



Capilano University  
Institutional Accountability Plan and Report  
2014/15 Reporting Cycle

# Accountability Statement

July 17, 2015

Honourable Andrew Wilkinson, Minister  
Ministry of Advanced Education  
PO Box 9870 Stn Prov Govt  
Victoria BC V8W 9T5

Dear Minister Wilkinson:

We are pleased to submit Capilano University's Institutional Accountability Plan and Report for 2014/2015 and affirm that, in accordance with Capilano's governance structure, we are accountable for this report.

This past year Capilano University unveiled its Strategic Plan 2015-2018. As we began implementing the goals and priorities highlighted in both the Academic and Strategic plan, our focus as a university became further defined. We have already seen the benefits of producing the plan as other areas of the university are working on complementary plans such as the Aboriginal Student Success Plan unveiled in March 2015.

We endorse the content of this Institutional Accountability Plan and Report for this reporting cycle. Capilano University continues to welcome the opportunity to work with the Ministry on our common mandate to provide the highest quality education and student success to the region we serve.

Yours sincerely,



Shelley McDade  
Chair, Board of Governors



Kris Bulcroft  
President

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## **Institutional Overview**

Capilano exists as a post-secondary institution thanks to the efforts of the North Shore, Howe Sound Corridor, and Sunshine Coast, and our university programs will always serve this traditional catchment area. We acknowledge that our campuses stand on traditional territories of the Squamish, Sechelt, Lil'wat, Tsleil Waututh, and Musqueam Nations and we will continue to work closely with the Nations, building on our long history. While we continue to be committed to these regions, provincial projections indicate static growth in the number of students serviced in these areas. Capilano University has always provided clear options and preparation for students in transition to other academic contexts, but has frequently given these students a reason to come and a reason to stay; students now transfer *to* as well as *from* our programs, and we intend to continue this trend. Increasingly, our community includes much of the lower mainland, Vancouver Island, British Columbia, and beyond. Our students come from every province and many nations, bringing diverse beliefs

and different experiences, varying levels of preparation and ever-changing expectations. They come in part because Capilano University has been and continues to be a community of opportunity, a place to succeed in post-secondary studies, and an institution committed to supporting the goals and aspirations of *all* our students. At Capilano University, students come first; they are the population we serve and the reason we exist. In the last forty-plus years, Capilano has helped a wide variety of individuals reach and re-imagine their academic goals.

### **Our Mission**

We are a teaching-focused university offering a wide range of programs and services that enable students to succeed in their current studies, in their ongoing education, in their chosen careers, in their lifelong pursuit of knowledge, and in their contribution as responsible citizens in a rapidly changing and diverse global community.

### **Our Vision**

Students are drawn to our dynamic and unique programs, passionate faculty, welcoming staff and close-knit learning environment; graduates are independent learners, thinkers, and doers, actively contributing to their communities.

### **Our Values**

- A culture of inquiry and evidence-based decision making
- Academic integrity
- Commitment to our communities
- Diversity and the individuality of learners
- Open engagement with ideas and respectful engagement with each other
- Personal accountability for the integrity and success of the University
- Transparency and an ethic of fairness

### **Our Core Themes**

The essential elements contained in our mission and our vision statements are captured in the core themes of *Opportunity*, *Learning*, and *Community*, which provide a clear pathway to mission fulfillment, a focal point for measurement of key strategic outcomes, and a framework for continuous improvement for all faculties, divisions/schools and departments.

One of our key features continues to be the development of programming in concert with our region, in collaboration with our commercial and industry partners, and above all within the context of the most current and effective academic practices available. These elements, working together throughout the curriculum, through students and faculty fully engaged with external partners, create an integrative approach to professional education. At Capilano University, we are committed to our students experiencing extraordinary learning through community and opportunity. But such an approach is not easy to orchestrate, let alone achieve. It requires a robust and ongoing relationship between Capilano and the industries, organizations, and public its programming supports. This approach is reinforced through local connections and commitments, linking experience in the field with expertise fostered in the classroom, lab, studio, and rehearsal space. It thrives within a pedagogical environment of risk and innovation, challenge and review, ever changing to keep pace with our thriving community and expanding sphere of opportunity and influence.



### **Our Student Learning Outcomes**

While our mission and core themes guide the work of Capilano University as a whole, we also embrace a set of key student learning outcomes that support the specific knowledge, understanding, and skills developed in individual programs. These are:

- Communication skills and quantitative reasoning ability;
- Community/global consciousness and responsibility
- Creative, critical, and analytical thinking skills;
- Group and social interaction skills;
- Self-directed learning, awareness, and responsibility; and
- Up-to-date information gathering and research skills.

Student achievement at Capilano University is measured through these outcomes, defined within the context of each program and with different emphases at differing levels of expected competence. These outcomes provide each student with the employability skills that will help them enter, persist, and progress in the world of work and beyond. (Conference Board of Canada, *Employability Skills 2000+. 2014*)

# Planning and Operational Context

## Academic Plan

Capilano University's Academic Plan, approved by Senate and the Board of Governors in June 2014, began with a great deal of listening, learning, and consideration; it was crafted collectively and collaboratively, taking into account the ideas, thoughts, suggestions, and dreams of our community. It is a declaration of hope; not a mirror, but a telescope that looks ahead so Capilano can move forward. Because it is a living document, Capilano is striving to make it real on a daily basis through hard work and good faith. Learning universities are dedicated not only to student learning, but also to an ongoing process of review that requires staff, faculty, and administrative areas to learn and grow according to measured outcomes.

Capilano will always put student learning first, and as a learning institution we will foster a culture of accountability. We are committed to helping students realize their place in a local and global context, and treat them as unique individuals with distinct histories and identities. Upon graduation our students will be leaders and change-makers, aware of and accountable



for the environments in which we all live, approaching work and life with a sense of responsibility and a commitment to collaboration. Our graduates will be secure in their experience and expertise, confident that Capilano has prepared them to apply and adapt their talents to a changing world through evidence-informed academic methods and state-of-the-art commercial, industrial, and community practices.

Capilano University means smaller classes taught by dedicated teachers and industry professionals, relevant courses offering experiential learning through engagement with real-world problems, meaningful credentials that lead all of our students in rewarding careers and global citizenship, and student success as a universal goal both during and beyond university.

For almost fifty years, Capilano has done an extraordinary job of meeting students where they are, serving the needs of those who might not otherwise have access to post-secondary education, and providing exemplary support for non-traditional learners. Capilano

University is no less committed to this mission, but we realize that a new century and a new identity require a new approach to addressing the needs and abilities of a new kind of learner. It is no longer enough to get students into university; we must dedicate ourselves to helping them move through, intentionally and successfully. To that end, Capilano University will offer: a supportive place where students learn how to succeed in post-secondary education; a clear path that students can follow to post-secondary success and completion; and real-world preparation for all students in all credential programs.

## **Strategic Plan**

Capilano University is committed first and foremost to student success. It is our defining feature, the standard by which all things will be measured. During the next three years, Capilano will organize its activities to maximize the opportunity for all students to succeed in their educational objectives. This will happen not only in academic areas, but also across the university as a whole. While students themselves will have the final responsibility in this regard, everything we do as a teaching-centered institution will foster, support, and celebrate our students' success while attending Capilano and beyond.

As we pursue our strategic goal and direction, Capilano University will focus its efforts on three specific priorities representing key areas of renewal for the entire institution: determining program offerings, managing student enrolment, and enhancing learning environments. These priorities are drawn from the academic plan and the strategic planning



process; they are informed by contemporary university practices, evidence drawn from across the post-secondary landscape, directives from government, internal data sources, and the knowledge and experience represented by participants in the community consultation process. Our priorities address student success and improvements in determining our program

offerings, managing our student enrolment, and enhancing our learning environments.

The strategic priorities will shape the allocation of energy and resources, whether academic, non-academic, physical or financial. In service to student success, Capilano University will focus on these priorities to build out the full potential of our academic plan. Over the next three years, the strategic plan will be implemented through a process that is based on available institutional and program-level data, rich description and other qualitative measures, ministry and economic projections, progress toward stated objectives, and additional metrics developed internally.

### **Aboriginal Services Plan**

Programming from funding received as part of Capilano's Aboriginal Services Plan ranges from preparatory, early childhood education, tourism and hospitality, training including Aboriginal youth ambassadors, business fundamentals amongst others. In the past year, Capilano has offered business management programming for urban-based First Nation professionals and an exciting and rewarding field of Aboriginal language and culture programs in Squamish, Sechelt and Lil'wat communities. These programs are designed to play a key role in strengthening language and culture of these nations and will offer a range of career pathways upon completion.



