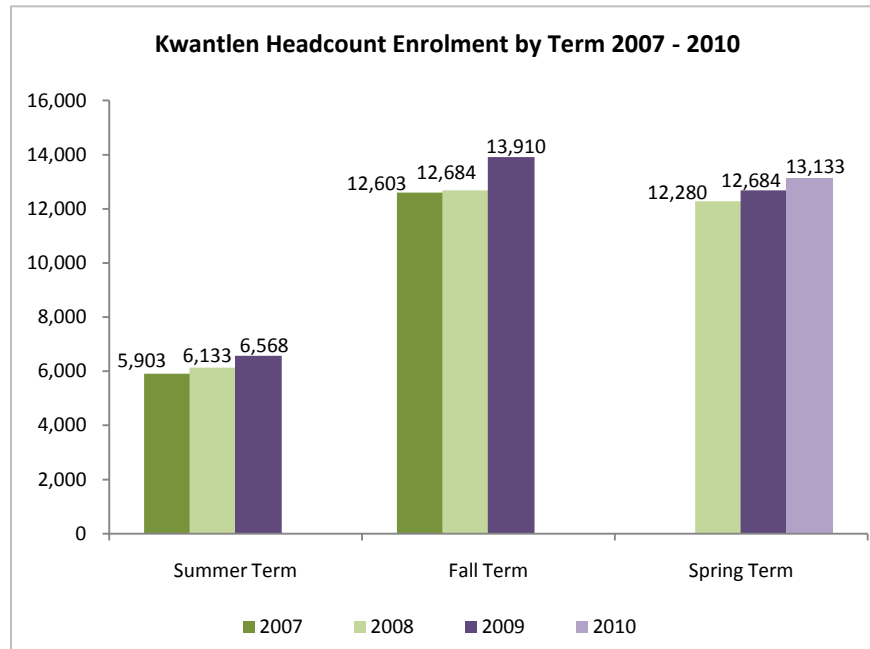
Through program delivery, services, and research initiatives, we aspire to inform and transform attitudes and values to reflect our role as a responsible and sustainable educational institution. Our health and our achievements derive from, and depend upon, the health of the Earth and its inhabitants.

Fall 2009

### 3. Planning and Operational Context

#### 3.1. Internal Context

Kwantlen Polytechnic University has seen marked enrolment growth this past year and indications are that this trend will continue into the coming year. Growth is generally dispersed across Faculties with the biggest increase in the Faculty of Community and Health Studies; the number of students enrolled in baccalaureate degree programs has increased 24%<sup>13</sup>.



Kwantlen's transition from being a university college under the College and Institute Act to being a polytechnic university under the Universities Act continues. Senate and Senate standing committees have become more comfortable with their roles in the new bicameral governance structure of the university and more assured in their conduct of university business. In December 2009, a set of planning priorities was approved by Senate<sup>14</sup> that has subsequently guided budget and other

Senate decision making. Faculty Councils have been established, also with subcommittees, and they are working out their respective roles and their relationship with the Senate. These new relationships are likely to impact the collective bargaining process which the university and the Kwantlen Faculty Association are beginning in the fall.

At the same time as we are building the new bicameral structure of governance, we are also building program development processes that address our new obligations of self-management as a result of DQAB exemption received in 2009. At this stage the approval processes designed to assure program quality, relevance and viability are very inclusive, and it appears to take almost 24 months from initial concept through internal and external approval processes to actual delivery of new degree programs. Structures and processes are still evolving with the goal of making them more efficient. The five new programs scheduled for implementation in 2010/11 are listed on the right. The considerable work done by faculty to prepare new degree program proposals for Kwantlen this past year, is further manifest in the additional dozen more degree programs are currently going through internal approval processes.

*Degree programs scheduled for implementation at Kwantlen in 2010/11:*

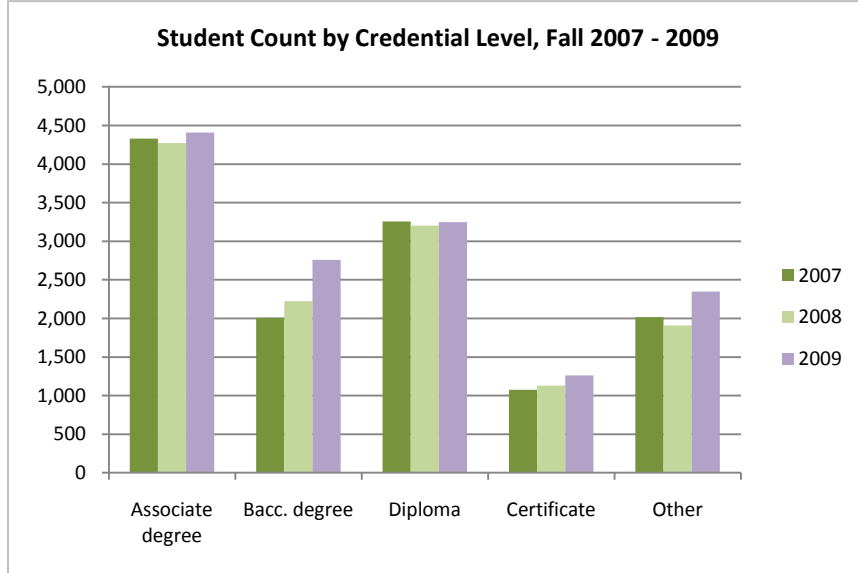
- *B.Sc. Applied Psychology*
- *B. F. A. Visual Arts*
- *B. A. Asian Studies*
- *B.B.A. Marketing*
- *B. Nursing (second degree)*

<sup>13</sup> Kwantlen Term Summaries, Fall 2008 – Fall 2009, Institutional Analysis & Planning

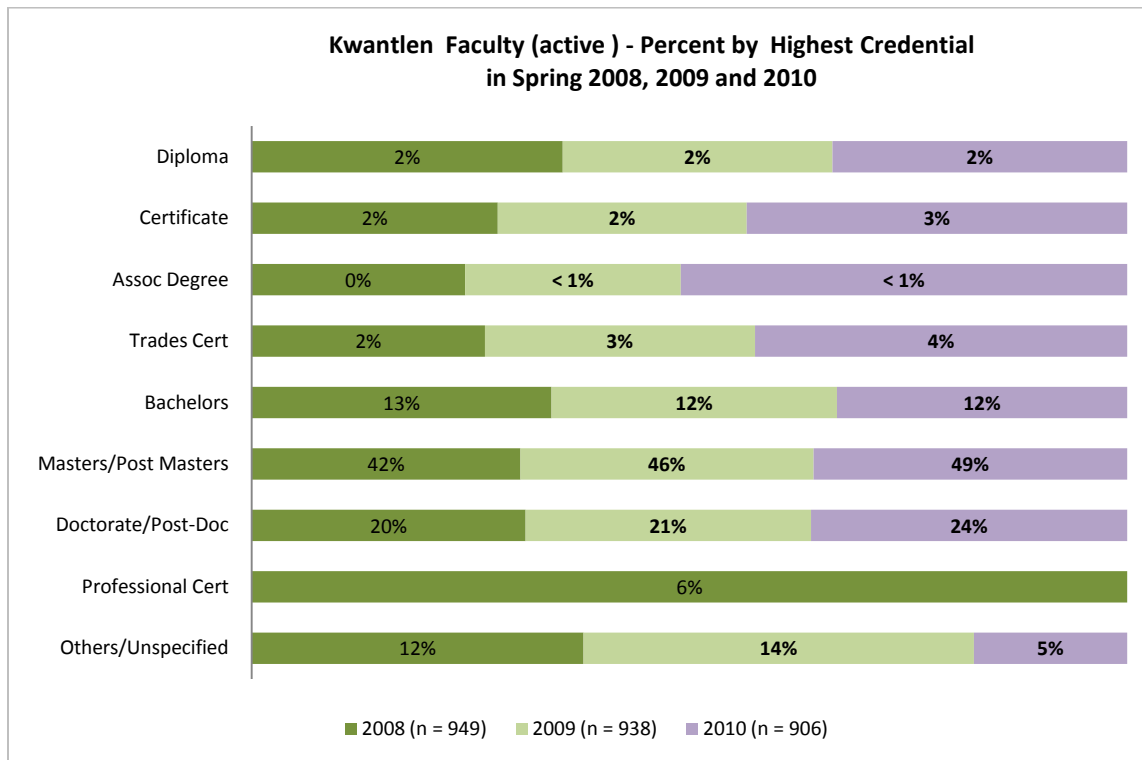
<sup>14</sup> See Appendix A

Consistent with the shift from being a university college to a university, the proportion of doctorally qualified faculty has increased from 20% to 24% of all faculty between March 2008 and March 2010. This change prompts fresh questions regarding faculty workload

expectations and responsibilities for the university.



The increased number of students enrolled in degree programs<sup>15</sup> is affecting physical space needs at the University, in particular faculty office space and student study space. Expanded library holdings are required to support existing degree programs, and the new programs coming on stream in the next few years will increase that pressure.



<sup>15</sup> Kwantlen Term Summaries, Institutional Analysis & Planning, 2007, 2008, 2009; NOTE: student count unduplicated within credential level; may be duplicated across levels if students are enrolled in multiple programs.

As many of our employees approach usual retirement age, **human resources challenges** are becoming a greater concern to Kwantlen than previously. In the two years between March 2008 and March 2010, the proportion of Kwantlen's active employee cohort over 60 years of age has increased two percentage points while the proportion of those under forty has decreased by the same amount.<sup>16</sup>

Several long-serving, senior Kwantlen administrators will retire over the next few months. These retirements provide challenges such as the loss of institutional memory and continuity while at the same time present opportunities for re-thinking how the university is organized to deliver education to its communities.

Forty-seven per cent of Kwantlen's active faculty is now over fifty years of age, an increase of 3% over March 2008. As this trend is echoed at other postsecondary institutions in BC, the competition for qualified faculty to replace those who retire will intensify, and this competition is likely to outweigh the advantages of the flexibility the situation provides in enabling the switch to new programs.

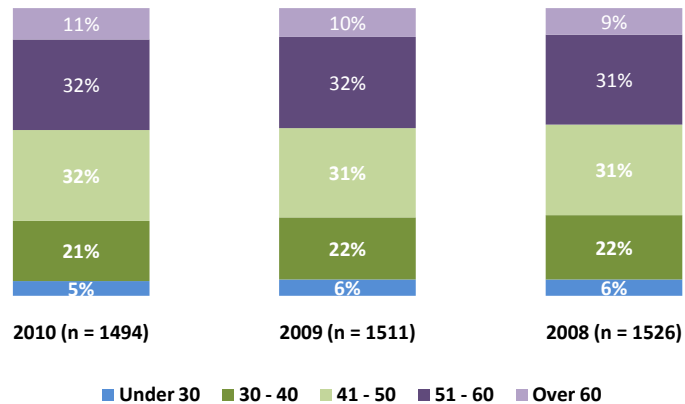
Kwantlen's ability to attract and retain qualified faculty, staff and administrators is negatively affected by the compensation constraints imposed by the Public Sector Employer Council's, inadequate institutional funding, and expensive housing in the region.

### 3.2. Demographic Context

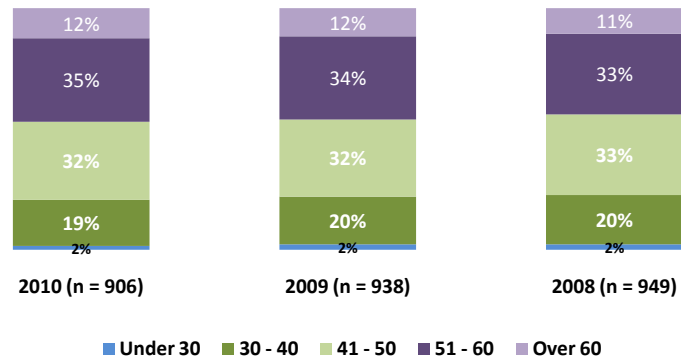
The 2009 population of Kwantlen's region increased 2.2% over the previous year; the corresponding percentage for British Columbia was 1.6%.<sup>17</sup> **In 2020, Kwantlen's regional population is projected to be just over 1,000,000 people**, an increase of over 166,000.<sup>18</sup>

Population projections also indicate that the traditional postsecondary student age cohort (18-24) will decline in Kwantlen's region over the decade, although less sharply than in

**Kwantlen Employees (active) - Percent by Age Group in Spring 2008, 2009 and 2010**



**Kwantlen Active Faculty - Percent by Age Group in Spring 2008, 2009 and 2010**



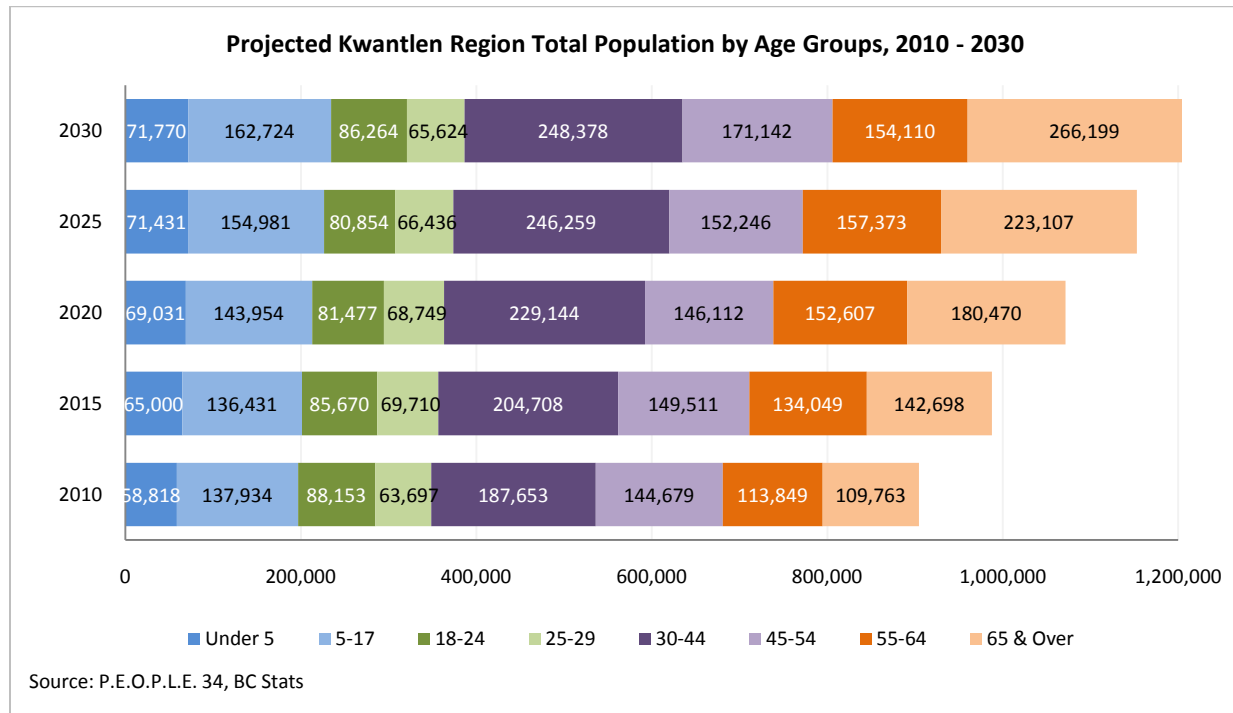
<sup>16</sup> Kwantlen Employee Database, Institutional Analysis & Planning, April 2010

