# TABLE OF CONTENTS

**INSTITUTIONAL OVERVIEW** ........................................................................................................ 1

**BASIC INSTITUTIONAL DATA FORM** .......................................................................................... 3

**PREFACE** ................................................................................................................................. 10

- **INSTITUTIONAL CHANGES SINCE 2010** .............................................................................. 10
- **RESPONSES TO NWCCU RECOMMENDATIONS** ................................................................. 12

**CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS** ............................................ 14

- **EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 2 & 3** ........................................ 14
- **STANDARD 1.A - CAPILANO UNIVERSITY MISSION STATEMENT** ......................................... 15
  - Community Development of Capilano’s Vision, Values, Mission, Institutional Goals, Institutional Learning Outcomes, and Strategic Directions .......................................................... 15
  - Interpretation of Mission Fulfillment .......................................................................................... 16
  - Articulation of an Acceptable Threshold, Extent, or Degree of Mission Fulfillment .................. 17
- **STANDARD 1.B - CAPILANO UNIVERSITY CORE THEMES** .................................................... 17
  - General Arts and Sciences ........................................................................................................ 17
  - Preparatory Studies .................................................................................................................. 21
  - Specialized Programs ................................................................................................................ 23
  - Community Engagement .......................................................................................................... 25

**CHAPTER TWO: RESOURCES AND CAPACITY** ......................................................................... 30

- **EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 4-21** ........................................ 30
- **STANDARD 2.A - CAPILANO UNIVERSITY GOVERNANCE SYSTEM** .................................. 32
- **STANDARD 2.B - HUMAN RESOURCES** ................................................................................. 40
- **STANDARD 2.C - EDUCATIONAL RESOURCES** .................................................................. 53
- **STANDARD 2.D - STUDENT SUPPORT RESOURCES** ............................................................. 59
- **STANDARD 2.E - LIBRARY AND INFORMATION RESOURCES** ........................................... 71
- **STANDARD 2.F - FINANCIAL RESOURCES** ............................................................................ 78
- **STANDARD 2.G - PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE** ...................... 84

**CHAPTER THREE: INSTITUTIONAL PLANNING** ....................................................................... 90

- **STANDARD 3.A - CAPILANO UNIVERSITY INSTITUTIONAL PLANNING** .............................. 90

**CHAPTER FOUR: CORE THEME PLANNING, ASSESSMENT, AND IMPROVEMENT** ............... 96

- **EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 22 & 23** .................................. 96
- **CORE THEME: GENERAL ARTS AND SCIENCES** ................................................................. 99
- **CORE THEME: PREPARATORY STUDIES** .............................................................................. 105
- **CORE THEME: SPECIALIZED PROGRAMS** .......................................................................... 109
- **CORE THEME: COMMUNITY ENGAGEMENT** ...................................................................... 116

**CHAPTER FIVE: MISSION FULFILLMENT, INSTITUTIONAL ADAPTATION, AND SUSTAINABILITY** .............. 124

- **EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENT 24** ........................................... 124
- **STANDARD 5.A - MISSION FULFILLMENT** ............................................................................ 124
- **STANDARD 5.B - INSTITUTIONAL ADAPTATION AND SUSTAINABILITY** ....................... 127

**CONCLUSION** ............................................................................................................................. 134
APPENDICES .................................................................................................................. 138

APPENDIX A: BOARD POLICY B.101: VISION, VALUES, MISSION, GOALS AND STRATEGIC DIRECTIONS ........................................ 139
APPENDIX B: CAPILANO UNIVERSITY ACCOUNTABILITY FRAMEWORK PERFORMANCE TARGETS: 2012/13 - 2014/15, AND 2011/12 ACCOUNTABILITY FRAMEWORK PERFORMANCE MEASURE RESULTS ........................................ 143
APPENDIX C: CAPILANO UNIVERSITY ORGANIZATIONAL CHART ........................................................................................................ 147
APPENDIX D: CAPILANO UNIVERSITY PROGRAMS ORGANIZED BY FACULTY AND CREDENTIAL ........................................................................... 151
APPENDIX E: ASSESSMENT PLAN TEMPLATE ................................................................................................................................. 156
APPENDIX F: GLOSSARY OF TERMS ......................................................................................................................................................... 162
APPENDIX G: LIST OF APPENDICES AND EXHIBITS .............................................................................................................................. 164
INSTITUTIONAL OVERVIEW
INSTITUTIONAL OVERVIEW

Capilano is a publicly funded post-secondary institution located in North Vancouver, British Columbia. Capilano University (formerly Capilano College) began in 1968, with origins as a community college located in a North Shore high school. Since then, Capilano has evolved in terms of place, scope, and mission.

The University currently has three campuses serving a region covering the North Shore of Burrard Inlet, extending north through the towns of Squamish and Whistler to Mt. Currie, and west across Howe Sound to include the Sunshine Coast. The main, largest campus resides on the wooded slopes of North Vancouver, and two small campuses are located in the towns of Squamish and Sechelt.

Capilano University’s North Vancouver campus sits within the Greater Vancouver Regional District (population 2,318,526), within an hour’s drive of two research universities, two teaching-intensive universities, three colleges, and three institutes. British Columbia has a well-developed transfer system, coordinated by the BC Council on Admissions and Transfer (BCCAT), which facilitates student mobility.

In Canada, education falls under provincial jurisdiction, and Capilano University is one of 25 publicly funded post-secondary institutions in British Columbia. Eleven of those 25 are universities; another 11 are colleges, and three are institutes.

Under the current government organization, the Ministry of Advanced Education has responsibility for public, post-secondary education. Working with the Ministry, BC Stats annually collects former student information that is used by the Ministry and by individual institutions to improve post-secondary education in BC. Surveys used by BC Stats include the Diploma, Associate Degree, and Certificate Student Outcomes (DACSO) Survey¹, the Baccalaureate Graduate Survey (BGS)², and the Developmental Students Outcomes (DEVSO) Survey.³ Capilano University includes some of this Student Outcomes data in its annual review of programs.

While Canadian post-secondary institutions have much in common with their American counterpart colleges and universities, there are some distinct differences. For example, in British Columbia there has been no tradition of private, liberal arts colleges in the province. Colleges were originally transfer institutions that provided lower division courses as a foundation for entrance into one of the three research universities; colleges and institutes in BC were authorized to offer applied degrees beginning in 2003.

In the 1990’s, the post-secondary landscape in B.C. underwent dramatic shifts, with several colleges becoming university colleges with the authority to offer baccalaureate degrees. In 2008, the provincial government re-designated Capilano College as Capilano University, including it with a group of three remaining university colleges and one institute in a new category of teaching-focused universities. While the designation as a university was new, Capilano had been offering applied baccalaureate degrees since 1990—initially in collaboration with the B.C. Open University, and independently since 2003.

¹ Exhibit IO.1: Diploma, Associate Degree, and Certificate Student Outcomes Survey (DACSO)
² Exhibit IO.2: Baccalaureate Graduate Survey (BGS)
³ Exhibit IO.3: Developmental Student Outcomes Survey (DEVSO)
As a new teaching-intensive university, Capilano’s mandate was expanded to include non-applied baccalaureate degrees and Masters degrees. Currently, no Masters degrees are offered at Capilano University, but a number of new baccalaureate degrees have been added to the program mix. Capilano currently offers 11 baccalaureate degrees.

Capilano also continues to offer preparatory studies in accord with provincial mandate and funding. Of the approximately 7000 students enrolled in credit programs at Capilano, approximately 9% are enrolled in preparatory studies, 33% are enrolled in arts and sciences, and 58% are enrolled in specialized certificate, diploma, or degree programs. Capilano’s specialized programs include long-established and well-known degrees in jazz studies, music therapy, tourism, and business, as well as recent additions in legal studies, early childhood care and education, and motion picture arts. In addition, a robust and growing set of non-credit offerings are available to the communities that border the campuses through Continuing Education. Serving learners of all ages, this year, Continuing Education has enabled nearly 10,000 students to engage in courses such as Community Music School, Employment Skills Access Programs, a variety of general interest offerings, Eldercollege offerings, and Serious Fun summer workshops for children.

**UNIVERSITY STRUCTURE AND DEMOGRAPHICS**

Until recently, Capilano University consisted of six Faculties: Arts and Sciences; Business; Tourism and Outdoor Recreation; Health and Education; Fine and Applied Arts; and Student Services and Development. On the recommendation of the Senate, in June 2012, the Board reorganized the Faculties into five: Arts and Sciences; Fine and Applied Arts; Business and Professional Studies; Education, Health and Human Development; and Global and Community Studies.

In 2010-11, 708 international students enrolled at Capilano, representing 52 different countries. International student enrollments are spread across all Faculties, although Capilano sees the largest growth in international enrollments in Business. The number of Aboriginal students served at Capilano has also grown—with 529 Aboriginal students enrolled in 2011-12.

Capilano University does not yet provide student residential housing, but conversations at the senior level of administration and with the Board of Governors has opened the possibility of building or leasing residential housing in the near future. Data suggest that fewer students from the North Shore are attending Capilano, with increased enrollments from neighboring lower mainland communities, out-of-Province, and international backgrounds. As the number of four-year degree programs increases at Capilano, the need for student housing and residence life programs will increase as well. Planning for these changes is well underway at all levels.

The average class size at Capilano is 26 students; the collective agreement of the Capilano faculty requires that no class enroll more than 35 students, so large lecture halls are not featured at this University. Faculty and staff foster a supportive learning atmosphere, and the diversity of the learners at Capilano creates an environment responsive to a wide variety of learning styles and student needs. Capilano lives up to its creed—“Enabling all students to succeed”—by working diligently to support learners at all stages in their educational journeys.
BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: Capilano University
Address: 2055 Purcell Way
City, State, ZIP: North Vancouver, British Columbia, V7J 3H5

Degree Levels Offered: ☐ Doctorate ☐ Masters ☒ Baccalaureate ☐ Associate ☒ Other
If part of a multi-institution system, name of system: ______

Type of Institution: ☒ Comprehensive ☐ Specialized ☐ Health-centered ☐ Religious-based ☐ Native/Tribal ☐ Other (specify) ______

Institutional control: ☒ Public ☐ City ☐ County ☐ State ☐ Federal ☐ Tribal ☐ Private/Independent (☐ Non-profit ☐ For Profit)

Institutional calendar: ☐ Quarter ☒ Semester ☐ Trimester ☐ 4-1-4 ☐ Continuous Term ☐ Other (specify) ______

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

<table>
<thead>
<tr>
<th>Program or School</th>
<th>Degree Level(s)</th>
<th>Recognized Agency</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Behavior Analysis - Autism</td>
<td>Bachelor, Post-</td>
<td>Behavior Analyst Certification Board (BCAB)</td>
<td>2009</td>
</tr>
<tr>
<td></td>
<td>Baccalaureate Diploma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Administration - Accounting</td>
<td>Bachelor</td>
<td>Certified Management Accountants of Canada (CMA)</td>
<td>2009</td>
</tr>
</tbody>
</table>

Revised February 2011
**Full-Time Equivalent (FTE) Enrollment** (Formula used to compute FTE: Sum of student course learning units/program divisor. Varies by program – Provincially determined)

<table>
<thead>
<tr>
<th>Classification</th>
<th>Current Year Dates: Fall 2011</th>
<th>One Year Prior Dates: Fall 2010</th>
<th>Two Years Prior Dates: Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>2459</td>
<td>2404</td>
<td>2334</td>
</tr>
<tr>
<td>Graduate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unclassified</td>
<td>325</td>
<td>392</td>
<td>393</td>
</tr>
<tr>
<td>Total all levels</td>
<td>2,784</td>
<td>2,796</td>
<td>2,727</td>
</tr>
</tbody>
</table>

**Official Fall 2011 (most recent year) FTE Student Enrollments**

**Full-Time Unduplicated Headcount Enrollment.** (Count students enrolled in credit courses only.)

<table>
<thead>
<tr>
<th>Classification</th>
<th>Current Year Dates: Fall 2011</th>
<th>One Year Prior Dates: Fall 2010</th>
<th>Two Years Prior Dates: Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>7,177</td>
<td>6,906</td>
<td>6,711</td>
</tr>
<tr>
<td>Graduate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unclassified</td>
<td>1,111</td>
<td>1,244</td>
<td>1,253</td>
</tr>
<tr>
<td>Total all levels</td>
<td>8,288</td>
<td>8,150</td>
<td>7,964</td>
</tr>
</tbody>
</table>

