

Proposed Measures of Core Theme: Community

Description: Continue to foster our relationships, services and programs with our professional and geographic communities.

Outcome: *Our learners will make positive contributions that enrich and enhance their communities.*

	Unedited comments from focus groups	Faculty
1)	Are we attracting student to Cap from North Shore/Sechelt/Squamish etc? Do we offer courses/programs they want?	A&S
2)	a means to retaining students after two years, they need the university experience	STAFF
3)	A survey: where are grads hired and where are grads volunteering services of various kinds?	EH&HD
4)	Accreditation	STAFF
5)	Activity - # of engaged learners	B&P
6)	Activity: create courses or give credits for volunteer opportunities related to the students program of study. Which promotes the university visibility, diversity and innovative thinking "outside the box" to the community (external and internal)	STAFF
7)	Activity: create programs that access the interest of volunteers in the community – themes of community development.	EH&HD
8)	Activity: organization membership; number of attendance; local/national/global be listened to.	EH&HD
9)	Allow students to encounter different analytic perspectives in their undergrad years. Youth is hardwired to grasp constructivism. Their future problems will not stem from lack of facts and information; they will stem from incompatible or inflexible social constructs (utilitarian perspective, right-wrong thinking, lack of cultural tolerances).	F&AA
10)	Altruism/community outreach	STAFF
11)	Alumni events	A&S
12)	Be able to work in community or elsewhere for partial credit for course practical skills are covered	A&S
13)	Breadth of our community beyond the North Shore. In terms of student body, networks, with other universities (domestic and international) etc.	G&CS
14)	Build a strong presence in the communities around our regional campuses	G&CS
15)	Campus wide student leadership and development program that ties into high school student leadership programs and creates opportunities for movement between the two programs.	STAFF
16)	Can we track the community engagement activities of alumni?	B&P
17)	CapU students and alumni attribute their community engagement to what they learned at Cap and the overall Cap experience.	STAFF
18)	CapU students and alumni become leaders in the community serving on boards, as volunteers in politics and more.	STAFF
19)	Celebration/Event	STAFF
20)	Clarify if this includes community of learners' field of study	STAFF
21)	Community engagement should include: student life on campus, employee training and mentoring, local community involvement	G&CS
22)	Community partnership as an outcome.	EH&HD

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23)	Community partnerships, not community placements	A&S
24)	Conference/Learning/Performance	STAFF
25)	Coop programs or at least work-placement programs	A&S
26)	Create a campus community to encourage retention of students as well as loyalty so they don't want to leave! The measure would be in the student retention numbers.	STAFF
27)	Create joint project opportunities where success is only possible with contributions from a largeish, multidisciplinary team of participants	STAFF
28)	Cross-faculty projects for students for credit/PD	B&P
29)	Deliver services in a multi-media format to meet the needs of learning styles, languages and cultures	B&P
30)	Demonstrated sector support for and involvement in program (students internships, sector reps as guest speakers in classroom)	G&CS
31)	Development of external community of potential employers for graduates of all programs	B&P
32)	Developmental programs are essential, inspiring, creative, and engage and connect the entire community.	EH&HD
33)	diversity (age, gender, ethnic origin, religion) of the student population	EH&HD
34)	Do we draw students from a wide range of cultural & language backgrounds?	A&S
35)	Encourage/require/provide incentive for community development on campus	B&P
36)	Engagement: students in the K-12 system get involved with clubs and more directly, initiatives that could carry on to Cap if there was better articulation between the catchment high schools and Cap. If students can stay "hooked" by something through the transition to Cap, they will probably be engaged.	EH&HD
37)	Enhanced and more resources focused on student employment services	B&P
38)	Establish clear definitions of what "opportunity" means to the institution and what it looks like for our students	STAFF
39)	Establish paid work for students in the community – doing work they were trained in at school	STAFF
40)	Evaluate and understand the connections to Cap that our incoming students already say they have (i.e. programs, people)	STAFF
41)	Faculty members who are also working and involved in community who provide feedback on how students/grads are contributing in their field.	EH&HD
42)	Fieldtrips to show how learning applies in the community	G&CS
43)	Foster a hopeful/optimistic attitude toward others (known and unknown). Giving others the benefit of the doubt.	STAFF
44)	Frequency of repeat requests for our students to complete clinical placements at health facilities.	EH&HD
45)	Group learning sessions – all participants take active roles, take turns being: students, teachers, presenters, listeners	STAFF