<sup>17</sup> Kwantlen Statistical Profile 2009, BC Stats, Ministry of Labour and Citizens' Services, April 2010

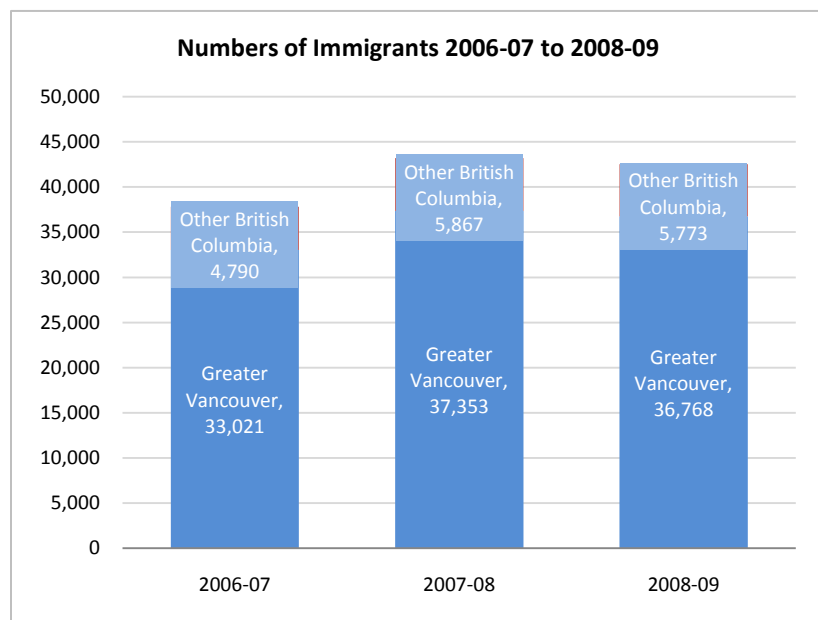
<sup>18</sup> P.E.O.P.L.E. 34, BC Stats, Ministry of Labour and Citizens' Services, November 2009

most other regions of the province.<sup>19</sup> All BC's postsecondary institutions are now competing for a decreasing number of this traditional age cohort to fill their available spaces.

During the same period, in Kwantlen's region the number of those aged between 30 and 44 is projected to increase by 40,000. According to the 2006 census, just over half of this age group living in the Kwantlen Region has at least some postsecondary education, and participation in the labour force is high. This is the population that is most likely to be looking for education and training that will advance their career potential, and is a body of potential students Kwantlen has only begun to serve.



The population in Kwantlen's region had a labour force participation rate of 66.7%, slightly higher than that of BC overall (65.6%), and slightly higher than average family income. The percentage of people age 25 – 54 without postsecondary credentials is 38.4%, a little higher than the provincial figure of 37.2%. Kwantlen's region's share of self-identified visible minorities in the 2006 census is 41.8%, second in BC only to Vancouver (51.1%); the region has the lowest proportion of people claiming Aboriginal identity (1.8%).<sup>20</sup> Immigrants' share of the total population within the



<sup>19</sup> P.E.O.P.L.E. 34, BC Stats, Ministry of Labour and Citizens' Services, November 2009

Kwantlen region increased from 34% in 2001 to 38% in 2006. Slightly less than half (45%) of the Kwantlen region immigrant population arrived in Canada after 1991. The majority (65%) of immigrants in Kwantlen's region come from eastern, southeast and southern Asia.<sup>21</sup>

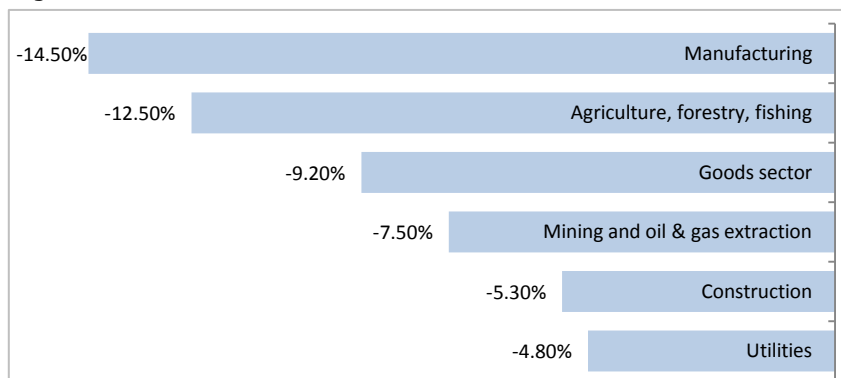
Immigration has steadily increased over the last three years. Greater Vancouver receives over 85% of the immigrants coming to British Columbia<sup>22</sup> and, if past trends have continued, a large number of those settle in Kwantlen's region.

### 3.3 Economic Context

The recent downturn in global economy has had a dramatic impact on B.C. Following a 0.2% growth in real GDP in 2008, the province's real GDP contracted 2.3%<sup>23</sup> in 2009, which was the first fall in the provincial GDP since 1982.

In 2009, the slowdown in the economy was experienced in both goods and service sectors. All of the major goods-producing industries showed downward movement in 2009 (see Figure 1). The recession in the goods sector hindered the growth in the service sector and as a result most industries in

Figure 1: Economic Growth in the Goods Sector in 2009



the service sector posted declines in 2009. The largest decline was recorded in the wholesale trade (8.7%), which was followed by transportation & warehousing at 5.7%. The major industries within the service sector that posted growth were education (1.8%), public administration (2.6%), health care (3%), arts, entertainment and recreation (3%), and finance, insurance, real estate and rental (3.4%).<sup>24</sup>

B.C.'s record low unemployment rate of 4.2% in 2007 increased to 4.6% in 2008, and rose to 7.6% in 2009<sup>25</sup>. In March 2010, after two months of slight declines, unemployment rate in B.C. rose to 7.9%, which was slightly lower than the national unemployment rate of 8.2%.

British Columbia is ideally located for trade with Asia Pacific, Alberta, and the USA and has two of the largest ports in Western North America. Despite the recession, B.C.'s exports to China, its second largest trading partner, reached \$2.6 billion in 2009, which represents a 29% increase from the 2008 levels and a 243% increase from the 2000 levels.<sup>26</sup> On the other hand, the value of B.C.'s exports to the USA, its biggest trading partner, was reduced by 42% between 2000 and 2009.<sup>27</sup>

<sup>20</sup> Kwantlen Statistical Profile 2009, BC Stats, Ministry of Labour and Citizens' Services, April 2010

<sup>21</sup> Statistics Canada, Census 2006

<sup>22</sup> British Columbia Regional District Migration Components, BC Stats, January 2010

<sup>23</sup> BC Stats, Business Indicators, April 2010

<sup>24</sup> BC Stats, Business Indicators, April 2010

<sup>25</sup> BC Stats, Business Indicators, February 2010

<sup>26</sup> Ministry of Small Business, Technology and Economic Development, B.C.'s Asia Pacific Initiative, March 2010

<sup>27</sup> BC Stats, Exports (BC Origin), May 2010

## Economic Outlook for 2010

Following a period of contraction in 2009, which was caused primarily by the recent downturn in the global economy, B.C.'s economy is expected to expand in real terms during 2010. The Conference Board of Canada forecasts B.C. economy to grow 3.7% in 2010 due to a boost to the economy from the 2010 Winter Olympic Games and an improved outlook for forestry, manufacturing, and construction industries<sup>28</sup>. The economic growth forecast of the Economic Forecast Council of B.C. for 2010 is 2.9%<sup>29</sup>, lower than that of the Conference Board of Canada. The recent recession will result in higher provincial debt levels in the coming years than previously projected; however, the debt/GDP ratio of B.C. will still be one of the lowest among the provinces.

The fact that the service sector accounts for approximately 80% of the province's GDP makes B.C. more dependent on the service sector for economic growth than any other province. Despite the anticipated lackluster growth in goods industries, service industries are expected to continue to help boost economic growth in the province since the demand for some types of services are unlikely to be reduced due to factors such as the overall population growth and the aging population.

After having dropped 14% in 2009, the total capital spending in the province is forecasted to increase 5% in 2010, with the largest investment in dollar terms coming from natural gas, construction, and mining industries<sup>30</sup>.

The expanded Vancouver Convention Centre opened in April 2009. With this new expansion, which has tripled the capacity of the facility, the Centre is expected to contribute \$2.73 billion in economic activity to the province through 2012.<sup>31</sup>

In an effort to boost the economy, B.C.'s corporate income tax rate was reduced from 11% to 10.5% in January 2010. The rate will be further reduced to 10% in January 2011. Corporate tax reductions planned for the next three years will make B.C.'s corporate income tax rate the lowest among the world's developed economies and 10 percent lower than the U.S. federal rate.<sup>32</sup> Harmonized Sales Tax, which will take effect in July and be tied directly to B.C. health care funding, is expected to lower tax on new investments and create jobs.<sup>33</sup>

The global demand for environmental products and services is forecasted double by 2020. The Government of B.C. is allocating funds to position B.C. as a leader in the green economy. In its 2010 Budget, the government has expressed an interest in four emerging sectors, which are digital media publishing and distribution, certification and trading of carbon credits, clean technology, and investment fund management activities. This emphasis on attracting eco-industry is at the forefront of the Kwantlen region's economic development offices' plans for the next few years.

A total of 882 major construction projects, with a value of \$187 billion, were planned or underway in the fourth quarter of 2009 – the third highest amount ever recorded.<sup>34</sup> The new housing starts in British Columbia are forecasted to increase by 37 per cent in 2010. According to the British Columbia Real Estate Association, 7110 homes were sold in B.C. in March 2010, which represents an increase of 43% compared with March 2009<sup>35</sup>. Despite the

<sup>28</sup> The Conference Board of Canada, Provincial Outlook – Spring 2010

<sup>29</sup> Ministry of Finance, 2010 Economic Outlook Stabilizing, but Risks Remain, January 19, 2010

<sup>30</sup> Business Council of British Columbia, BC Economic Snapshot, March 8, 2010

<sup>31</sup> Ministry of Small Business, Technology and Economic Development, **Economic Foundation in B.C. Remain Strong, April 2010**

<sup>32</sup> Government of British Columbia, Positive Economic Indicators, April 2010

<sup>33</sup> The Government of B.C., Building a Prosperous British Columbia, Budget 2010 Highlights

<sup>34</sup> Ministry of Small Business, Technology, and Economic Development, Major Construction Projects Reach New Heights, November 2009

<sup>35</sup> British Columbia Real Estate Association, BC Home Sales Moderate in First Quarter, April 13, 2010

economic slowdown, 2009 housing sales were up by 23 per cent compared with sales in 2008 and residential housing sales are forecasted to exceed the 2009 level in 2010.

Massive infrastructural upgrades are in progress all over B.C. As part of the North Fraser Perimeter Road Project, Golden Ears Bridge in Maple Ridge and the new Pitt River Bridge were opened in 2009. Three major ongoing regional infrastructure projects, South Fraser Perimeter Road, Port Mann Bridge Replacement, and Surrey Memorial Hospital Expansion, are expected to create 23,000 jobs in Surrey.<sup>36</sup> The South Fraser Perimeter Road, a 40-km four-lane route, will extend from Deltaport Way to Surrey with connections to major highways and the Golden Ears Bridge. Both the South Fraser Perimeter Road and Port Mann Bridge projects are expected to be completed in late 2012 and bring commercial and industrial investments along the South Fraser Perimeter Road.<sup>37</sup> In addition, between 2009 and 2011, the City of Surrey will be creating an estimated 4,200 jobs through a \$465-million capital infrastructure projects investment program. To further foster economic growth in Surrey, the City of Surrey is taking steps to establish a Business Incubator Area to attract new businesses and make Surrey a centre for agricultural production.<sup>38</sup>

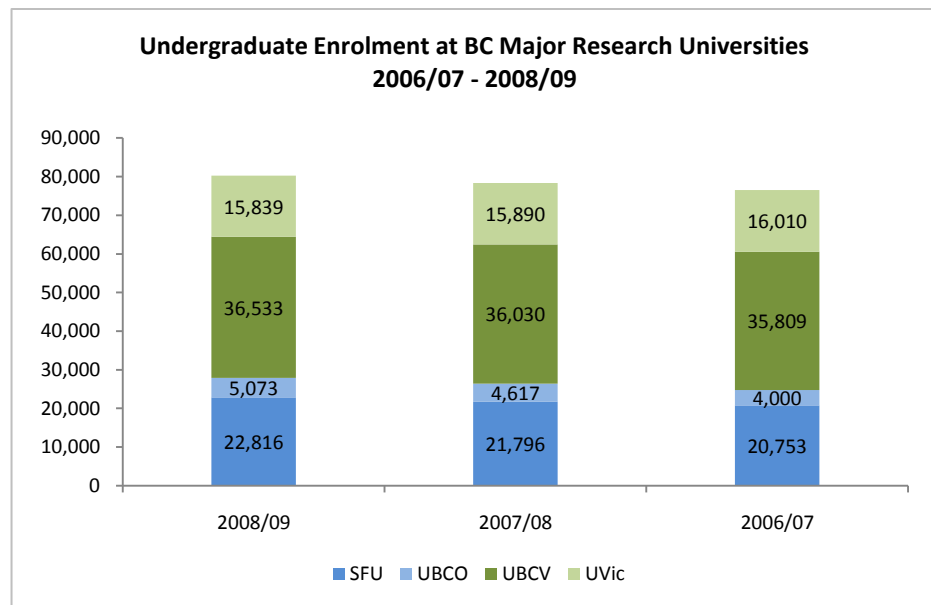
Just like the rest of Canada, British Columbia's economy did not do well in 2009. However, most economic indicators suggest that economic conditions in the province started to improve in the second half of 2009 but it will take some time before the province has gained the ground lost since 2008

### 3.4. Educational Environment Context

**People who live in Kwantlen's region and wish postsecondary education or training have many options;** they are within commuting distance of ten other public postsecondary institutions.<sup>39</sup> Both SFU and UBC Vancouver enrolments have grown steadily over the past few years.<sup>40</sup>

Data from the Student Transitions

Project<sup>41</sup> indicate that almost half of the **Grade XII graduates from public high schools in Kwantlen's region** between 2006/07 and 2008/09 enroll at a BC public postsecondary education institution within one year of graduation. This is higher than in British Columbia overall (44%). Survey research conducted by the BC Council on Admissions and Transfer in



<sup>36</sup> City of Surrey, Economic Investment Action Plan 2009, September 2009