**Official Fall 2011 (most recent year) Student Headcount Enrollments**

**Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned.** Include only professional personnel who are primarily assigned to instruction or research.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Full Time</th>
<th>Part Time</th>
<th>Less than Bachelor</th>
<th>Bachelor</th>
<th>Masters</th>
<th>Specialist</th>
<th>Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>227</td>
<td>411</td>
<td>10</td>
<td>35</td>
<td>133</td>
<td>4</td>
<td>43</td>
</tr>
<tr>
<td>Lab Supervisor</td>
<td>4</td>
<td>18</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Instructional Associate</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Special Appointee</td>
<td>5</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

**Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff.** Include only full-time personnel with professional status who are primarily assigned to instruction or research.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Mean Salary</th>
<th>Mean Years of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>$82,277.95</td>
<td>12.79</td>
</tr>
<tr>
<td>Laboratory Supervisor</td>
<td>$72,167.97</td>
<td>19.75</td>
</tr>
<tr>
<td>Instructional Associate</td>
<td>$81,189.00</td>
<td>16</td>
</tr>
<tr>
<td>Special Appointee</td>
<td>$80,566.40</td>
<td>7</td>
</tr>
</tbody>
</table>

**Financial Information.** Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution’s audit materials should be an excellent reference for completing the report.
**Fiscal year of the institution:** 2011/2012  
**Reporting of income:** Accrual Basis  
**Reporting of expenses:** Accrual Basis

### Balance Sheet Data

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Funds</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td>7,426,634</td>
<td>20,545,482</td>
<td>17,005,816</td>
</tr>
<tr>
<td>Investments</td>
<td>21,628,725</td>
<td>20,677,469</td>
<td>18,993,854</td>
</tr>
<tr>
<td>Accounts receivable gross</td>
<td>12,838,570</td>
<td>4,016,114</td>
<td>1,703,770</td>
</tr>
<tr>
<td>Less allowance for bad debts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inventories</td>
<td>587,492</td>
<td>630,367</td>
<td>593,624</td>
</tr>
<tr>
<td>Prepaid expenses and deferred charges</td>
<td>523,318</td>
<td>1,349,355</td>
<td>480,564</td>
</tr>
<tr>
<td>Other (identify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Due from</td>
<td>1,090,630</td>
<td>(6,581,437)</td>
<td>(2,917,343)</td>
</tr>
<tr>
<td><strong>Total Unrestricted</strong></td>
<td>44,095,369</td>
<td>40,637,350</td>
<td>35,860,285</td>
</tr>
<tr>
<td><strong>Restricted</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (identify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Due from</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Restricted</strong></td>
<td>44,095,369</td>
<td>40,637,350</td>
<td>35,860,285</td>
</tr>
<tr>
<td><strong>Total Current Funds</strong></td>
<td>44,095,369</td>
<td>40,637,350</td>
<td>35,860,285</td>
</tr>
<tr>
<td><strong>Endowment and Similar Funds</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td>822,384</td>
<td>1,648,648</td>
<td>794,746</td>
</tr>
<tr>
<td>Investments</td>
<td>6,954,464</td>
<td>6,562,360</td>
<td>5,797,312</td>
</tr>
<tr>
<td>Other (identify)</td>
<td>23,372</td>
<td>11,094</td>
<td>11,165</td>
</tr>
<tr>
<td>Due from</td>
<td>(273,139)</td>
<td>(1,260,319)</td>
<td>(375,830)</td>
</tr>
<tr>
<td><strong>Total Endowment and Similar Funds</strong></td>
<td>7,527,081</td>
<td>6,961,783</td>
<td>6,277,393</td>
</tr>
<tr>
<td><strong>Plant Fund</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unexpended</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (identify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total unexpended</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investment in Plant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Land</td>
<td>10,000,370</td>
<td>10,000,370</td>
<td>10,000,370</td>
</tr>
<tr>
<td>Land improvements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buildings</td>
<td>72,331,730</td>
<td>38,121,481</td>
<td>42,246,361</td>
</tr>
<tr>
<td>Equipment</td>
<td>10,090,843</td>
<td>7,209,996</td>
<td>5,880,146</td>
</tr>
<tr>
<td>Library resources</td>
<td>182,064</td>
<td>280,494</td>
<td>393,424</td>
</tr>
<tr>
<td>Other (construction in process)</td>
<td>19,608,905</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total investments in plant</strong></td>
<td>92,605,007</td>
<td>75,221,246</td>
<td>58,520,301</td>
</tr>
<tr>
<td>Due from</td>
<td>(817,491)</td>
<td>7,841,756</td>
<td>3,293,173</td>
</tr>
<tr>
<td><strong>Total Plant Funds</strong></td>
<td>91,787,516</td>
<td>83,063,002</td>
<td>61,813,474</td>
</tr>
<tr>
<td><strong>Other Assets (identify)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Other Assets</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td>143,409,966</td>
<td>130,662,135</td>
<td>103,901,152</td>
</tr>
</tbody>
</table>
## BALANCE SHEET DATA (continued)

<table>
<thead>
<tr>
<th>LIABILITIES</th>
<th>Last Completed FY: 2011-2012</th>
<th>One Year Prior FY: 2010-2011</th>
<th>Two Years Prior FY: 2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CURRENT FUNDS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts payable</td>
<td>15,687,245</td>
<td>15,077,845</td>
<td>11,203,530</td>
</tr>
<tr>
<td>Accrued liabilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students’ deposits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deferred credits</td>
<td>5,818,391</td>
<td>4,603,438</td>
<td>4,601,942</td>
</tr>
<tr>
<td>Other liabilities (identify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Due to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fund balance</td>
<td>20,524,530</td>
<td>20,085,885</td>
<td>19,056,949</td>
</tr>
<tr>
<td><strong>Total Unrestricted</strong></td>
<td>42,030,166</td>
<td>39,767,168</td>
<td>34,862,421</td>
</tr>
<tr>
<td>Restricted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts payable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (identify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Due to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fund balance</td>
<td>2,065,203</td>
<td>870,182</td>
<td>928,198</td>
</tr>
<tr>
<td><strong>Total Restricted</strong></td>
<td>2,065,203</td>
<td>870,182</td>
<td>928,198</td>
</tr>
<tr>
<td><strong>TOTAL CURRENT FUNDS</strong></td>
<td>44,095,369</td>
<td>40,637,350</td>
<td>35,790,619</td>
</tr>
<tr>
<td><strong>ENDOWMENT AND SIMILAR FUNDS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restricted</td>
<td>6,316,145</td>
<td>5,982,668</td>
<td>5,742,504</td>
</tr>
<tr>
<td>Quasi-endowed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Due to</td>
<td>1,477,827</td>
<td>1,223,763</td>
<td>883,490</td>
</tr>
<tr>
<td>Fund balance</td>
<td>(266,891)</td>
<td>(244,648)</td>
<td>(398,602)</td>
</tr>
<tr>
<td><strong>TOTAL ENDOWMENT AND SIMILAR FUNDS</strong></td>
<td>7,527,081</td>
<td>6,961,783</td>
<td>6,227,392</td>
</tr>
<tr>
<td><strong>PLANT FUND</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unexpended</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts payable</td>
<td>938,417</td>
<td>1,626,099</td>
<td>529,005</td>
</tr>
<tr>
<td>Bonds payable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other liabilities (identify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Due to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fund balance</td>
<td>(1,755,908)</td>
<td>4,146,312</td>
<td>2,833,835</td>
</tr>
<tr>
<td><strong>Total unexpended</strong></td>
<td>(817,491)</td>
<td>5,772,411</td>
<td>3,362,840</td>
</tr>
<tr>
<td>Investment in Plant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes payable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bonds payable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mortgage payable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other liabilities (identify)</td>
<td>65,323,305</td>
<td>56,559,882</td>
<td>38,170,527</td>
</tr>
<tr>
<td>Due to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other plant fund liabilities (identify)</td>
<td>27,281,702</td>
<td>20,730,709</td>
<td>20,349,774</td>
</tr>
<tr>
<td><strong>TOTAL INVESTMENTS IN PLANT FUND</strong></td>
<td>91,787,516</td>
<td>83,063,002</td>
<td>61,883,141</td>
</tr>
<tr>
<td><strong>OTHER LIABILITIES (IDENTIFY)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL OTHER LIABILITIES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES</strong></td>
<td>143,409,966</td>
<td>130,662,135</td>
<td>103,901,152</td>
</tr>
<tr>
<td><strong>FUND BALANCE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Current Funds, Revenues, Expenditures, and Other Changes

<table>
<thead>
<tr>
<th>Revenues</th>
<th>Last Completed FY Dates:2012</th>
<th>One Year Prior FY: 2011</th>
<th>Two Years Prior FY:2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees</td>
<td>30,711,533</td>
<td>29,089,190</td>
<td>26,876,353</td>
</tr>
<tr>
<td>Federal appropriations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State appropriations</td>
<td>39,979,564</td>
<td>41,782,160</td>
<td>40,295,285</td>
</tr>
<tr>
<td>Local appropriations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and contracts</td>
<td>3,755,010</td>
<td>3,098,193</td>
<td>6,776,313</td>
</tr>
<tr>
<td>Endowment income</td>
<td>1,137,007</td>
<td>1,055,359</td>
<td>962,923</td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td>4,612,512</td>
<td>4,731,829</td>
<td>4,484,427</td>
</tr>
<tr>
<td>Other (identify)</td>
<td>6,985,713</td>
<td>6,866,602</td>
<td>5,401,975</td>
</tr>
</tbody>
</table>

### Expenditure & Mandatory Transfers

#### Educational and General

<table>
<thead>
<tr>
<th>Category</th>
<th>Last Completed FY Dates:2012</th>
<th>One Year Prior FY: 2011</th>
<th>Two Years Prior FY:2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>42,886,830</td>
<td>44,372,494</td>
<td>42,189,385</td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student services</td>
<td>9,740,702</td>
<td>10,019,526</td>
<td>6,755,056</td>
</tr>
<tr>
<td>Institutional support</td>
<td>15,566,174</td>
<td>12,482,117</td>
<td>15,988,917</td>
</tr>
<tr>
<td>Operation and maintenance of plant</td>
<td>5,643,443</td>
<td>6,180,801</td>
<td>4,742,806</td>
</tr>
<tr>
<td>Scholarships and fellowships</td>
<td>1,311,813</td>
<td>1,500,184</td>
<td>1,360,862</td>
</tr>
<tr>
<td>Other (identify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandatory transfers for:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal and interest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Renewal and replacements</td>
<td>5,925,775</td>
<td>5,100,828</td>
<td>4,938,478</td>
</tr>
<tr>
<td>Loan fund matching grants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (identify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Educational and General</td>
<td>81,074,737</td>
<td>79,655,950</td>
<td>75,975,504</td>
</tr>
</tbody>
</table>

#### Auxiliary Enterprises

<table>
<thead>
<tr>
<th>Category</th>
<th>Last Completed FY Dates:2012</th>
<th>One Year Prior FY: 2011</th>
<th>Two Years Prior FY:2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditures</td>
<td>3,773,754</td>
<td>3,928,932</td>
<td>3,613,820</td>
</tr>
<tr>
<td>Mandatory transfers for:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal and interest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Renewals and replacements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Auxiliary Enterprises</td>
<td>3,773,754</td>
<td>3,928,932</td>
<td>3,613,820</td>
</tr>
</tbody>
</table>

#### Total Expenditure & Mandatory Transfers

<table>
<thead>
<tr>
<th>Category</th>
<th>Last Completed FY Dates:2012</th>
<th>One Year Prior to Last Completed FY Dates:2011</th>
<th>Two Years Prior to Last Completed FY Dates:2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Expenditure &amp; Mandatory Transfers</td>
<td>84,848,491</td>
<td>83,584,882</td>
<td>79,589,324</td>
</tr>
</tbody>
</table>