Capilano University also continues to support Canada's national Aboriginal Action Plan with its focus on Mutual Respect, Mutual Recognition, and Mutual Responsibility and 'focusing on programs and initiatives that help us deal with the problems of the past, allows us to move beyond historical grievances, so that together we can deal with the challenges of the present and the opportunities of the future.'

### **Aboriginal Student Success Plan**

Capilano has a long history of affiliation with local First Nations communities in determining their educational needs. The Aboriginal Student Success Strategy will provide an opportunity to continue building on the good work that has already been done for Aboriginal learners working with our local First Nations communities. This is an opportunity to affirm, enhance, and further develop support for Aboriginal learners. Capilano recognizes that it is essential to work with a range of partners, including Aboriginal leaders, Aboriginal communities, the provincial government, and the campus community to ensure we are identifying the needs of Aboriginal students and offer programs and support needed for their success.

Our university commits to provide knowledge, skills, and confidence that Aboriginal, Métis, and Inuit students will have to successfully complete their post-secondary education at Capilano and provide the traditional and contemporary knowledge, skills, and attitudes required to be socially contributing, politically active, and economically prosperous citizens of the world. An important factor in Indigenous student success is also a better-informed non-Indigenous campus community: All students at Capilano University will have knowledge and appreciation of contemporary and traditional First Nation, Métis, and Inuit traditions, cultures and perspectives.

Based on student feedback and traditional values, the following goals lay the foundation of future success for Aboriginal students at Cap U. If “it takes a village to raise a child,” it takes a campus to support a student in her educational journey.

1. **Build on relationships** with our First Nations communities.
2. **Increase First Nations student** recruitment and work towards better transition from high school to post-secondary while maintaining access programs (ie. ABE and Business Fundamentals) and pathways leading to degree programs.
3. **Strengthen relationships** with other departments and develop initiatives to support First Nations students and that promote academic programming and research that responds to and anticipates Aboriginal student and community needs.
4. **Continue and augment** the student support system to assist them in achieving success and in turn increase our retention rates.
5. **Increase the number** of First Nations awards/bursaries offered.
6. **Position Capilano University** as a leader in First Nations post-secondary education.



With these six goals in mind, Capilano will rely on the support from the whole campus community to bring about systemic change for Aboriginal learners and look forward to updating this section of the plan next year.

# Goals and Objectives

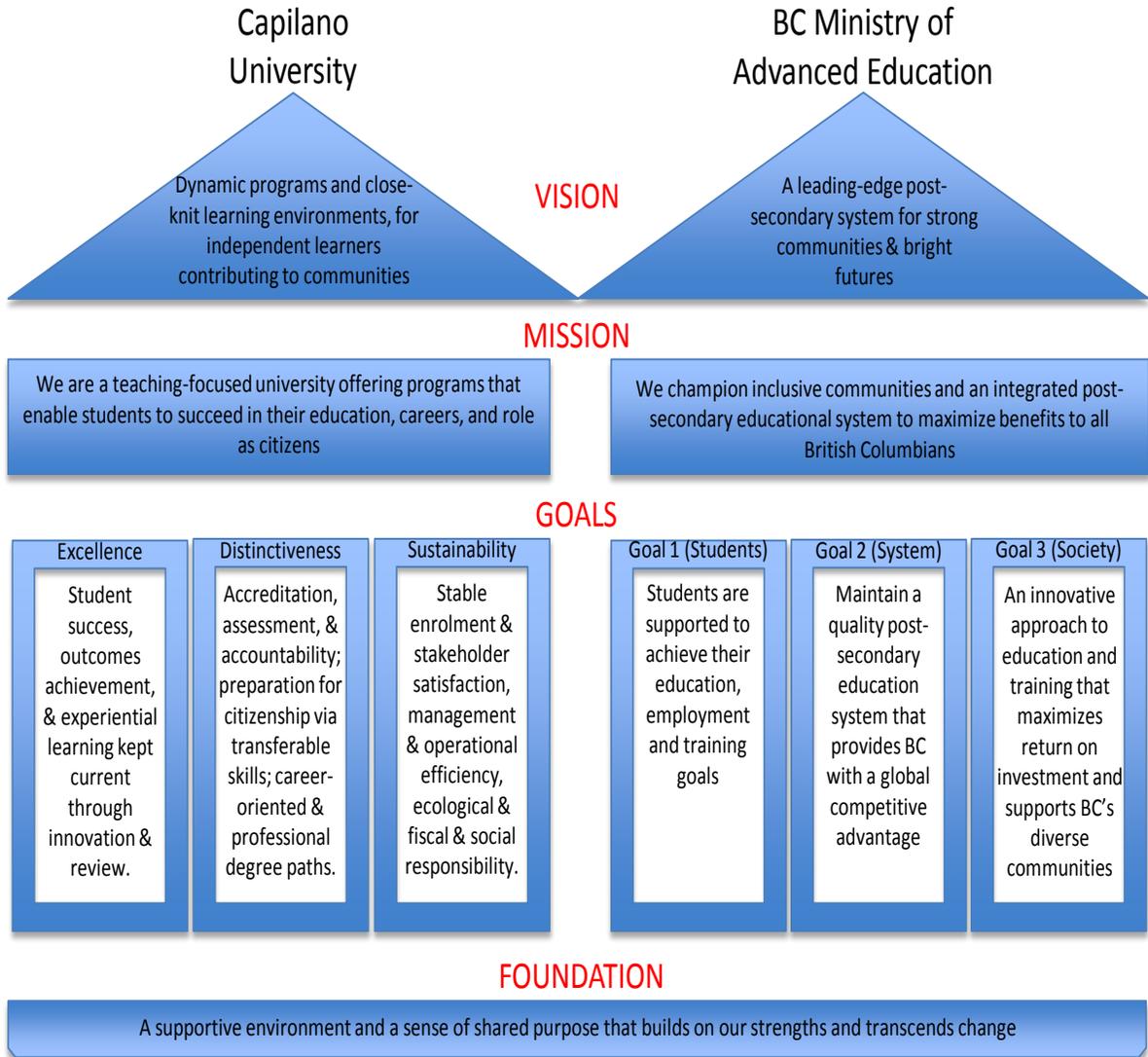
## Performance Plan

Capilano's designation as a special purpose teaching university brings with it particular responsibilities and expectations explicitly addressed in our Academic Plan, our Strategic Plan, and this our performance plan. Our priorities remain consistent with the vision, mission and goals of the BC Ministry of Advanced Education, including a balanced budget, provincial job creation and investment, supporting social programs, and improving the lives of British Columbians. We are diligent in our efforts to encourage and scaffold the success of Aboriginal learners, international learners, and domestic learners, and committed first and foremost to student success.

At the vision and mission levels, Capilano University's commitment to "dynamic programs and close-knit learning environments, for independent learners contributing to communities" is in close alignment with government's dedication to "a leading-edge post-secondary system for strong communities and bright futures." Similarly, both Capilano University and the BC Ministry of Advanced Education "champion inclusive communities" that "enable students to succeed in their education, careers, and roles as citizens" in order to "maximize benefits to all British Columbians."

# Capilano University Performance Plan – Alignment of Vision, Mission, and Goals

Based on the 2014/15 – 2016/17 Ministry of Advanced Education Service Plan [02/14]



## Goals

This commitment is reflected in **our three institutional goals**: excellence, distinctiveness, and sustainability. **Excellence** is demonstrated through measurable indicators of student success, learning outcomes achievement, and experiential learning that is constantly renewed and kept current through pedagogical innovation and review. **Distinctiveness** is demonstrated through accreditation, assessment, and ongoing measures of accountability; through an interdisciplinary focus on transferable skills and preparation for citizenship; and through career-oriented and professional degree pathways that are valued and in demand.

**Sustainability** is demonstrated through high levels of stable enrolment and stakeholder satisfaction, efficiency of operations and resource management, and community support that is based on academic integrity, ecological and social sensitivity, and entrepreneurial spirit. These three goals operate at the heart of the Capilano University experience and are well aligned with the Ministry's goals of supporting students "to achieve their education, employment, and training goals," maintaining a system that "provides BC with a global competitive advantage," and supporting BC's diverse communities through "an innovative approach to education and training that maximizes return on investment."