<sup>37</sup> Invest in BC, 2010

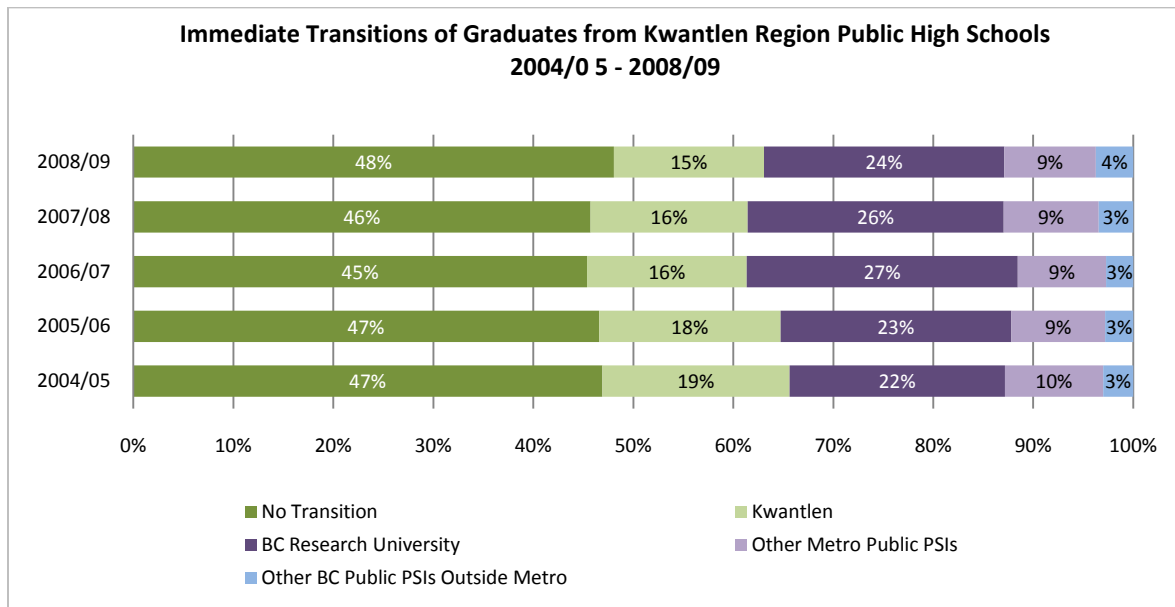
<sup>38</sup> City of Surrey, Economic Investment Action Plan 2009, September 2009

<sup>39</sup> UBC, SFU, Langara, VCC, Capilano, Emily Carr, BCIT, JIBC, Douglas, and UCFV

<sup>40</sup> BC HEADset, (British Columbia Higher Education Accountability Dataset), May 2010. NOTE: This is headcount data as of November 1 except for SFU for which the snapshot date is October 1.

<sup>41</sup> Student Transitions Project Database, ALMD, March 2010

2008<sup>42</sup> suggests that roughly 6% of BC Grade XII graduates pursue postsecondary studies in other parts of Canada and 3 – 4% go to private institutions within BC.



There is a clear shift in the immediate transition patterns of Kwantlen Region graduates over the past five years; more enrolled at a BC research university and fewer at Kwantlen in 2009 than in 2005. This change is consistent with province-wide enrolment patterns. The proportion of secondary school graduates who continue on to postsecondary education has not changed significantly since 2002/03, the proportion of those who begin their postsecondary studies at a BC research university has increased from 38% to 47%. This shift is generally attributed to the decrease in entering GPA requirements as the research universities expanded their intake quotas to accommodate their share of the 25,000 seat expansion in postsecondary institution mandated by the provincial government.

Among the four school districts within Kwantlen's region, there is considerable variation in transition patterns. Almost 70% of Richmond's graduates enroll at a BC public research university within a year of graduating compared to 40% of Langley's graduates. The percentage of high school graduates enrolling at Kwantlen within a year of graduating ranges from 18% in Delta to 7% Langley; 16% of Richmond and Surrey high school graduates enroll at Kwantlen within a year of graduation.

Kwantlen is challenged to carve out a set of distinctive niches for itself if it is to increase its share of the Lower Mainland's postsecondary student market.

### 3.5. Financial Context

The omission of any allowance for inflation costs in government funding for postsecondary education combined with limits placed by government on tuition increases continue to **challenge Kwantlen's ability to adequately fund its growth and to fulfill its new mandate as a polytechnic university**. Making even limited investment in the development of new programs and services to meet the changing needs in our region, create conditions necessary to attract new faculty, and realize Kwantlen's knowledge generation and innovation objectives is extremely difficult. Yet without these investments,

<sup>42</sup> Where Did They Go? Findings from a Survey of 2005/06 BC High School Graduates, BC Council on Admissions and Transfer, April 2009

enrolments, with their associated tuition revenues, are unlikely to increase, further constraining the institution's ability to meet changing needs.

The increased costs of operating - self-funded over next two years, are driven by a number of factors. Internal inflation is typically 2% - 3% per year, generated by employees' moving up steps on salary grids as required by collective agreements, by increases in life and disability benefit premiums, pension contributions, and the cost of health and dental benefits. Maintaining Kwantlen's four separate campuses is expensive and challenges the institution's ability to provide student support services, including library materials and student activities, and an adequate range of course offerings at each locations. Energy prices, the price of technology, and the cost of increased reporting to government also swell institutional operating costs. In addition, the costs associated with the carbon tax will have an increasing effect on the University's finances.

### 3.6 Conclusion

Kwantlen has undertaken many initiatives in the past year to achieve the goals it has set itself, but much remains to be done, and the context in which we operate is constantly changing. Unfortunately, our desire to expand the knowledge and skill sets of our region's population and contribute to the economic and social development of both the region and the province exceeds our current resource capacity.

Many of the new programs being planned at Kwantlen are directed towards meeting the changing economic and demographic conditions of the region. They will reflect our new mandate, the goals of the Ministry of Advanced Education and Labour Market Development, and BC's need for a highly educated and skilled workforce to sustain its continued growth and prosperity. We will continue to concentrate our developing research capacity specifically on local requirements, recognizing that the implications will be much broader.

The summary of ***Outlook 2020: Shaping BC's Economic Future***<sup>43</sup>, the highly participative and widely researched project undertaken by the BC Business Council in 2009 to examine British Columbia's economy, concludes that "It is clear that a knowledge-based economy includes investing in human capital, nurturing innovation and the commercialization of new ideas, fostering a vibrant and robust technology sector, and accelerating the use and application of new technologies and processes across all industries."

The summary report goes on to say: "There are four desired hallmarks of the BC economy that we envisage for 2020:

- 1) It is open and connected to the world, in terms of trade, investment and the transportation and communications linkages necessary to support the province's position as a Gateway economy with an extensive resource base.
- 2) It is a successful exporter, with a rising number of enterprises engaged in trade across a wide spectrum of goods and services.
- 3) It is an innovation-led economy, as reflected in the behaviour and strategies of firms and institutions in the public and private sectors.
- 4) It is recognized as a leader in combining smart environmental and energy practices.

Kwantlen Polytechnic University's location, mandate and program mix makes us well-positioned and eager to actively support the achievement of this vision for our province.

<sup>43</sup> BC Business Council, *Outlook 2020: Shaping BC's Economic Future*; Summary Report, Vancouver, March 2010

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#### 4. Alignment of Kwantlen's and ALMD's Goals and Objectives

##### Kwantlen's Alignment with ALMD Goals and Objectives 2010/11

[ref: 2010/11 - 2012/13 Service Plan, Ministry of Advanced Education and Labour Market Development, March 2010, p.10]

<b>ALMD GOAL 1: British Columbia's dynamic and integrated post secondary education system meets the needs of a knowledge-driven economy and society.</b>	<b>ALMD Objective 1.1:</b> British Columbians are able to fulfill their potential through access to quality educational and training opportunities  <b>ALMD Objective 1.2:</b> BC's post secondary education sector fosters creativity, innovation and knowledge development	<b>Post secondary system objectives:</b> capacity, access, efficiency, quality, and relevance.
Kwantlen Polytechnic University's Goals	Kwantlen's Objectives	Aligns With ALMD Objectives for the Post Secondary System
LEARNING ENVIRONMENT GOALS		
<b>L.1: Kwantlen's learning environment inspires inquiry, collaboration, creativity, and application.</b>	L1.1 Develop Kwantlen's research and scholarship profile	quality
<b>L.2: Kwantlen provides the environment and the means to transform the lives of its learners, employees and communities.</b>	L2.1 Implement student and graduate success initiatives	quality
	L2.2 Provide international learning opportunities	relevance
	L2.3 Improve secondary to postsecondary transition	efficiency
	L2.4 Implement initiatives to support increased Aboriginal student participation	access
	L2.5 Enhance financial support programs to maintain access for lower income students	access
	L2.6 Increase student enrolments to meet provincial targets	capacity
	L2.7 Provide on-line learning opportunities	capacity

INFRASTRUCTURE GOALS		
<b>I.1: Operational structures and processes support our learning and community goals in a sustainable manner.</b>	I1.1 Implement education and service quality improvement programs	quality
	I1.2 Support and enhance teaching and learning excellence	quality
	I1.3 Renew Kwantlen's strategic plan	relevance
	I1.4 Generate alternative funding sources	capacity
<b>I. 2: The physical and technological environment supports our learning and community goals in a sustainable manner.</b>	I2.1 Ensure facilities meet student and program requirements	capacity
<b>I. 3: The cultural milieu supports our learning and community goals in a sustainable manner.</b>	I3.1 Implement faculty recruitment and retention plans	efficiency
COMMUNITY GOALS		
<b>C.1: Kwantlen is recognized as a leader in responsive educational programming and services.</b>	C1.1 Provide an appropriate and comprehensive mix of programs to meet community needs	relevance
<b>C.2: Kwantlen makes available experiences that foster enduring connections with our communities.</b>	C2.1 Enhance Kwantlen's connections to its communities	relevance

## 5. Kwantlen Goals, Initiatives and Performance Measures

Kwantlen's 2006-07 strategic planning process identified three major goal areas: **Learning Environment, Infrastructure, and Relationships with our Communities**. Each of these has goals with objectives and measures that are described below. Some illustrative highlights are included to show the scope of Kwantlen's activities.

### 5.1 Learning Environment

<b>Goal L1.</b> <b>Kwantlen's learning environment inspires inquiry, collaboration, creativity, and application.</b>	<b>Objective L1.1</b> Develop Kwantlen's research and scholarship profile	
	<b>ALMD Objective</b> To foster creativity, innovation, and knowledge development.	<b>Postsecondary System Objective</b> Quality

Kwantlen's Office of Research and Scholarship (ORS) has been in place for over six years to assist faculty with obtaining and managing financial support for their research. The ORS also supports the Research Ethics Board and Professional Development and Minor Research grants programs.

To encourage faculty, both new and those returning to research, Kwantlen hosted a three day "Nurturing Your Research Career" presentation and workshop, attracting 35 participants and support program registrants. Monthly brown bag lunches were also held for faculty engaged in research and scholarly activity to share their research activities with colleagues.

Kwantlen has signed a MOU with Natural Sciences and Engineering Research Council (NSERC) one of the Federal Tri-Agencies and already has an MOU with Social Sciences and Humanities Research Council. These agreements facilitate the development of research at the university, making Kwantlen eligible to hold grants from a number of competitions in their *Programs for Institutes and Colleges*. These include the College and Community Innovations Program and the Idea to Innovation Program. Furthermore, Kwantlen is now eligible to be co-applicants in other important NSERC programs, including the Strategic Project Grant, Strategic Network Grants, and the Collaborative Health Research Project Program.

As Kwantlen faculty's involvement in research and scholarly activities increase, opportunities are being created for Kwantlen students to engage in research. This provides students with an enriched learning opportunities that allows them broaden their skill set and experiences. **This last year, forty-five Kwantlen's undergraduate students gained research experience working as Research.**

*Research and scholarly activity is dispersed across Kwantlen; the following examples highlight the diversity of work undertaken.*

#### **Department of Learning Communities (LC)**

- Faculty developed an interdisciplinary research project on Creativity and Mental Health in conjunction with six other faculty members and numerous community partners.
- Professional development workshops for artists and writers throughout Canada were developed and delivered with sponsorship from Heritage Canada.
- Faculty member Dr. Sarah Hickinbottom received the Sigmund Koch Award from

American Psychological Association for being the most promising new scholar in theoretical and philosophical psychology.

- *Learning communities faculty members published two scholarly books and one book contract has been secured.*

### **Department of English Language Studies (ELST)**

- In partnership with Vancouver Coastal Health has completed a curriculum development project in post-licensure health professionals employed through Vancouver Coastal Health and Providence Health.
- The Internationally Educated Health Professionals Pilot Project that begun in partnership with Vancouver Coastal Health in 2008/2009 was extended through new funding from the Canada-British Columbia Labour Market Agreement.
- A Richmond Community Literacy Grant in partnership with Immigrant Services Society of BC and Richmond Public Library was secured to develop a peer-tutor program in conjunction with the Kwantlen Learning Centre. Three Kwantlen students have been actively involved in this project.
- *ELST Faculty member participated in BC ESL Articulation research project funded by BCCAT.*

### **Faculty of Business**

- *Dave Coulson conducts legal research on an ongoing basis for the textbook he authored, Guide to Builders Liens in British Columbia.*
- *Xing Liu is working on a wireless sensing/monitoring project that focuses on environment monitoring (temperature, humidity, carbon dioxide, can be extended to cover other gases including toxic gases). The development work comprises an electronic hardware unit and an intelligent information system. This novel sensing technology will have diverse applications in the environmental controls systems across multiple sectors. The project was showcased in the British Columbia Innovation Council's event CONNECT'09 on October 19, 2009.*

### **Faculty of Community and Health Studies**

- Psychiatric Nursing faculty has been working with the Canadian Diabetes Association to develop and implement a survey within the South Asian Community in Surrey
- Students led a workshop at the Kila How Eya Center on Trans-generational Trauma and its impact on the role of male, female, family and the community while looking for ways to reclaim the personhood through cultural and spiritual strength of the community.

### **Faculty of Social Sciences**

- *Research funding received by the individual faculty members, research teams and Institutes within the Faculty of Social Sciences from community partners, industry contributions, and granting agencies totaled \$325,000 in FY 2009/10. **EXAMPLES??***

### **Faculty of Humanities**

- *Humanities faculty received \$8,000 from the Shastri Indo-Canadian Institute to develop/teach a Punjabi language course.*

### **Faculty of Design**

- *A Fashion Design faculty member published a researched article in a magazine with a circulation of 47,000 and will present other research work at the Textile of America Conference later this year.*

### **Faculty of Trades and Technology**

- A Trades and Technology faculty member completed a research project for the CADD/Drafting Technologies to create transfer arrangements for BCATTA.

### **School of Horticulture**

- Horticulture faculty members have been cooperating with the Institute for Sustainable Horticulture and BCIT on green roof research that will span over two years. The project received \$75,000 in funding.

