

A photograph of several students sitting at desks in a computer lab, focused on their work. The image is slightly blurred, emphasizing the students in the foreground.

Service Plan Report

July 2006

CONSIDER, COMPARE, CHOOSE.

Kwantlen
UNIVERSITY COLLEGE



Kwantlen
UNIVERSITY COLLEGE

Service Plan Report 2005/06

Office of Institutional Analysis & Planning
July 2006

<http://plaza.kwantlen.ca/sites/instanalplan.nsf/pages/home>

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July 13, 2006

The Honourable Murray Coell
Minister of Advanced Education
Government of British Columbia
PO Box 9059, STN PROV GOVT
Victoria, BC V8W 9E2

Dear Minister Coell:

Re: Kwantlen University College Service Plan Report 2005/06

We are pleased to submit Kwantlen's 2005/06 Service Plan Report. In accordance with Kwantlen's governing structure, we affirm that the Board Chair and President are accountable for this institutional Service Plan Report.

Kwantlen's vision is to be a postsecondary institution that is:

- teaching led and research informed;
- specialized in exceptional, undergraduate education;
- programmed for multiple pathways; and
- regionally responsive.

Kwantlen is committed to serving the needs of its communities and of the Province of British Columbia.

Our Service Plan Report shows how Kwantlen's mission, vision, goals and strategic plan contribute to the achievement of the Ministry of Advanced Education's Service Plan goals.

We are especially proud of the following achievements that are described in this report:

- a twenty-nine percent increase in the number of students participating in First Year Experience activities;
- a thirteen percent increase in online course initiatives;
- a four percent increase in the number of students in trades and apprenticeship training;
- increase of over one million dollars in funding available for faculty research and scholarship;
- a seventy-two percent increase in the number of student workplace links including co-op education placements, internships, and practicums; and
- seventeen Kwantlen programs with national and/or international recognition.

If you have any questions about Kwantlen's Service Plan Report, we would be pleased to answer them.

Yours truly,

Arvinder Bubber
Chair, Board of Governors

Skip Triplett
President

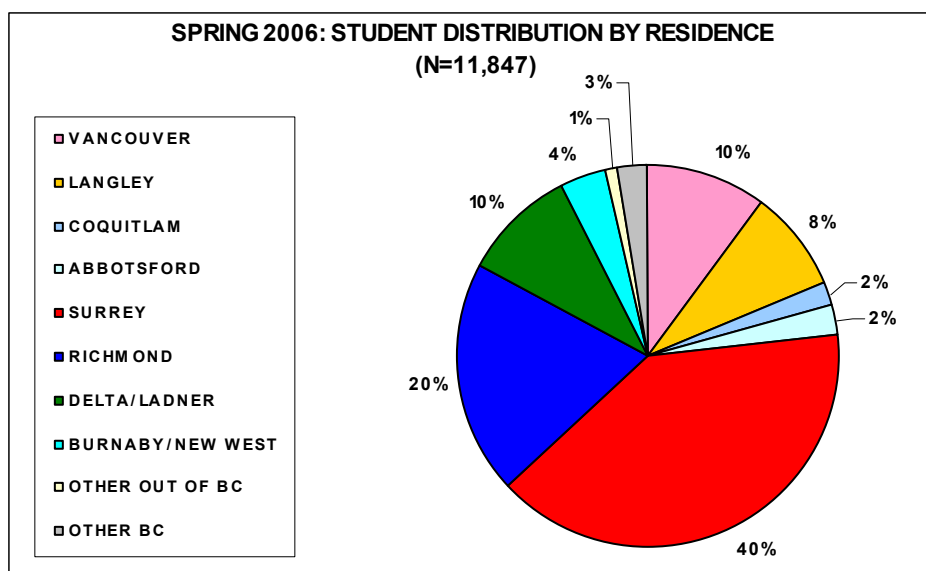
2. Kwantlen University College: Institutional Overview 2005/06

Located in BC's Lower Mainland, the fastest growing area of the province, and serving nearly 17,000 students annually, **Kwantlen University College is one of the largest postsecondary institutions in BC.** Kwantlen prides itself on being a teaching-led, student-centred, comprehensive postsecondary institution where efforts are focused on student academic achievement and career success, led by inspiring faculty and informed by research and scholarly activities.

Kwantlen strives to provide access with support, to include employability skills in every course, and to create bridging pathways that facilitate access to academic and professional baccalaureate degree programs and allow students to enhance their applied citation, certificate and diploma credentials without loss of time or credits. From trades and developmental programs to baccalaureate degrees, **Kwantlen offers an integrated approach to undergraduate education.**

At community forums held by Kwantlen University College in September 2005, **community leaders articulated the importance they attached to having a postsecondary institution providing affordable opportunities for meeting the education and training needs of the local communities.** Participants placed high value on Kwantlen's connections and responsiveness to its communities, its opportunities for trades training, and its emphasis on teaching and learning. Providing opportunities for new immigrants to translate their skills into appropriate employment in the region is important. The community leaders believed it was in the communities' best interest if Kwantlen were a university, citing confusion with the term "university college" and the perceived lack of status of program credentials as primary reasons.

Kwantlen's four campuses provide easy access for most students in our region, and more than three-quarters of Kwantlen's students come from the region. Maintaining four campuses challenges the institution's ability to provide student support services, including library materials, student activities, and a range of course offerings at all locations.



Kwantlen students tell us that they choose Kwantlen because of the program selection (47%), affordable tuition (40%), and because it is close to where they live (30%).¹ Kwantlen serves primarily young students (77%)

¹2005 Fall Registration Survey, Kwantlen University College, February 2006.

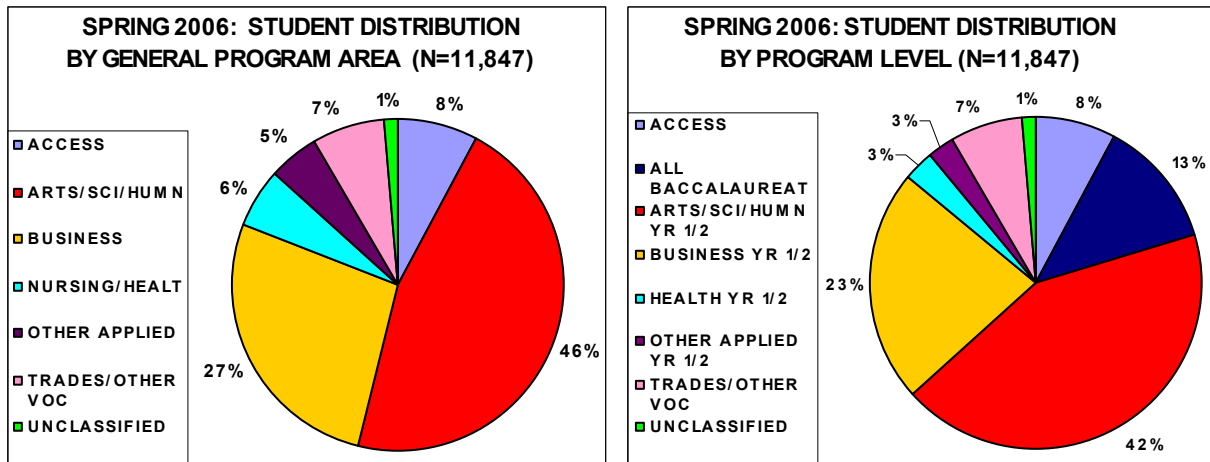
were 24 years or younger in fall 2005) whose ethnic backgrounds reflect those of the communities.

Kwantlen plans educational offerings to meet the needs of the region’s residents and economic development, as well as government priorities and accountability targets. Educational offerings must be consistent with available faculty, support services, learning resources, facilities and equipment.