# Capilano University Performance Plan – Alignment of Goals, Objectives, and Measures

Based on the 2014/15 – 2016/17 Ministry of Advanced Education Service Plan [02/14]  
& the Accountability Framework Standards Manual 2014/15 [03/15]

## Capilano University Objectives

<b>Excellence</b> Student success in 1) Achievement of learning & employment outcomes Access Capacity Efficiency	<b>Distinctiveness</b> Student success in 2) Professional & career prep 3) Engaged, informed, committed citizenship Access Capacity Quality Relevance	<b>Sustainability</b> Student success in 4) Cultural, ecological, fiscal, & social responsibility Access Capacity Efficiency Quality Relevance
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## BC Ministry of Advanced Ed Objectives

<b>Goal 1 (Students)</b> Students are supported to achieve their education, employment & training goals ... i.e. Access & Capacity	<b>Goal 2 (System)</b> Maintain a quality post-secondary education system that provides BC with a global competitive advantage ... i.e., Quality & Relevance	<b>Goal 3 (Society)</b> An innovative approach to education & training that maximizes return on investment & supports BC's communities ... i.e. Access & Efficiency
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### System Objectives and Performance Measures

Access	Capacity	Efficiency	Quality	Relevance
<ul style="list-style-type: none"> <li>Aboriginal student spaces</li> <li>Loan repayment</li> <li>Participation rate</li> <li>Transition rate</li> </ul>	<ul style="list-style-type: none"> <li>Credentials awarded</li> <li>Credentials awarded to Aboriginal students</li> <li>Student spaces</li> </ul>	<ul style="list-style-type: none"> <li>Time to completion</li> <li>Year to year retention rate</li> </ul>	<ul style="list-style-type: none"> <li>Student assessment of skill development</li> <li>Student assessment of the quality of instruction</li> <li>Student satisfaction with education</li> </ul>	<ul style="list-style-type: none"> <li>Student assessment of the usefulness of knowledge and skills in performing job</li> <li>Unemployment rate</li> </ul>
<ul style="list-style-type: none"> <li>Assessment reports*</li> <li>Geographic diversity*</li> </ul>	<ul style="list-style-type: none"> <li>Assessment reports*</li> <li>Degree enrollment*</li> <li>Mandated-program enrollment*</li> </ul>	<ul style="list-style-type: none"> <li>Assessment reports*</li> <li>Seat utilization*</li> <li>Sustainability report*</li> </ul>	<ul style="list-style-type: none"> <li>AOR report*</li> <li>Assessment reports*</li> <li>D/W/F report*</li> <li>Graduation rate*</li> </ul>	<ul style="list-style-type: none"> <li>AOR report*</li> <li>Assessment reports*</li> </ul>

\* Additional Capilano performance measures aligned with system objectives

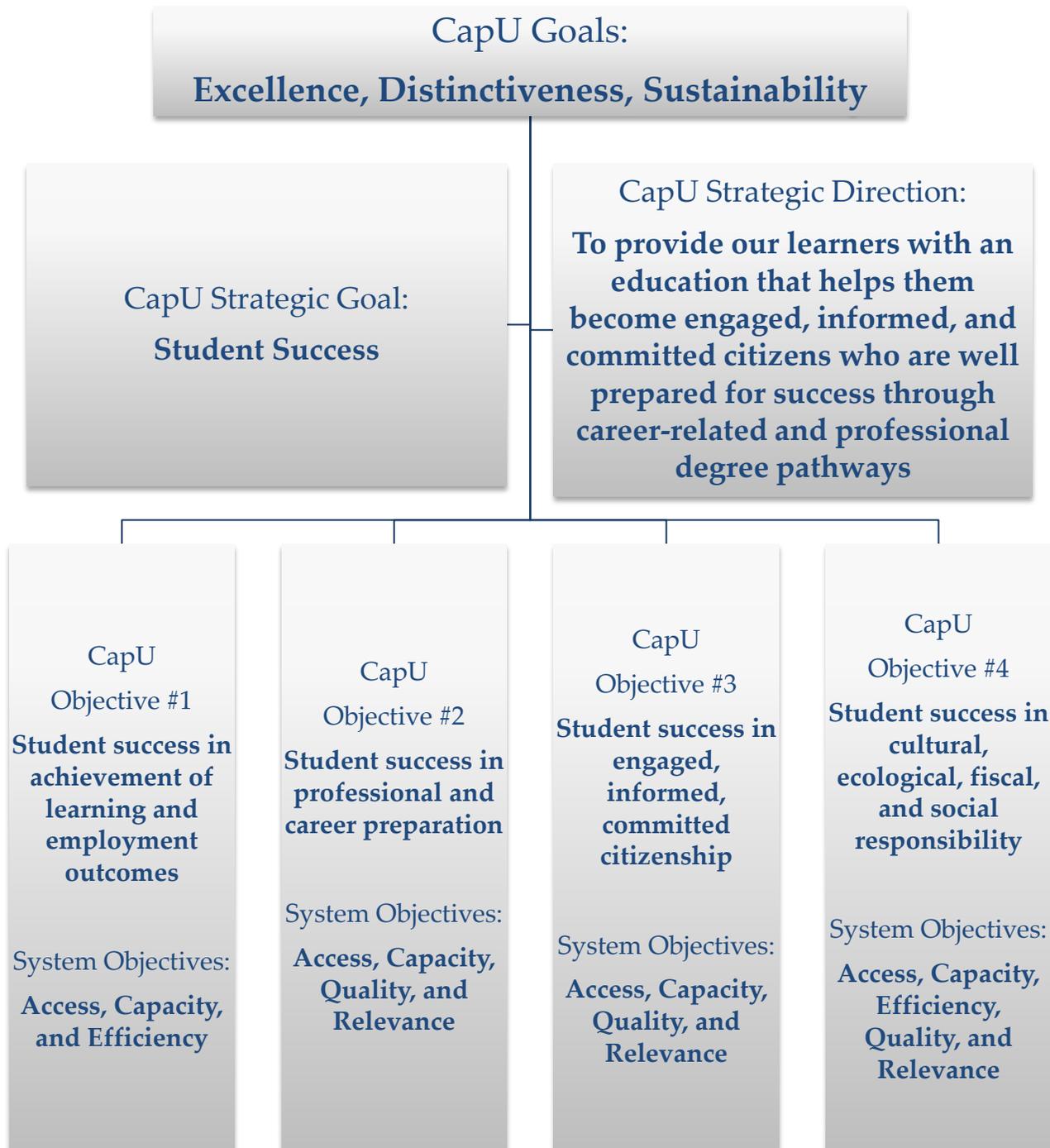
## Objectives

Likewise, both Capilano University and the BC Ministry of Advanced Education share a common foundation: “a supportive environment and a sense of shared purpose that builds on our strength and transcends change.” This last, building on strengths and transcending change, is especially true in Capilano University’s **four institutional objectives**.

- **Student success in achievement of learning and employment outcomes**
- **Student success in professional and career preparation**
- **Student success in engaged, informed, committed citizenship**
- **Student success in cultural, ecological, fiscal, and social responsibility**

These institutional objectives build on the persistent strengths of the institution, namely a focus on professional preparation leading to employment and a commitment to broadly

applicable and transferable skills development. Additionally, by reaffirming the over-arching strategic goal of student success within and through these strengths, our institutional objectives provide a vehicle for moving beyond the successes of the past to new opportunities for the future. Taken together, these four institutional objectives encompass the system objectives of Access, Capacity, Efficiency, Quality, and Relevance. Individually, each of these institutional objectives operationalizes particular system objectives for the Capilano University community.



## **Institutional Objective #1:**

### **Student success in achievement of learning and employment outcomes**

At Capilano University, we are committed to helping our students become intentional learners, responsible for and working towards their own conception and understanding of success. We are also aware that most students aspire to success in the classroom and beyond, and that employment outcomes operate in concert with, not against, learning outcomes. This is aligned with our institutional goal of excellence, and our mission of enabling success in education, careers, and civic participation. It is also in alignment with the system objectives of Access, Capacity, and Efficiency. Our first institutional objective recognizes that Capilano University is committed to helping students articulate, aspire to, and achieve their learning and employment outcomes, without barriers and with appropriate levels of support (Access). It also serves as a commitment to providing the programming and services necessary to support our learners and their achievement of learning and employment outcomes (Capacity). Finally, by acknowledging the diversity of our constituency and its outcomes, we have likewise affirmed our commitment to providing pathways to success for all students, especially in fields and professions valuable to the province (Efficiency). To this end, Capilano University is engaged in an expansion of student services and support, a revision of enrolment management practices, and a review of developmental education and learning services available to students. As we develop an increasingly data-rich and data-informed learning environment Capilano University, we will be refining our approach to achieving and assessing this outcome through additional internal measures.