### **Institute for Sustainable Horticulture (ISH)**

- Partnering with small and medium sized companies, and agricultural producers in the region to research, develop and commercialize new microbial bio-products for use in natural biological pest management.
- Promoting urban agriculture demonstration projects given the public, industry, governments, and students' increasing interest in addressing environmental and sustainability issues generate by modern day urban living.

### **Community University Research Alliance (CURA) Research Project**

The Community University Research Alliance (CURA) research project is acting together with SSHRC to address youth violence. The goal of the project is to connect the academic researchers with the community wisdom, and the community activists with the academic knowledge. Housed at Kwantlen, the project involves seven academic researchers, four academic institutions and eleven community organizations. There are seven undergraduate student researchers from Kwantlen and Langara College and three graduate students from SFU who are involved in the project. Over 80 meetings have been held to date with community members.

#### **Performance Measures related to developing Kwantlen's research and scholarship profile.**

L1.1.1 Kwantlen's research and scholarship profile will be developed within and across academic division, with professional and industry partners, and through community development.	<u>2009/10 Target</u> See measure	<u>2009/10 Actual</u> Kwantlen faculty from 7 faculties and 23 departments are doing research and scholarly activity either independently or in partnership with education and health institutions; cities and municipalities; government agencies and not-for-profit community groups including Delta Police, BC Children's Hospital Foundation, IRAP, University of Washington, Fraser Health Authority, Shastro Indo-Canadian Institute, City of Surrey, Mosaic and Whistler Community Service Society.	<u>Performance Assessment</u> <b>Achieved</b>
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		A comprehensive tracking system for Kwantlen's research and scholarly activity has been installed allowing researchers to track their funds. Training will start in the new fiscal year.	
MODIFY MEASURE???			
L1.1.2 There will be an increase each academic year in the number of faculty research projects whose results have been disseminated.	<u>2009/10 Target</u> 31 research projects disseminated	<u>2009/10 Actual</u> 25 research projects disseminated  15 scholarly journals publications and 10 conference presentations	Performance Assessment <b>Not achieved</b>
2008/09 Actual	31 research projects disseminated		
2010/11 Target	≥28 research projects disseminated		
Explanation: JASON DYER TO PROVIDE EXPLANATION WHY MEASURE WAS NOT ACHIEVED.			
New measure for 2010/11: The number of faculty research projects whose results have been disseminated will equal or exceed the average of the previous two years.			
L1.1.3 There will be an increase each academic year in the amount of research funding from community partners, industry contributions, and granting agencies.	<u>2009/10 Target</u> ≥\$4,858,000	<u>2009/10 Actual</u> Total: \$657,223  Federal granting agencies: \$361,028 Provincial granting agencies: \$98,539 Community agencies: \$197,656	Performance Assessment <b>Not achieved</b>
2008/09 Actual	≥ \$4,858,000		
2007/08 Actual	N/A measure introduced in 2008/09		
2010/11 Target	≥\$2,757,612		
Explanation: JASON DYER TO PROVIDE EXPLANATION WHY MEASURE WAS NOT ACHIEVED. ACUAL REPORTED MAY BE MODIFIED.			
New measure for 2010/11: The amount of research funding from community partners, industry contributions, and granting agencies will equal or exceed the average of the previous two years.			

<b>Goal L2.</b> <b>Kwantlen provides the environment and the means to transform the lives of its learners, employees and communities.</b>	<b>Objective L2.1</b> Implement student and graduate success initiatives	
	<b>ALMD Objective</b> To foster creativity, innovation, and knowledge development.	<b>Postsecondary System Objective</b> Quality

Many of Kwantlen's programs have multiple entry and exit points which make tracking completion rates by program challenging so we track course completion rates. Course completion rates in many program areas are consistently above the 80% target Kwantlen has set itself. Independently of this fact, course planning and management are currently under review. Specific classes that have higher than average failure and dropout rates are being identified so that peer tutoring and other learning resource services can be utilized to assist student's progression to program completion.

***Initiatives occurring at the program level to improve course completion rates:***

*Admissions requirements are being reviewed (BSN and BPN); Co-requisites strategies for students at risk are being implemented (ELST); Pre-requisite structure are being reviewed (Social Sciences); Program chairs are reviewing completion rates in courses to identify appropriate strategies to help students succeed (Bus); Programs are being re-conceptualized and grounded in the philosophy of education and developmental psychology (LC); Expectations are being explicitly communicated to students through performance contracts (Design); Student learning is supported through on-site Academic and Career Advancement course offerings (Trades); and Departmental educational plans are populated with courses that are requisites for degree requirements and course students find interesting (Hum).*

***Initiatives occurring at the program level to improve the number of credentials awarded.*** *These include: The development of new program concepts (LC, Sci); Information materials are being developed to promote diploma completion (ELST); A plan is being implemented to ensure students access degree advisors one semester prior to graduation to ensure course planning is relevant to their graduation (BUS).*

**A variety of strategies are in place to enhance student satisfaction with education at Kwantlen.** Student and graduate surveys and focus groups are utilized to modify or enhance courses and programs. Professional development opportunities are made available to faculty to enhance their teaching. A robust program review process is in place, and a new faculty evaluation process that has strong formative focus is currently being implemented.

***Kwantlen has new initiatives and processes in place to ensure a robust transfer articulation module to facilitate the transfer of students to Kwantlen.*** *The Faculty of Business has been proactive in this regard and has developed a tracking system and process to monitor requests for articulation, resulting in more timely turn around and having the ability to follow up with departmental representatives when delays occur. Participation in the Provincial Articulation for ESL is ongoing. Faculty member is currently working on a comparison of internal assessment measures and placement tests across BC postsecondary institutions.*

**Kwantlen understands that the having support systems for students in place is vital.** Two software systems were launched to support and enhance Counselling and Tutoring Services. A parent support group was expanded to the Surrey campus, and a series of workshops called "Course Planning 101" that include parents are being offered to help students with course planning and registration skills. Furthermore, faculty are encouraged to make use of the *Early Alert* program developed by Counselling Services. The

Early Alert program is an online service that enables faculty to identify students who are at risk of falling behind and refer them for timely and targeted support.

The first year of university can be challenging for students and many don't continue their studies in the second year. To help students with the transition to university, **Kwantlen's First Year Experience program has succeeded in annually increasing the number of activities offered and students involved in the program** in the last seven years. Course planning workshops to support new students through the university transition stage were also initiated.

**To facilitate students transitioning into the work force Kwantlen provides students with an experiential learning component.** Students have the opportunity to take part in co-op education, internships, practicums, work placements, and research as a way of applying what they learn in the classroom in a real life setting and gaining some form of work experience. Each year, the number of students who engage in these types of activities has been steadily **increasing from 1,931 in 2003/04 to ##### in 2009/10.**

**There are on-going assessment strategies and other practices in place to improve students' ratings of the usefulness of their acquired knowledge and skills in performing their job.** These include: program reviews, surveys of students assessment of their skills after practicums/preceptorships, industry input on curricular matters, student self assessments and plan developments to address/build skills needed for career of choice, including student journaling on acquired skills in the curriculum, and increasing the number of students who have an experiential learning component during their time at Kwantlen.

Performance Measures related to implementing student and graduate success initiatives.			
L2.1.1 The course completion rate will be $\geq$ 80% in each academic year.	<u>2009/10 Target</u> $\geq$ 80%	<u>2009/10 Actual</u> 81.1%	<u>Performance Assessment</u> <b>Achieved</b>
2008/09 Actual	81.6% (target changed from 83% to 80%)		
2007/08 Actual	81.1%		
2006/07 Actual	82.1%		
2010/11 Target	$\geq$ 80%		
L2.1.2 Increase the number of credentials awarded by 1.5% in 2005/06 and 2006/07, and by a further 1% in 2008/09. (ALMD)	<u>2009/10 Target</u> TBD	<u>2009/10 Actual</u> 1,693*	<u>Performance Assessment</u> <b>Not assessed</b>
2008/09 Actual	1,666 revised by ALMD to 1,782		
2010/11 Target	Under review		
2011/12 - 2012/13 Target	TBD		
*The total number of credentials awarded calculated by ALMD is the average of the three most recent academic years (2006/07, 2007/08, and 2008/09).			

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L2.1.3 Student assessment of satisfaction with education will equal or exceed 90%. (ALMD)	<u>2009/10 Target</u> ≥ 90%	<u>2009/10 Actual</u> DACSO: 91.7% (+/- 1.1%) <sup>44</sup> BGS: 97.5% (+/-1.3%)	<u>Performance Assessment</u> DACSO: <b>Achieved</b> BGS: <b>Achieved</b>
2008/09 Actual	DACSO: 92.5% (+/-0.9%); BGS: 96.5% (+/-1.9%)		
2010/11 – 2012/13 Target	≥ 90%		
L2.1.4 The unemployment rate of Kwantlen's graduates will be lower than that of high school graduates in the economic region. (ALMD)	<u>2009/10 Target</u> ≤ 12.5%	<u>2009/10 Actual</u> DACSO: 9.1% (+/- 2.2%) BGS: 4.0% (+/-1.7%)	<u>Performance Assessment</u> DACSO: <b>Exceeded</b> BGS: <b>Exceeded</b>
2008/09 Actual	DACSO: 7.2% (+/-1.1%); BGS: 1.2% (+/-1.1%)		
2010/11 – 2012/13 Target	DACSO/BGS: ≥ unemployment rate for individuals with high school credentials or less		
L2.1.5 Maintain student satisfaction with transfer at 2003 level.	<u>2009/10 Target</u> <b>TBD</b>	<u>2009/10 Actual</u> <b>Sending: ###%</b> <b>Receiving: ###%</b>	<u>Performance Assessment</u> <b>Sending:</b> <b>Receiving:</b>
2008/09 Actual	Sending: 80.9%; Receiving: 58.5%		
2007/08 Actual	Sending: 90.0%; Receiving: 69.4%		
2006/07 Actual	Sending: 88.8%; Receiving: 78.3%		
2010/11 Target	<b>TBD</b>		
New measure for 2010/11: Student satisfaction with transfer will equal or exceed the average of the previous two years.			
L2.1.6 Implement at least one new assessment, counselling or educational advising initiative each academic year.	<u>2009/10 Target</u> ≥ 1 initiative	<u>2009/10 Actual</u> 4 initiatives	<u>Performance Assessment</u> <b>Exceeded</b>
2008/09 Actual	2 initiatives		
2007/06 Actual	2 initiatives		
2006/07 Actual	2 initiatives		
2010/11 Target	≥ 1 initiative		

<sup>44</sup> The Diploma, Associate Degree, and Certificate Student Outcomes (DACSO) survey and the Baccalaureate Graduate Survey (BGS) are part of the BC Student Outcomes Project, a longstanding partnership among the Ministry of Advanced Education and Labour Market Development, participating post-secondary institutions, and a number of system-wide organizations. The DACSO survey collects information from former postsecondary students who are asked to evaluate many aspects of their educational experience and to talk about their subsequent employment and further education. Former students are surveyed approximately 9 to 20 months after they complete all, or a significant portion, of their programs. BC has collected student outcomes information from former students in these programs since 1988. The BGS is designed to gather information on baccalaureate graduates' education satisfaction levels, education financing and student debt as well as further education and employment outcomes. The project has adopted a model of interviewing graduates both two and five years after graduation. The new BC universities were included in the BGS beginning in 2006.

L2.1.7 The number of new students participating in First Year Experience activities each year will equal or exceed the average of the previous two years.	<u>2009/10 Target</u> ≥ 5,164 students	<u>2009/10 Actual</u> 6,124 students	Performance <u>Assessment</u> <b>Exceeded</b>
2008/09 Actual	5,407		
2007/08 Actual	4,921		
2006/07 Actual	3,726		
2010/11 Target	≥ 5,766		
L2.1.8 Links to the workplace through co-op education placement, internships, practicums, work placements, and apprenticeships will equal or exceed the average of the two previous years.	2009/10 Target ≥ 3,352	2009/10 Actual <b>In process</b>	Performance Assessment
2008/09 Actual	3,582		
2007/08 Actual	3,122		
2006/07 Actual	2,955		
2010/11 Target	≥ <b>In process</b>		
L2.1.9 Student assessment of the usefulness of their acquired knowledge and skills in performing their job will equal or exceed 90%. (ALMD)	<u>2009/10 Target</u> ≥ 90%	<u>2009/10 Actual</u> DACSO: 79.2% (+/- 3.2%) BGS: 96.7% (+/-1.6%)	Performance <u>Assessment</u> DACSO: <b>Substantially achieved</b> BGS: <b>Achieved</b>
2008/09 Actual	DACSO: 66.6% (+/-2.1%); BGS: 95.7% (+/-2.2%)		
2010/11 – 2012/13 Target	≥ 90%		
L2.1.10 At least 90% of students will assess their level of preparation for further studies as <i>very well</i> or <i>somewhat prepared</i> (measured only on DACSO survey).	<u>2009/10 Target</u> ≥ 90%	<u>2009/10 Actual</u> DACSO: 90%	Performance <u>Assessment</u> <b>Achieved</b>
2008/09 Actual	91%		
2007/08 Actual	94%		
2006/07 Actual	94%		
2010/11 Target	≥ 90%		

L2.1.11 Student ratings of their skill gains (written and oral communication, group collaboration, critical analysis, problem resolution, reading comprehension, and independent learning) will increase each year until they meet or exceed 85% <i>very well</i> or <i>well</i> . (ALMD)	<u>2009/10 Target</u> Skill development (avg. %): $\geq 85\%$	<u>2009/10 Actual</u> DACSO: Skill development (avg %) 74.1% (+/-1.7%) <i>Written communication</i> 68.9% (+/-1.9%) <i>Oral communication</i> 69.0% (+/-1.9%) <i>Group collaboration</i> 78.4% (+/-1.6%) <i>Critical analysis</i> 77.6% (+/-1.6%) <i>Problem resolution</i> 70.0% (+/-1.8%) <i>Learn on your own</i> 75.3% (+/-1.7%) <i>Reading comprehension</i> 79.2% (+/-1.6%)  BGS: Skill development (avg. %) 88.7% (+/-2.7%) <i>Written communication</i> 85.3% (+/-3.0%) <i>Oral communication</i> 92.4% (+/-2.2%) <i>Group collaboration</i> 93.1% (+/-2.1%) <i>Critical analysis</i> 91.3% (+/-2.3%) <i>Problem resolution</i> 84.1% (+/-3.1%) <i>Learn on your own</i> 90.5% (+/-2.5%) <i>Reading comprehension</i> 84.6% (+/-3.1%)	Performance <u>Assessment</u> DACSO: <b>Not achieved</b> BGS: <b>Achieved</b>
2008/09 Actual	DACSO: 76.5% (+/-1.6%); 93.0% (+/-2.6%)		
2010/11 – 2012/13 Target	$\geq 85\%$		
Explanation: REQUIRED			

<b>Goal L2.</b> <b>Kwantlen provides the environment and the means to transform the lives of its learners, employees and communities.</b>	<b>Objective L2.2</b> Provide international learning opportunities	
	<b>ALMD Objective</b> British Columbians are able to fulfill their potential through access to quality educational and training opportunities.	<b>Postsecondary System Objective</b> Relevance

**Kwantlen recognizes the importance of internationalizing students' educational experiences.** Today more than ever it is critical for our students to understand and respect other's cultures, languages and beliefs. To succeed in today's global environment, students increasingly need to complement their academic and career learning with the international skills that allow them to understand and work with people from other countries.