### Other Transfers and Additions/Deletions

<table>
<thead>
<tr>
<th>Category</th>
<th>Last Completed FY Dates:2012</th>
<th>One Year Prior to Last Completed FY Dates:2011</th>
<th>Two Years Prior to Last Completed FY Dates:2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excess [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]</td>
<td>2,332,848</td>
<td>3,058,451</td>
<td>5,207,952</td>
</tr>
</tbody>
</table>

### Institutional Indebtedness

<table>
<thead>
<tr>
<th>Category</th>
<th>Last Completed FY Dates:2012</th>
<th>One Year Prior to Last Completed FY Dates:2011</th>
<th>Two Years Prior to Last Completed FY Dates:2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Debt to Outside Parties</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For Capital Outlay</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For Operations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

**Degree Programs** – list the names of degree programs that can be completed at the site.

**Academic Credit Courses** – report the total number of academic credit courses offered at the site.

**Student Headcount** – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

**Faculty Headcount** – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

### Programs and Academic Credit Offered at Off-Campus Sites Within the United States

<table>
<thead>
<tr>
<th>Location of Site Name</th>
<th>Degree Programs</th>
<th>Academic Credit Courses</th>
<th>Student Headcount</th>
<th>Faculty Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>City, State, ZIP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

**Degree Programs** – list the names of degree programs that can be completed at the site.

**Academic Credit Courses** – report the total number of academic credit courses offered at the site.

**Student Headcount** – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

**Faculty Headcount** – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

### Programs and Academic Credit Courses Offered at Sites Outside the Canada

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree Programs</th>
<th>Academic Credit Courses</th>
<th>Student Headcount</th>
<th>Faculty Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>North China Institute of Science and Technology, Xueyuan Street, #806, Yanjiao district, Beijing-East, People’s Republic of China</td>
<td>International Business Diploma</td>
<td>5 courses for total of 15 credits*</td>
<td>52</td>
<td>2</td>
</tr>
</tbody>
</table>

This is the number of residency courses taught by Capilano University faculty. All other courses towards these credentials are taught by faculty at NCIST but have been articulated with Capilano.

### Study Abroad – Hosted by Capilano University

<table>
<thead>
<tr>
<th>Location</th>
<th>Program</th>
<th>Credits</th>
<th>Student Headcount</th>
<th>Faculty Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>China Study Tour</td>
<td>Business</td>
<td>3.0</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>Guatemala Study</td>
<td>All areas/Transfer</td>
<td>3.0</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>Vietnam Study Tour</td>
<td>All Areas/Transfer</td>
<td>3.0</td>
<td>17</td>
<td>2</td>
</tr>
</tbody>
</table>

### Agreements for Visiting Students (Short term abroad, full tuition paying)

<table>
<thead>
<tr>
<th>Location</th>
<th>Degree/Diploma</th>
<th>Program(s)</th>
<th>Inbound Students</th>
<th>Outbound Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fachhochschule Dusseldorf, Dusseldorf, Germany</td>
<td>Degree</td>
<td>Visiting Student (full tuition)</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Fachhochschule Zentralschweiz, Lucerne, Switzerland</td>
<td>Degree</td>
<td>Visiting Students from Business, Tourism</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Location</td>
<td>Degree/Diploma</td>
<td>Program(s)</td>
<td>Inbound Students</td>
<td>Outbound Students</td>
<td>Total</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------------</td>
<td>-----------------------------------------------</td>
<td>------------------</td>
<td>-------------------</td>
<td>-------</td>
</tr>
<tr>
<td>University of Western Sydney, Sydney, AUSTRALIA</td>
<td>Degree</td>
<td>Student Exchange</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Denmark International School, Copenhagen, DENMARK</td>
<td>Degree</td>
<td>University Transfer, Business, Applied Arts</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arcada Polytechnic, Helsinki, FINLAND</td>
<td>Degree</td>
<td>Student Exchange</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Institute des Hautes etudes Economiques et Commerciales Reconnu par L'etat (INSEEC), Paris and Bordeaux, FRANCE</td>
<td>Degree</td>
<td>Student Exchange</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Groupe Sup de Co Amiens, Picardie, FRANCE</td>
<td>Degree</td>
<td>Student Exchange, Business</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>University of Pecs, Pecs, HUNGARY</td>
<td>Degree</td>
<td>Student Exchange</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Aichi Gakusen College, Okazaki, Ajno, and Toyota Cities, JAPAN</td>
<td>Degree</td>
<td>University Transfer</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Kushiro Public University of Economics, JAPAN</td>
<td>Degree</td>
<td>Business</td>
<td>3</td>
<td>I faculty</td>
<td>3</td>
</tr>
<tr>
<td>Universidad de Guadalajara, Jazpopan, Jalisco, MEXICO</td>
<td>Degree</td>
<td>Student Exchange, Business</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Hogeschool Zeeland, Vlissingen, NETHERLANDS</td>
<td>Degree</td>
<td>Student Exchange</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>University of Monterray, MEXICO</td>
<td>Degree</td>
<td>Student Exchange</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Hokkaido College of Art and Design, JAPAN</td>
<td>Diploma</td>
<td>Student Exchange</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Ecole de Management, Normandie, FRANCE</td>
<td>Degree</td>
<td>Student Exchange</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>University of Hawaii, Hawaii</td>
<td>Degree</td>
<td>Student Exchange, Tourism</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Vienna University of Economics and Business Administration</td>
<td>Degree</td>
<td>Business</td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>University of Hertfordshire, UK</td>
<td>Degree</td>
<td>Business, Film, Fine Arts, General Arts (program building)</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>MCI, Innsbruik, Austria</td>
<td>Degree</td>
<td>Tourism</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Northwestern Switzerland, University of Applied Science, Olten, Switzerland</td>
<td>Degree</td>
<td>Business, Tourism, and Communications</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>
Capilano reviewed its mission and core themes, finding that they continue to reflect and guide the University’s priorities. The mission and core themes remain those that were approved by the Board of Governors in 2009.

ASSESSMENT (SEE CHAPTER FOUR)

Capilano’s core themes became the structural basis of Capilano’s strategic planning and assessment strategies across the Institution. Capilano became a candidate for NWCCU accreditation in 2008 and began working with NWCCU’s five new accreditation standards for the interim candidacy visit in 2010. The University has made steady progress toward meeting the standards, in particular moving from a culture unfamiliar with the assessment of program-level student learning outcomes in 2007, to the current culture of assessment. As of July 2012, Capilano now has 85 Program Assessment Plans on file, all of which link individual program learning outcomes to Institutional Learning Outcomes. Many of these plans have gone through an initial assessment cycle, and several programs have begun initiating improvements based on data collected. In addition, some programs are now assessing the effects of the resulting program changes.

FACILITIES CHANGES (SEE CHAPTER TWO)

Building on the recently completed Campus Master Plan, a number of University facilities have undergone renovation and/or reallocation. Two primary goals are associated with the facilities changes: 1) to begin shaping Capilano University’s campuses to reflect a “destination” campus rather than a “pass through” campus; and 2) to enhance a sense of community through the creation of social spaces that facilitate collaboration and learning. Some of these changes include:

- The Nat and Flora Bosa Centre for Film and Animation has been completed, and students moved into the new, state-of-the-art facility in January 2012. Provincial, federal, and private funding sources enabled completion of this signature building. The Bosa Centre establishes Capilano as one of the best post-secondary education institution in Canada for the study of film production.
- Several office and program moves and renovations have been completed on the North Vancouver campus. The President and Vice-Presidents’ offices have been moved to a more central and visible campus location, as part of a plan to enhance communication within and from senior leadership.
- IT staff, who previously had been housed in separate areas, are now all co-located in a redesigned space, with the intention of making IT services more cohesive and centralized for the campus community. Similarly, Human Resources has co-located offices to enhance efficiency and coordination.
- Development and Alumni Relations has expanded and enhanced their office space to better accommodate growing fund raising activities. This move will also better serve the increasing number of donors and community connections that Capilano has fostered in its recent history.
Marketing and Communications has been temporarily relocated to the Birch building, with the long-term goal of making permanent offices near the senior leadership area.

Space for students has been improved in response to facilities assessment. The Capilano Student Union has completed a new student lounge that will provide students more social and study space. In addition, a new Aboriginal Gathering Space creates an expanded area for First Nations students, which includes the offices of the First Nations Advisor and the First Nations Liaison Officer. The central location of this space increases the visibility and support of First Nations students.

The space formerly dedicated to library holdings at the Sunshine Coast campus has been enhanced and redirected as a learning commons area.

Capilano has completed design for renovation of a space for Board, Senate, and other Executive meetings, as well as serving as a reception area for the North Shore Credit Union Centre for the Performing Arts. Renovation of this space will begin in Fall 2012.

Design has been completed for the Centre for International Experience, also scheduled to begin construction in Fall 2012.

**REORGANIZATION OF FACULTIES**

In April of 2008 the *University Act*¹ (See Chapter Two) required that the new Capilano University create distinct and separate Faculties. Capilano created a transition committee to make a recommendation on the nature and make-up of these Faculties to the Senate, which would then take the recommendation to the Board. The transition committee consulted widely and recommended six Faculties; however, Senate also passed a motion that Capilano review the six-Faculty structure after two years.

In 2011-2012, a new Faculty Structure Review Committee convened, administered surveys, and consulted extensively with members of the existing Faculties. As a result of this assessment, Capilano reorganized into its current five Faculties:

- Business and Professional Studies
- Arts and Sciences
- Fine and Applied Arts
- Global and Community Studies
- Education, Health, and Human Development

This change to five Faculties allows for new synergies between previously isolated programs, while configuring manageable workloads for Deans. Most importantly, these new Faculties better align students and programs, while promoting interdisciplinary studies. For example, the new Global and Community Studies Faculty includes Tourism, Global Stewardship, and Public Administration Programs.

¹ Exhibit P.1: [University Act of British Columbia](#)
INSTITUTIONAL SHIFT TO A SINGLE GRADING PROFILE

Following an initial recommendation from the Senate Curriculum Committee (SCC), Senate agreed that all instructors in all programs should transition to the use of a single grading profile. After considerable consultation with faculty members and students, Senate approved a single profile to replace the variety of profiles in use across the institution. This change addresses concerns from students that a given percentage might not correspond to the same letter grade across courses, sometimes within a single department. The new profile will be mandatory as of September 2013.

RESPONSES TO NWCCU RECOMMENDATIONS

The Interim Candidacy Comprehensive Evaluation Report prepared by the NWCCU evaluation committee following its November 2010 visit contained six recommendations. In October 2011, a NWCCU ad hoc evaluation committee (consisting of one reviewer) visited the University and evaluated Capilano’s responses to four of these recommendations.²

NWCCU RECOMMENDATIONS

1. “While noting that faculty and administrators receive regular and periodic evaluations, the evaluation committee did not find evidence that all categories of staff are formally evaluated beyond the six month probationary period. The committee recommends that the University engage in an ongoing, consistent process of regular employee evaluation with regard to performance of work duties and responsibilities. (Standard 2.B.2)”

Prior to this recommendation, the University did not have a process in place for evaluation of staff beyond the probationary period. Capilano has now developed an ongoing evaluation process for staff that will be implemented in the coming year. (See Chapter Two: Human Resources.)

2. “While the University has developed an institution-wide comprehensive plan, the evaluators found little evidence of formal planning at the core theme level. The committee recommends the University engage in regular, systematic, and integrated planning for core themes to guide the selection of programs and services and the allocation of resources to achieve the objectives of the core themes. (Standard 3.B.1, 3.B.2)”

In the last two years, Capilano has performed intensive work on core theme planning and assessment (see Chapter One, Chapter Three, and Chapter Four.) The evaluator for the 2011 ad hoc visit concluded that this recommendation had been met.