Kwantlen’s Strategic Plan (2003) provides the short, medium and long-term directions for Kwantlen University College. Examples of the direction given in the Strategic Plan are:

- Comprehensiveness of offerings
- Opportunities for students to ladder and link programs and credentials (educational pathways)
- Research-based learning opportunities for faculty and students
- Practice-based learning opportunities for students
- Degree offerings including undergraduate degrees in arts
- Program centres of excellence
- Strategic enrolment management that addresses student demand and program capacity
- Increased internationalization of programs, services and the student body
- Focus on improving program and service quality

In keeping with the Strategic Plan, **a comprehensive range of program offerings is available to students at Kwantlen.**



Kwantlen's Vision, Mission and Values shape development of all policies, procedures, programs and services at Kwantlen University College.

Strategic Direction: Vision, Mission and Values

Kwantlen's Vision

We are creating a new kind of university that combines learning, quality and community service in new ways to meet the needs of our students and our communities.

Our strength is teaching and service excellence. We have the best teachers supported by the best services for students.

As an institution we focus on learning, quality and community.

Kwantlen's Mission

We create an exceptional learning environment committed to preparing learners for leadership, service and success.

Kwantlen's Values

Performance Values

Diversity: *We value the diversity of individuals and cultures which comprise Kwantlen, our external communities and our world. We value the diversity of our programs and the diversity of students we serve.*

Respect and trust: *We commit to building relationships based on honesty, integrity and competence.*

Participative decision-making: *We consult and involve people affected by decisions where possible. We strive for transparent, participative decision-making.*

Competitive Values

Community Contribution: *Individually and as a community, we contribute to make Kwantlen, our local communities and our global community more habitable and humane.*

Education and Service Excellence: *We are committed to excellence and continuous improvement in all education and service areas. We believe "quality" is measured in relation to the needs and expectations of those we serve, and to established quality standards.*

Core Values

Learning: *We value learning as the core of everything we do. Life-long learning helps us all - students, faculty and staff to realize our potential.*

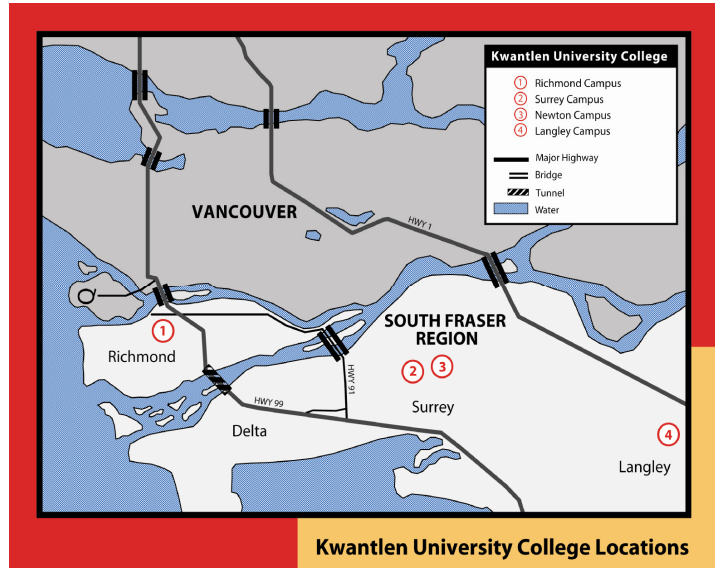
Quality: *Our programs, courses and services support student learning and graduate success. To us, graduate success includes community leadership and community service.*

Community: *We serve our communities by providing access to a broad range of excellent learning opportunities.*

3. Kwantlen University College: Operational Context 2005/06

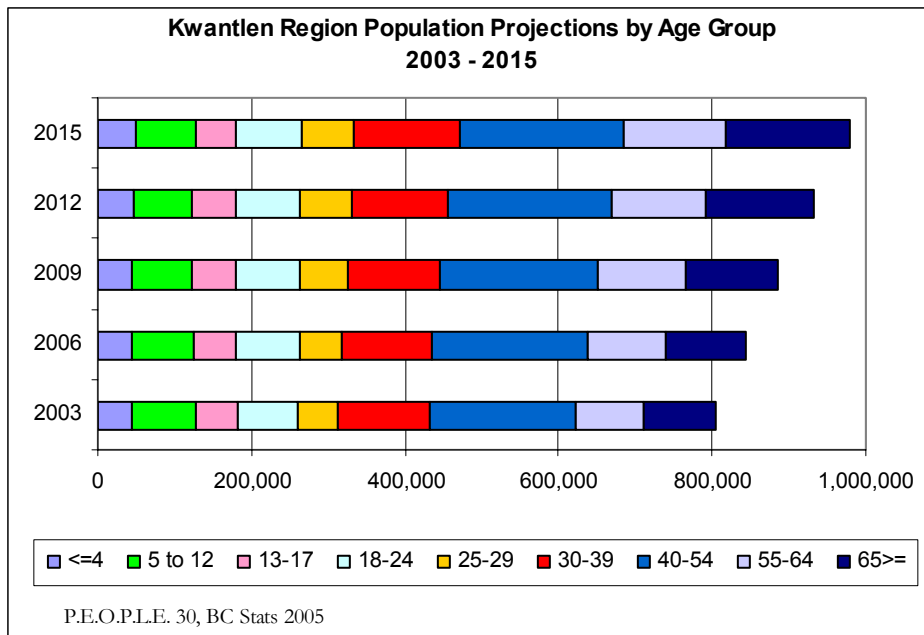
3.1 Kwantlen University College Region

The Kwantlen region comprises the cities of Richmond, Langley, Surrey and White Rock, the Corporation of Delta, and the Township of Langley, a total of 993 square kilometers. It serves a population of close to 850,000 people, **almost one fifth of British Columbia's residents**. It adjoins the lands managed by the Fraser River Port Authority and the Vancouver Airport Authority. The region includes densely populated urban areas, suburban areas, areas of heavy and light industry, and agricultural land.

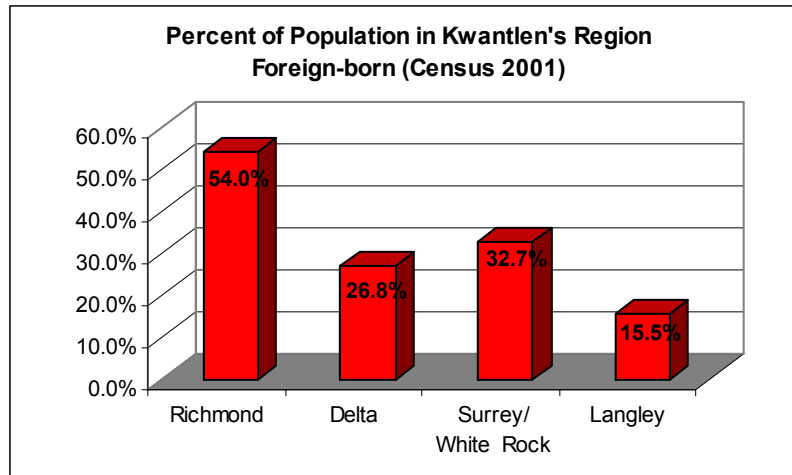


Kwantlen University College serves a diverse region with a large, and growing, ethnically mixed, population.

Kwantlen's regional population is projected to increase more than 15% by 2015; this rate exceeds the 11.5% in the Greater Vancouver Regional District (GVRD), and 10.9% in BC overall.² The distribution of age groups varies in the different areas within Kwantlen's region; these shifts affect demand for different programs and delivery options at each campus.



²P.E.O.P.L.E. 29, BC Stats 2004.