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46)	Have another "lecture or contact" format re: some tutorials that are mandatory for students (like SFU) (for programs that)	A&S
47)	Have CapU more 'out there' so we are first and foremost in minds of the Community	STAFF
48)	How do we ensure the <u>entire</u> community is represented at Cap? Are we capturing all of the voices of a diverse community, especially vulnerable populations?	EH&HD
49)	How many community awards do Cap grads earn?	A&S
50)	Identify the item(s) that deliver the greatest return to CapU	B&P
51)	Identify what the community wants and needs from CapU, students and faculty	B&P
52)	If Capilano continues to prioritize attracting well-resourced learner populations and gives less priority and support to students who cannot pay fees, our university will <u>never be diverse or reflect the Canadian population as a whole</u> . We need to find more opportunities for students to <u>access</u> low-cost or free courses.	EH&HD
53)	Implement the match	B&P
54)	Improve the points of contact between the university and the wider community, specifically by allowing the interest of the community's common good to register in our teaching	B&P
55)	Instructors incorporate community projects and service leaning in courses (and have the time and resources to make this happen even with a full workload!)	G&CS
56)	Integrate Service Learning	B&P
57)	Invite Cap grads back to campus, into our classrooms, to share their experiences	B&P
58)	Keep access programming. This serves not just the "community" out there, it serves the Capilano community by retaining students not prepared who would otherwise not come/stay at Cap.	EH&HD
59)	Keep track of alumni (linked-in etc.) and gather this and have on website	STAFF
60)	Learning outcome: First Nations graduates maintain relationship with Capilano and act as mentors for current students	B&P
61)	Loosen course outline requirements so course content can respond to emerging opportunities in the same way as we want them to do. E.g. modified content to address TRC is a radical and deep manner, other community issues-problems-platforms.	F&AA
62)	Maintain connections with industry and relevant organizations outside CapU	G&CS
63)	Measures for accessing programming: using individual PEN track student progress at Cap. Where do they start? What programs do they take? Measure their paths. How many students start with access program, and how many at Cap use, and follow students after they leave Cap.	EH&HD
64)	Mechanisms for involving advisory boards in assessment beyond the departmental/program level	B&P
65)	Money donated to support students service learning projects locally and internationally	G&CS
66)	More centralized focused approach to student life instead of numerous varied	STAFF

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	attempts.	
67)	More confident in university, cohort and community – leave our program as contributors in community.	EH&HD
68)	More cultural competence. I encountered racism during TRC week. Try hosting an international youth theatre performance/live art festival	F&AA
69)	More emphasis and support for the Health and Wellness for campus community (students, staff, faculty) as a counter to morale issues	STAFF
70)	More involvement and presence in the community will encourage potential students to think of CapU first.	STAFF
71)	More local cultural exchange – First Nations, Italian, German, etc. Multicultural events.	STAFF
72)	More points of contact between students, faculty and the wider community to deliberate together on public issues and organize for social change	B&P
73)	Need support from sector community in validation of and preference to credential	G&CS
74)	number of community partners	EH&HD
75)	Number of students who come to CapU (full-time and part-time) and were able to graduate in a reasonable time frame and debt free	STAFF
76)	Number of students working in a responsible position in their chosen profession (educated in).	STAFF
77)	On-going liaison with students after they have graduated	B&P
78)	Our learners are connected, engaged with, and care about community, and make positive contributions to community	F&AA
79)	Our students will create employment and new economy business in their communities	STAFF
80)	Outcome for “connection”: measure if engaging school boards has impact on first term retention; engaging school boards so that feedback to classroom teachers is concrete in terms of expectations at the university level.	EH&HD
81)	Outcome: CapU’s representation is pervasive	STAFF
82)	Outcome: more meaningful, citizen driven engagement in areas such as housing security, mental health services for kids/youth, etc.	B&P
83)	Outcome: The measure of the success of these courses would be in enrolment outcomes and community (organizations providing opportunities) feedback and buy in to the programs)	STAFF
84)	Outcome: To become a healthier individual and to be an example (teacher) to others to create a healthier community.	STAFF
85)	Outcome: learners/volunteers generate energy towards positive community solutions.	EH&HD
86)	Outcomes:	EH&HD
87)	Outcomes: positive contribution, recognition (term end or year-end)	B&P

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88)	Outcomes: recognized contribution' ideas presented; ideas accepted	EH&HD
89)	Participation in community (internally, externally)	STAFF
90)	Positive contribution	B&P
91)	Provide opportunities for students to engage in their field of study's community. Measure the success through student and professor feedback	STAFF
92)	Provide opportunities to be the "community involved" student/faculty/staff while here	B&P
93)	Put community back in "Cap" (pull the donkey out of the ditch). Connect with the local school boards through some sort of common committee. Faculty always seem to lament the "quality" of learners coming out of the school system. Have better communication.	EH&HD
94)	Quality feedback from Service Learning accepts agencies in terms of our impact on their work.	G&CS
95)	Quality of external advisory board membership	G&CS
96)	Recruitment of new students	STAFF
97)	Service learning, of course, is a way for our learners to connect. This one way connection to community is often complicated for them, as it uses their resources. Perhaps a more give and talk approach might work better. Our faculty providing value added to community organizations for example.	EH&HD
98)	Should there be something here about the global community as well?	G&CS
99)	Student community involvement, paid and volunteer, that demonstrates enriching contributions	G&CS
100)	Student projects, volunteer, invite interaction in community groups	STAFF
101)	Student/community opportunities to engage – forum? CapU lunch where we invite industry. Students interact. Can be faculty based.	G&CS
102)	Students employment in sector post-graduation	G&CS
103)	Students see the value of community service and engagement as a result of their learning at CapU and being part of the CapU community. They are inspired to become engaged, be concerned about community issues and care enough to become involved as volunteers and move CapU students, alumni, faculty and admin perform roles in the community and offers programming the community can get involved in – i.e. Earthworks, Cap Universe, community garden.	STAFF
104)	total resources (\$ and in-kind) provided by the community for Capilano educational opportunities	EH&HD
105)	University support for a promotion of interdisciplinary event that brings the public to campus to see what our students are doing	B&P
106)	Volunteerism – How willing are students to engage and contribute their time? How often? Are there opportunities?	STAFF

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107)	Watch out for our own tendency to create binaries: hard vs. soft skills; artistic vs. practical application. These are constructs that are currently being displaced by new methods that acknowledge the continuum of actions.	F&AA
108)	We achieve increased awareness of our commitment to communities within our market (prospective high school students).	STAFF