3. “While the University has identified objectives for its core themes, not all objectives had associated targets with their indicators of achievement. The evaluation committee recommends that the University take immediate action to complete the identification of the targets for the indicators of achievement of core theme objectives. (Standard 3.B.3) Further, the committee recommends that, with respect to those indicators, the University engages in

ongoing systematic collection and analysis of meaningful, assessable, and verifiable data as the basis for evaluating the accomplishments of its core theme objectives. *(Standard 4.A.1)*"

In 2011, the NWCCU evaluator noted that the University had not yet identified targets for all core theme indicators of achievement. Capilano has now identified targets and indicators of achievement for all core themes and uses these targets in its assessment of programs and mission fulfillment. (See Chapter One, Chapter Three, Chapter Four, and Chapter Five.)

4. "While the University has made important progress towards identifying student learning outcomes and methods of assessment, the committee found the assessment of student learning is inconsistent and incomplete. The committee recommends that the University complete the process of identifying indicators of student learning and collect and analyze meaningful, assessable, and verifiable data to document that students who complete courses, programs, and degrees achieve identified learning outcomes. *(Standard 4.A.3)*"

As noted by the evaluator during the ad hoc visit, the University still has work to do in supporting all programs to complete their assessment work and submit formal reports. The Senate Academic Planning and Program Assessment Committee has reviewed all submitted assessment reports this year and will report to Senate in Fall 2012 on the status of all programs in terms of their assessment work.³ This process puts oversight of assessment more firmly in the hands of faculty. Capilano has planned an “assessment summit” for Fall 2012 to highlight the excellent assessment work that is being done, as well as provide aid to areas that are still struggling. (See Chapter Two: Governance, and Chapter Four: Assessment.)

5. “The committee found few examples of the use of assessment results to inform academic planning and decision making leading to improvement. The committee recommends that the University complete its assessment efforts and use the results for improvement of accomplishment of core theme objectives and student learning achievement. *(Standard 4.B.2)*"

Capilano now makes good use of assessment data to inform strategic planning (See Chapter One, Chapter Three, and Chapter Five.) The evaluator for the 2011 ad hoc visit concluded that the University has met this recommendation.

6. “Evidence could not be found that the University is engaged in an ongoing structured planning process to document development of its physical plant. The evaluation committee recommends that the University complete a comprehensive planning process to develop a campus master plan incorporating all university locations. *(Standard 2.G.3)*"

After receiving this recommendation, the University began developing a master plan for the North Vancouver campus. The Institution now has a draft campus plan that was developed through consultations with both internal and external stakeholders. (See Chapter Two: Facilities and Chapter Three: Institutional Planning.)

³ Exhibit P.3: Senate Academic Planning and Program Assessment Report 2012
CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS
CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS

“I LIVE IN AN AMAZING CITY, GET TO MEET PEOPLE FROM ALL OVER THE WORLD, AND RECEIVE THIS GREAT EDUCATION. CAPILANO UNIVERSITY DOESN’T JUST OFFER A BEAUTIFUL CAMPUS, IT HAS FANTASTIC TEACHERS AND PREPARES ME FOR MY FUTURE.”

— SANDY KEIM, BUSINESS ADMINISTRATION STUDENT

EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 2 & 3

AUTHORITY

Capilano University is authorized to operate and award degrees as a higher education institution by the province of British Columbia since 1968, initially as Capilano College and as Capilano University since 2008. The University is authorized to offer certificate, diploma, associate degrees, baccalaureate degrees, and master’s degrees.

MISSION AND CORE THEMES

Capilano University’s mission and core themes are clearly defined and adopted by its governing Board consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. Capilano University’s mission was revised and core themes established through a consultative process in 2009, and approved by the Board of Governors. Capilano University’s purpose is to serve the educational interests of its students, and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

STANDARD 1.A - CAPILANO UNIVERSITY MISSION STATEMENT

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 ON-GOING EDUCATION, IN THEIR CHOSEN CAREERS, IN THEIR LIFE-LONG PURSUIT OF KNOWLEDGE, AND IN THEIR CONTRIBUTION AS RESPONSIBLE CITIZENS IN A RAPIDLY CHANGING AND DIVERSE GLOBAL COMMUNITY.

—CAPILANO UNIVERSITY MISSION STATEMENT, AS APPROVED BY THE CAPILANO UNIVERSITY BOARD OF GOVERNORS, OCTOBER 26, 2009

The current mission statement of Capilano University has been, with slight modification, the school’s guiding philosophy since its beginnings. Indeed, “enabling all students to succeed” has been the unofficial motto of Capilano widely voiced by faculty and administration throughout the University’s
history, and this motto embodies the spirit of its long-standing mission. During a comprehensive strategic planning process in 2009, the Capilano community revised the mission statement slightly to highlight the school’s designation as a special purpose teaching university. “Special purpose teaching university” is a term used in the BC University Act for new universities created in 2008; these are primarily undergraduate universities restricted to Master’s degrees at the graduate level and with a limited research mandate.

COMMUNITY DEVELOPMENT OF CAPILANO’S VISION, VALUES, MISSION, INSTITUTIONAL GOALS, INSTITUTIONAL LEARNING OUTCOMES, AND STRATEGIC DIRECTIONS

Following a Capilano Board Planning Retreat held on January 24, 2009, the President hosted a series of “world café” meetings to solicit input from all constituencies—faculty, students, staff, and the wider community—for a new strategic directions document that would reflect and guide more accurately Capilano’s new charge as a University. The meetings focused on five topics central to Capilano’s mission: Teaching and Learning; The Well-Rounded Graduate; Scholarship and Creativity; Community and Regional Connections; and Campus Vitality and Support Services. Capilano held the discussions during March and April on all three campuses, with special sessions for students.

In June 2009, ten members of a Senate ad hoc committee reviewed nearly 400 pages of notes from the meetings and identified recurring themes, such as the centrality of interactive, hands-on, real world learning to the Capilano experience; these themes then formed the basis of subsequent draft documents. Over the summer, Executive management worked with information distilled from the world café sessions and Capilano’s existing strategic directions to create a draft of a planning framework.

The group worked iteratively with a PowerPoint presentation to place the new strategic directions in the context of all of Capilano’s planning processes. The aim was to create a clear and concise document that captured the essence of the reality and aspirations of Capilano University and that also meshed well with reporting requirements to the Ministry of Advanced Education and to NWCCU.

In late August, the group presented a refined PowerPoint presentation of the planning framework at open forums; the group also distributed a revised text document containing the proposed Mission, Vision, Values, and Strategic Directions. Both the PowerPoint presentation and the text document were posted to Frontlines, the online communication forum for Capilano community. The response to the revised Mission, Values, Vision, and Strategic Directions was generally positive, with several suggestions that were incorporated into the next draft.

The revised document was then presented at Senate on August 25th and discussed in the Senate Planning and Policy Committee on September 1, 2009. This same version, along with the PowerPoint presentation, was given at the Board Committee of the Whole on the same day. The group incorporated more suggestions, and a revised version—the 14th iteration—was presented at Senate on September 8.

Throughout this period, revisions to the Mission, Vision, Values, and Strategic Directions were often presented and discussed at scheduled Faculty meetings. In addition, Capilano held two open forums for students in which the PowerPoint was shown, and a presentation was made at a Capilano Student Union meeting.

The Alumni Association Board suggested additional refinements after reviewing the documents at its meeting on September 10th. The Executive group continued fine-tuning the documents, and new
versions of both text and PowerPoint were presented to the Board on September 15th. Revisions were made based on Board feedback, and the final text document was then formatted into a version for Board policy.

Board Policy B. 101\(^1\) (Capilano University’s Vision, Values, Mission, Goals and Strategic Directions) was recommended to the Senate Planning and Policy Committee on September 29th and approved by Executive on September 30th. Minor changes were made to this document at the October 6th Senate meeting and a refined version presented at the Board Committee of the Whole on October 6th. No further changes were made, and the Board approved the new Board Policy B.101 on October 26, 2009.

This highly interactive process, conducted with patience and collegiality, has resulted in several valuable strategic documents—the Capilano University Vision Statement; Capilano University Values Statement; Capilano University Institutional Goals; Capilano University Institutional Learning Outcomes; and Capilano University Strategic Directions—that will continue to guide Capilano University as it evolves in its role as a special purpose teaching university.

The Capilano University mission builds upon the comprehensive educational mission of the former Capilano College: Capilano remains focused on academic, specialized, developmental, and life-long learning, recognizing that teaching and learning are at the core of the University’s identity. Learning has emerged as the central mission and focus, supported by excellence in teaching and service.

Capilano University’s vision and goals serve as the foundation of this mission: Capilano aspires to be the exemplar of effective teaching and learning, becoming a leader and a model for traditional and special purpose universities across Canada. Indeed, Capilano has already begun implementing that vision with the steps taken for NWCCU accreditation, becoming a resource for other Canadian institutions interested in improving teaching and learning through effective assessment.

**INTERPRETATION OF MISSION FULFILLMENT**

As a public post-secondary institution in British Columbia with a mission to enable student success, Capilano defines mission fulfillment as substantially meeting the Education Performance Targets of the Ministry of Advanced Education\(^2\) and substantially meeting its own core theme performance targets\(^3\). The Ministry sets its targets annually based on the province’s goals for post-secondary education, and they include measures of student satisfaction assessed through provincially administered surveys\(^4\), as well as measures of enrollment, credentials awarded, and employment.

For evaluating performance on Advanced Education performance targets, Capilano uses the Ministry levels of assessment:

- Not Achieved—more than 10% below target
- Substantially Achieved—up to 10% below target
- Achieved—up to 10% above target

---

\(^1\) Appendix A: Board Policy B.101: Vision, Values, Mission, Goals and Strategic Directions  
\(^2\) Exhibit 1.A.1: Ministry of Advanced Education Accountability Framework  
\(^3\) Appendix B: Capilano University Accountability Framework Performance Targets: 2012/13 - 2014/15, and 2011/12 Accountability Framework Performance Measure Results  
\(^4\) Exhibits IO.1, IO.2, and IO.3
Exceeded—more than 10% above target

Capilano reported its performance relative to its mission in its 2011-12 reporting cycle Institutional Accountability Plan and Report (IAPR)\(^5\), submitted to Ministry of Advanced Education on July 15, 2012. The IAPR is an annual report required by the Ministry from all public post-secondary institutions. In each report, Capilano University reports on its performance relative to targets set by the Ministry, as well as internally set targets, and the University also sets projected targets for the next three years. Capilano posts the IAPR on the Capilano University website and on the Government of BC website.

Capilano also derives measures of student success from its own core theme indicators, which include acceptable attainment rates of program student learning outcomes, as well as specific measures that assess how well program outcomes help the university meet core theme objectives. For each core theme performance indicator, Capilano uses the Ministry levels of assessment as described above.

ARTICULATION OF AN ACCEPTABLE THRESHOLD, EXTENT, OR DEGREE OF MISSION FULFILLMENT

In the following sections, Capilano has articulated targets for an acceptable threshold, extent, or degree of mission fulfillment at the beginning of each core theme description.

STANDARD 1.B - CAPILANO UNIVERSITY CORE THEMES

1. General Arts and Sciences
2. Preparatory Studies
3. Specialized Programs
4. Community Engagement

These four core themes emerged from Capilano’s strategic planning process of 2009, and they articulate the pivotal role of student-centered programs in fulfilling the University’s mission as a teaching-intensive institution. General Arts and Sciences, Preparatory Studies, Specialized Programs, and Community Engagement comprise the four types of programming Capilano has traditionally delivered in response to student and regional needs. The balance of programming within these core themes may change over time, but the themes, themselves, remain the heart of Capilano’s legislatively mandated offerings. Core theme objectives and strategic directions are aligned in Capilano’s planning and assessment processes.

GENERAL ARTS AND SCIENCES

This core theme incorporates the entire Faculty of Arts and Sciences, and it aligns well with Capilano’s Strategic Directions to:

- Offer exemplary programs that provide opportunities for a broad range of students
- Be a leader in university teaching and learning
- Prepare students and employees to work in a diverse, multicultural and multinational environment.

\(^5\) Exhibits 1.A.2: [Capilano University Institutional Accountability Plan and Reports 2012](http://www.capilanou.ca/)

(Previous reports)
The General Arts and Sciences core theme provides the foundation of a broad liberal arts education in a supportive learning environment, encouraging high aspirations through close faculty-student interactions. Capilano provides small class sizes, a local alternative to first-year courses at other universities in auditoriums filled with hundreds of students. Capilano Applicant surveys consistently indicate that small class size was a very important or important consideration for about 80% of student decisions to attend Capilano.