**Kwantlen continues to expand its international recruitment efforts as a mechanism for introducing an international perspective in the classroom.** Through increased recruitment travel, better conversion practices, and the addition of education agents and recruiters, Kwantlen will increase the number of international students attending the university.

**One of the top priorities has been developing the Open World exchange program,** projected to increase the number of exchanges occurring in 2010/11. Overall mobility numbers have also been on the rise in the last three years, and there has been an increase in the diversity of programs students have participated in (from eleven countries in 2008/09 to fourteen countries in 2009/10). Other initiatives underway for the upcoming year include the launch of Kwantlen's Japanese Field School and expanding opportunities for international co-op placements. This year four students had international co-op placements.

**Departmental initiatives include:**

To facilitate students going abroad, **the Faculty of Business** has streamlined the processes between International Exchange and Faculty of Business to quickly and efficiently approve students applying for exchange and confirm approval of transfer credit information prior to departure.

Faculty from several programs have been invited as visiting faculty to international institutions:

- **Applied Communications** invited to Guangzhou University of Foreign Studies;
- **Information Technology** faculty invited to North China Institute of Aerospace Engineering;
- **Faculty of Business** faculty invited to Guangdong University of Foreign Studies.
- For the fourth year, ELS faculty members traveled to Fuyang, China to support the transfer project between Fuyang High School #2 and Kwantlen. So far at least 23 international students have come to Kwantlen from this project. **ELST Faculty** members will hold professional development workshops for teachers visiting from Fuyang, China.
- In April 2009 12 students and two faculty from our **Interior Design** program studied Architecture and design in various cities in Colombia. Seventeen students and two faculty will study design and architecture in Barcelona in April, 2010 for ten days. Two Graphic Design students studied at the University of Creative Arts in the

U.K. as part of a new exchange partnership. Three faculty members have participated in travel abroad to recruit students and/or establish partnerships.

Performance Measures related to international learning opportunities			
L2.2.1 The number of formal exchanges and other international learning opportunities available to Kwantlen's students and faculty will equal or exceed the average of the previous two years.	<u>2009/10 Target</u> Inbound Students: $\geq 41$ Outbound Students: $\geq 73$ Outbound Faculty: $\geq 34$	<u>2009/10 Actual</u> Inbound Students: 71 Outbound Students: 84 Outbound Faculty: 19	Performance <u>Assessment</u> Inbound Students: <b>Exceeded</b> Outbound Students: <b>Exceeded</b> Outbound Faculty: <b>Not Achieved</b>
2008/09 Actual	Inbound Students: 12; Outbound Students: 74; Outbound Faculty: 41		
2007/08 Actual	Inbound Students: 70; Outbound Students: 71; Outbound Faculty: 26		
2006/07 Actual	Inbound Students: 18; Outbound Students 115; Outbound Faculty: 6		
2010/11 Target	Inbound Students $\geq 41$ ; Outbound Students $\geq 73$ ; Outbound Faculty $\geq 34$		
Explanation: (Outbound faculty) – Currently there is no effective mechanism to determine the number of faculty travelling abroad unless they report directly to the International Liaison Office.			
L2.2.2 The percentage of FTE international students will equal or exceed 6% of total FTE enrolments each fiscal year.	<u>2009/10 Target</u> 6% of enrolments	<u>2009/10 Actual</u> International as percentage of FTE enrolment: 6.9%  International FTEs: 687.2 Total FTEs: 9889.6	Performance <u>Assessment</u> <b>Achieved</b>
2008/09 Actual	International FTEs: 518.2; total enrolment FTEs: 9,345.5 (5.5%)		
2007/06 Actual	International FTEs: 500.5; total enrolment FTEs: 9,038.4 (5.5%)		
2006/07 Actual	International FTEs: 511.4; total enrolment FTEs: 8,543.6 (5.9%)		
2010/11 Target	$\geq 6\%$		

<b>Goal L2.</b> <b>Kwantlen provides the environment and the means to transform the lives of its learners, employees and communities.</b>	<b>Objective L2.3</b> Improve secondary to postsecondary transition	
	<b>ALMD Objective</b> British Columbians are able to fulfill their potential through access to quality educational and training opportunities.	<b>Postsecondary System Objective</b> Efficiency

**Kwantlen continues its commitment to facilitate secondary postsecondary transitions.** In this last year, Kwantlen has increased the number of MOUs with feeder institutions to facilitate secondary to postsecondary transitions. In addition, a new relationship was recently established with Surrey Connect to develop the number of concurrently enrolled students.

**The SPARK program's 7<sup>th</sup> cohort will commence in the fall 2010.** Beginning in their grade 11 year, students at three local secondary schools take three to four tuition-free courses at Kwantlen while taking high school courses. Students receive mentoring and encouragement, in addition to success skills. Once SPARK students graduate from high school they are eligible to receive scholarship money for postsecondary tuition in their first two years at Kwantlen. This program has proven to be effective; a study showed that 80% of SPARK students enter postsecondary compared to 59% of a control group. Although government funding for this program has been cut, Kwantlen has been able to confirm one more year of funding.

**Summer Transition Program continues to enhance secondary to postsecondary transition** for students with disabilities program. The program teaches people with disabilities the essential skills to become successful students, capable employees and valuable members of the community. Twenty-two students took part in the third year of the program.

#### **Departmental/Faculty level initiatives**

**APPD.** *To advance the mission of APPD, faculty participate on the Transition Committees for students with disabilities in Richmond and Surrey as well as the Langley Vocational Services Committee. This last year Langley Vocational Services Committee organized a transition fair for individuals with disabilities transitioning from secondary school.*

**The Faculty of Trades and Technology** *has developed a strategic plan with Kwantlen school districts and have also formed partnership with Coquitlam, Maple Ridge, Howe Sound and Pemberton school districts to offer ACE-IT programs where other post-secondary institutions are not available to meet their needs. The CADD core partnership also continues and has been successful at increasing enrolment in that program by approximately 50%.*

**School of Horticulture** *has seen an increase in the CTC pathway for secondary students into horticulture apprenticeship. 2009 – 2010 saw the greatest number of high school students use this program to advance their career objectives.*

Performance Measures related to improving secondary to postsecondary transition			
L2.3.1 Continue to enhance secondary to postsecondary transition through articulation, block transfer, dual credit and Career Technical Consortium (CTC) transition pathways.	<u>2009/10 Target</u> See measure	<u>2009/10 Actual</u> 22 Summer Transitions Program for students with disabilities  57 new students were admitted to the Students, Preparation, Access, Reaching Goals, Knowledge (SPARK) program in 2009	Performance Assessment <b>Substantially Achieved</b>
2008/09 Actual	29 Summer Transitions Program; 52 students in SPARK program		
2007/08 Actual	9 Summer Transitions Program; 50 students in SPARK program		
2006/07 Actual	51 students in SPARK program		

<b>Goal L2.</b> <b>Kwantlen provides the environment and the means to transform the lives of its learners, employees and communities.</b>	<b>Objective L2.4</b> Implement initiatives to support increased Aboriginal participation	
	<b>ALMD Objective</b> British Columbians are able to fulfill their potential through access to quality educational and training opportunities.	<b>Postsecondary System Objective</b> Access

**Kwantlen's Aboriginal Gathering Place was completed** last summer and its formal opening was in May 2010. The Gathering Place will act as a hub for cultural, educational and social activities designed to raise awareness and to encourage Aboriginal students to connect with one another, the traditions of their ancestors and to share their culture and tradition with the broader community. The Gathering Space has won the 2010 BC Wood Design Award and the 2010 Architecture Institute Innovation Award. **PHOTO**

**Kwantlen extended partnerships that facilitate Aboriginal participation in postsecondary education.** The extension of the partnership with the Squamish Nation and VanASEP (Vancouver Aboriginal Skills Employment Society) will commit an additional 72 full-time apprentice spaces in Industry Training Authority (ITA) standardized programs. The Aboriginal University Prep program (a partnership with SFU) was extended and expanded to include an Aboriginal Pre-Health Program.

To further promote Aboriginal participation in the trades, the Faculty of Trades and Technology has hired a Coordinator of Aboriginal Students to provide support with trades training, placements, and financing options.

Multiple departments from across campus (*Counselling, Financial Award, Admissions, Learning Centre, Advising, and the First Nation's Support Worker*) collaborated to offer a full day workshop for Aboriginal Support Workers from the Surrey School District. The workshop's purpose was to inform participant about services and support available at Kwantlen for Aboriginal Students and facilitate the transition of Aboriginal students from the Surrey School District to Kwantlen.



Performance Measures related to implementing initiatives to support increased Aboriginal student participation			
L2.4.1 Two initiatives to increase Aboriginal participation will be underway by 2008/09.	<u>2009/10 Target</u> ≥ 2 initiatives	<u>2009/10 Actual</u> 3 or 4 initiatives	Performance <u>Assessment</u> <b>Achieved</b>
2008/09 Actual	3 initiatives		
2007/06 Actual	3 initiatives		
2006/07 Actual	4 initiatives		
2010/11 Target	2 initiatives		
L2.4.2 Maintain or increase number and percent of student population that is Aboriginal.(ALMD)	<u>2009/10 Target</u> ≥ 369 and 2.2%	<u>2009/10 Actual</u> 475 and 2.8%	Performance <u>Assessment</u> Numbers: <b>Exceeded</b> Percentage: <b>Exceeded</b>
2008/09 Actual	337 and 2.0% revised to 369 and 2.2%*		
2010/11 – 2012/13 Target	≥ previous year		
*The Aboriginal student headcount method was expanded to include students who had self-declared in any year at any CDW institution. As a result, most institutions have seen an upward shift of their Aboriginal student headcount. The 2008/09 numbers were also revised to account for this change.			

<b>Goal L2.</b> <b>Kwantlen provides the environment and the means to transform the lives of its learners, employees and communities.</b>	<b>Objective L2.5</b> Enhance financial support programs to maintain access for lower income students	
	<b>ALMD Objective</b> British Columbians are able to fulfill their potential through access to quality educational and training opportunities.	<b>Postsecondary System Objective</b> Access

**Kwantlen has made changes to the way funds are allocate to awards.** The endowment matching fund was redirected to increase student scholarships and support. This change directly benefits students in the shorter term as opposed to matching endowment contributions that benefit students with smaller amounts of money over a longer period of time.

Performance Measures related to enhancing financial support programs to maintain access for lower income students			
L2.5.1 Maintain funding for bursaries at the 2007/08 level.	<u>2009/10 Target</u> Bursary funding: \$400,000; endowment matching funding: \$200,000	<u>2009/10 Actual</u> Bursary funding : \$330,000 Endowment matching fund of \$200,000	Performance <u>Assessment</u> <b>Not achieved</b>
2008/09 Actual	\$600,000		
2007/08 Actual	\$625,000		
2006/07 Actual	N/A		
2010/11 Target	TBD		
Explanation: REQUIRED			
MEASURE NEEDS TO BE UPDATED TO CAPTURE ELIMINATION OF ENDOWMENT MATCHING FUND			

<b>Goal L2.</b> <b>Kwantlen provides the environment and the means to transform the lives of its learners, employees and communities.</b>	<b>Objective L2.6</b> Increase student enrolments to meet provincial targets	
	<b>ALMD Objective</b> British Columbians are able to fulfill their potential through access to quality educational and training opportunities.	<b>Postsecondary System Objective</b> Capacity

**Kwantlen has recently undertaken a comprehensive restructuring of student services areas to create a Strategic Enrolment division.** This new division will implement aggressive recruitment programs to increase new student matriculation and retention initiatives, such as financial aid leveraging and course planning to help achieve the university's enrolment targets.

Programs are also actively engaged in recruiting and promotional efforts and are adapting program offerings to be more attractive to students. To promote themselves, programs attend industry, community and educational events. Information sessions for students and parents are held, and programs actively participate in Kwantlen's annual Open House.

*To increase the profile of the Design programs and their graduates, annual events are held to showcase the work of graduates. Science has annual Science Challenges and partners with SFU and the Surrey and Delta school districts to enhance Science offerings*

**Kwantlen realizes there is a growing demand for educational offerings that meet the needs of the adults and professionals.** The Continuing Education function at the university is being revitalized. Programs are increasing the offering of convenient time blocks to accommodate working students (BUS). Courses are being specially designed to help adult students get (re)familiarized with being a student (LC). Professional development opportunities for educators and professionals in the specific industry segments are being offered.(Design)

**Strategies in place to increase the proportion of students registered in third and fourth year undergraduate courses** include: increasing the number of third and fourth year sections offered (Bus); the development of new programs (Bus, Hum) and courses (LC); enhancement of laddering opportunities; facilitating students' transitions from university to the workforce or further studies by offering a final year transition course (LC); closely linking material covered in third and fourth year with industry requirements (Design); using mail-out campaigns to convert existing students to declared BA students (Soc Sci); and offer students longer term planning support (Trades).

<b>Performance Measures related to increasing student enrolments to meet provincial targets.</b>			
L2.6.1 A strategic enrolment management program will continue to address student demand, course sequencing, and student retention in order to align student enrolment with the ALMD of Advanced Education and Labour Market Development's FTE targets.	<u>2009/10 Target</u> See measure	<u>2009/10 Actual</u> Kwantlen has restructured the student services areas to create a Strategic Enrolment division.	Performance <u>Assessment</u> <b>In process</b>
L2.6.2 The number of student spaces at Kwantlen will match the ALMD overall student FTE targets. (ALMD)	<u>2009/10 Target</u> 9,077 FTEs	<u>2009/10 Actual</u> 8,507 FTEs (excludes international and ITA)	Performance <u>Assessment</u> <b>Substantially Achieved</b>
2008/09 Actual	8,065 FTEs (excludes international and ITA)		
2010/11 - 2012/13 Target	TBD		
L2.6.3 The proportion of students aged 25 and over <del>registered in summer, fall and spring terms</del> will equal or exceed the average of the previous two years.	<u>2009/10 Target</u> ≥ 27%	<u>2009/10 Actual</u> 26.6% unduplicated headcount	Performance <u>Assessment</u> <b>Substantially achieved</b>
2008/09 Actual	26%		
2007/06 Actual	28%		
2006/07 Actual	27%		
2010/11 Target	≥ 26.3%		
L2.6.4 The proportion of students registered in third and fourth year undergraduate courses will equal or exceed the average of the two previous years.	<u>2009/10 Target</u> ≥ 22%	<u>2009/10 Actual</u> 23.7 % of undergraduate total	Performance <u>Assessment</u> <b>Achieved</b>
2008/09 Actual	22.5% of undergraduate total		
2007/08 Actual	21.5% of undergraduate total		
2006/07 Actual	20.6% of undergraduate total		
2010/11 Target	≥ 23.1%		

<b>Goal L2.</b> <b>Kwantlen provides the environment and the means to transform the lives of its learners, employees and communities.</b>	<b>Objective L2.7</b> Provide online learning opportunities	
	<b>ALMD Objective</b> British Columbians are able to fulfill their potential through access to quality educational and training opportunities.	<b>Postsecondary System Objective</b> Capacity

**Kwantlen has steadily worked on expanding its online presence** to increase institutional capacity, increase accessibility for students who may not be able to physically attend classes, and enrich students' educational experiences. The number of students taking online courses, and the number of courses with an online component have steadily increased in the last several years. To facilitate teaching and learning in an online environment, the Centre for Academic Growth has had a continuous focus on eLearning initiatives.