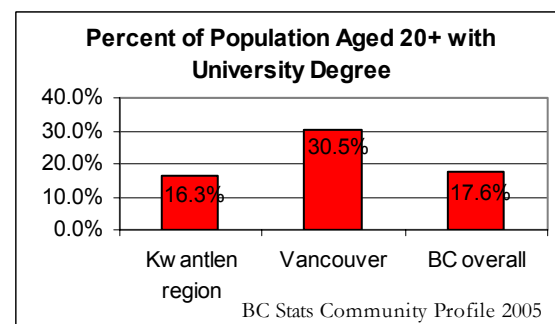


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Between 1996 and 2001, immigration alone accounted for nearly 75% of Greater Vancouver's rise in population, and the bulk of the population growth in the region is expected to continue to come from immigration and inter-provincial migration. All current forecasts indicate that immigrant inflows from abroad are likely to continue at high levels in the decades to come. The region's four largest municipalities (Vancouver, Surrey, Burnaby and Richmond)⁴ are home to 73% of Greater Vancouver's total immigrant population. The 2001 census showed that the immigrant population tends to be younger than the native-born. Immigrants arriving in recent years are more educated than were immigrants who arrived in the past and are twice as likely as the Canadian-born population to have a university education.⁵

The level of education in Kwantlen's region, while rising, remains lower than that of the province overall and significantly lower than the neighboring City of Vancouver.⁶

Providing additional educational opportunities to meet the demonstrated social and economic need is a continuing challenge and opportunity for Kwantlen.



3.2 Postsecondary Enrolments and Participation Rates

In 2000, 20% of Canadians 25 - 64 had a university education compared with 21% in the Netherlands, 26% in Norway and 28% in the US.⁷ In BC, 23.9% of that age group reported having a university education in 2001, an increase from 16.6% in 1996.

³2001 Census Bulletin #6 - Immigration, GVRD Policy & Planning Department, February 2003.

⁴Per cent of the 2001 population that was foreign-born: Richmond 54%, Burnaby 47%, Vancouver 46%, Surrey 33%, GVRD overall 38%.

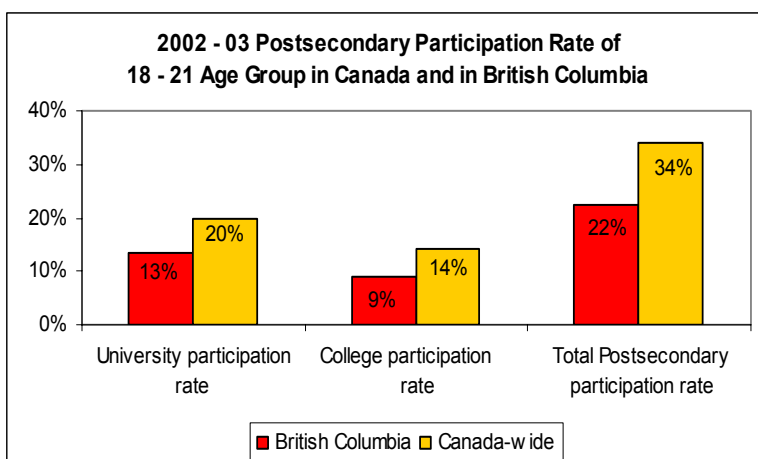
⁵Literacy Skills among Canada's immigrant population, Education Matters 81-004-XIE, Statistics Canada, 2005.

⁶BC Stats, Community Profiles, based on 2001 census data.

⁷*Education in Canada: Raising the Standard*, Statistics Canada, March 2003.

Postsecondary participation rates in British Columbia have been lower than those in the rest of Canada for many years. Postsecondary participation among 18 - 21 year olds in British Columbia in 2002/03 was 22.4%, the lowest in the country and well below the national rate of 33.9%.⁸

While BC has long been able to import the educated population required for economic and social development, concerns are expressed about the inability of many British Columbians to participate in the province's prosperity if education levels do not rise. In addition, British Columbia's continued economic growth and development are at risk if the number of skilled and educated people in the workforce does not increase.



Kwantlen anticipates that postsecondary participation rates in the region will rise for a number of reasons.

Education levels of the population in Kwantlen's region are increasing, particularly in the younger age groups. Educated parents are likely to encourage their children to seek postsecondary education, and people with higher levels

of education are more likely to take further education, both for career advancement and personal development, increasing the demand for advanced certificates, diplomas and post-baccalaureate diplomas. Visible minority immigrant youth, a large proportion of the population in Kwantlen's region, are more likely to plan to attend university than are Canadian-born, non-visible minority youth.⁹

Changing socio-economic, demographic and competitive conditions, have markedly affected internal operating conditions.

While the prospects for increased participation appear to be very positive, **current enrolment levels at Kwantlen have decreased due to several factors.** The Government of British Columbia's creation of 25,000 additional postsecondary student spaces¹⁰ between 2005/06 and 2009/10, a 15.5% increase in the province's postsecondary capacity over 2003/04 levels, was intended to address the province's low postsecondary participation rate.

This expansion of postsecondary capacity in British Columbia has coincided with a drop in the number of BC Grade XII graduates in the province,¹¹ and a significant increase in labour market opportunities. It has prompted the reduction of entrance requirements at

⁸The Price of Knowledge 2004. Access and Student Finance in Canada, Canada Millennium Scholarship Foundation, 2004.

⁹Alison Taylor and Harvey Krahn, *Aiming High: Educational aspirations of visible minority immigrant youth.* Canadian Social Trends, Winter 2005, #79. Statistics Canada Catalogue #11-008-XIE.

¹⁰Not including those contracted by the Industry Training Authority.

¹¹50,004 actual enrolments in 2004 to 49,112 projected for 2010: BC Ministry of Education, Sept 2005 GRXII Public School Enrolment Projections (Report 1558B).

BC's three largest universities. These concurrent conditions have adversely affected enrolments at Kwantlen, and at most other non-university sector institutions in BC, in the past two years.

Growth in the 18 - 24 age cohort, the group the institution has fo-

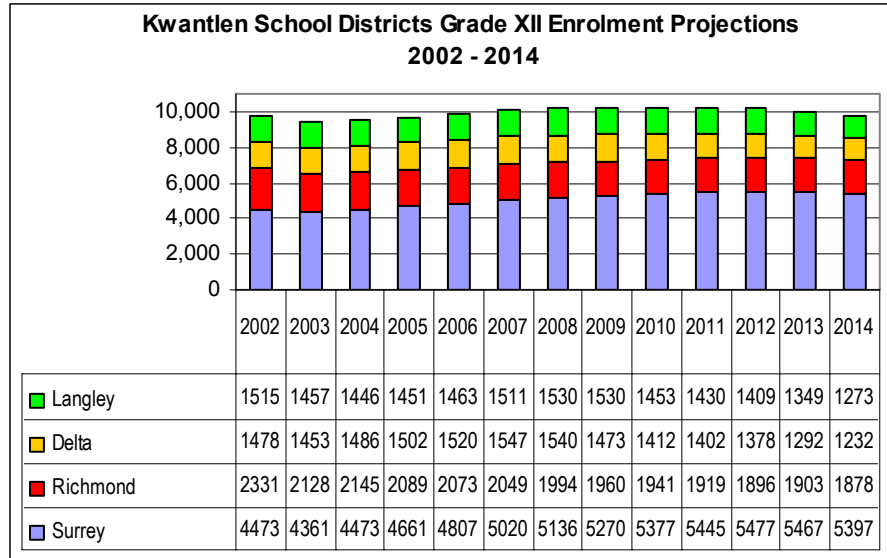
cused on serving, has slowed in Kwantlen's region and even more in British Columbia overall. Aggressive marketing to this population in our region by other postsecondary institutions attempting to meet rising enrolment targets has created a level of competitiveness not seen before in BC's postsecondary sector.

Of the 8,377 2003 Grade XII graduates from secondary schools in Kwantlen's region, 59% registered at a BC public postsecondary institution in the following year; more than one-third of those at Kwantlen.¹³ The location of Kwantlen's region within commuting distance of eight public postsecondary education institutions provides prospective students with a wealth of choices.