Capilano University has increased enrollment in academic programs by about 8% in fall 2010 over fall 2008. This enrollment growth has occurred consistent with Capilano’s designation as a new teaching-intensive university, as well as in response to student demand for baccalaureate degree programs.

While graduation rates in Associate degrees are currently low, students are increasingly choosing to be admitted directly to Capilano’s new Bachelor of Liberal Studies. Applications have increased in 2012 as more local high school students become aware of the degree.

---

6 Exhibit 1.B.1: Fall 2010 Applicant Survey
### Bachelor Degree Enrollment

<table>
<thead>
<tr>
<th>Credential</th>
<th>Student Headcount Fall 2011</th>
<th>Student Headcount Fall 2010</th>
<th>Student Headcount Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts - Liberal Studies</td>
<td>77</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor of Arts - Applied Behaviour Analysis</td>
<td>28</td>
<td>25</td>
<td>17</td>
</tr>
<tr>
<td>Bachelor of Business Administration</td>
<td>1217</td>
<td>1132</td>
<td>951</td>
</tr>
<tr>
<td>Bachelor of Communication Studies</td>
<td>50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor of Early Childhood Care and Education</td>
<td>67</td>
<td>50</td>
<td>41</td>
</tr>
<tr>
<td>Bachelor of Legal Studies</td>
<td>40</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor of Motion Picture Arts</td>
<td>67</td>
<td>28</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor of Music in Jazz Studies</td>
<td>27</td>
<td>28</td>
<td>26</td>
</tr>
<tr>
<td>Bachelor of Music in Jazz Studies – Arranging/Composition</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor of Music in Jazz Studies – Education Stream</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor of Music in Jazz Studies – Vocal Performance</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor of Music Therapy</td>
<td>38</td>
<td>48</td>
<td>38</td>
</tr>
<tr>
<td>Bachelor of Tourism Management</td>
<td>163</td>
<td>155</td>
<td>117</td>
</tr>
<tr>
<td>Total</td>
<td>1778</td>
<td>1483</td>
<td>1190</td>
</tr>
</tbody>
</table>

Some Capilano students complete an Associate of Arts, Associate of Science, or Diploma in Academic Studies at Capilano University, but most students enrolled in Arts and Sciences take individual courses and then transfer to another institution. Consistent with this trend, many Capilano students continue to transfer, so successful course completion becomes an important measure of performance within this core theme.
The following table summarizes the objectives and indicators of achievement for student success in General Arts and Sciences:

<table>
<thead>
<tr>
<th>Strategic Goals</th>
<th>Measures</th>
<th>Metrics</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student success in ongoing education</td>
<td>Course completion with a grade</td>
<td>Course completion rates by program and success (Grade A-C)</td>
<td>85% of students complete their courses successfully</td>
</tr>
<tr>
<td></td>
<td>Program completion rates</td>
<td>Graduation within 150% of normal time to graduation</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Attainment of program SLO</td>
<td>Percent meeting program standards</td>
<td>TBD</td>
</tr>
<tr>
<td>Students prepared for further study</td>
<td>Fall to Spring retention</td>
<td>Percent of first-term students enrolled in fall who re-enroll in spring by program</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>Fall to Fall persistence</td>
<td>Percent of students enrolled in fall who re-enroll in the subsequent fall by program</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td>Transfer to other PSI</td>
<td>Percent of transfer eligible students transferring to other PSI by program</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Student self-reported improvement</td>
<td>Self-report DACSO/BGS survey results</td>
<td>&gt;4.5 on a 5 point scale</td>
</tr>
<tr>
<td>Students prepared for success in chosen career</td>
<td>Post-graduation unemployment rate</td>
<td>DACSO /BGS percent post-graduate unemployment by program</td>
<td>≤ 13.9%</td>
</tr>
<tr>
<td></td>
<td>Relevance of education to employment</td>
<td>Self-report DACSO /BGS</td>
<td>≥90%</td>
</tr>
</tbody>
</table>

**ASSESSMENT OF GENERAL ARTS AND SCIENCES CORE THEME**

General Arts and Sciences faculty have recently focused program learning outcomes assessments on Capilano’s newly implemented baccalaureate degree in anticipation of phasing out at least some of the associate degrees. Similarly, the University expects that the year-to-year retention of Arts and Sciences students will also increase. While transfer will remain an important function for Capilano Arts and Sciences students, the transfer rate for eligible students should decline, and Capilano has set targets with these expectations in mind.

Though immediate post-graduation employment has not been a traditional goal for Arts and Sciences students—a majority of students transfer and complete at another university or achieve other university-level degrees—Capilano still considers employability an important indicator of performance for students who seek employment after graduation.
Capilano uses assessment data from a variety of sources to measure how well this core theme is being actualized. For example, in the 2009 National Survey of Student Engagement (NESSE), Capilano University first-year students scored above the benchmark mean compared with the five new BC and Alberta new universities that comprise the New Western Consortium participating in the survey:

- Capilano students scored above this mean on the Level of Academic Challenge benchmark;
- First-year and senior students scored above the mean on the Active and Collaborative Learning benchmark;
- First-year students scored above the mean on the Student-Faculty Interaction benchmark;
- First-year students scored above the mean on the Enriching Educational Experiences benchmark.

These NESSE results indicate that active and collaborative learning is a clear strength of the Capilano University environment. Capilano students make more in-class presentations, work with other students on projects during class, and work with other students outside of class to prepare class assignments. Capilano students also participate to a greater extent than peer institutions in practicum, field experience, co-op experience, clinical assignments, community service, and volunteer work.

According to this survey, Capilano also provides a supportive campus environment where students perceive faculty and administrators as available, helpful, and sympathetic to a greater extent than students at peer institutions. Capilano students work hard to meet their instructors’ expectations, they write more papers and reports than their peers, and they apply theories to practical problems to a greater extent than their peers.  

PREPARATORY STUDIES

This core theme aligns with the University’s Strategic Direction to: “Eliminate barriers, create pathways and foster access to learning.” The following Strategic Priorities work in concert with both the core theme and the Strategic Direction:

- Provide alternate entry points to encourage access for those who have not completed high school and other non-traditional learners.
- Work as an educational partner with Aboriginal organizations to increase the participation and completion rates of Aboriginal post-secondary learners.

Capilano designs programs and courses in the Preparatory Studies core theme to accommodate a broad range of learning needs. Capilano students come from diverse backgrounds and have a wide range of academic experience—from little formal education, to those with an existing academic credential who seek a career shift. Some students prepare for further study at Capilano; some are acquiring the courses necessary for entry to a program of study other post-secondary institutions; and others are engaged in study to achieve personal goals related to self-efficacy and citizenship.

---

7 Exhibit 1.B.2: National Survey of Student Engagement: Capilano University
To respond to this variety of educational needs, Capilano offers a range of learning environments. In addition to Adult Basic Education (ABE) and English as a Second Language (ESL), Preparatory Studies includes a number of programs that support specific learner needs such as:

- Access to Work Experience (AWE): an adult, special education preparation for the workplace;
- College and University Preparation (CUP): a cohort-based, adult, basic education program focused on transition;
- Career Access Centre (CAC): continuous intake tutoring and support for full and part-time learners in a self-paced setting;
- Literacy programs offered in the community.

The following table summarizes the indicators of achievement for student success in Preparatory Studies:

<table>
<thead>
<tr>
<th>Strategic Goals</th>
<th>Preparatory Studies Objectives</th>
<th>Indicators of Achievement</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Success in ongoing education</td>
<td>Developmental course completion with a grade</td>
<td>ESL/ABE course completion rates</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>Successful Developmental course completion (A-C)</td>
<td>Successful ESL course completion rates</td>
<td>97%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Successful ABE course completion rates</td>
<td>97%</td>
</tr>
<tr>
<td></td>
<td>Attainment of student learning outcomes</td>
<td>DEVSO survey SLO</td>
<td>70%</td>
</tr>
<tr>
<td>Students prepared for further study</td>
<td>ESL/ABE student success in subsequent academic coursework</td>
<td>ESL subsequent success</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>ABE subsequent success</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students acquire increased confidence</td>
<td>Self-report DEVSO survey response</td>
<td>100%</td>
</tr>
</tbody>
</table>
Capilano measures success in Preparatory Studies based on course completion since these students often need to achieve specific proficiencies in preparation for a university course or program. Capilano set the indicator for course completion at 90% of students enrolling in developmental courses, and the University succeeds in reaching this target, as data indicates that only approximately 5% of students attempting developmental courses withdraw or do not complete their course with a grade.\(^8\)

Collectively, the percentage of students achieving the learning outcomes in developmental courses indicates that the programs enable learners to gain specific knowledge, skills, strategies, and confidence. Capilano has set a target of 70%, which reflects a balance between a realistic understanding of these learners’ life circumstances and the need to improve their university preparation.

Capilano expects that students will successfully complete these courses with a minimum grade of C-. Capilano has set a high indicator of this measure, and the majority of Capilano students, with some variation between program types, successfully reach this goal; developmental students tend to be highly motivated to learn language and foundational skills in preparation for university-level learning. In response to a common province-wide survey, over 93% of Capilano’s developmental students report increased confidence, and 92% report they are prepared for further study.\(^9\)

**SPECIALIZED PROGRAMS**

Capilano has a strong reputation for offering specialized certificate, diploma, and degree programs focused on community needs, regional industries, and aesthetic engagement. These programs include areas of Business, Legal Studies, Tourism and Outdoor Recreation, Health and Education, and Fine and Applied Arts. Capilano works with industry and the community to develop and deliver innovative programs that prepare graduates with the up-to-date knowledge, creative and technical skills, comportment, and professional connections that enable them to make economic and cultural contributions to the region and beyond.

Capilano University continues to increase enrollment in Specialized Programs (2.6% increase in fall 2010 over fall 2008) in response to community needs.

---

\(^8\) Exhibit 1.B.3: Preparatory Program Grade Distribution

\(^9\) Exhibit 1.B.4: 2010 Developmental BC Student Outcomes
The Specialized Programs core theme encompasses 55% of the programs in the University, including: all programs in the Faculty of Business; most programs in Fine and Applied Arts and Health and Education; and some from Arts and Sciences. This core theme is most closely aligned with the university’s strategic direction1: “Offer exemplary programs that provide opportunities for a broad range of students.”

From this strategic direction, a number of strategic priorities emerge, including:

- Anticipate and respond to emerging needs for educational programs that build on the strengths of the institution.
- Design all programs so students can enter and exit at different points with appropriate credentials.
- Offer programs and design curricula to meet Institutional Goals.
- Measure the effect of these initiatives on program outcomes.
- Maintain high academic standards that are clearly articulated.

The following table summarizes the indicators of achievement for student success in Specialized Programs:

<table>
<thead>
<tr>
<th>Strategic Goals</th>
<th>Measures</th>
<th>Metrics</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student success in ongoing studies</td>
<td>Course completion with a grade</td>
<td>Course completion rates by program and success (Grade A-C)</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>Program completion rates</td>
<td>Rate of completion by program</td>
<td>85% of students will complete their programs in 150% of normal time to degree</td>
</tr>
<tr>
<td></td>
<td>Attainment of program SLO</td>
<td>Percent meeting program standards</td>
<td>90%</td>
</tr>
<tr>
<td>Students are prepared for success in chosen career</td>
<td>Programs with Industry/Community Advisory Boards</td>
<td>Programs with Industry/Community Advisory Boards</td>
<td>All programs</td>
</tr>
<tr>
<td></td>
<td>Students enrolled in Internship/Co-op opportunities</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Employed in training-related job</td>
<td>Employed in training related job (DACSO survey; BGS survey)</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>Licensure/Certification/Regional Accreditation</td>
<td>Rate of achievement where applicable</td>
<td>All program accreditations will be sought</td>
</tr>
<tr>
<td></td>
<td>Usefulness of education</td>
<td>Education useful in performance of job (DACSO/BGS survey)</td>
<td>90%</td>
</tr>
</tbody>
</table>

Capilano defines success for students in Specialized Programs as completing the entire program, rather than completing individual courses. The University sets targets for specialized course and program completion in the context of historical data; these programs are generally directly related to

10 See Appendix A: Board Policy B.101: Vision, Values, Mission, Goals and Strategic Directions
employment, and a certain proportion of students can be expected to find employment and leave prior to completing their programs. The mean age of students in specialized programs is approximately 27, compared with 23 for students entering General Arts and Sciences programs; these non-traditional students have already spent time in the workforce and attend Capilano for job upgrades or in preparation for careers and career changes. These goals are often accomplished in less than two years, and this trend is reflected in the higher completion rate for one-year specialty programs.