Performance Measures related to online learning opportunities			
L2.7.1 The number of students registered in online courses will equal or exceed the average of the two previous years.	<u>2009/10 Target</u> ≥ 2,536	<u>2009/10 Actual</u> 3,523 students	<u>Performance Assessment</u> <b>Exceeded</b>
2008/09 Actual	2,536 students		
2007/08 Actual	2,096 students		
2006/07 Actual	936 students		
2010/11 Target	≥ 3,030 students		
L2.7.2 The number of courses with web-based resources available to students will equal or exceed the average of the two previous years.	<u>2009/10 Target</u> ≥ 6,156 courses	<u>2009/10 Actual</u> 6,904 courses	<u>Performance Assessment</u> <b>Exceeded</b>
2008/09 Actual	6,156 courses		
2007/08 Actual	2,005 courses		
2006/07 Actual	1,256 courses		
2010/11 Target	≥ 6,530 courses		

## 5.2 Physical, Operational and Cultural Infrastructure

<b>Goal I1.</b> <b>Operational structures and processes support our learning and community goals in a sustainable manner.</b>	<b>Objective I1.1</b> Implement education and service quality improvement programs	
	<b>ALMD Objective</b> To foster creativity, innovation, and knowledge development.	<b>Postsecondary System Objective</b> Quality

**Overseen by the Senate Standing Committee on Program Review, Kwantlen's Program Review process is running smoothly.** As programs complete their reviews, they gain insight into aspects of the program and its delivery that could be improved. To support program improvement, programs that have completed their review are eligible to apply for a grant to implement recommendations resulting from the review. Kwantlen's process ensures that degree programs meet the Degree Quality Assessment Board (DQAB) requirements. In 2009/10, five program reviews were completed. Seventeen programs are currently engaged in the program review process.

Completed Program Reviews in 2009/10:

- Diploma in English Language Studies (completed - January 2010)
- Bachelor of Applied Arts in Psychology (completion – June 2010)
- Bachelor of Arts Major in Psychology (completion – June 2010)
- Associate of Arts Degree in Psychology (completion – June 2010)
- Bachelor of Arts Minor in Psychology (completion – June 2010)

*Programs Reviews in process:*

*Certificate of Completion in Access Programs for People with Disabilities*

*Bachelor of Business Administration in Accounting*

*Bachelor of Business Administration – Information Technology*

*Diploma of Technology in Environmental Protection*

*Modern Languages*

*Special Education Teacher Assistant*

*Bachelor of Arts in Community Criminal Justice*

*Bachelor of Arts, Major in Criminology*

*Associate Arts in Criminology*

*Diploma in Criminology*

*Certificate in Criminology*

*Criminology Minor*

*Adult Basic Education*

*Diploma in Horticulture Technology – Landscape Design and Installation*

*Diploma in Horticulture Technology – Greenhouse and Nursery Production*

*Diploma in Horticulture Technology – Turf Management*

*Minor in Political Science*

### **Programs with accreditation**

- *Business: Business programs are accredited by the internationally recognized Association of Collegiate Business Schools and Programs (ACBSP).*
- *Computing programs are accredited by the nationally recognized Canadian Association of Information Technology Professionals (CIPS)*
- *Our Interior Design degree program is accredited by the Council for Interior Design accreditation (CIDA). The current accreditation is valid until Fall 2012.*

- 11 Red Seal programs
- Sciences: The EPT is nationally accredited with graduates eligible for A.Sc. T. certification that provides opportunities across Canada and internationally.

**Reviews of six service units** were begun in 2008/09; four of these were completed. The Service Review process will not be implemented at this point in time due to a refocus of priorities.

Performance Measures related to implementing educational and service quality improvement programs			
I1.1.1 At least five program units will undertake a program review or demonstrate completion of equivalent external process in each academic year.	<u>2009/10 Target</u> See measure	<u>2009/10 Actual</u> 5 programs reviewed	Performance <u>Assessment</u> <b>Achieved</b>
I1.1.2 Three services will undergo review; procedures will be refined for full implementation.	<u>2009/10 Target</u> See measure	<u>2009/10 Actual</u> No action taken	Performance <u>Assessment</u> <b>Not achieved</b>
2008/09 Actual	4 completed; 2 in process ( measure added in 2008/09)		
Explanation: Kwantlen has refocused its priorities. The university will not continue on the review of service units at this point in time.			
I1.1.3 At least 10% of Kwantlen's programs will have national or international recognition.	<b>2009/10 Target</b> 10% programs	<b>2009/10 Actual</b> 14 programs or 10%	Performance <u>Assessment</u> <b>Achieved</b>
2008/09 Actual	33 programs (24%)		
2007/08 Actual	26 programs (19%)		
2006/07 Actual	28 programs (20%)		
2010/11 Target	≥ 10%		
CONSIDER DELETING MEASURE. Denominator has been 135 for years, measure sensitive to thoroughness of reporting, and program review process in place.			

**Goal I1.**  
Operational structures and processes support our learning and community goals in a sustainable manner.

**Objective I1.2**

Support and enhance teaching and learning excellence

**ALMD Objective**

To foster creativity, innovation, and knowledge development.

**Postsecondary System Objective**

Quality

**Faculty are encouraged to develop initiatives regarding innovation in instruction.**

Enhancing teaching excellence requires knowledge and support, both on the part of the faculty and of those who support the programs. To promote excellence and innovation in teaching and learning, the Centre for Academic Growth offers ongoing professional development and information sharing opportunities for faculty.

**Campus-wide activities were held to bring people together and discuss the scholarship of teaching and learning.**

The annual *Symposium on Engaged Learning* was held June 10, 2009, where Kwantlen 148 faculty and students shared engaged learning strategies. Also, a *Teaching with Conferences* symposium (November 2009) and a follow up conference, *the Age of the Plastic Body* (April 2010) were held in conjunction with the Faculty of Social Sciences.

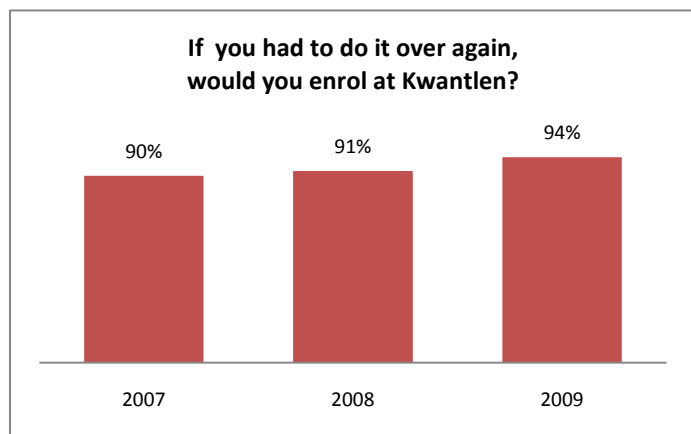
**A new faculty evaluation process is currently being implemented to strengthen the quality of instruction at Kwantlen.**

This formative process gives faculty insights on specific aspects of their teaching that can be improved and provides them with a supportive structure so that they may excel in the classroom.

**Departmental initiatives**

*The Faculty of Business encourages current faculty to attend the Instructional Skills Workshop to improve the quality of instruction. New faculty, with minimal prior teaching experience, are required to attend the Instructional Skills Workshop.*

**To support the recruitment and retention of students, Kwantlen maintains a regular, comprehensive research program** to monitor the characteristics, needs, behaviour patterns and outcomes of its students and the demographic and economic trends of its region. This research is instrumental in Kwantlen's continuous adaptation to meet the needs of its students. In the 2009 Student Satisfaction Survey, 94% of respondents indicated that if they had to do it over again, they would enrol at Kwantlen.



Performance Measures related to support and enhancement of teaching and learning excellence			
I1.2.1 The Centre for Academic Growth will provide services to support teaching excellence and enhance learner-centred education to at least 20% of Kwantlen faculty each academic year.	<u>2009/10 Target</u> ≥ 20%	<u>2009/10 Actual</u> 30%	Performance Assessment <b>Exceeded</b>
2008/09 Actual	36% of faculty		
2007/08 Actual	N/A new measure in 2008/09		
2010/11 Target	≥ 20% of faculty		
I1.2.2 Student assessment of the quality of instruction will equal or exceed 90%. (ALMD)	<u>2009/10 Target</u> ≥ 90%	<u>2009/10 Actual</u> DACSO: 95.1% (+/- 1.5%) BGS: 95.8% (+/-1.6%)	Performance Assessment DACSO: <b>Achieved</b> BGS: <b>Achieved</b>
2008/09 Actual	DACSO: 97%; BGS: 97.1% (+/-1.7%)*		
2010/11 -2012/13 Target	≥ 90%		
The DACSO measure was modified in 2009/10 to include the top three response categories so that it is in alignment with the BGS reporting for this measure.			
I1.2.3 The number of individuals participating in physical activity will increase each academic year.	<u>2009/10 Target</u> In process	<u>2009/10 Actual</u> Total Participation: 488  Fitness Centre 238 memberships  Recreation 158 participants  Athletics 92 student-athletes	Performance Assessment <b>In process</b>
2008/09 Actual	N/A new measure in 2009/10		
2010/11 Target	TBD		
Explanation: The tracking system for this measure was recently developed. Participation in physical activity was tracked as of January 2010. Hence, the participation levels reported only reflect a partial year's activity.			

<b>Goal I1.</b> <b>Operational structures and processes support our learning and community goals in a sustainable manner.</b>	<b>Objective I1.3</b> Renew Kwantlen's strategic plan	
	<b>ALMD Objective</b> British Columbians are able to fulfill their potential through access to quality educational and training opportunities.	<b>Postsecondary System Objective</b> Relevance

The President identified these priorities for Kwantlen, May 2010.

**Kwantlen is committed to the principle of accessibility;** accordingly, it has continued to offer and expand upgrading and support programs for students who might not otherwise be prepared for post-secondary education.

**Kwantlen is committed to academic excellence** and to providing opportunities that allow each student to maximize the range of talents he or she has.

**As an institution offering a broad-range of university degrees, college programs, and trades and technology programs,** Kwantlen has developed additional opportunities for students to bridge from one kind of program to another.

Consistent with its mandate as a Polytechnic University, **Kwantlen has developed and is in the process of developing new degree programs.** A number of these are explicitly applied in nature.

**Kwantlen has committed to reenter the Continuing Education market,** recognizing as it does the changing demographics of the South Fraser region, by August, 2010.

**Kwantlen aspires to grow and eventually to achieve 100% capacity,** targeting students from the South Fraser region, in particular First Nations students and students from under-represented groups. To this end enrolment has increased substantially, and the University has undergone a major reorganization to support, integrate, and rationalize its enrolment management planning.

**Kwantlen continues to focus on the knowledge needs of the South Fraser region,** as evidenced by its major work in areas such as sustainable horticulture and gang violence prevention.

**Kwantlen connects in a meaningful way with business and industry** to develop and maintain programs that meet the needs of employers and contribute to the economic development in the South Fraser region.

Performance Measures related to renewing Kwantlen's strategic plan			
I1.3.1 As a new university, Kwantlen will identify and begin implementation of 5 or 6 priorities.	<u>2009/10 Target</u> See measure	<u>2009/10 Actual</u> 8 priority areas were identified by the president	Performance <u>Assessment</u> <b>In process</b>
2008/09 Actual	Kwantlen is currently seeking feedback from all stakeholders on a proposed mission and mandate statement that reflects its polytechnic university status. This is the first step in creating a new strategic plan for the university.		

<b>Goal I1.</b> <b>Operational structures and processes support our learning and community goals in a sustainable manner.</b>	<b>Objective I1.4</b> Generate alternative funding sources	
	<b>ALMD Objective</b> British Columbians are able to fulfill their potential through access to quality educational and training opportunities.	<b>Postsecondary System Objective</b> Capacity

In April 2010, Mr. Irving K. Barber committed a gift of \$2,500,000 to the University to establish the **Irving K. Barber Endowment for Educational Opportunities** which will provide support for marginalized students and will be committed above all to absolute accessibility. The fund will transcend every academic program at Kwantlen and aims to provide additional support to non-traditional students to assure they are successful once they are admitted to Kwantlen. Students from every walk of life, regardless of academic, geographical, cultural or economic background, will not only have access to, but will be supported throughout, post-secondary education. **INSERT PHOTO**

These funds will allow Kwantlen to expand its response to the increasing need for new and different kinds of higher education, which is accessible and flexible, and provides opportunity for anyone willing to apply themselves and work hard.

Performance Measures related to generating alternative funding sources			
I1.4.1 Kwantlen will receive donations from the community for capital expansion, special projects and student awards that equal or exceed the average of the previous two years.	<u>2009/10 Target</u> \$2,327,172	<u>2009/10 Actual</u> Total: \$5,246,816  Cash Donations: \$1,458,695 Gifts-in-kind: \$40,972.69 Pledges: \$3,747,148.33	Performance <u>Assessment</u> <b>Achieved</b>
2008/09 Actual	\$3,254,343		
2007/08 Actual	\$1,400,000		
2010/11 Target	\$1,511,734*		
*The reporting of this measure will change in 2010/11 to only include cash donations. This change is a better representation of the activities and achievements of the Foundation.			
INSERT A NEW MEASURE FOR GIFTS IN KIND???			

<b>Goal I2.</b> <b>The physical and technological environment supports our learning and community goals in a sustainable manner.</b>	<b>Objective I2.1</b> Ensure facilities meet student and program requirements	
	<b>ALMD Objective</b> British Columbians are able to fulfill their potential through access to quality educational and training opportunities.	<b>Postsecondary System Objective</b> Capacity

**Student gathering places are key physical spaces that help define an institution and encourage students to participate in social and academic activities on campus.**

While the existing student spaces were adequate for a community college, Kwantlen now needs to appeal to students that have many postsecondary options and will be spending more time on campus. Well-designed and furnished facilities will help to create a university atmosphere that is attractive, functional and competitive. Two projects were completed at Kwantlen this past year that provide space that will encourage and support student engagement strategies.

The original portion of the Surrey campus library was completely remodeled creating twelve additional student study rooms, a reading room, a computer lab and more general seating.