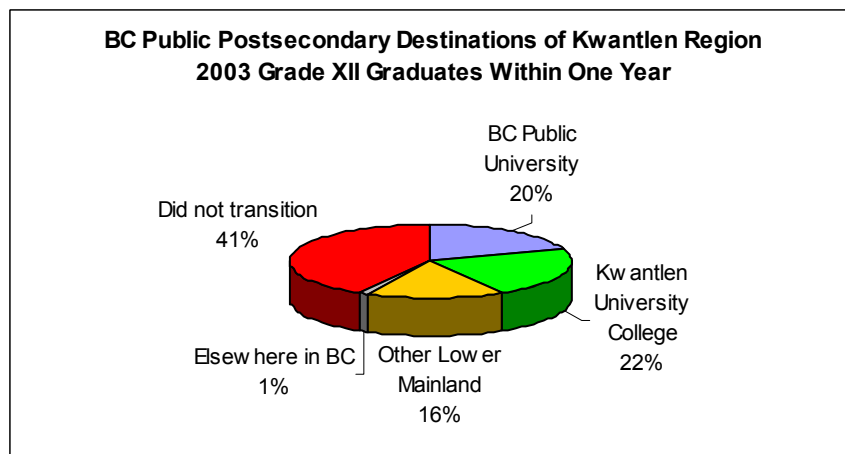
SFU's Campus in Whalley is planning for 2,500 student spaces by 2010 (80% of these will be undergraduate), two and one half times the number in 2004/05.

Trinity Western University, a private faith-based university in Kwantlen's region,

serves over 3,500 students. Students also have the option of private career training institutions, and public and private on-line universities.



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¹²BC Ministry of Education, Sept 2005 GRXII Public School Enrolment Projections (Report 1558B).

¹³The Fraser Region Consortium (Douglas College, Kwantlen University College, Simon Fraser University, and University College of the Fraser Valley) is currently working with the Ministry of Education to survey 2004 BC XII graduates who did not transition to a BC public postsecondary institution.

BC's unemployment rate is the lowest it has been in over 35 years (4.4% March 2006). In 2005, full time jobs increased by 4.1% and part-time employment by 2.9%. Statistics Canada reported that British Columbia's GDP increased by 3.9% in 2004 and predicts increases of 3.6% for 2005 and 3.5% in 2006.¹⁴

3.3 Programming for the Future

Kwantlen is committed to making our students successful.

Many of our students are not high achievers from high school. Roughly 30% of Kwantlen students are first generation postsecondary participants: i.e., their parents have no postsecondary education,¹⁵ and many of our students have learned English as a second language. To provide these students the knowledge and skills they need - to transform their lives - Kwantlen has implemented several unique programs and initiatives that should also maintain and increase enrolment levels.¹⁶

Many of Kwantlen's students need a little extra care to make them successful.

Kwantlen serves both its students and its communities through a wide-range of programs and delivery options. With our ladderized and integrated programs, opportunities for needed preparatory work, and close connections with our communities, Kwantlen plays a role that is different from that of other education providers in our region. Our students and our communities require the options provided by differentiated postsecondary options. Our developing research capacity is linked specifically to local requirements, although the results may have much broader application.

Knowing that BC needs to work smarter, and to do that it needs a highly educated and skilled workforce, many of Kwantlen's intended new programs are geared towards adult learners and to growing areas in the economy. Thus, Kwantlen will expand the knowledge and skill sets of our region's population and will contribute to the economic and social development of both the region and the province.

Kwantlen provides a unique range of education and training opportunities specifically designed for our region.

To meet the challenges of changing demographic and economic circumstances, Kwantlen is planning innovative programs and delivery options to be implemented over the next three years. Some of these are based on the findings of a detailed analysis of the economy and economic development plans in Kwantlen's region and in the GVRD.¹⁷ The resulting new program initiatives are expected to increase student registrations and retention over the next few terms.

Kwantlen continually adjusts program mix and delivery modes to meet current and anticipated needs.

Increasing the number of professional programs available to our region is a Kwantlen priority. The School of Business' first class in the BBA Human Resources Management program will begin in fall 2006 with regular and co-op options. A Diploma

¹⁴BC and Lower Mainland Economic Outlook and Key Trends, Jock Finlayson, BC Business Council to Vancouver Real Estate Forum, 19 April 2006.

¹⁵Fall Registration Survey 2005, Kwantlen University College, February 2006.

¹⁶For details see Kwantlen Service Plan 2006/07 - 2008/09, Planning Context, pp. 14 - 16.

¹⁷Economic Environmental Scan, Kwantlen University College, April 2006.

in Paralegal Studies program is also beginning in fall 2006. Kwantlen has also launched a baccalaureate degree in psychiatric nursing. A baccalaureate degree in Financial Management articulated with a number of professional training bodies (e.g., accounting, banking, and insurance) is in development.

Kwantlen is designing alternate delivery models for its current and new programs in response to changing demographic conditions and labour market demands for increasingly higher qualifications. Kwantlen anticipates significant demand for education and training from the growing 25 - 29 age group and 30 - 39 age groups in Kwantlen's region and is developing more professional training programs, such as advanced diplomas and certificates as well as post-baccalaureate diplomas and certificates that we anticipate will be sought-after by this population. Kwantlen's first post-baccalaureate program - the Diploma in Human Resources Management - will be launched in fall 2006; others are in development.

Kwantlen recognizes that flexibility is important to these older students, many of whom are currently in the labour market and also have family obligations. Kwantlen is planning increased evening and weekend offerings, and some new configurations involving longer and less frequent sessions and mixed mode delivery options. More than 840 Kwantlen courses currently have on-line resources available to students, and the number is steadily increasing. Initiatives are underway across the institution to deliver more on-line courses; of note are program development applications to BC Campus to help develop a critical mass of upper level on-line courses for our baccalaureate programs in Human Resources Management and Psychology programs. In order to make face-to-face courses more accessible in the region, in January Kwantlen began offering courses in White Rock.

Kwantlen contributes to the development of a skilled and educated workforce.

Kwantlen's trades and technology programs offer multiple entry and re-entry opportunities for life-long learning and career enhancement, including pathways to degree completion including partnerships with local school districts to allow secondary students to commence their apprenticeship training while still enrolled in high school.

Kwantlen also provides seamless advancement from entry level trades training to diploma to a bachelor degree in Business Administration (with other degree pathways under consideration) for students looking for supervisory or management occupations in the manufacturing and construction industries.

Kwantlen's challenge is to secure the necessary operational and capital funding to allow these bridging and laddering opportunities from one completion credential to another, and to keep the programs on the front line of technological training with industry standard equipment.

Moving to a new \$42 million Centre for Trades and Technology Training in Cloverdale early in 2007 is expected to stimulate a greater interest by parents, guidance counselors and teenagers in the trades and apprenticeships as a viable and lucrative career for British Columbia's youth. With the current economic and construction boom, and the aging profile of existing skilled trades people, there couldn't be a better time to enter this field of the labour market. Yet BC is not training skilled trades people at the rate needed to replace retirees or to keep competitive. For example, Alberta qualified 5,000 trades people in 2005

compared to 1,500 in BC.¹⁸

Working closely with the ITA and various labor associations, Kwantlen has already responded to needs by providing additional training opportunities in Construction trades and other programs. The number of Kwantlen's trades training seats will significantly increase with the opening of our new Trades and Technology Training Campus.

3.4 Contributing to the Economic and Social Development of Kwantlen's Communities

Kwantlen is well-placed to meet our region's need for educated and innovative people.

Kwantlen contributes to the economic and social development of our communities through education opportunities and innovation. The community expects Kwantlen to provide residents with the opportunity to acquire degree and advanced credentials that meet their needs.¹⁹

With its close ties to its surrounding communities and its strong commitment to the education and training of its undergraduates, Kwantlen contributes to innovation and the economic and social well-being of the province in ways that are distinct from, while complementary to, the contributions of the major nationally focused, traditional, and primarily research intensive, universities.

Collaboration with local government, business and industry allows the institution to play an active role in the economic development of region and assists Kwantlen's new program and research development at the same time. Increased contacts with business and industry, local government, and community organizations are essential to Kwantlen's ability to understand and respond to community needs.