Capilano consults program advisory committees to help ensure that all programs are preparing students with the knowledge, skills, and attitudes needed to work in their respected fields. If program learning outcomes are well aligned with industry, Capilano graduates will find employment in related fields and will subsequently perform well. Currently, all of Capilano’s new baccalaureate programs have external advisory committees, as well as the programs in tourism, health care, early childhood education, business, communications, paralegal, and public administration. Where licensure is a requirement for employment, Capilano graduates are prepared to pass the licensing exams.

COMMUNITY ENGAGEMENT

Capilano University actively engages in two important aspects of community engagement. One facet involves enhancing the University’s role in community life by providing campus-based programs and services to serve the public, thus drawing a wider constituency to all three Capilano campuses. The second aspect flows in the other direction—with students, faculty, and staff going out into the community as volunteers, or as part of a program curriculum, to provide services and programs of benefit to society.

DRAWING THE COMMUNITY TO CAPILANO

Capilano’s Continuing Education department (CE) and its North Shore Credit Union Centre for the Performing Arts routinely offer programs that draw community members to the Capilano campuses. Capilano has grown with the surrounding region, and the University is committed to providing opportunities to the community for lifelong learning, and the community responds: participation by the community in Capilano continuing education courses and Eldercollege continues to grow: close to 9,000 community members have participated in Capilano’s CE programs, and in 2010-11 nearly 18,000 people attended performances at NSCU Centre for the Performing Arts.

<table>
<thead>
<tr>
<th>Strategic Goals</th>
<th>Measures</th>
<th>Metrics</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community participates in Continuing Education/ Elder College opportunities</td>
<td>Enrollment</td>
<td>Headcount</td>
<td>10000 registrations 8000 headcount</td>
</tr>
<tr>
<td>Participants in Continuing Education/Elder College are challenged and engaged</td>
<td>Continuing Education/Elder College survey</td>
<td>Self-report student survey</td>
<td>90% engaged and stimulated</td>
</tr>
<tr>
<td>Cultural activities for community</td>
<td>Community use</td>
<td>Numbers attending</td>
<td></td>
</tr>
</tbody>
</table>

The best measure of how well Capilano engages the wider community is tracking registrations in continuing education courses and attendance at NSCU Centre for the Performing Arts. This information
is supplemented with survey responses that help Capilano identify areas for improvement. (See Chapter Four: Assessment-Core Theme, Community Engagement.)

**TAKEING CAPILANO INTO THE COMMUNITY**

In line with Capilano’s mission to nurture responsible global citizens, the University has several effective projects and programs in place that enhance both the Capilano experience and the life of the community. Following are some select examples:

**1. TOURISM TRAINING PROJECTS IN THE SAPA REGION OF NORTHERN VIETNAM**

From 2003 to 2007, Capilano University worked with Vietnam’s North Island College and Hanoi Open University (HOU) in a community tourism partnership project in the Sapa Region of Northern Vietnam. This project was funded by Canadian International Development Agency (CIDA) and facilitated through the Association of Canadian Community Colleges (ACCC) as a Canadian College Partnership Project. Together, these institutions delivered training to ethnic hill tribes in remote villages of the popular Sapa tourist destination area. Participants were trained to provide basic technical skills that have been of use not only in the delivery of tourism services, but also have served to improve the quality of life of the local people. They learned skills in areas of food safety, sanitation, maintenance, basic First Aid, HIV/AIDS awareness, tourism product development, and English language communications.

The villages involved in this project have gained greater understanding of the benefits that can accrue through tourism and how to decrease the negative impacts. The project enabled faculty and students to gain significant international experience and improve teaching and learning conditions for all involved. Over 25 faculty and 25 students from the Canadian institutions were involved, as well as a similar number of students from HOU and five HOU core faculty.

Since 2009, Capilano University and Hanoi Open University continued working in the village with support from the Pacific Asia Travel Association (PATA) Foundation. PATA is the largest membership-based tourism organization in the world, with head offices in Bangkok. This project featured training in Lao Chai, a village that had previously received only minimal support though it is heavily impacted by increased tourism. The project also continued training in Ta Phin, with a focus on diversification of tourism products and experiences; better community organization; environmental and cultural stewardship; and community tourism planning training for villagers and local government officials. Four Capilano University tourism professors, four Capilano University students, two HOU professors, and four HOU students conducted over 40 different training sessions in the villages. Training has involved over 100 individual Ta Phin and Lao Chai village members, as well as 20 government officials. Overall, the project has significantly helped locals adapt positively to tourism while maintaining cultural integrity of the communities.\(^{11}\)

In addition to the specific project outcomes for locals, the educational gains for student and faculty participants in these projects are highly significant. At least six Capilano University student participants have continued on to post-graduate studies and many project participants have become loyal and committed alumni to the institution. Also, significantly, eight Hanoi Open University students involved in the project have continued on to Masters level studies, and Capilano has developed a strong reputation for expertise in community-based tourism management and development within Vietnam.

---

\(^{11}\) Exhibit 1.B.5: Sapa Tourism Training Project Final Report
In May of 2012, the PATA Foundation committed to a further two years of support for Capilano’s work in the communities of Ta Phin and Lao Chai, the largest grant the Foundation has ever awarded.

2. EARLY CHILDHOOD CARE AND EDUCATION AND THE CHILDREN’S CENTRE

The Early Childhood Care and Education department and the Children’s Centre have long been active participants in the early childhood communities in the Capilano region. The manager of the Children’s Centre and many faculty members sit on committees such as Vancouver Reggio Network and WECAN, the North Shore Early Childhood Planning Table. These committees advocate on behalf of children and families for improved services, both locally and provincially, and on behalf of early childhood educators to improve working conditions. One of the faculty members has been a key organizer of early childhood conferences on the North Shore and Sunshine Coast and Capilano ECCE faculty have been presenters at these conferences as well as at the annual conference of the Early Childhood Educators of BC (ECEBC).

Teachers from the Children’s Centre have been invited to do workshops for the YWCA, other childcare centers on the North Shore, and in the Greater Vancouver area. The Children’s Centre Manager is a member of the North Shore Childcare Administrators’ Committee, which meets on an ongoing basis for support and information sharing. Program supervisors from other centers around the province regularly visit the Capilano Children’s Centre to observe pedagogical practices, a sign that Capilano is seen as a leader in this area.

3. COMMUNITY DEVELOPMENT AND OUTREACH

The Community Development and Outreach (CDO) department offers a range of options to help learners of all types gain access to education. Some of the courses Capilano teaches are designed in collaboration with University partners to meet their needs and interests. These include basic literacy; high school upgrading; college and career preparation; computer training; family literacy for immigrant parents; English as a Second Language (ESL); community development; First Nations Journeys; and bridging programs. Capilano also trains and support volunteer tutors who provide one-to-one instruction in a range of community spaces.

Community partners include: community centers; First Nation organizations; schools; neighborhood houses; employers; community service organization; and unions. When the community identifies a specific learning need, Capilano conducts the necessary research and then designs unique programs to meet the needs of community residents. The communities contribute by participating in ongoing planning, and by providing resources such as classroom space, volunteer tutors, and community-based learning resources.

In community settings, Capilano’s programs are integrated with other community activities. For example, at a partner site, one will find people working, bringing their children to childcare, participating in a music jam, accessing health services, or engaged in active learning programs through the CDO department.

4. PARENTS AS CAREER COACHES

Several years ago, Capilano became aware of the program Parents as Career Coaches (created by the Nova Scotia Ministry of Labour and the Nova Scotia Community Colleges). This highly engaging and interactive program is designed to give parents the tools to support their children in making education and career choices. The workshops are designed to help parents work with their children to discover
their children’s interests, values, and skills. The workshop then continues with education and career research tools.

Capilano trained its own facilitators and piloted the program with University parents first. These parents indicated that the program would be of great value to the wider community. In the first year, two local school districts took part and for the last two years, the program has been offered throughout the lower mainland, in many school districts, to hundreds of parents each year. Survey results indicate high satisfaction from parents.  

5. ATHLETICS AND RECREATION COMMUNITY INVOLVEMENT

The Athletics and Recreation department serves the community in a variety of ways including:

- Sports Camps for elementary and high school aged students. Programs are offered during spring break, summer, and on weekends during the school year. These Sports camps serve between 300 and 500 students each year, in activities such as basketball, volleyball, badminton, soccer, ultimate frisbee, and yoga. University athletes and coaches instruct in these camps.
- North Shore Men’s Basketball League (NSMBL) and other adult programs. The NSMBL is a recreational basketball league that runs during the Fall and Winter semesters; it serves 150-300 community members per semester. Capilano also runs evening programs, such as karate and yoga, which serve another 30-50 community members per semester.
- Capilano University Blues home games. During the Fall and Winter semesters, Capilano’s inter-collegiate basketball, volleyball, and soccer teams play home games that draw spectators from the community. Up to 500 spectators attend these games. Capilano will regularly host community events in conjunction with home games, such as inviting youth teams to compete at half time.
- Facility Rentals. The Sportsplex is rented 15-20 times throughout the year to community groups for events, including karate tournaments, gymnastics competitions, and provincial sporting events. Each of these events brings in up to 1000 spectators and participants.

6. SUNSHINE COAST CAMPUS

As a small regional campus the Sunshine Coast works closely with a wide range of community groups to support education and development in the local community. In 2011-12, Capilano students were involved in a community-wide clean up of beaches and waterways. They also organized and hosted the 20th anniversary celebration of the Sprockids program (the first program in North America to focus on teaching mountain biking skills to children), which was attended by over 150 community members, many of them children.

Capilano students also hosted two events at the Sechelt Nation: a cross-cultural event organized by ESL students, and a cultural awareness celebration organized by the aboriginal cultural tourism students. This year the University offered its first free lecture, as part of the Capilano Universe series, at the Gibsons Public Library. Through Eldercollege, the Capilano Sunshine Coast campus also offers the Clifford Smith Memorial lecture every fall. Last year’s featured speaker was Sechelt Nation Elder, Teresa Jeffries, who is a member of the Aboriginal Sisterhood Leadership Group.

12 Exhibit 1.B.6: Parents as Career Coaches Surveys
7. SQUAMISH CAMPUS

The Squamish campus, located 50 minutes drive north of the main campus, serves the community of Squamish plus residents of the sea-to-sky corridor. Students and faculty there are actively involved in a variety of community activities, such as volunteering for local music festivals in Pemberton and Squamish; mountain and road bike events, such as the Test of Metal and Whistler GranFondo; and in cross country ski and biathlon events at the Callaghan Valley Olympic Cross Country ski venue near Whistler.

In addition, this campus community actively participates in local organizations such as Rotary, the Chamber of Commerce, and the local secondary schools by conducting various presentations on projects and programs in which they are involved. As part of the literacy program conducted through the department of community development and outreach, all campus community members participate in the Literacy week fundraising and awareness campaign in direct association with the local Squamish Chief newspaper. For the past two years the campus community has also facilitated a program called “Stuff the Bus,” where a local tour company provides a bus and the campus engages the community in filling the bus with food and clothing for those in need.