## **Institutional Objective #2:**

### **Student success in professional and career preparation**

This objective speaks to one of the core values of Capilano University, namely a practical education that yields concrete outcomes. We are not a trade school narrowly dedicated to the service of an ever-shifting labour market, but we do champion experiential learning, experience-based teaching, and expertise-oriented pedagogies. The combined focus on student success and employment outcomes speaks to our commitment to equitable and affordable education for all residents, supporting academic pathways and strategies that respond to regional need and opportunity (Access). Through an ongoing process of review and revision we strive to respond to changes in the labour needs of the province, the region,

and the shifting economies of the world (Capacity). Key to our students' success, according to their own accounts and general program demand, is Capilano's commitment to an excellent and distinctive outcomes-based education, provided to students through innovative pedagogies and innovating faculty who bring to the classroom not only expertise but also experience in their field (Quality). This also underpins the practical nature of our curriculum,



which is broad and deep, responsive and visionary, keenly attuned to the economic and social needs of our citizens and our communities (Relevance). Capilano is committed to student success in disciplinary, professional, and career preparation, and to that end we are looking to expand programming in those areas most responsive to the growing economy of British Columbia. But we are also aware that practical preparation is only as good as the foundation on which it sits, and because of this we are committed as an institution to helping students build the transferable skills necessary for their success not just in one job, but in a lifetime of committed and consistent contribution to the well-being of all our fellow citizens. This is why we have embarked on a path toward general education for all degree students, and ultimately all students. This curriculum will not be

bound by models from another century, but rather include an interdisciplinary collection of courses and experiences that will stand our students in good stead regardless of their short and long term goals.

### **Institutional Objective #3:**

#### **Student success in engaged, informed, committed citizenship**

As suggested in the previous objective, at Capilano University we are committed to student success in all aspect of work and life. Regardless of whether a student is coming to Cap for a certificate in Lil'wat Nation Language & Culture, an Engineering Transition diploma, a Bachelor of Motion Picture Arts, or a post-baccalaureate in North American Business Management, our curriculum is designed to promote and encourage not just academic excellence but also a deeper level of connection to community. This focus on citizenship and success is a valuable element for BC residents, regardless of their academic goals, for it places all of our coursework within a local context and opens doors for students who might not

otherwise consider postsecondary education (Access). As the world becomes more interdependent, the need for individual commitment, understanding, and connection increases; Capilano University responds to this with flexible curricular and co-curricular opportunities for students to develop and demonstrate the relationship between their



academic pursuits and the neighbourhoods they support (Capacity). This objective is more than an add-on for our students; rather, it is an integral part of the Cap experience, contributing to and defining the practical orientation of our credentials, making up a significant feature of excellence in our programs (Quality). Because these commitments are embedded within the goals and practices of our programs they grow

and change with the times, helping to develop in our students not only economic currency but social capital (Relevance). In many ways, our commitment to engaged, informed, and committed citizenship sets us apart from other institutions, and it is an area of exponential growth for tomorrow's Capilano University.

#### **Institutional Objective #4:**

##### **Student success in cultural, ecological, fiscal, and social responsibility**

This final objective is perhaps our most challenging, for individual students and for Capilano University as an institution, but it is also one of the most important. Recent research has highlighted the role that responsibility plays in student success, not just academically but in all aspects of their lives. At Capilano every degree program, and most of our other credentials, include not just a focus on the instrumental aspects of a given field or profession; our programming requires students to take responsibility for their own pathways, and asks them to engage actively in world at large, so as to instil in them a sense of responsibility for others. This focus on responsibility as a key element of student success informs our practice as an institution, contributing to our approach to developmental education as well as other entry points for students, but it also supports individuals who might otherwise be left behind at other larger, less connected universities (Access). By building this objective into our programs, and our commitment to general education, we are constantly evolving to meet the needs of our province's changing demographics, especially in terms of the growing diversity of our population (Capacity). This benefits our students perhaps most directly in our ability to be flexible in our view of how students enter the university, which directions they take

within the curriculum, and how they give back to their and our various communities (Efficiency). Thanks to the efforts of our individual faculty and program areas, Capilano University is well connected to our key stakeholders and well-positioned to assist students as they develop this capacity for responsibility, not only within their chosen areas of emphasis but also within the wider landscape of the lower mainland, BC, Canada, and the world (Quality). With such a focus on individual student growth and development, local community resources and concerns, regional and international needs and opportunities, our programming is kept current for our students, and as a result they are well prepared for participation as responsible provincial and global citizens (Relevance). In many ways, this objective is the most important way that we support and build toward the system objectives as a whole, for we as a province need students who are culturally, ecologically, fiscally, and socially responsible; they are the ones who will build the future of British Columbia. Beyond the individual student perspective, this objective also speaks to Capilano University's collective sense of accountability. We are, as an institution, committed to our own sense of responsibility, striving to address the cultural shifts of our region and our nation, the ecological challenges of our place and time, the fiscal realities of a global economy, and above all the social shifts of a growing and thriving province.

### **Institutional and System Objectives:**

In presenting our institutional outcomes, Capilano University has also kept the Ministry of Advanced Education Objectives front and centre. We believe that student success in

- Learning and employment outcomes,
- Professional and career preparation,
- Engaged, Informed, Committed Citizenship, and
- Cultural, Ecological, Fiscal, and Social Responsibility

All contribute clearly and effectively to the Ministry Objectives of

- Supporting students to achieve their education, employment, and training goals,
- Maintaining a quality post-secondary education system that provides BC with a global competitive advantage, and
- Fostering an innovative approach to education and training that maximizes return on investment and supports BC's communities.

Along the way we are continuing to develop new and more detailed performance measures, some of which are mentioned here in support of the system objectives, and some that inform our choices and challenges in different and sometimes surprising ways.

All of this is in support of Capilano University’s growth and development as an institution, our ongoing efforts to redefine what it means to be a learning university in the twenty-first century. The changes are all underway, guided in large part by our recent academic and strategic plans, and thanks to the Ministry and our other supportive stakeholders, Cap has a new and exciting direction that will propel us into the next fifty years of service to the community, the region, the province, and the world.

Strategic Objective	Definition	Advanced Ministry of BC Performance Measures	Capilano University Performance Measures
Capacity	The BC public post-secondary system has sufficient capacity to meet the evolving needs of the province.	<ul style="list-style-type: none"> <li>• Student spaces</li> <li>• Credentials awarded</li> <li>• Sponsored research funding</li> </ul>	<ul style="list-style-type: none"> <li>• CapU Assessment Reports</li> <li>• CAPU Degree Enrolment</li> </ul>
Access	The BC public post-secondary system provides equitable and affordable access for residents.	<ul style="list-style-type: none"> <li>• Credentials awarded to Aboriginal students</li> <li>• Aboriginal student spaces</li> <li>• Transition rate of high school students to public post-secondary education (total, Aboriginal students)</li> <li>• Loan repayment as a percent of income</li> <li>• Participation rate</li> </ul>	<ul style="list-style-type: none"> <li>• Transition Rate</li> <li>• CapU Assessment Rate</li> <li>• CapU Geographic Diversity</li> </ul>
Quality	The BC public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students.	<ul style="list-style-type: none"> <li>• Student satisfaction with education</li> <li>• Student assessment of the quality of instruction</li> <li>• Student assessment of skill development</li> </ul>	<ul style="list-style-type: none"> <li>• CapU AOR Report</li> <li>• CapU Assessment Reports</li> <li>• CapU D/W/F Report</li> <li>• CapU Graduation Data</li> </ul>
Relevance	The BC public post-secondary system is relevant, having the breadth and depth of programming to meet the evolving economic needs of the province.	<ul style="list-style-type: none"> <li>• Student assessment of the usefulness of knowledge and skills in performing job</li> <li>• Unemployment rate</li> </ul>	<ul style="list-style-type: none"> <li>• CapU AOR Report</li> <li>• CapU Assessment Reports</li> </ul>
Efficiency	The BC public post-secondary system is efficient, providing multiple and flexible student pathways with clear returns on public and individual investments.	<ul style="list-style-type: none"> <li>• Year to year retention rate</li> <li>• Time to completion</li> </ul>	<ul style="list-style-type: none"> <li>• CapU Assessment Reports</li> <li>• CapU Seat Utilization</li> <li>• CapU Sustainability Report</li> </ul>

## Performance Measures

This section reports the 2014/2015 Accountability Framework Performance Measures provided by the Ministry of Advanced Education. Ministry assessments are based on:

Assessment	Percentage
Exceeded	110% or more of the target
Achieved	100%-109% of the target
Substantially Achieved	90%-99% of the target
Not Achieved	Less than 90% of the target
Not Assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets

### Aboriginal Student Spaces

Capilano University provides access to Aboriginal students and has consistently achieved internal Aboriginal enrolment targets. During the last year we have continued to focus our efforts on the Coastal Corridor Consortium (C3) collaboration with Vancouver Community College, Native Education College, and the Lil'wat Nation, the Métis Nation BC, the Musqueam Nation, the Sechelt Nation, the Squamish Nation, and the Tsleil-Waututh Nation. In the coming year we have dedicated additional resources and personnel in support of Aboriginal student recruitment, support, and outreach, and will continue in our efforts to indigenize our curriculum.