Many Kwantlen faculties and programs are closely tied to their industry associations (e.g., Institute of Chartered Accountants of BC, Society of Management Accountants of BC, and Certified General Accountants Association of BC) enabling our students to obtain practicum placements and employment upon graduation. This industry connection enables us to obtain membership on Program Advisory committees, guest lecturers, donations of equipment and supplies as well as scholarship and bursary donations. Many of our graduates also receive advanced standing for their work at Kwantlen.

Kwantlen works collaboratively with other postsecondary institutions, business and industry to better serve our students and communities. Kwantlen is working with SFU to develop an access program for Aboriginal students to begin in 2007. Kwantlen and SFU are discussing collaborative strategies to tackle the need for additional capital funding for such facilities as science labs to address community demands for capital intensive programs. A number of research projects have been developed between Kwantlen and local school districts.

Kwantlen recognizes academic work completed at other public postsecondary institutions

¹⁸Accord likely on training system for trades, Vancouver Sun, February 18, 2006, p. D10.

¹⁹Community Leaders' Forums, Kwantlen University College, September 2005.

within and outside of the province enabling students to come to Kwantlen and receive credit for work already done or as they complete their program at Kwantlen to receive full credit for the next level of studies. A recent agreement for reverse articulation between Kwantlen and CGA BC and CMA BC enables those graduates to earn credit towards a Kwantlen degree.

3.5 Short and Long-Term Challenges

Providing the human and financial resources needed to respond effectively to the changing demographic and competitive circumstances presents significant challenges. To continue to fulfill Kwantlen's mandate to respond to its region, Kwantlen must invest in the development of programs and services to meet the needs of a more diverse student body. Providing increased student support services, furnishing the conditions necessary to attract and retain new faculty, developing new programs to meet the needs of older students, and realizing Kwantlen's research and scholarship objectives will be costly.

Kwantlen is implementing multiple strategies to address the challenges it faces.

A number of factors drive continuing cost increases at Kwantlen. Maintaining multiple campuses with multiple buildings is expensive. Internal inflation is 2% - 3% per year (not including general salary increases or salary market adjustments), generated by salary grid increments required by collective agreements, increases in life and disability benefit premiums, pension contributions, and increases in the cost of health and dental benefits. Recruitment and hiring is increasingly expensive as Kwantlen competes for faculty and staff at all levels in the current tight labour market. Provisions of the new collective agreements with support staff and faculty are adding to operating costs. Energy prices, the price of technology, and the cost of increased reporting to government also swell institutional operating costs. There is no anticipated funding increase for inflation coming from the Ministry of Advanced Education, and future tuition increases to fund inflationary pressures are limited by the market and government policy. Internal inflation at Kwantlen is expected to be \$2 - 3 million each year for the foreseeable future, and additional revenue sources are constrained.

Kwantlen is taking steps to address its challenges. In 2005 Kwantlen established a Business Development Office as a means to better meet diverse community needs for education and training and, at the same time, expand the institution's revenue base. To better plan course scheduling so it meets students' needs, Kwantlen is taking steps to enable it to predict the number of students likely to need specific courses in a given term, ensure the availability of needed courses, and avoid timetable conflicts. Strategies designed to make our student recruitment efforts more effective are being implemented. Changes in program offerings and delivery methods to make them more appealing to a broader student market are underway. All Kwantlen's faculties and schools are taking steps to better retain students. Each of these initiatives is expected to counteract many of the challenges Kwantlen faces, but the conditions we face remain worrisome.

Conclusion

In 2006, its twenty-fifth anniversary year, Kwantlen University College is responding to its changing demographic and competitive circumstances, and to the economic development needs of its communities and the province. Kwantlen anticipates that the many initiatives it has begun this past year will begin to produce enrolment increases in 2006/07 and even greater ones in subsequent years. Kwantlen is confident that the adjustments it is currently making will provide a solid foundation for its next twenty-five years of service to its region and to the province.

4. Kwantlen University College: Performance Results 2005/06

Performance Measure	Baseline Target	2005/06 Actual	2005/06 Variance	Context																		
Goal 1. Learning - Student and Graduate Success																						
Objective 1.1 Implement student and graduate success initiatives																						
1.1.1 Increase course completion rate by 1% each year over academic year 2002/03	<u>2002/03 Baseline:</u> 80.5% <u>2004/05 Target:</u> 82.5%	<u>2004/05 Performance:</u> 82%	Target not achieved; missed by -.5%	Kwantlen's institutional retention committee is designing a multi-faceted student success and retention plan for the institution. A number of individual departments are taking steps to better understand the factors contributing to retention of their students so they can increase course and program completion rates.																		
1.1.2 Increase the number of credentials awarded by 1.5% in 2004/05 and 2005/06, and by a further 1% in 2006/07*	<u>2001/02 Baseline:</u> 1,613 <u>2004/05 Target:</u> 1,662	<u>2004/05 Performance:</u> 1,657 (data supplied by AVED) 1,780 (data supplied from Kwantlen's records)	Target not achieved; missed by five (-0.3%)	Kwantlen cannot explain the discrepancy of 123 credentials awarded in 2004/05 between AVED's and our records. Kwantlen's records show increases in the number of baccalaureate degrees, diplomas and certificates. We believe the drop in the number of associate degrees is attributable to students continuing at Kwantlen to complete baccalaureate degrees. <table border="0"> <tr> <td></td> <td style="text-align: center;">2003/04</td> <td style="text-align: center;">2004/05</td> </tr> <tr> <td>Bacc:</td> <td style="text-align: right;">243</td> <td style="text-align: right;">297</td> </tr> <tr> <td>Associate:</td> <td style="text-align: right;">346</td> <td style="text-align: right;">263</td> </tr> <tr> <td>Diploma:</td> <td style="text-align: right;">543</td> <td style="text-align: right;">545</td> </tr> <tr> <td>Certificate:</td> <td style="text-align: right;">518</td> <td style="text-align: right;">675</td> </tr> <tr> <td>TOTAL:</td> <td style="text-align: right;">1,650</td> <td style="text-align: right;">1,780</td> </tr> </table>		2003/04	2004/05	Bacc:	243	297	Associate:	346	263	Diploma:	543	545	Certificate:	518	675	TOTAL:	1,650	1,780
	2003/04	2004/05																				
Bacc:	243	297																				
Associate:	346	263																				
Diploma:	543	545																				
Certificate:	518	675																				
TOTAL:	1,650	1,780																				
1.1.3 Improve student rating of satisfaction with education*	<u>2001 Baseline:</u> 83.1% <u>2005 Target:</u> Meet system level target of 90%	<u>2005 Performance:</u> 93.1%	Exceeded target by 3.1%	The CISO survey question from which this measure is drawn was asked with two different response categories in 2004 and 2005. In previous years, the performance measure was drawn from the question with the original categories; this year it has been taken from the new question. This change in methodology has altered the pattern of responses.																		

*These measures are required by AVED and AVED calculates the performance report data.

Performance Measure	Baseline Target	2005/06 Actual	2005/06 Variance	Context
1.1.4 Improve Trades students rating of satisfaction with education*	AVED does not require a report on this measure in 2005/06			
1.1.5 Increase articulation arrangements for block transfer, course to course articulation and joint credentials with other postsecondary education institutions*	AVED does not require a report on this measure in 2005/06			
1.1.6 Maintain student satisfaction with transfer at 2003 level*	<u>2002 Baseline:</u> sending: 88.6% receiving: 78.9% <u>2005 Target:</u> Contribute toward achievement of system level target (90% or improvement over time)	<u>2005 Performance:</u> sending: 86.8% receiving: 79.0%	Contributed toward achievement of system level target	
1.1.7 Enhance learning on and off campus by increasing by 10% each year, the number of courses with web-based resources available to students	<u>2003/04 Baseline:</u> 498 <u>2005/06 Target:</u> Exceed the 2004/05 level of 842 by 10% <i>Note: These numbers are for the period between Summer 2005 and Spring 2006.</i>	<u>Summer 2005 to Spring 2006 Performance:</u> 972 course online initiatives, a 13.3% increase from the 2004/05 level	Exceeded target by 3.3%	
1.1.8 Operate a Learning Centre at each campus by 2006/07	<u>2005/06 Target:</u> See measure	Learning Centres operate at Langley, Richmond and Surrey campuses; there is no Learning Centre at the Newton campus.	In process	This target will be achieved when the Cloverdale campus is operational.
1.1.9 Develop and implement at least one new assessment, counseling or educational advising initiative by 2006/07	<u>2005/06 Target:</u> Implement at least one initiative	Implementation of Accu-placer, a web-based assessment tool	Target achieved	

*These measures are required by AVED and AVED calculates the performance report data.