CORE THEME OBJECTIVE AND INDICATORS FOR COMMUNITY ENGAGEMENT

While Capilano has strong core theme objectives and assessment measures in place for Continuing Education and cultural activities that bring the community to campus, the University is at the beginning stages of a process to create meaningful criteria and measures of outcome fulfillment in other community engagement activities. Since dynamic community engagement is an essential theme—as well as a highly valued aspect of the University’s mission—this process will be a priority as Capilano proceeds on its path toward a culture of outcomes assessment. (See Chapter Four: Assessment)
CHAPTER TWO: RESOURCES AND CAPACITY
As this chapter will show, Capilano University satisfies NWCCU Eligibility Requirements: 4-21.

OPERATIONAL FOCUS AND INDEPENDENCE

As a teaching intensive, special purpose university, Capilano University’s programs and services are concerned primarily with higher education. While overseen by the provincial government, the University has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.

NON-DISCRIMINATION

Capilano University is governed and administered with respect for the individual in a non-discriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.

INSTITUTIONAL INTEGRITY

Capilano University establishes and adheres to ethical standards in all of its operations and relationships.

GOVERNING BOARD

Capilano University has a functioning governing Board responsible for the quality and integrity of the institution and for each unit to ensure that the institution’s mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.

CHIEF EXECUTIVE OFFICER (PRESIDENT AND VICE-CHANCELLOR)

Capilano University employs a chief executive officer who is appointed by the governing Board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs Capilano’s governing board.

ADMINISTRATION

In addition to a chief executive officer, Capilano University employs a sufficient number of qualified administrators who provide effective leadership and management for the University’s major support and operational functions, and they work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.
FACULTY

Consistent with its mission and core themes, Capilano University employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

EDUCATIONAL PROGRAM

Capilano University provides educational programs that include appropriate content and rigor consistent with its mission and core themes. The educational programs culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degrees with degree designation consistent with program content in recognized fields of study.

GENERAL EDUCATION AND RELATED INSTRUCTION

Capilano University’s baccalaureate degree programs and academic or transfer associate degree programs require a substantial and coherent component of general education as an essential element of the programs offered.

LIBRARY AND INFORMATION RESOURCES

Consistent with its mission and core themes, Capilano University maintains and provides access to library and information resources with an appropriate level of currency, depth, and breadth to support its programs and services wherever offered and however delivered.

PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

Capilano University provides the physical and technological infrastructure necessary to achieve its mission and core themes.

ACADEMIC FREEDOM

Capilano University maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

ADMISSIONS

Capilano University publishes its student admission policy, which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.

PUBLIC INFORMATION

Capilano University publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of
administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

FINANCIAL RESOURCES

Capilano University demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

FINANCIAL ACCOUNTABILITY

For each year of operation, Capilano University undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and governing board.

DISCLOSURE

Capilano University accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

RELATIONSHIP WITH THE ACCREDITATION COMMISSION

Capilano University accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the University agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution’s status with the Commission to any agency or members of the public requesting such information.

STANDARD 2.A - CAPILANO UNIVERSITY GOVERNANCE SYSTEM

As a public institution in British Columbia, Capilano University adheres to the University Act, which was revised in 2007 to include Capilano University as one of five new special purpose teaching institutions, with a main campus in North Vancouver and satellite campuses in the Sunshine Coast Region and the Squamish/Pemberton Region. (See also Institutional Overview.) The University Act mandates University governance as two bodies—Board of Governors and Senate—each with specific composition, governing powers, and duties. The Board delegates to the President, and thereby the administration, most of the operational matters and Capilano’s President serves as the primary interface between these two arms of governance.

Capilano faculty, staff, students, and administrators have formal representation and voting capacities at Board and Senate and their subcommittees; these constituencies are involved in all aspects of discussion and decision-making, not only on issues related to their constituent areas. Through this system, the voices of faculty, staff, and students form a valued component of Capilano’s governance system.
Capilano University ensures that members of both Board and Senate understand and fulfill their roles as set out in the University Act. New members attend orientation sessions that include a review of the Act, and the reporting and communication systems between the University Board, the administration, and the Senate are clearly identified and followed. This governance system works well for Capilano as it allows for effective integration of differing perspectives.

The strong working relationships between the governance bodies ensure that the system of governance at Capilano University effectively facilitates accomplishment of its mission and goals. Among many examples, Capilano successfully lobbied with the provincial government for the tuition limit to be set in December rather than May. The University also successfully lobbied for change in capital allocation to provide a routine maintenance allowance with all post secondary institutions capital projects. The provincial government has also extended a number of capital projects, such as the Bosa Centre for Film and Animation and the Aboriginal Gathering space (See also Chapter Two, Standard 2.G-Facilities).

**CAPILANO UNIVERSITY GOVERNING BOARD**

Both external and internal members comprise the University Board. The 15 members consist of the Chancellor; President; two faculty members elected by the faculty; eight persons appointed by the BC Government (including two who are appointed from among candidates nominated by the Alumni Association); two students elected by students; and one employee who is elected by and from the non-faculty employees of the University. Most members are appointed for a three-year term; faculty members are elected for up to three years; and students are elected for a one-year term. The Chancellor and President are members for as long as they hold their respective offices. The eight appointed members have no contractual, employment, or financial interest in the institution.

The University develops and maintains a list of desirable Board competencies and experiences, and then submits names for government consideration. As well, the Board works with the alumni association for the appointment of alumni members. Continuity of the Board is maintained by staggered terms of office.

The chair and vice-chair of the Board are elected annually from the government-appointed members (Board Memo 201). Chairs can be re-elected for consecutive terms as long as they are on the Board, but Capilano’s practice has been to set limits to two or three years to provide for both continuity and change.

The duties and responsibilities of the Board are set by legislation in the *University Act*, and Board members are required to take an oath of office that becomes a public document. The organization of the Board and the operating procedures are set out in Board by-laws, policies, and resolutions, which are also publicly available on “Frontlines” the University intranet and on the University’s mainpage.¹

Most Board meetings occur as a committee of the whole.² The exceptions to this are the audit committee—whose members are chosen from the government appointees only—and the labour relations committee—whose membership is all of the government appointees (Board Resolution 309). The chair of the Board and the University President (or designate) are the only persons authorized to speak on behalf of the University. (Board Policy B.303)

---

¹ Exhibit 2.A.2: Board of Governors Policies
² Exhibit 2.A.1: Board Minutes
The Board regularly reviews and approves the University’s mission statement. The latest review was completed in 2009 and received Board approval (as part of Board Policy B.101) on October 26, 2009. The Senate and campus community also took part in the process of completing the mission statement (see also Chapter One for a full description of the 2009 strategic planning process). The Board also regularly reviews and revises as necessary other institutional policies, such as a new policy on expenses and reimbursements that amalgamated previous policies and addressed a system-wide request from the Ministry of Advanced Education regarding political party donations.

The Board selects and appoints the University President (Board Memo #204), and it works closely with the Senate to create search committee criteria for the selection process, as well as seeks advice from the wider community in making the final selection. The Board evaluates the University President annually, and every fourth year this evaluation includes a University survey. Each year the Board members also participate in an annual member survey to measure their own effectiveness. The Board reviews the survey results compared to previous year’s findings; where members feel it is necessary, they recommend action to remedy any problems discovered.

The President apprises the Board regularly on the nature and process of University accreditation, and the Board reviews each draft of reports and has the opportunity for input.

CAPILANO UNIVERSITY SENATE

As defined in the University Act, Senate\(^3\) is comprised of the Chancellor; the University President (who is chair); the academic Vice President or equivalent; the deans of faculties; the chief Librarian (at Capilano titled the University Librarian); the Registrar; two faculty members for each area, elected by faculty members; four students elected by the students; one alumni member who is not a faculty member, appointed by the President on nomination by the alumni association; two support staff elected by the support staff; and one non-voting member of the Senate, if appointed to the Senate by the Board, to serve for one year. In addition, the University gives a seat and voice, but no vote, to representatives from the student, faculty, and staff associations.

The Senate takes responsibility for academic or educational matters. The Senate may act alone in making many academic decisions, but for other issues it must advise the Board; the Board, in turn, must seek the advice of the Senate on academic issues.

In Capilano’s case, the Board, as a governance body, is typically not involved with the day-to-day operations of the University; instead, where statute permits, the Board delegates these responsibilities to the President, who in turn can delegate responsibilities to other members of the administration. In particular, Capilano’s Board delegates the duty to consult with the Senate on educational matters to the President, who receives and acts on advice from Senate. Nevertheless, major changes in programs and changes to students’ services all require budget consideration, and the Board is aware of, and approves, those changes as part of the budget process. New degrees require both the recommendation of the Senate and a motion by the Board.

Much of the Senate’s work is conducted by seven standing committees,\(^4\) which bring recommendations to Senate for approval. The Senate Curriculum Committee (SCC) is broadly representative of the

---

3 Exhibit 2.A.3: Senate website
4 Exhibit 2.A.4: University Committees List
university community and meets monthly. The Senate Budget Advisory Committee analyzes the proposed budget. The Senate Budget Advisory Committee works closely with administration to recommend a proposed budget— one that reflects institutional priorities—to the Senate for its recommendation to the Board. The Senate Budget Advisory Committee is comprised of two administrators, four faculty members, one staff and one student. All voting members of the Senate Budget Advisory Committee are also voting members of the Senate. Senate recommendations on the budget are forwarded to the President, who incorporates those perspectives into the final budget presented to the Board.

The Senate By-law, Policy and Procedure Committee reviews policies, procedures and by-laws. The Senate Academic Planning and Program Assessment Committee (SAPPAC) examines performance measure data and program assessment plans and reports. Other committees include the Tributes Committee, Naming Opportunities Committee, and Senate Nominating Committee for Vice-Chair.

The Senate conducts and reviews an annual self-evaluation by its members and acts on any issues. Most notable from this review process is the change that occurred between 2011 and 2012 in terms of the effectiveness of the Senate Budget subcommittee. In the 2011 survey, 55% of respondents stated that question 7, “The Senate Budget committee is an efficient and effective means for senate to fulfill its role in the assessment of programs and educational services” was always or mostly true, and 40% of respondents stated that question 13, “The process of the Senate Budget committee are clear and well communicated” was always or mostly true. Senate embarked on a project to improve the efficiency and effectiveness of the Senate Budget committee. In the 2012 survey, 78% of respondents stated that question 7 was always or mostly true, and 79% stated that question 13 was always or mostly true.

In addition, improvement in the overall effectiveness of Senate was reflected in responses to question 14, “The Senate provides an effective forum for discussion of academic governance issues.” In 2011, 74% of respondents stated that the statement was always or mostly true. In 2012 the result improved to 96%. Since the creation of senate in 2008 we have been working on processes and practices that will make the Senate an effective governing body. We are very gratified with the results.

**LEADERSHIP AND MANAGEMENT**

Kris Bulcroft, Ph.D., assumed the role of Capilano University’s sixth President and second Vice-Chancellor in August 2010. The senior leadership team of Capilano also includes Bill Gibson, Ph.D., Interim Vice President, Academic and Provost; Catherine Vertesi, MBA Vice President, International, External Relations and New Initiatives; and Cindy Turner, CGA, ISP, ITCP, Vice President, Finance and Administration. The Executive team also includes the academic deans, and Director of Development and Alumni Relations. The executive team is often augmented by the presence of the Registrar; Director of Continuing Education; Director of Student Affairs; and Director of Marketing and Communications.

The Executive Group (President, Vice Presidents, Deans, and Director of Development and Alumni Relations) meets regularly; other administrators join as necessary. These meetings are designed to maximize institutional effectiveness in reaching University goals and strategic objectives, as well as

---

5 Exhibit 2.A.5: Senate Self-Evaluations
facilitate operational functions and collaboration across all sectors of the University. Minutes of these Executive meetings are posted on Capilano’s Intranet.⁶

Responding to NWCCU standards, senior leadership at Capilano has increasingly engaged in establishing core themes and associated outcome metrics. In 2008, Capilano College became Capilano University, and since that time the Executive team has worked collaboratively to advance the core themes in ways that are appropriate to University status and scope of program offerings. (See also Chapter One: University Mission and Core Themes)

The Vice President of Finance and Administration monthly convenes the Leadership Forum—consisting of all managers, directors, academic deans, Vice Presidents and the President. This Forum provides a venue to share information, collectively work together to address strategic goals and objectives, and provide training for senior management on a wide variety of topics, such as creating a respectful work and learning environment at the University. The Leadership Forum also serves as a means of communicating government policies and mandates, as well as providing an opportunity to share information across the University that is vital to overall efficiency and organizational effectiveness.