Total Number of Student FTE Aboriginal Students						
Performance				Targets		
2013/14 Actual	2014/15 Target	2014/15 Actual	Performance Assessment	2015/16 Target	2016/17 Target	2017/18 Target
458	500	459	This measure is descriptive and no targets are set.	TBD	TBD	TBD

### Credentials Awarded

Consistent with its previous college designation, Capilano offers a wide variety of credentials, from certifications and diplomas to degrees and post-baccalaureates. The Ministry has specified that these data be limited to the following credential types: Graduate and First Professional, Bachelor, Diploma, Certificate, Developmental. Capilano University is pleased to report its target for these measures was achieved. In the coming year we anticipate an increase in the number of baccalaureates and post-baccalaureates credentials awarded, and

are working toward a greater number of students to advancing from certificates, diplomas, and developmental credentials into degree pathways.

Credentials Awarded						
Performance				Targets		
2013/14 fiscal Actual	2014/15 Target	2014/15 fiscal Actual	Performance Assessment	2015/16 Target	2016/17 Target	2017/18 Target
1661	1637	1702	Achieved	TBD	TBD	TBD

### Student Satisfaction with Education

As part of our accreditation review process, we embrace a model of continuous improvement in which we document the annual assessment of student performance on program-level student learning outcomes and use that systematic collection of information in our regular strategic and academic planning and budget allocation processes. The performance measures for this objective are the responses to the BGS and DACSO survey questions about student satisfaction with education, assessment of skill development, and assessment of usefulness of knowledge and skills in job performance. Capilano is pleased to report that we have achieved our targets in these areas, and we will continue in our efforts to accurately assess and consistently improve our students' success in all of our credential programs.

Satisfaction with Education - Diploma, Associate Degree, and Certificate Students						
Performance				Targets		
2013/14 Actual	2014/15 Target	2014/15 Actual	Performance Assessment	2015/16 Target	2016/17 Target	2017/18 Target
93.9% +/- 1.1%	≥90%	93.8 +/- 1.2%	Achieved	≥90%	≥90%	≥90%

Satisfaction with Education - Baccalaureate Graduates						
Performance				Targets		
2013/14 Actual	2014/15 Target	2014/15 Actual	Performance Assessment	2015/16 Target	2016/17 Target	2017/18 Target
97.5% +/- 2.5%	≥90%	95.8% +/- 3.0%	Achieved	≥90%	≥90%	≥90%

### Student Assessment of the Quality of Instruction

We have achieved a high quality of instruction by hiring faculty members who are passionate about both their disciplines and their commitment to excellent teaching. Faculty in all program areas are involved in developing their own strategies for the assessment of course

and program learning outcomes. Reports from those instructors who have implemented their assessment plans indicate that the program learning outcomes assessment is a valuable part of program review and improvement. The performance measures for quality of instruction are the responses to questions on the BGS and DACSO surveys. Capilano University is proud of its reputation as a teaching institution committed to excellence in student learning, and as such we pleased report that we have achieved our performance targets for this measure of students' assessment of the quality of instruction. As we move forward Capilano anticipates the development of additional measures of instructional quality and student learning, and we look forward to sharing those data in future reports.

Assessment of Quality of Instruction -Diploma, Associates Degree, and Certificate Students						
Performance				Targets		
2013/14 Actual	2014/15 Target	2014/15 Actual	Performance Assessment	2015/16 Target	2016/17 Target	2017/18 Target
97.2% +/- 0.8%	≥90%	96.0% +/- 1.0%	Achieved	≥90%	≥90%	≥90%

Assessment of Quality of Instruction - Baccalaureate Graduates						
Performance				Targets		
2013/14 Actual	2014/15 Target	2014/15 Actual	Performance Assessment	2015/16 Target	2016/17 Target	2017/18 Target
96.3% +/- 3.1%	≥90%	95.7% +/- 3.1%	Achieved	≥90%	≥90%	≥90%

### Student Assessment of Skill Development

As indicated in our institutional outcomes, Capilano University is dedicated to student success in the development of skills that prepare them for work and for life. Indeed, our commitment to practically oriented and outcomes-based instruction has long been one of our most prominent points of distinction. For that reason, and many others, we are continually updating and revising our curriculum to insure students are engaged in the most relevant of activities. The performance measures used are the responses to the assessment of skill development questions on the BGS and DACSO surveys, and they indicate clearly indicate that we have substantially achieved our targets for diploma, associate degree, and certificate students while we have exceeded assessment expectations for baccalaureate graduates. This is consistent with our increased commitment to baccalaureate programming, and serves as a clear indicator of our strengths and our future.

Assessment of Skill Development - Diploma, Associate Degree, and Certificate Students						
Performance				Targets		
2013/14 Actual	2014/15 Target	2014/15 Actual	Performance Assessment	2015/16 Target	2016/17 Target	2017/18 Target
77.5% +/- 2.0%	≥85%	75.8% +/- 2.2%	Substantially achieved	≥85%	≥85%	≥85%

Assessment of Skill Development - Baccalaureate Graduates						
Performance				Targets		
2013/14 Actual	2014/15 Target	2014/15 Actual	Performance Assessment	2015/16 Target	2016/17 Target	2017/18 Target
87.5% +/- 3.4%	≥85%	89.3 +/- 4.2%	Exceeded	≥85%	≥85%	≥85%

### Student Assessment of the Usefulness of Knowledge and Skills in Performing Job

One goal of our programs is to prepare graduates to work in local industries, as well as throughout the world. We use advisory committees to help ensure that our programs are preparing students with the knowledge, skills, and attitudes needed to work in their respective fields. In baccalaureate areas such as motion picture arts, tourism, and early childhood education our programs are world-renowned for their practical application, relevance to the current workplace, and quality of preparation. These are the standards to which we are holding all programs, including those that do not lead to a degree, and they figure prominently in our ongoing assessment of student learning outcomes and future success in the workforce. The performance measure used for this objective is the percentage positive response to the DACSO survey question about employment in a training-related job, and it demonstrates that we are achieving or substantially achieving our targets in these areas. Once again, it is the baccalaureate degree graduates who acknowledge the greatest benefit, confirming the validity of our plans for developing more robust pathways from diplomas and certificates into degrees.

Assessment of Usefulness of Knowledge and Skills - Diploma, Associates Degree, and Certificate Students						
Performance				Targets		
2013/14 Actual	2014/15 Target	2014/15 Actual	Performance Assessment	2015/16 Target	2016/17 Target	2017/18 Target
77.4% +/- 3.6%	≥90%	80.1% +/- 3.5%	Substantially Achieved	≥90%	≥90%	≥90%

Assessment of Usefulness of Knowledge and Skills - Baccalaureate Graduates						
Performance				Targets		
2013/14 Actual	2014/15 Target	2014/15 Actual	Performance Assessment	2015/16 Target	2016/17 Target	2017/18 Target
83.8% +/- 1.7%	≥90%	90.8% +/- 4.7%	Achieved	≥90%	≥90%	≥90%

### Student Spaces (Total, Health, Developmental, and Medical)

Despite the growth in our baccalaureate programs, and the consistently high satisfaction of our students, Capilano University has experienced a drop in total number of student FTE in the last year. Part of this can be explained by the demographic shift in the North Shore, where high school enrolments have likewise dropped. But more significant for us as an institution, when examined closely, these data indicate that the vast majority of this loss has come in the area of Arts and Sciences. This is to be expected, given our transition from college to university status and the subsequent change in our public profile from transfer to degree granting institution. As we reframe our institutional identity, and communicate more widely our commitment to student success and practical preparation, Capilano University anticipates this temporary reduction in transfer-bound students will be offset by a permanent increase in students coming to us for baccalaureate and post-baccalaureate credentials.

Total Number of Student FTE (excluding international)						
Performance				Targets		
2013/14 Actual	2014/15 Target	2014/15 Actual	Performance Assessment	2015/16 Target	2016/17 Target	2017/18 Target
5209	5449	4789	Not Achieved	5450	5450	TBD

Contrary to the trend in total enrolment, student FTE in allied health has been substantially achieved. Allied health programs at Capilano University include our Bachelor of Music Therapy, Health Care Assistant certificate, and Rehabilitation Assistant diploma. Numbers for all of these programs remain strong, and in the coming year we anticipate an increase based on a review and revision of our regional commitments to allied health fields.