Performance Measure	Baseline Target	2005/06 Actual	2005/06 Variance	Context
1.1.10 Expand First Year Experience activities by 10% each year to reach more new students	<u>FY 2003/04 Baseline:</u> 2,557 <u>FY 2005/06 Target:</u> Exceed the 2004/05 level of 2,557 by 10%	<u>FY 2005/06 Performance:</u> 3,311 students participated in at least one First Year Experience activity, a 29.5% increase	Exceeded target by 19.5%	
1.1.11 Maintain links to the workplace through co-op education placements, internships, practicums, and work placements	<u>2003/04 Baseline:</u> 1,931 <u>2005/06 Target:</u> Meet the 2003/04 level of 1,931 <i>Note: These numbers are for the period between Summer 2004 and Spring 2005.</i>	<u>Summer 2005 to Spring 2006 Performance:</u> 3,314 students with links to the workplace	Exceeded target by 71.6%	
1.1.12 The unemployment rate of Kwantlen's graduates will be lower than that of high school graduates in the economic region*	<u>2005 Target:</u> Below 9.3% (the unemployment rate of high school graduates for the Lower Mainland/Southwest economic region from the Statistics Canada Labour Force Survey)	<u>2005 Performance:</u> Unemployment of Kwantlen graduates: 7.4%	Target achieved	
1.1.13 Student assessment of the usefulness of their acquired knowledge and skills in performing job will improve*	<u>2002 Baseline:</u> 67.7% <u>2005 Target:</u> Exceed system target of 90%	<u>2005 Performance:</u> 67.9%	Target not achieved; missed by -22.1%	Fifty-three percent of Kwantlen's former students surveyed in 2005 were studying at the time of the survey, three-quarters of them were studying full-time. While the majority of these students are working, they are not yet in "career" jobs, and the relationship between the knowledge and skills acquired in their studies and those needed to perform their current jobs is small.

*These measures are required by AVED and AVED calculates the performance report data.

Performance Measure	Baseline Target	2005/06 Actual	2005/06 Variance	Context
1.1.14 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*	<u>2001 Baseline:</u> Written communication 69.8% Oral communication 69.3% Group collaboration 77.1% Critical analysis 78.0% (2003 survey) Problem resolution 67.1% (2003 survey) Reading and comprehension 77.7% Learn on your own 75.9% Average 73.6% <u>2005 Target:</u> Meet system level target of 85%	<u>2005 Performance:</u> Written communication 73.5% Oral communication 73.2% Group collaboration 80.9% Critical analysis 80.4% Problem resolution 71.9% Reading and comprehension 81.9% Learn on your own 78.6% <i>Average all Skills 77.1%</i>	Target not achieved; missed by -6.9%	Kwantlen believes that the small difference between the 2004 and 2005 ratings is attributable to normal fluctuations in survey data, and notes that the increase over 2003 remains. 2004 Performance: Average all skills 77.5% 2003 Performance: Average all skills 75.3%

Objective 1.2 Support development of nationally and internationally recognized programs

1.2.1 At least 10% of Kwantlen's programs will have national or international recognition by Spring 2005	<u>2005/06 Target:</u> Fifteen programs	<u>2005/06 Performance:</u> Seventeen programs At least four accreditation reviews and other agreements that would give national or international recognition to programs are likely to be completed in fall 2006.	Exceeded target by 13.3%	
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Objective 1.3 Enhance library resources

1.3.1 An operating budget allocation of \$1.4 million for each of the next three years will support increases in library acquisitions and subscriptions at a sustained rate	<u>FY 2005/06 Target:</u> \$1.4 million	<u>FY 2005/06 Performance:</u> The library's 2005/06 budget allocation was \$1.4 million	Target achieved	
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*These measures are required by AVED and AVED calculates the performance report data.

Performance Measure	Baseline Target	2005/06 Actual	2005/06 Variance	Context
Objective 1.4 Provide internationalized curricula and learning opportunities				
1.4.1 Increase the internationalization of curricula by 2006/07	<u>2005/06 Target:</u> Increase internationalization	<u>2005/06 Performance:</u> A committee established by Education Council in April 2005 is working on increasing the internationalization of Kwantlen's curriculum. A number of programs report specific examples of internationalization in their curricula: Fashion Design: explores international fashion, off shore production methods, and international business Interior Design: teaches cultural and historical awareness of design, design and architecture in Havana and Mexico City Bachelor of Journalism: Media and Diversity course focuses on issues of race, diversity, gender and culture Interdisciplinary Design Studies: students annually design a product that would assist people in a developing country Criminology: exploring possible collaboration with Western University College of Science and Technology in Kenya Business: Exploring joint delivery of baccalaureate programs in China. Visiting lecturers hosted faculty from China, Chile, Australia and New Zealand Visual Arts: courses look extensively at the history, work and trends of international art Millwright: working with ACT and Brooke Mills on a pilot project for developing foreign credential recognition	Target achieved	

Performance Measure	Baseline Target	2005/06 Actual	2005/06 Variance	Context
1.4.2 Opportunities for international exchanges will be available for students in 2005/06	<u>2005/06 Target:</u> Increase opportunities for international exchanges	<u>2005/06 Performance:</u> OUTBOUND Summer to Spring 05/06 04/05 03/04 BTech 2 2 1 Bus. Mgmt 1 4 1 Marketing* 2 0 0 Fashion 47 2 5 Int Design 30 19 4 CISY 1 0 0 Nursing 19 12 5 Music 0 24 0 TOTAL 102 63 16 INBOUND Summer to Spring 05/06 04/05 03/04 Finland 9 9 4 Germany 3 1 0 Mexico 0 1 2 Kenya 0 1 0 TOTAL 12 12 6	Target achieved	

Objective 1.5 Establish a Research Office and Research Institutes

1.5.1 By April 2007, Kwantlen will have a strategic research and scholarship profile in defined academic, professional and industry training related areas that will include provision of industry assistance and contracted research; a primary purpose is to support teaching and learning informed by research and practice	<u>2005/06 Target:</u> See measure	<u>2005/06 Performance:</u> Continuing financial, infrastructure and administrative support is being provided by Kwantlen and the Office of Research and Scholarship to ensure the development of Kwantlen's four research institutes in key strategic areas: community development, sustainable horticulture, community health and wellness and transborder topics. Examples include collaborative work with the Vancouver police, the Fraser Health Authority, the Surrey School Board and major sectors of the horticulture industry, such as the BC Landscape and Nursery Association.	Target achieved	
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Performance Measure	Baseline Target	2005/06 Actual	2005/06 Variance	Context
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1.5.2 Increase the amount of funding available to faculty for research and scholarship	<u>2005/06 Target:</u> Increase funding for research and scholarship	<u>2005/06 Performance:</u> In 2005/06 faculty research and scholarship funding was the highest in Kwantlen's history: \$1.325 million. This includes external funding from agencies such as Western Economic Diversification, the Social Sciences and Humanities Research Council, and the Investment Agricultural Foundation of BC, and internal funding for the Minor Research and Scholarship Grants program. In 2004/05, this figure was \$300,000.	Target achieved	
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Objective 1.6 Provide research-based learning opportunities for students