Working with four students from Kwantlen's Interior Design program, Kwantlen has furnished new student spaces in the lobby of the Surrey Main building, and created plans for new student spaces at the Cloverdale campus. SEE PHOTO

**Taking courses in the summer allows students to work throughout the year taking as many courses as they can fit into their schedule.** For some students this is an affordable way to get their postsecondary education. Various program areas at Kwantlen are maintaining or expanding their summer term course offerings. This has lead to a steady increase in the percentage of annual activity that takes place in the summer.

**Departmental initiatives:**

***The Faculty of Business***

*Has steadily increased the number of sections offered in the Summer terms: Summer 2008 – 140 sections; Summer 2009 – 165 sections; and Summer 2010 – 181 sections.*

***Social Sciences***

*Has increased summer offerings in 2010 by approximately 10%.*

***Faculty of Community and Health Studies***

*A number of part-time and re-entry programs also continue through the summer; e.g., GNUR courses are offered every semester including May to August, the HAUC evening cohort continues full-time during the summer semester.*

***Dept. of Learning Communities***

*Offered the first section ever from to an international cohort of students from Fuyang, China.*

***Faculty of Design***

*Various workshops in the will be offered in our Fashion program in summer 2010.*

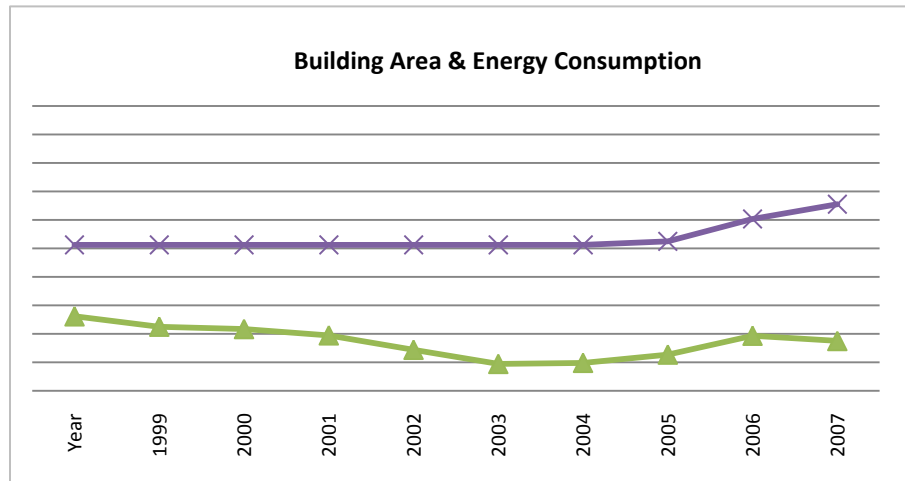
### Faculty of Trades and Technology

A number of programs will be offered this summer, an incremental increase from last year.

#### Kwantlen continues to develop and implement plans to move incrementally towards carbon neutrality in the future.

Current initiatives include a phased replacement of desktop computers with thin clients that use much less energy and can be used for 8-10 years. With the support of the Government of the British Columbia and the

Government of Canada, the University is repairing/replacing building envelopes at its Surrey Campus. This will reduce building heating and cooling costs. Kwantlen has installed new energy efficient condensing boilers at Langley and Surrey Campuses. All PC desktops are shut down automatically outside regular business hours. Lighting upgrades and occupancy sensors were installed in a number of buildings. Finally, as a multi-campus university, Kwantlen is working to reduce travel costs between campuses incurred for meetings and for instruction. Over the next 2 years the university will increase its investment in video conferencing in meeting rooms, to the desktop and for external meetings. These initiatives have contributed to Kwantlen being able to decrease its energy density per square meter despite the expansion of its campuses.



#### Performance Measures related to ensuring facilities meet student and program requirements

I2.1.1 The percentage of annual educational activity occurring between May and August will equal or exceed the average of the previous two years.	<u>2009/10 Target</u> ≥ 15.2%	<u>2009/10 Actual</u> 16.4%	Performance Assessment <b>Achieved</b>
2008/07 Actual	15.2%		
2007/08 Actual	15.1%		
2006/07 Actual	13.3%		
2010/11 Target	≥ 15.8%		
I2.1.2 Create or enhance at least one space each year that will encourage and support student engagement strategies.	<u>2009/10 Target</u> See measure	<u>2009/10 Actual</u> 2 spaces created	Performance Assessment <b>Achieved</b>

I2.1.3 Kwantlen will reduce GHG emissions by 15% by 2011 from (2007 baseline)	<u>2009/10 Target</u> 2,085 tonnes by 2011	<u>2009/10 Actual</u> In process	Performance <u>Assessment</u> <b>In process</b>
2008/09 Actual	N/A new measure in 2009/10		
2010/11 Target	Work towards achieving 15% GHG emissions reduction by 2011.		
I2.1.4 Maintaining energy density level at 0.85 eGJ/m2 for 2010/11	<u>2009/10 Target</u> See measure	<u>2009/10 Actual</u> 0.85 eGJ/m2	Performance <u>Assessment</u> <b>Achieved</b>
2008/09 Actual	N/A new measure in 2009/10		
2010/11 Target	0.85 eGJ/m2		

<b>Goal I3.</b> <b>The cultural milieu supports our learning and community goals in a sustainable manner.</b>	<b>Objective I3.1</b> Implement faculty recruitment and retention plans	
	<b>ALMD Objective</b> To foster creativity, innovation, and knowledge development.	<b>Postsecondary System Objective</b> Efficiency

**Kwantlen has undertaken several initiatives to improve faculty retention and recruitment processes.** The second biennial survey of Kwantlen employees was conducted to measure levels of employee engagement and to identify the most influential factors that drive engagement. A new orientation website was implemented, and discussions at institutional and faculty levels were held to identify recruitment priorities. To enhance the level of support and knowledge for faculty to pursue their scholarly interests, a review of the Office and Research and Scholarship processes and practices was conducted. Lastly, the Teaching for Learning program was launched through the Centre of Academic Growth to support the development of faculty learning communities. Three areas of contiguous, interactive learning experiences are covered in this program - curriculum, learners, and institutional.

<b>Performance Measures related to implementing faculty recruitment and retention plans.</b>			
I3.1.1 Align the faculty recruitment and retention plan to respond to changing institutional needs and implement strategies as identified.	<u>2009/10 Target</u> See measure	<u>2009/10 Actual</u> 5 actions	Performance <u>Assessment</u> <b>Achieved</b>
<b>MODIFY MEASURE OR DELETE</b>			

I3.1.2 On an annual basis, voluntary turnover rates for regular employees will be less than 5%.	<u>2009/10 Target</u> <5%	<u>2009/10 Actual</u> Turnover rate = 2.6%. (excludes layoffs or involuntary terminations)	Performance <u>Assessment</u> <b>Achieved</b>
2008/09 Actual	N/A measure modified in 2009/10		
2010/11 Target	<5%		
I3.1.3 Ninety percent of all <u>regular</u> vacancies will be filled within six months of posting.	<u>AY 2008/09 Target</u> ≥90%	<u>AY 2008/09 Actual</u> 92.8% of all eligible regular postings were filled within six months	Performance <u>Assessment</u> <b>Achieved</b>
2008/09 Actual	N/A measure modified in 2009/10		
2010/11 Target	≥90%		

### 5.3 Relationships with Our Communities

<b>Goal C1.</b> <b>Kwantlen is recognized as a leader in responsive educational programming and services.</b>	<b>Objective C1.1</b> Provide an appropriate and comprehensive mix of programs to meet community needs	
	<b>ALMD Objective</b> To foster creativity, innovation, and knowledge development.	<b>Postsecondary System Objective</b> Relevance

**To meet the demands of our community for professional development, Kwantlen launched one professional studies program this year** - the Critical Care post-baccalaureate certificate program - in collaboration with the Fraser Health Authority. Kwantlen also provided professional studies opportunities in the form of short targeted programs and workshop series.

- A curriculum development project in post-licensure health professionals employed through Vancouver Coastal Health and Providence Health was completed in partnership with Vancouver Coastal Health, and English Language Studies.
- Internationally Educated Health Professionals pilot project developed in partnership with Vancouver Coastal Health that started in 2008/09 was extended through new funding from the Canada-British Columbia Labour Market Agreement.
- Developed and delivered professional development workshops for artists and writers throughout Canada; sponsored by Heritage Canada (LC)

**APPD recruitment efforts include:**

*Hosting information sessions, presenting at Kwantlen's Secondary School Counsellors' Conference, as well as participating in Parent Information Sessions at secondary schools, Transition Fairs, and Career Fairs in the community. Networking at conferences and participating as an Exhibitor at Conferences such as the Career Development Conference also help attract students. The APPD website, APPD display signs and updated program brochures and handouts are used to promote APPD Programs and attract students. Networking with our active APPD Alumni and networking with members of internal and external committees attracts new students. Publication of APPD success stories on Kwantlen's website and in community newspapers, recognition of APPD student success through awards (e.g. Kwantlen's Distinguished Alumni Awards) as well as ads in local papers all serve to attract students to APPD Programs.*

Performance Measures related to providing an appropriate and comprehensive mix of programs to meet community needs.			
C1.1.1 Number of Nursing and other Allied Health student spaces will match ALMD program specific student FTE targets. (ALMD)	<u>FY 2009/10 Target</u> 543 FTEs	<u>FY 2009/10 Actual</u> 526.9 FTEs	Performance Assessment <b>Substantially Achieved</b>
2008/09 Actual	470 FTEs		
2010/11 -2012/13 Target	TBD		
C1.1.2 Number of student spaces in ABE, ESL, and ASE programs will match ALMD program specific student FTE targets.(ALMD)	<u>2009/10 Target</u> 968 FTEs	<u>2009/10 Actual</u> 450.3 FTEs	Performance Assessment <b>Not Achieved</b>
2008/09 Actual	870 FTEs		
2010/11 -2012/13 Target	TBD		
Explanation: In addition to the 450.3 FTEs that carry the ALMD code for ABE, ESL and ASE programs, Kwantlen delivered 351.1 FTEs in other developmental courses for a total of 801.3.			
C1.1.3 Kwantlen's FTEs in trades training and apprenticeship programs will equal or exceed the average of the previous two years.	<u>2009/10 Target</u> ≥ 1,196.9 FTEs	<u>2009/10 Actual</u> Total: 1,370.9 FTEs  Trades training: 137.4 FTEs  Apprenticeship training: 1003.0 FTEs  High school initiatives: 230.5 FTEs	Performance Assessment <b>Exceeded</b>
2008/09 Actual	Total: 1280.3 FTEs (Trades training: 115.0 FTEs; Apprenticeship training: 919.6 FTEs; High School initiative: 245.7 FTEs)		
2007/08 Actual	Total: 1113.5 FTEs (Trades training:159.0 FTEs; Apprenticeship training: 745.3 FTEs; High School initiative: 209.2 FTEs)		
2010/11 Target	Total: 1325.6 FTEs		
Current and historical reporting for this measure has been aligned with the ministry's FAT reporting system.			
C1.1.4 CTC and <b>ACE</b> -IT program enrolments will remain at or exceed the average enrolments of the two previous years.	<u>2009/10 Target</u> ≥ 228 student enrolments	<u>2009/10 Actual</u> 336 student enrolments	Performance Assessment <b>Exceeded</b>
2008/09 Actual	254 student enrolments		
2007/08 Actual	202 student enrolments		
2006/07 Actual	171 student enrolments		
2010/11 Target	295 student enrolments		

C1.1.5 At least one professional development studies program will be launched each year.	<u>2009/10 Target</u> ≥ 1 professional studies program	<u>2009/10 Actual</u> 1 professional development programs launched	Performance <u>Assessment</u> <b>Achieved</b>
2008/09 Actual	9 professional studies programs		
2007/06 Actual	1 professional studies programs		
2006/07 Actual	1 professional studies programs		
2010/11 Target	≥1 professional studies programs		
CRITERIA FOR WHAT COUNTS AS A PROFESSIONAL DEVELOPMENT PROGRAM IS NEEDED			

<b>Goal 2</b> Kwantlen makes available experiences that foster enduring connections with our communities.	<b>Objective C2.1</b> <b>Enhance Kwantlen's connections to its communities</b>	
	<b>ALMD Objective</b> To foster creativity, innovation, and knowledge development.	<b>Postsecondary System Objective</b> Relevance

**Postsecondary institutions play an important role in strengthening the social fabric of their communities.** One way Kwantlen has done this is by continuing to offer events on campus that attract members of its community as well as making our facilities available to our community for their events. This exchange has strengthened our relationships with, connectivity to, and relevance for those we serve.

Activities for regional high school students: What are these; when , numbers??

Kwantlen Fashion High Heel Camps

Kwantlen Summer Jazz Camp

Kwantlen Science Challenge

Spring Break Campus Tours

Kwantlen Development Camp

The annual Grad Fashion Show presented three performances on April 14, 2010, to a total audience of 2,800 guests; hundreds of Kwantlen Fashion Show guests were Toured through the Richmond Campus, highlighting Kwantlen's Fashion Program

Q&A Session with Michael Ignatieff DATE

Kwantlen Debate on Electoral Reform DATE

All Candidates Forum DATE

hosted municipal election debates at the Surrey campus

The **Langley Community Farmers Market** at Kwantlen Polytechnic University's Langley Campus operated in July and August 2009. The market showcased an amazing array of in-season produce and fruit, processed foods and quality arts and crafts from close to 35 vendors who regularly attend every Wednesday from 3-7 p.m. In addition to the approximately 800 community members that visit the market each week, Kwantlen employees are involved in the Market in a big way, not only as customers, but also as vendors. The Langley Community Farmers Market highlights Kwantlen's the community interests as it supports the establishment of the new Market and brings a lot of families and students to the campus for the first time.

The **Green Wednesday** program, a monthly evening of films and discussion on such environmental issues as sustainable agriculture, peak oil, energy use, and climate change began in October 2008 to bring environmental issues to the public and provide opportunity for debate and identification of possible solutions to such challenges. Participation in setting up and promoting the events are required course work for students in HORT 1110, Introduction to Sustainable Horticulture. Between 40 and 50 people from the local community and as far away as Abbotsford and north of the River attended each session.

Hosted the Kwantlen Science Challenge DATE, # participants who?