Total Number of Student FTE in Nursing and Allied Health Programs						
Performance				Targets		
2013/14 Actual	2014/15 Target	2014/15 Actual	Performance Assessment	2015/16 Target	2016/17 Target	2017/18 Target
147	138	130	Substantially Achieved	TBD	TBD	TBD

Capilano University offers a wide variety of developmental programs, all of which are housed in the School of Access and Academic Preparation. Although we did not achieve our

target FTE for developmental programs, Capilano continues to be dedicated to providing students with the support they need to succeed at university. These and other data, as well as changes to provincial funding of programs such as Adult Basic Education, have resulted in Capilano University embarking on an institutional review of how we deliver developmental programming and how we best meet the needs of our changing student population.

Total Number of Student FTE in Developmental Programs						
Performance				Targets		
2013/14 Actual	2014/15 Target	2014/15 Actual	Performance Assessment	2015/16 Target	2016/17 Target	2017/18 Target
461	528	406	Not Achieved	TBD	TBD	TBD

### Unemployment Rate

An overall objective of the university is to contribute to the Lower Mainland/Southwest BC economy. Capilano University believes that all programs contribute to the employability of graduates, and indeed has committed as an institution to the development of transferable skills in all academic areas. We use unemployment rates as the institutional performance measure for this objective, and are happy to report that we have exceeded all targets. As we continue to develop our measures of success, each program area will be defining explicit targets and strategies to address employment within and beyond the particular fields in which our students choose to study. This will help us build a deeper understanding of not only how our students enter the workforce, but what features of a Capilano education are most useful to them as they move from one job to another.

Unemployment Rate - Diploma, Associates Degree, and Certificate Students						
Performance				Targets		
2013/14 Actual	2014/15 Target	2014/15 Actual	Performance Assessment	2015/16 Target	2016/17 Target	2017/18 Target
8.1% +/- 2.2%	< 12.5%	9.0% +/-2.4%	Exceeded	<unemployment rate for individuals with High School credential or less		

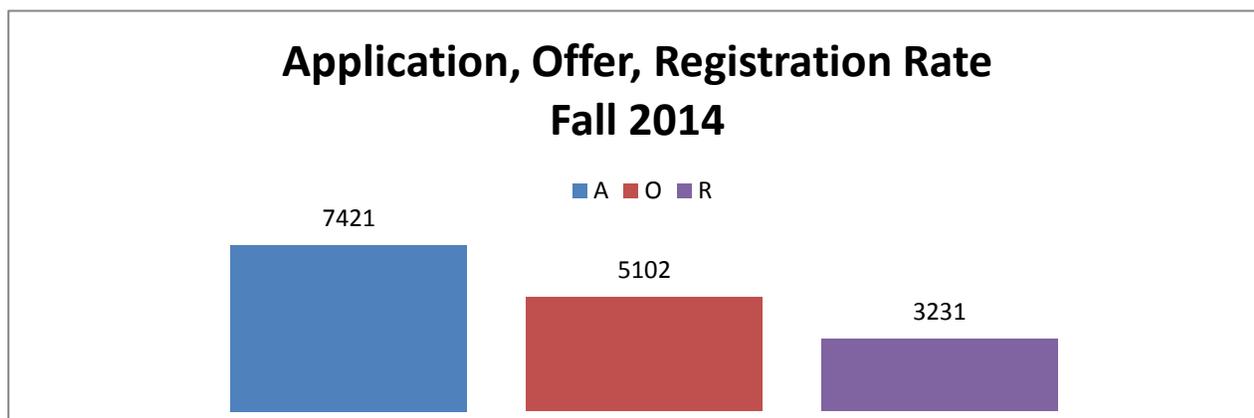
Unemployment Rate - Baccalaureate Graduates						
Performance				Targets		
2013/14 Actual	2014/15 Target	2014/15 Actual	Performance Assessment	2015/16 Target	2016/17 Target	2017/18 Target
4.0% +/- 3.3%	≤ 12.5%	4.4% +/-3.2%	Exceeded	<unemployment rate for individuals with High School credential or less		

# Capilano University Performance Measures

This section reports some of the additional performance measures being used by Capilano University to address our institutional student learning outcomes. These measures are not exhaustive, but are offered as an indication of Capilano’s commitment to accountability and institutional improvement.

## Applications-Offers-Registrations (AOR) Report for Fall 2014

In an effort to better understand student demand, program viability, and potential for success in future study, Capilano University is constantly monitoring AOR data at the institutional, Faculty, and program levels. These data will help us plan for areas of growth and assess the viability of existing programming. The following is a sample of institute-level data.



## Assessment Reports

During the last two years Capilano University has embarked on an ambitious project to collect annual assessment data from all academic and non-academic units. The nature of these reports does not lend itself to graphic representation, and we have not been collecting these data for long enough to draw conclusions, but the processes of assessment and the move toward comparable datasets is worth mentioning in this report. All functional units engaged in a multi-step process that yields annual assessments of student learning outcomes achievements. Steps include:

1. Building assessment teams of faculty and staff who are knowledgeable in learning outcomes development and assessment.
2. Developing discrete and assessable goals and/or questions to be addressed in pursuit of improvement.

3. Articulation of program learning outcomes that build on course-level student learning outcomes and are directly supportive of institutional student learning outcomes.
4. Determination of the specific activities, projects, or initiatives that contribute to student success and the achievement of student learning outcomes.
5. Creation of a short and long term assessment timeline.
6. Development of a research strategy by which evidence of student learning can be collected and analyzed.
7. Data collection and analysis, including the development of reliability measures.
8. Application of findings to the revision and improvement of student learning outcomes strategies and learning events.

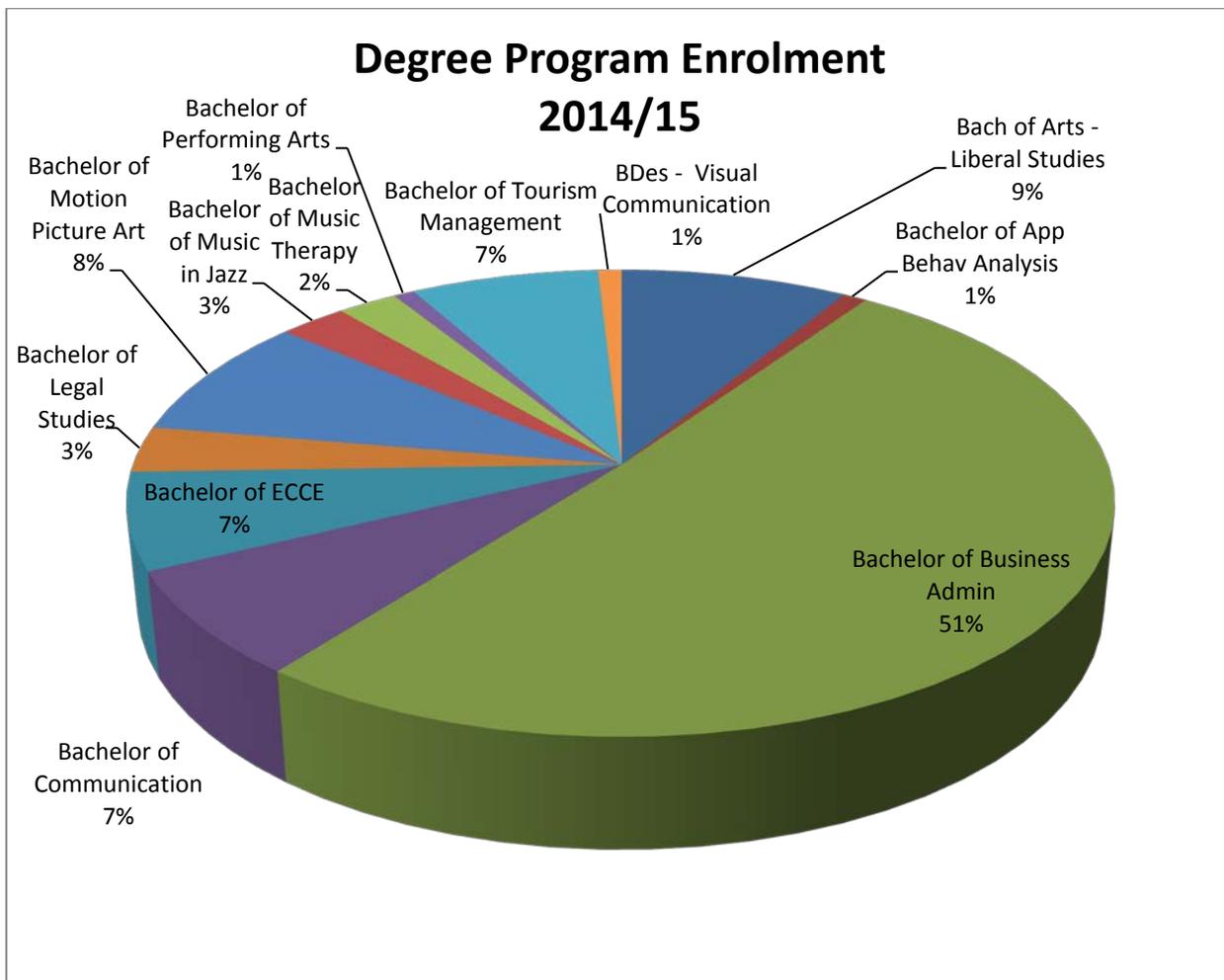
The results of this process have been encouraging, and the assessment reports have helped Capilano University build towards the culture of accountability and data-informed decision making that has been articulated in our academic and strategic plans. Now that we have achieved full participation, from all academic and non-academic areas, we are building a process that will undoubtedly lead to improvement and innovation.