1.6.1 To enhance the ability of students to enter graduate school and compete in the workplace, all students in baccalaureate programs will have been involved in research initiatives by the time they graduate	<u>2005/06 Target:</u> All baccalaureate students will be involved in research initiatives	<u>2005/06 Performance:</u> Curricula for third and fourth year of all baccalaureate programs contain a research component.	Target achieved	
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Objective 1.7 Increase pathways for program integration

1.7.1 Add two programs each year that provide increased educational pathways for students	<u>2005/06 Target:</u> Add two programs	<u>2005/06 Performance:</u> New programs implemented in 2005/06: four Bachelor of Arts degrees, nine Associate of Arts degrees and six Associate of Science degrees have been implemented.	Target achieved	
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Performance Measure	Baseline Target	2005/06 Actual	2005/06 Variance	Context
Goal 2. Quality - Education and Service Excellence				
Objective 2.1 Implement education and service quality improvement programs				
2.1.1 Program evaluation policies, procedures and mechanism will be in place by the fall of 2004. Implementation will occur in 2004/05	<u>2005/06 Target:</u> See measure	<u>2005/06 Performance:</u> The Program Evaluation policy and procedure was implemented on a pilot basis in 2004/05. The results did not meet expectations and the policy and procedures have been re-written. The revised Program Review policies will be finalized by October 2006 and the new program review process will be implemented beginning in fall 2006.	Target achieved	The Program Evaluation policy and procedure was implemented on a pilot basis in 2004/05. The results did not meet expectations and the policy and procedures have been re-written. Piloting of the revised process is scheduled for fall 2006.
2.1.2 Service evaluation policies, procedures and mechanisms will be in place by the fall of 2007	<u>2005/06 Target:</u> See measure	<u>2005/06 Performance:</u> The service quality improvement program was approved by the Executive in May 2006 and will be rolled out to service areas during this fiscal year.	In process	
Objective 2.2 Establish a Centre for Teaching/Learning Excellence				
2.2.1 A Centre for Teaching and Learning Excellence will be established at Kwantlen in 2005/06 to support teaching excellence and learner-centered education	<u>2005/06 Target:</u> See measure	<u>2005/06 Performance:</u> The Centre for Academic Growth was officially launched on June 1, 2006. Its programming for 2006/2007 includes peer mentoring and new faculty development initiatives.	Target achieved	
2.2.2 Student ratings of satisfaction with the quality of instruction will improve*	<u>2001 Baseline:</u> 78.5% <u>2005 Target:</u> Exceed system level target of 90%	<u>2005 Performance:</u> 81.4%	Target not achieved; missed by -8.6%	Ratings of the quality of instruction by Kwantlen's former students are slightly lower than the provincial average of 84% in both 2004 and 2005. Kwantlen anticipates that the steps being taken to improve its students' success should improve students' perceptions of the quality of the instruction they receive.

*These measures are required by AVED and AVED calculates the performance report data.

Performance Measure	Baseline Target	2005/06 Actual	2005/06 Variance	Context
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Objective 2.3 Develop recruitment and retention plans & programs for faculty

2.3.1 An institutional recruitment and retention plan with implementation dates will be completed by August 2006	<u>2005/06 Target:</u> See measure	<u>2005/06 Performance:</u> The draft plan prepared by Human Resources includes initiatives to increase public awareness of Kwantlen as a desirable employer, attract international candidates, provide training for search committee members, improve the orientation process, and form committees to develop retention strategies	Target achieved	
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Goal 3. Community - Service to Communities

Objective 3.1 Provide a broad, appropriate and comprehensive mix of programs

3.1.1 Number of Nursing and other Allied Health student spaces will match AVED Program Specific Student FTE Targets**	<u>FY 2005/06 Target:</u> 547 FTEs	<u>FY 2005/06 Performance:</u> 455.4 FTEs	Target not achieved; missed by 91.6 FTEs (-17%)	This anticipated drop in Nursing FTEs was caused by nursing students from Douglas College no longer transferring to Kwantlen as they now can complete their degrees at Douglas. The new Psychiatric Nursing program and degree completion opportunities for health professionals will attract a number of new students in 2006/07 and subsequent years.
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3.1.2 To contribute to meeting the unmet demand for undergraduate degree education in the South Fraser Region, the number of undergraduate degree opportunities in arts will be increased by September 2005 by the implementation of a BA at Kwantlen	<u>2005/06 Target:</u> Increase undergraduate degree opportunities	<u>2005/06 Performance:</u> Kwantlen's first Bachelor of Arts programs were launched in 2005/06	Target achieved	
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3.1.3 Number of computer science, electrical and computer engineering student spaces will match AVED Program Specific Student FTE Targets**	<u>FY 2005/06 Target:</u> 116 FTEs	<u>FY 2005/06 Performance:</u> 60.7 FTEs	Target not achieved; missed by 55.3 FTEs (-48%)	Kwantlen attributes the smaller number of students than targeted in this area to the current very strong labour market which follows a sharp downturn a few years ago.
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These measures are required by AVED and AVED calculates the performance report data./Audited Kwantlen Enrolment Statement*

Performance Measure	Baseline Target	2005/06 Actual	2005/06 Variance	Context
3.1.4 Number of student spaces in ABE, ESL, and ASE programs will match AVED Program Specific Student FTE Targets**	<u>FY 2005/06 Target:</u> 968 FTEs	<u>FY 2005/06 Performance:</u> 764.8 FTEs	Target not achieved; missed by 203.2 FTEs (-21%)	Kwantlen has developed several initiatives to increase FTEs in these programs: <ul style="list-style-type: none"> - partnered with the Surrey Library to create a program for Whalley area literacy students - articulation agreement with Newcastle College that provides educational services to the Federal Penitentiary System in BC - expanded Math and Science offerings for trades - learning centre service for Newton/Cloverdale campus students - increased Math and Physics sections for Powerline Technicians - developed new writing course (ENGP 1089) - developed a new math course, (MATP 1009) for students with little background in math - streamlined the qualifying Math Pathways
3.1.5 Number of industry training spaces will match the Industry Training Authority target for Kwantlen for 2005/06	<u>FY 2005/06 Target:</u> No target provided	<u>FY 2005/06 Performance:</u> Kwantlen served 464.5 FTEs in Trades training and 517 FTEs in Apprenticeship training in FY 2005/06. These numbers are up from the FY 2004/05 FTEs: 456.6 and 490 respectively. This is a 4% increase.		
3.1.6 Trades programs will have multiple pathways and entry and exit points to meet short term industry needs while developing students' long term skill sets	<u>2005/06 Target:</u> See measure	<u>2005/06 Performance:</u> A framework that identifies the entry and exit points for trades programs was implemented in September 2005.	Target achieved	

These measures are required by AVED and AVED calculates the performance report data./Audited Kwantlen Enrolment Statement*

Performance Measure	Baseline Target	2005/06 Actual	2005/06 Variance	Context
3.1.7 Polytechnic training, that allows acquisition of various trade and other skill sets reflective of a more complex and technical work environment, will be implemented beginning in 2005/06	<u>2005/06 Target:</u> See measure	<u>2005/06 Performance:</u> Polytechnic training was implemented in 2005/06	Target achieved	
Objective 3.2 Adequate number of opportunities to meet demand				
3.2.1 The number of student spaces at Kwantlen will match the AVED overall Student FTE Targets (excluding ITA)**	<u>FY 2005/06 Target:</u> (excluding ITA): 8,488 FTEs	<u>FY 2005/06 Performance</u> (excluding ITA): 7,860.8 FTEs	Target not achieved; missed by 627.2 FTEs (-7.4%)	Kwantlen's enrolments have been adversely affected by an overall decline of Grade XII graduates in BC, the lowest unemployment in almost 40 years, increased competition from other public and private institutions, and the lowering of entrance requirements by BC's 3 largest public universities. In response, Kwantlen is enhancing its recruitment and retention initiatives and launching new program offerings designed to appeal to an older age-group than Kwantlen has traditionally served.
Objective 3.3 Improve secondary to post-secondary transition				
3.3.1 Continue to enhance articulation, block transfer, dual credit and Career Technical Consortium transition pathways	<u>2005/06 Target:</u> See measure	<u>2005/06 Performance:</u> A number of initiatives have been developed between Kwantlen and school districts: e.g. - a coordinated plan for working with the school districts in Kwantlen's region to improve transition opportunities from secondary to postsecondary education - discussions with high schools to discuss English curriculum alignment - offering English courses in local high schools to qualified students - the TRADING-UP trades fair for grade 10 students was developed and hosted by Kwantlen and the region's four high schools districts	Target achieved	