- *The formal opening of the new Institute for Sustainable Horticulture (ISH) laboratory on October 16, 2009 was attended by over 200 guests. In addition to tours of the new facility, a keynote address, Sustainable Cities & Communities was presented by Mike Harcourt, associate director of the UBC Continuing Studies Centre for Sustainability.*
- *12<sup>th</sup> Annual Fraser Valley Acoustic Guitar Festival took place at Kwantlen's Langley campus April 20, 21, 2010. The festival attracted over 300 high school students during the day and over 250 guests to the evening concert by the featured performers, the Montreal Guitar Trio (MG3).*

*12<sup>th</sup> Annual Fraser Valley Acoustic Guitar Festival at Kwantlen DATE , #*

*Hosted several academic conferences / Check dates for conferences, #s if possible*

*Offered a variety free readings and lectures to the public*

*Academic conferences: Connecting Minds 2009, Chinese History Conference, Conference on Tolerance/Intolerance, Difference/Indifference; Sustaining Food: Conference on Past and Present Food Systems*

*Science Colloquium Series*

*Community Forum on Gang Violence*

*Special guest speaker presentations held by various departments throughout the year:  
Kwantlen African Heritage/Black History Month CeleFlections  
Fresh Thinking: GDMA 2009 Speaker Event*

*Alumni Association AGM DATE ##?*

*Scholarship & Award Ceremonies (7 per year both on and off campus)*

*Hosted Art gallery exhibits throughout the year  
Tangent Visual Arts Show (April 9-16, 2010)  
"Freshly Squeezed" Fine Arts Exhibition*

*Athletics sporting events*

*Hosted Surrey Board of Trade Business-After-Business event at the Surrey Campus, and Langley Chamber of Commerce Business-after Business Event. We will continue to host these on all campuses in the future / Surrey Board of Trade B2B Reception/  
Hosted the Surrey Board of Trade Tour of Industry at the Cloverdale Campus*

*Offered free public musical performances on a regular basis at the Langley Campus/Music at Midweek – Langley & Surrey Campuses/Public musical performances on a regular basis at the Langley campus*

*Hosted the Annual Metro Vancouver High School Counsellors Conference at the Richmond Campus DATE, # attending*

*Was an Olympic Community Contributor Partner and provided facilities at the Surrey and Richmond campuses for Olympic Volunteer training*

*Hosted the Kiwanis youth Music Festival at the Langley Campus, hosting young musicians from the entire Province DATE*

*Hosted a breakfast for the Surrey, Langley and Delta School District "Trading Up" fair DATE*

*Regular meetings are held with the Superintendents of the Surrey, Langley, Delta and Richmond School Districts at the Surrey Campus.*

A strong connection to our Community is made through our Centre for Co-operative Education and Career Services. The annual Career Day, a major exposition for employers and job seekers, held in March saw 40 employers on Surrey campus here to meet an estimated 1100 students. Kwantlen's job posting system saw employers post 430 job opportunities to Kwantlen students between March 2009 and March 2010. Co-op continues to build its database of 2580 employers indicating connections to employers are strong. Employers posted 543 individual work opportunities for Co-op students in 2009.

*Kwantlen Career Services "Sweet Prospects Networking Event" What is this?*

*Open Houses: need dates and # participants for these*

*Hosted open houses for 3 major academic divisions (arts, sciences and business)*

*Hosted the Kwantlen Annual Open House, attracting more than 600 guests from the community to the Surrey campus*

*Hosted the Cloverdale Trades Open House, attracting more than 500 participants*

*Hosted the Fashion and Design Open House at the Richmond Campus*

*Hosted the Skills Canada Regional Trades Competition at the Cloverdale Campus, attracting more than 1000 participants and spectators DATE*

<b>Performance Measures related to enhancing Kwantlen's connections to its communities</b>			
C2.1.1 Kwantlen will create activities and services on campus that will attract the public and build connections to its communities.	<u>2009/10 Target</u> See measure	<u>2009/10 Actual</u> See above	<u>Performance Assessment</u> <b>Achieved</b>

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## 6. ALMD Performance Measures with Targets and Results

L2.1.2 Increase the number of credentials awarded by 1.5% in 2005/06 and 2006/07, and by a further 1% in 2008/09. (ALMD)	<u>2009/10 Target</u> TBD	<u>2009/10 Actual</u> 1,693*	<u>Performance Assessment</u> <b>Not assessed</b>
2008/09 Actual	1,666 revised by ALMD to 1,782		
2010/11 Target	Under review		
2011/12 - 2012/13 Target	TBD		
*The total number of credentials awarded calculated by ALMD is the average of the three most recent academic years (2006/07, 2007/08, and 2008/09).			
L2.1.3 Student assessment of satisfaction with education will equal or exceed 90%. (ALMD)	<u>2009/10 Target</u> ≥ 90%	<u>2009/10 Actual</u> DACSO: 91.7% (+/- 1.1%) BGS: 97.5% (+/-1.3%)	<u>Performance Assessment</u> DACSO: <b>Achieved</b> BGS: <b>Achieved</b>
2008/09 Actual	DACSO: 92.5% (+/-0.9%); BGS: 96.5% (+/-1.9%)		
2010/11 – 2012/13 Target	≥ 90%		
L2.1.4 The unemployment rate of Kwantlen's graduates will be lower than that of high school graduates in the economic region. (ALMD)	<u>2009/10 Target</u> ≤ 12.5%	<u>2009/10 Actual</u> DACSO: 9.1% (+/- 2.2%) BGS: 4.0% (+/-1.7%)	<u>Performance Assessment</u> DACSO: <b>Exceeded</b> BGS: <b>Exceeded</b>
2008/09 Actual	DACSO: 7.2% (+/-1.1%); BGS: 1.2% (+/-1.1%)		
2010/11 – 2012/13 Target	DACSO/BGS: ≥ unemployment rate for individuals with high school credentials or less		
L2.1.9 Student assessment of the usefulness of their acquired knowledge and skills in performing their job will equal or exceed 90%. (ALMD)	<u>2009/10 Target</u> ≥ 90%	<u>2009/10 Actual</u> DACSO: 79.2% (+/- 3.2%) BGS: 96.7% (+/-1.6%)	<u>Performance Assessment</u> DACSO: <b>Substantially achieved</b> BGS: <b>Achieved</b>
2008/09 Actual	DACSO: 66.6% (+/-2.1%); BGS: 95.7% (+/-2.2%)		
2010/11 – 2012/13 Target	≥ 90%		

L2.1.11 Student ratings of their skill gains (written and oral communication, group collaboration, critical analysis, problem resolution, reading comprehension, and independent learning) will increase each year until they meet or exceed 85% <i>very well</i> or <i>well</i> . (ALMD)	<u>2009/10 Target</u> Skill development (avg. %): $\geq 85\%$	<u>2009/10 Actual</u> DACSO: Skill development (avg %) 74.1% (+/-1.7%) <i>Written communication</i> 68.9% (+/-1.9%) <i>Oral communication</i> 69.0% (+/-1.9%) <i>Group collaboration</i> 78.4% (+/-1.6%) <i>Critical analysis</i> 77.6% (+/-1.6%) <i>Problem resolution</i> 70.0% (+/-1.8%) <i>Learn on your own</i> 75.3% (+/-1.7%) <i>Reading comprehension</i> 79.2% (+/-1.6%)  BGS: Skill development (avg. %) 88.7% (+/-2.7%) <i>Written communication</i> 85.3% (+/-3.0%) <i>Oral communication</i> 92.4% (+/-2.2%) <i>Group collaboration</i> 93.1% (+/-2.1%) <i>Critical analysis</i> 91.3% (+/-2.3%) <i>Problem resolution</i> 84.1% (+/-3.1%) <i>Learn on your own</i> 90.5% (+/-2.5%) <i>Reading comprehension</i> 84.6% (+/-3.1%)	Performance Assessment DACSO: <b>Not achieved</b> BGS: <b>Achieved</b>
2008/09 Actual	DACSO: 76.5% (+/-1.6%); 93.0% (+/-2.6%)		
2010/11 – 2012/13 Target	$\geq 85\%$		
Explanation: REQUIRED			
L2.4.2 Maintain or increase number and percent of student population that is Aboriginal.(ALMD)	<u>2009/10 Target</u> $\geq 369$ and 2.2%	<u>2009/10 Actual</u> 475 and 2.8%	Performance Assessment Numbers: <b>Exceeded</b> Percentage: <b>Exceeded</b>
2008/09 Actual	337 and 2.0% revised to 369 and 2.2%*		
2010/11 – 2012/13 Target	$\geq$ previous year		
*The Aboriginal student headcount method was expanded to include students who had self-declared in any year at any CDW institution. As a result, most institutions have seen an upward shift of their Aboriginal student headcount. The 2008/09 numbers were also revised to account for this change.			

# DRAFT

L2.6.2 The number of student spaces at Kwantlen will match the ALMD overall student FTE targets. (ALMD)	<u>2009/10 Target</u> 9,077 FTEs	<u>2009/10 Actual</u> 8,507 FTEs (excludes international and ITA)	Performance <u>Assessment</u> <b>Substantially Achieved</b>
2008/09 Actual	8,065 FTEs (excludes international and ITA)		
2010/11 - 2012/13 Target	TBD		
I1.2.2 Student assessment of the quality of instruction will equal or exceed 90%. (ALMD)	<u>2009/10 Target</u> ≥ 90%	<u>2009/10 Actual</u> DACSO: 95.1% (+/- 1.5%) BGS: 95.8% (+/-1.6%)	Performance <u>Assessment</u> DACSO: <b>Achieved</b> BGS: <b>Achieved</b>
2008/9 Actual	DACSO: 84.3% (+/-1.3%); BGS: 97.1% (+/-1.7%)		
2010/11 -2012/13 Target	≥ 90%		
C1.1.1 Number of Nursing and other Allied Health student spaces will match ALMD program specific student FTE targets. (ALMD)	<u>FY 2009/10 Target</u> 543 FTEs	<u>FY 2009/10 Actual</u> 526.9 FTEs	Performance <u>Assessment</u> <b>Substantially Achieved</b>
2008/09 Actual	470 FTEs		
2010/11 -2012/13 Target	TBD		
C1.1.2 Number of student spaces in ABE, ESL, and ASE programs will match ALMD program specific student FTE targets.(ALMD)	<u>2009/10 Target</u> 968 FTEs	<u>2009/10 Actual</u> 450.3 FTEs	Performance <u>Assessment</u> <b>Not Achieved</b>
2008/09 Actual	870 FTEs		
2010/11 -2012/13 Target	TBD		

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## 7. Financial Information

**To Come**

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## 8. Contact Hour Activity Report

Fiscal Year 2009/10

	ONSITE ACTIVITY SCH/CHE				OFFSITE ACTIVITY SCH/CHE			
	Domestic Students	Domestic Students	International Students	International Students	Domestic Students	Domestic Students	International Students	International Students
	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen
<b>CAMPUS</b>								
<b>Surrey</b>	2,930,653		121,791		52,806		4,860	
<b>Richmond</b>	1,862,060		284,564		44,172		5,040	
<b>Langley</b>	663,168		5,923		12,236		120	
<b>Cloverdale</b>	178,432	399,849	75					
<b>Online</b>					166,146		4,806	
<b>Offsite</b>					69,450	30,010	1,840	
<b>Total</b>	<b>5,634,313</b>	<b>399,849</b>	<b>412,352</b>	<b>0</b>	<b>344,810</b>	<b>30,010</b>	<b>16,666</b>	<b>0</b>

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## Appendix A: Academic Priorities 2010/2011

### A. Knowledge & Skills Development

1. Implement & support new programs, especially those that reflect community needs, labour market and broad societal education needs, and which are in keeping with Kwantlen's values and mandate as a Polytechnic University:
  - a. Maintain and enhance certificate, diploma, degree and trades programs
  - b. Develop undergraduate programs that support Kwantlen's values in academic areas where there is need
  - c. Develop theoretical and practical learning opportunities to inform program design
  - d. Consider the potential for new and existing non-degree programs to bridge into degree programs
2. Provide opportunities that encourage faculty to develop new teaching interests and methodologies in keeping with the institution's mandate.
3. Further develop continuing education and professional studies programs.
4. Provide preparatory courses and support services that are responsive to the needs of all students.

#### NON-BUDGETARY ITEMS

5. *Develop Senate endorsed policy framework for the development of new programs.*
6. *Develop Senate endorsed policy framework for graduate program development and implementation.*

### B. Improved Student Experience

1. Expand applied learning opportunities, including co-op education, service learning, practica, and international study.
2. Additional programming and new students will create demands on service areas that will require sustained support:
  - a. Enhance advising and mentoring for students
  - b. Provide more support to students – upgrading and intervention
  - c. Develop a comprehensive student success and retention system

#### NON-BUDGETARY ITEM

3. *Create overarching structure to coordinate the delivery and evaluation of student services (Services Council).*

## C. Quality Improvement

1. Support and maintain regular, on-going educational program reviews.
2. Implement regular and on-going service reviews.
3. Promote scholarship of teaching and learning throughout the university that fosters collaboration between faculty and students.
4. Define the responsibility of faculty to include a balance between teaching, scholarship, university service, and community involvement.
5. Develop a wider diversity of rewards and incentives throughout the University structure to recognize and encourage service and dedication to the institution as well as excellence in teaching, research and service.
6. Enhance the Library collection:
  - a. to match new program development
  - b. to support scholarly activity

## NON-BUDGETARY ITEMS

7. *Create a new structure for faculty search and hiring that provides for broader department wide faculty and student involvement and that is predicated on principles of transparency and openness.*
8. *Establish academic freedom and responsibility as foundational and entrench these as bedrock principles within the University.*

## D. Decreased Enrolments

1. *Implement a comprehensive and integrated Strategic Enrolment Management system to increase enrolments of domestic and international students. In particular, take steps to:*
  - a. Ensure that entry policies and admission requirements will encourage enrolments
  - b. Facilitate the transfer of students from other institutions
  - c. Encourage students to take a greater number of courses each term
  - d. Encourage development of effective program retention strategies
2. Implement tracking systems to allow for reliable analysis of all issues related to success of enrolled students.
3. Implement a research program to improve understanding of the impact of entrance requirements, admissions policies and retention strategies at Kwantlen.

**E. Improved Collegial & Supportive Working Environment**

1. Establish a mechanism that supports a culture of transparency, openness, dialogue, and mutual understanding regarding the purpose of the University through retreats, workshops, and other venues for the exchange of ideas.
2. Explore the development of a structure that allows academic administrators to have faculty appointments.
3. Foster faculty and department identities through the development of faculty colloquia and designated office and classroom space for individual departments.

**NON BUDGETARY ITEM**

4. *Establish a mechanism to discuss development of an academic rank system that values all Faculty members' contributions to the University and in which merit measures are used to determine advancement through the ranks.*

**F. Growth of Innovation & Application**

1. Support initiatives to increase scholarly and research activity within and across a range of Faculties (e.g., grant writing support, compliance awareness, and intellectual property rights).
2. Encourage and support development of new teaching interests and methodologies:
  - a. Direct support for teaching and learning innovation through units such as Educational Development and the Centre for Academic Growth
  - b. Support the use of enhanced/advanced technology in the delivery of program material as well as the evaluation of new student markets
3. Provide administrative and technical support for programs currently in development (approval and implementation are subject to Senate, ministerial and budget approval) and ensure resources exist to implement new programs.

**G. Improved Infrastructure**

1. Develop and upgrade physical infrastructure to meet or exceed best practices; e.g. design and pedagogical efficiency, and sustainability.
2. Develop physical infrastructure that fosters faculty, departmental and program identities.
3. Maintain currency with technological advances to ensure Kwantlen operates with the most cost effective modern infrastructure.
4. Ensure that Kwantlen maintains a modern highly effective e-business environment including all web and e-commerce instances.

**H. Community Engagement & Outreach**

1. Cultivate relationships with high schools at the faculty and student level including alumni support and liaison.
2. Create campus community advisory committee.
3. Develop Continuing Education.