### **D/W/F Report**

One of the best ways to determine how to improve student success is to track and address areas of particular challenge. To this end we are examining trends in grades to determine where students are having the most difficulty (demonstrated by a grade of "D" or "F"), and when students are choosing to withdraw from courses. By looking at these data over time we can devote resources to areas of greatest need and provide avenues of improvement.

### **Degree Enrolment**

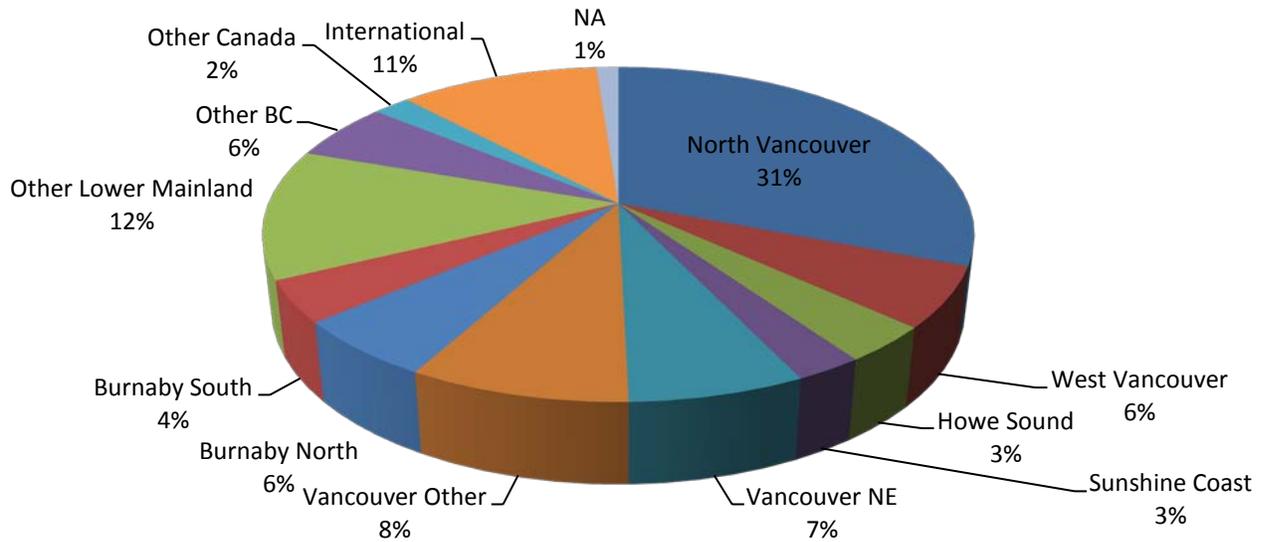
In an effort to remain current and respond to student demand we are constantly monitoring those areas where we have increasing and decreasing enrolment. These data provide a window on our own programming but also, when viewed over time, a forecast of potential risk and growth opportunities.



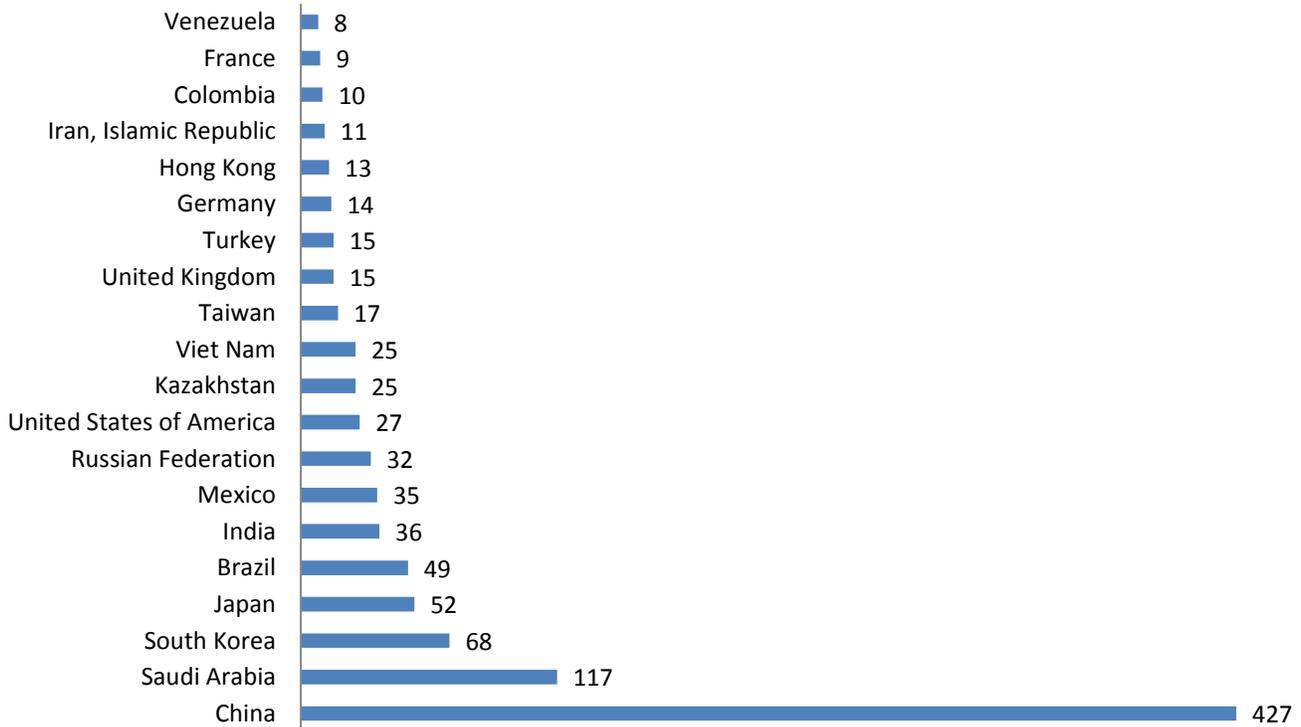
### Geographic Diversity

As one of the teaching universities responsible for a specific geographic region, we monitor the diversity of our population to determine where best to devote resources for recruiting and publicity. These data are also useful in terms of course planning and scheduling, especially given the increasing pressures of travel to and from the north shore. We are also cognizant of the need for international diversity so as not to rely too heavily on one region or country. In this last aspect Capilano University is very much like other BC universities, seeking to build a truly cosmopolitan community from around the world.