These measures are required by AVED and AVED calculates the performance report data./Audited Kwantlen Enrolment Statement.*

Performance Measure	Baseline Target	2005/06 Actual	2005/06 Variance	Context
3.3.1 Continue to enhance articulation, block transfer, dual credit and Career Technical Consortium transition pathways Cont'd	<u>2005/06 Target:</u> See measure	Cont'd - dual credit options and partnership agreements for trades training through the Career Technical Consortium (CTC). Currently, there are over 300 students in CTC and ACEIT - the School of Community and Health Studies is developing articulation agreements with the school districts to support access to a selection of health studies programs - summer workshops in Creative Writing, Visual Arts and Music for high school students - enhanced articulation, dual credit and advanced placement of Langley high school students in Visual Arts	Target achieved	

Objective 3.4 Aboriginal student initiatives to support increased participation

3.4.1 Two initiatives to increase Aboriginal participation will be underway by 2006/07	<u>2005/06 Target:</u> See measure	<u>2005/06 Performance:</u> Kwantlen, SFU and three local school districts are discussing joint projects aimed at increasing the participation rate of the local Aboriginal population. The Kwantlen Aboriginal Education Services and Programming Strategic Plan and a long term plan for physical space enhancements to better meet the needs of Aboriginal students have been developed.	Target achieved	
3.4.2 Maintain or increase number and percent of student population that is Aboriginal*	<u>2002/03 Baseline:</u> 266 students and 1.1% <u>2005/06 Target:</u> Exceed 221 students and 1.3%	<u>2005/06 Performance:</u> 248 Aboriginal students and 1.5%	Both targets achieved	

**These measures are required by AVED and AVED calculates the performance report data.*

Performance Measure	Baseline Target	2005/06 Actual	2005/06 Variance	Context
Objective 3.5 Financial support programs to maintain access for lower income students				
3.5.1 Funding for bursaries will be maintained at \$300,000 in 2005/06, 2006/07, and 2007/08. In addition, we are holding \$200,000 in endowed funds to attract donations that support bursaries, scholarships, and awards	<u>FY 2005/06 Target:</u> \$300,000	<u>FY 2005/06 Performance:</u> \$300,000 The funding will be increased to \$400,000 for 2006/07 and 2007/08	Target achieved	
Objective 3.6 Align student demand with capacity				
3.6.1 A strategic enrolment management program will continue to address student demand, course sequencing, and student retention numbers in order to align student demand with capacity	<u>2005/06 Target:</u> See measure	<u>2005/06 Performance:</u> Kwantlen is installing demand analysis and graduation planning software to improve the appropriate number, location, sequencing and scheduling of courses and sections to enhance student success. Committees are working on improving enrolment services, classroom student success strategies, and recruitment effectiveness.	Target achieved	
Objective 3.7 Provide on-line learning opportunities				
3.7.1 The number of student spaces in on-line learning (BC Campus) programs will match AVED Program Specific Student FTE Targets*	AVED does not require a report on this measure in 2005/06			
Objective 3.8 Ensure facilities are adequate to meet increased student enrolments				
3.8.1 A master plan for campus sites that identifies maximum site capacities will be developed by December 2004	<u>2005/06 Target:</u> See measure	<u>2005/06 Performance:</u> Preliminary master plans have been completed for the Langley, Richmond and Cloverdale campus. A detailed master plan has been completed for the Surrey campus in support of the expansion projects for the campus.	Target achieved	

**These measures are required by AVED and AVED calculates the performance report data.*

Performance Measure	Baseline Target	2005/06 Actual	2005/06 Variance	Context
3.8.2 Implementation of the enrollment management plan will increase the percentage of annual educational activity occurring between May and August in 2005*	<u>FY 2001/02 Baseline:</u> 13.9% <u>FY 2004/05 Target:</u> Exceed 13.9%	<u>FY 2004/05 Performance:</u> 14.1%	Contributed toward achievement of system level target	
3.8.3 The Newton Campus facilities will be replaced with Phase 1 of the Cloverdale campus in fall 2006	<u>2005/06 Target:</u> See measure	<u>2005/06 Performance:</u> Cloverdale campus is currently being constructed with substantial completion by the end of 2006.	Target substantially achieved	
Objective 3.9 Develop continuing professional studies programs				
3.9.1 At least one professional development studies program will be launched each year to 2006/07	<u>2005/06 Target:</u> One professional program launched	<u>2005/06 Performance:</u> Ten professional programs launched: - Executive Education - Professional Coaching - Project Management - Industrial Design - Forklift Certification - On-line Millwright Training - New TOEFL course - Condominium Owners Security - Advanced Critical Care - Two software training courses for apparel industry	Exceeded target by 900%	
Objective 3.10 Expanded international student enrolments				
3.10.1 International students will comprise 10% of university college enrolment by September 2007	<u>2005/06 Target:</u> See measure	<u>FY 2005/06 Performance:</u> Total FTE: 9,332.8 International FTE: 490.5 International as percentage of FTE enrolment: 5.3%	Target not achieved; missed by -4.7%	Due to changes in market conditions, a realistic enrolment goal for international students is 5% with 10% being a long term goal.

**These measures are required by AVED and AVED calculates the performance report data.*

Performance Measure	Baseline Target	2005/06 Actual	2005/06 Variance	Context
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Objective 3.11 Generate alternative funding sources

<p>3.11.1 Capital for library expansion and other new facilities will be donated by the community</p>	<p><u>2005/06 Target:</u> See measure</p>	<p><u>2005/06 Performance:</u> Funds have been raised for the library and the Cloverdale Trades and Technology campus from the Foundation Golf Tournament.</p> <p>Kwantlen received donations from external contributors: FY 2005/06 \$567,850 FY 2004/05 \$733,255</p>	<p>In process</p>	
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5. Kwantlen University College: Summary Financial Report 2005/06

Statement of Operations and Changes in Unrestricted Net Assets

Year ended March 31, 2006, with comparative figures for 2005

	2006	2005
Revenue:		
Grants - Province of British Columbia	\$ 58,802,263	\$ 55,991,764
Tuition fees	31,397,291	31,074,967
Access and other fees	2,267,842	2,213,976
Contract and other services	2,883,157	3,091,622
Interest, shop earnings and other income	3,428,368	2,155,825
Ancillary services	7,369,153	7,162,178
Amortization of deferred capital contributions	5,632,273	5,707,062
	111,780,347	107,397,394
Expenses:		
Salaries and benefits	78,510,534	75,260,589
Travel and professional development	2,317,248	1,814,850
Supplies	3,849,986	3,693,947
Fees and services	4,246,299	3,918,294
Facilities	4,519,710	4,383,206
Cost of sales	4,595,851	4,810,126
Leases, property taxes and insurance	1,694,786	1,091,344
Amortization of capital assets	5,617,774	5,527,373
Contributions to Kwantlen University College Foundation	555,000	525,000
	105,907,188	101,024,729
Excess of revenue over expenses	5,873,159	6,372,665
Net increase in net assets invested in capital assets	(1,406,101)	(2,196,025)
Increase in internally restricted net assets	(4,396,400)	(3,819,400)
Net change in unrestricted net assets	\$ 70,658	\$ 357,240

For further details, see complete audited financial report for Kwantlen University College for the year ending March 31, 2006.