## Geographic Diversity: Fall 2014



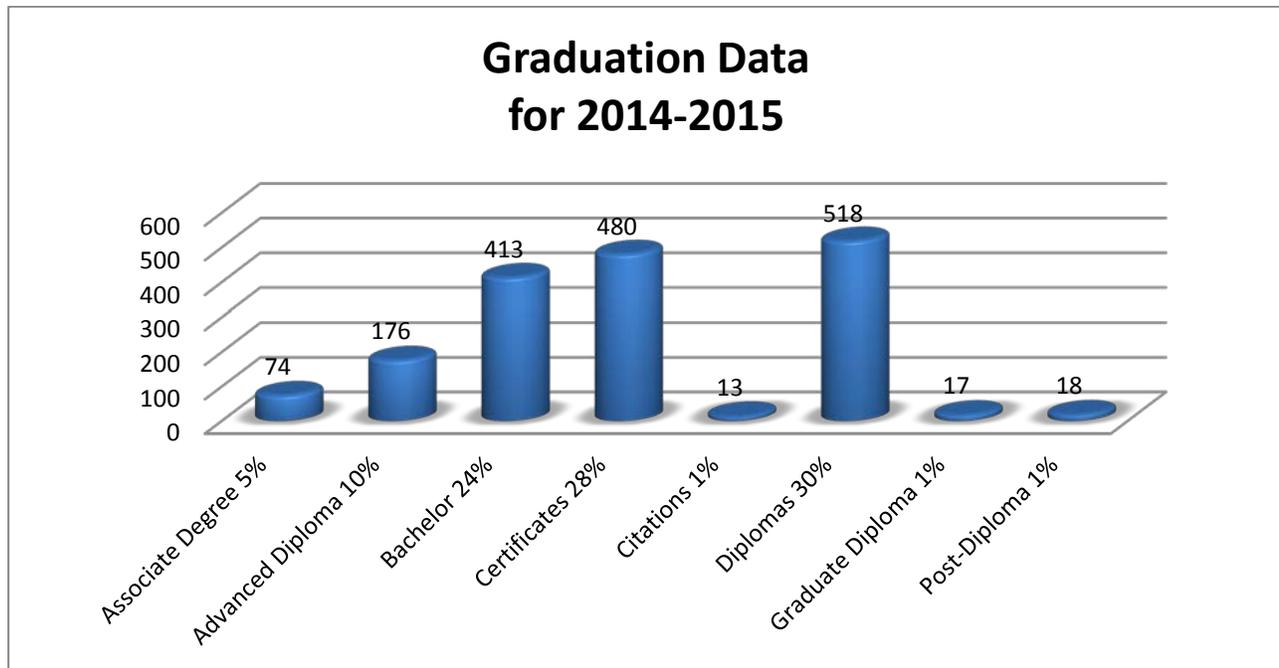
## Citizenship of International Students at Capilano University from Fall 2014 to Spring 2015 - Top 20 Countries



## Graduation Data

Once known primarily as a transfer institution, Capilano University has built a reputation for practical, professional credentials with high value in the marketplace. As we expand from

diploma and certificate programs towards a greater number of degrees, Capilano keeps close track of the changing goals and outcomes of our students. These graduation data inform not only the currency of our offerings, but also speak to the processes we use in admissions, registration, and completion.



### Student Assessment of Skill Development Breakdown

Although student assessment of skill development is one of the Ministry’s institutional performance measures, at Capilano University we look at finer-grained levels of data in an effort to determine what practices are working best and where greater effort needs to be placed. The table below shows changes in the specific areas of skill development at the institutional level.

Former diploma, certificate, and associate degree students’ assessment of skill development					
	2013/14 Actual		2014/15 Target	2014/15 Actual	
	%	+/-		%	+/-
Skill development (avg. %)	77.5%	2.0%	≥ 85%	75.8%	2.2%
Written communication	71.0%	2.4%	≥ 85%	70.7%	2.5%

Oral communication	67.8%	2.5%	≥ 85%	67.4%	2.6%
Group collaboration	81.9%	1.8%	≥ 85%	80.4%	2.0%
Critical analysis	81.1%	1.8%	≥ 85%	79.6%	2.0%
Problem resolution	75.2%	2.1%	≥ 85%	73.8%	2.3%
Learn on your own	82.4%	1.8%	≥ 85%	78.4%	2.0%
Reading and comprehension	83.2%	1.8%	≥ 85%	80.6%	2.0%

<b>Bachelor degree graduates' assessment of skill development</b>					
	<b>2013/14 Actual</b>		<b>2014/15 Target</b>	<b>2014/15 Actual</b>	
	%	+/-		%	+/-
Skill development (avg. %)	88.0%	5.4%	≥ 85%	89.3%	4.2%
Written communication	77.3%	7.2%	≥ 85%	83.5%	5.7%
Oral communication	90.8%	4.9%	≥ 85%	88.3%	4.8%
Group collaboration	94.9%	3.6%	≥ 85%	93.6%	3.7%
Critical analysis	88.5%	5.3%	≥ 85%	91.4%	4.3%
Problem resolution	85.5%	5.9%	≥ 85%	88.2%	4.9%
Learn on your own	91.0%	4.7%	≥ 85%	93.6%	3.7%
Reading and comprehension	88.2%	5.5%	≥ 85%	86.8%	5.2%

### **Student Spaces (International)**

Capilano University has set targets for international students. We have done this for two reasons: 1) internationalizing the curriculum and facilitating domestic students studying alongside international students helps prepare all of our students to work in a diverse, multicultural and multinational environment, and 2) the additional revenue generated from

international student enrolments helps fund programs where domestic tuition is capped at a level that does not cover instructional costs. Our international recruitment efforts are reinforced by additional support systems for students on our campuses, many of which have been expanded and augmented in the current academic year, and many more of which will be developed in coming years. This is a high priority for Capilano University and we are gratified to see increases in international enrolment from an ever-wider range of nations.

Total Number of Student FTE for International Students						
Performance				Targets		
2013/14 Actual	2014/15 Target	2014/15 Actual	Performance Assessment	2015/16 Target	2016/17 Target	2017/18 Target
620	>600	720	This measure is descriptive and targets are set internally			

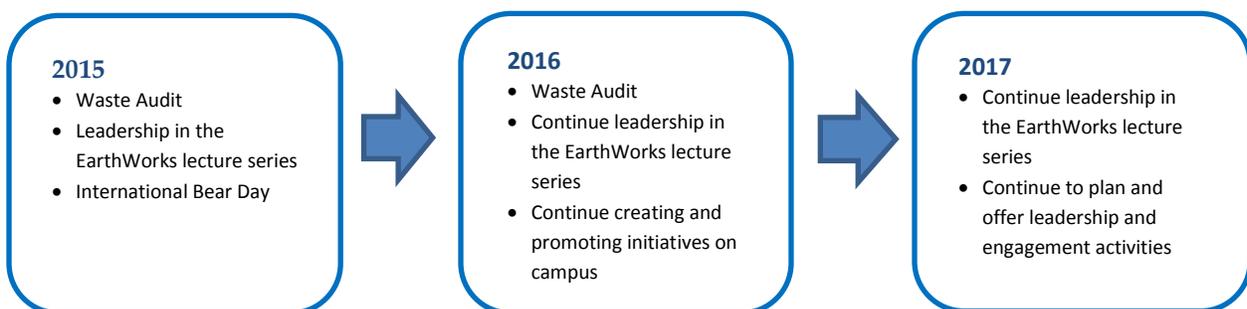
### Sustainability Reports

Capilano University is committed to sustainability and the mitigation of our ecological impact on the local environment. To this end we have a robust process of review and reporting that details targets and accomplishments. Some of the areas dealt with in these reports include:

- Campus waste audits.
- Carbon neutral campus initiatives.
- Emissions reduction.
- Environmental awareness and sustainability in the curriculum.
- Paper reduction.
- Student advocacy and activism.
- Sustainable transit initiatives
- Workplace conservation and awareness programming.

One of the most ambitious and successful initiatives has been the CapU Works project which sponsors many of the sustainability activities on campus and brings students, staff, faculty, and administration together with community partners in support of a more sustainable future.

#### EarthWorks



### FoodWorks



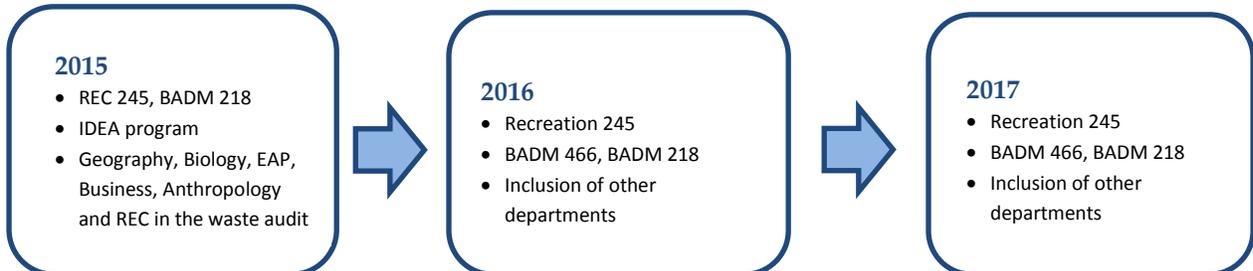
### Garden PatchWorks



### PowerWorks



### Embedding Sustainability into Course Curriculum



### Campus Waste Audits



## Ongoing Measures and Metrics

The measures mentioned above are only a small sample of the kinds of data Capilano University has been using to assess impact and promote student success. We are a data-informed university committed to accountability and assessment in support of ongoing innovation and improvement. In future reports, we hope to provide additional information about our efforts, and look forward to working with the Ministry of Advanced Education to achieve the goals towards which we all strive.

## Financial Information

For our most recent Audited Financial Statements go to <http://www.capilanou.ca/Financial-Reports.html>.