**CAPILANO STUDENTS’ UNION**

The Capilano Students’ Union (CSU) represents all students (over 7000) at the North Vancouver, Sechelt, and Squamish campuses, and abroad. The CSU provides services, including the U-Pass BC and CSU Health and Dental Plan, supplies resources to clubs and organizations on campus, and hosts a variety of events throughout each year. In addition to delivering services to students, the CSU is an advocate of students’ interests, and ensures the needs of students are presented for consideration by the University administration, as well as the federal, provincial, and municipal governments. All students registered in credit courses are members of the CSU and pay a membership fee. Members can attend committee meetings where they can voice their opinions on a wide range of topics and make decisions with their vote. Those decisions then get sent to the governing body of the CSU, the Board of Directors, for ultimate approval and execution.

The Board of Directors is comprised of up to sixteen elected students:

- Ten students elected in Union-run elections to represent a committee/constituency (Educational Issues; Environmental Issues; First Nations Issues; International Students; Queer Students; Social Activities; Social Justice; Students of Colour; Students with Disabilities; Women’s Collective); and
- Six students elected to the University Board of Governors and Senate through the University-run elections (should they accept the CSU Board’s invitation).

Three full-time staff and five part-time student employees support these representatives. In addition to sharing responsibility for the governance of the society, members of the CSU Board of Directors are required to comply with the provisions of the Society Act⁷, the constitution and bylaws of the society, and other regulatory legislation. The Board of Directors is responsible for the budgeting, administration, and auditing of student society assets (including approximately $1.4 million dollars in student fees each year), representing the interests of students to the University, and the management of employees.

---

⁶ Exhibit 2.A.6: Executive Management meeting minutes  
⁷ Exhibit 2.A.7: Society Act of BC
UNIVERSITY POLICIES

ACADEMIC POLICIES

Policies on academic matters are within the jurisdiction of Senate. The Senate By-law, Policy and Procedure Committee develops and reviews academic policies, and recommendations from the committee are then subject to Senate approval. The Senate By-law, Policy and Procedure Committee is completing a comprehensive review and revision of Senate policy; the University is in the process of a systematic renumbering and reformatting of policies from Senate, Board, and Executive Management.

Once approved, these policies or revisions become part of the Senate policies, which are published on the University’s public website, and all staff and faculty are advised by email. Any policies directly related to students are also made available through the enrollment services website.

The University is in the process of streamlining this access. Capilano currently has three sources of policy: Senate, Board, and Executive Committee. Capilano is partway through a process of renumbering all policies according to a consistent numbering scheme relating to academics, finance, etc. Senate policies now start with S, Board with B, and Executive with E. The goal is then to have all policies listed in one place on the web.

LIBRARY POLICIES

The University Library has established policies for use of library resources by students, instructors and other potential users; these policies are available on the Capilano University Library website in a variety of interlinked locations, including the Borrowing Guidelines page, the Library Policies page, Library research guides and the Database access gateway. The Library also created a Regional Student guide, linked from the Library home page, to promote access and understanding of Library policies specifically targeting the campuses in Squamish and the Sunshine Coast.

Augmenting the online dissemination of policies, Library staff and faculty take many opportunities to explain access and use guidelines in face-to-face encounters with faculty and students. The front desk staff emphasizes awareness of policies upon first use or check-out of materials and through printed materials such as bookmarks and handouts. A “walkabout” schedule takes Librarians and staff on regular tours of the Library in order to ensure that respectful adherence to policies is being maintained and to connect with students. Librarians, in Library Research classes, discuss electronic resource (eBooks, databases) access, and copyright policies are explained on the Library website and on signs posted at the photocopiers.

The Library Committee (librarians, staff, and administrator) approve all Library policies. Policies are then documented and archived in a folder on the employee network accessible to all Library employees; copies of policies pertaining to specific areas are copied into departmental folders. Both circulation staff and librarians review and enforce policies regularly, as well as systemically through the library management software, Millennium, and Banner, the student registration system. As a result of these

---

8 Exhibit 2.A.8: Senate Policies
9 Exhibit 2.A.9: Capilano University Library website
10 Exhibit2.A.10: Regional Student Guide
11 Exhibit 2.A.11: Library Handouts
reviews, the Library recently revised policies to include allowing internal holds for regular students, and began an ongoing discussion of raising the late fee limit for check-out materials, as well as extending the online database access expiry dates at the end of the semester.

STUDENT POLICIES

Capilano dedicates a section of its website to policies and procedures applicable to students, specifically in a section geared toward current students. These policies and procedures include Academic Policies, Administrative Policies and Procedures, After-Hours Access to Facilities by Students, University Policies, Copyright Statement, Education Council Policies and Privacy Statement. Additionally, academic Policies concerning grading, grade appeals, student conduct, harassment and cheating and plagiarism are presented at the New Student Orientation each fall. The Director of Student Affairs manages any complaints or concerns regarding student behavior and conduct. The process for resolving these complaints are outlined in the Academic Policy Section. The Academic Policies section includes policy and procedures regarding Grading, Academic Standing, and Grade Appeals. This policy is also available under Senate policy S1999-03.

The Appeals Committee, chaired by the Director, considers academic appeals. The Committee consists of representatives from faculty, students and a Counselor. Policies regarding Student Rights and Responsibilities, Access for Students with disabilities, Student Conduct, Harassment and Cheating and Plagiarism are presented on the University website under University Policies.

ADMISSIONS AND PLACEMENT POLICIES

Capilano University’s admission and placement requirements are published on its website. In addition to specific program admission requirements, applicants intending to enroll in any courses offered by the English department must write an English diagnostic test. Senate policy S2003-03 describes the determination of good academic standing, academic probation, and circumstances in which students will be required to withdraw. This policy was revised in 2010 to include a process to give students’ earlier warning of poor performance and sufficient time for improvement before being required to withdraw from courses. Senate policy S1999-03 describes the procedures for academic appeal.

FINANCIAL POLICIES

Board policy—in alignment with provincial legislation—governs oversight of Capilano University’s financial resources. Existing Board policies relevant to financial operations include:

- Financial Operations and Control
- Budget Policy
- Expenses-Reimbursement
- Expenses – Meetings & Hostings
- Investment

---

12 Exhibit 2.A.12: Student Policies
13 See Exhibit 2.A.8: Senate Policies
14 Exhibit 2.A.13: Admissions Requirements
15 See Exhibit 2.A.8: Senate Policies
16 See Exhibit 2.A.2: Board Policies
Gift Acceptance

The Audit Committee of the Board oversees the management of financial resources, and the Investment Committee oversees investments managed by Genus Capital Management. In addition to Board policy, several Executive policies guide day-to-day management of financial resources.17

The University Act18 guides the overall financial powers of the University, but in addition, a number of other Financial Acts and Regulations19 guide the management of finances in British Columbia’s public universities:

- Financial Administration Act
- Financial Disclosure Act
- Auditor General Act
- Budget Transparency and Accountability Act
- Interpretation Act
- Financial Information Regulation

The Ministry of Advanced Education oversees the financial management of the University through several different reports and requests. The Ministry has become a much more active participant over the last year, given the rise of economic challenges throughout the country and as all public universities enter a period of labour bargaining.

For development and alumni relations, the University has clearly defined policies approved by the Board or, where appropriate, by Executive Management. For fundraising policies, Capilano contracted a consultant and completed a review of all fundraising policies in 2009 to ensure comprehensiveness and effectiveness.

The Board also approved a policy on gift acceptance. This policy covers the types of gifts the University will consider accepting and the authorities for determining acceptance. Other Board policies include: a Naming Policy governing the process and criteria for naming of tangible or intangible university assets in recognition of philanthropy; an Investment Policy, in which parameters for the management of donor contributed endowments is articulated; and a policy outlining the Board’s responsibilities to the University Foundation.

At the Executive Management level, Capilano created a policy outlining approvals needed for seeking external financial support and prospect clearance, as well as a policy on data management, which outlines the purpose for which donor and alumni information is collected and how it may be used by the University. The University Board and the Foundation Board have a policy outlined the working relationship between the two and clarifying authority for designating unrestricted donations.

---

17 See Exhibit 2.A.14: Executive Policies
18 See Exhibit IO.1: University Act
Capilano has also developed gift agreements to govern donations. Each agreement covers the purpose for which a donation is to be used, how the funds will be managed, the process for varying the agreement should that be necessary and recognition related to the gift.

**HUMAN RESOURCES POLICIES AND PROCEDURES**

The full complement of employment policies is accessible on Capilano’s intranet site. Human Resources periodically review all employee policies and procedures to ensure they are up to date with latest developments and best practices. Any changes are reviewed with the affected staff and employees, and then the revised policy is forwarded to the Board for approval. Confirmation of changes in policies is then communicated to employees, and they receive the revised policy.

The Public Sector Employers’ Council (PSEC) sets public policy on human resources and labour relations and, as a public sector employer in BC, Capilano University ensures that it is in compliance with all legislative requirements. Capilano’s broad human resources and labour management policies and practices are regulated by the Public Sector Employers’ Act. The Act and its requirements are stipulated by the PSEC and more specifically its agent, the Post-Secondary Employers’ Association (PSEA).

PSEA is the certified bargaining agent for all public colleges, special-purpose teaching universities, and institutes in British Columbia, including Capilano University. PSEA directs Capilano University in its creation and coordination of compensation, benefits, human resources, and labour relations practices, including compensation plans for both excluded and executive employees. The Director of Human Resources participates on two PSEA committees: Standing Committee on Human Resource Practices, and the Labour Relations Advisory Committee. Capilano’s Vice President of Finance and Administration participates on the Committee on Benefits Administration, and the President is a member of the PSEA Board of Directors.

**STANDARD 2.B - HUMAN RESOURCES**

Capilano University maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair and equitably applied to its employees and students. Capilano also ensures that all employees have access to applicable policies and procedures. As policies and procedures form part of the employment contract with non-unionized employees, these employees also receive key documents upon hire. For example, along with the appointment letter, exempt employees receive Boart Policy B.504, which outlines entitlements and procedures for vacation, sick and other leaves, and benefits entitlement.

**EMPLOYEE POLICIES AND PROCEDURES**

(See Chapter Two, Standard 2.A: Governance-Human Resources Policies above)

---

20 Exhibit 2.B.1: Public Sector Employers Act
21 Exhibit 2.B.2: Post-Secondary Employers Association
22 See Exhibits: 2.A.2: Board Policies; 2.A.8 Senate Policies; and 2.A.14 Executive Policies
COMPLIANCE WITH LEGISLATION

The Human Resources Department ensures that Capilano’s policies and procedures are in compliance with legislative requirements such as the BC Employment Standards Act, Human Rights Code, WorksafeBC, the Criminal Records Review Act, and the Freedom of Information & Protection of Privacy Act. Reviews are done on all policies periodically. The Human Resources Director is also notified of changes through PSEA and other sources. When changes occur, policies are reviewed, modified and documented, if necessary, and communicated.

All of Capilano’s policies—including hiring, promotion, and assignment of work—are in compliance with the Human Rights Code. The Human Rights Codes requires that the workplace be free from discrimination on the basis of race, color, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, age, or conviction for a criminal or summary conviction offence that is unrelated to the job in question.

Capilano also employs a Conflict Resolution Advisor who is responsible for resolving and mediating in any interpersonal conflicts—including harassment or bullying—and issues that occur between and amongst different groups (i.e. students, faculty, administration, union, or exempt employees). This position is advertised, made known to employees and students, and listed on the Capilano website. The Conflict Resolution Advisor is responsible for promoting Capilano’s Respectful Workplace Statement and facilitating programs and workshops to create effective relationships.

The unions’ Collective Agreements (for staff and faculty) include two separate mechanisms by which an employee can seek resolution if they believe their human rights have been compromised: the grievance provision, and/or the involvement of an independent harassment investigator who determines if the Human Rights Code has been violated and if so, issues binding recommendations. The Collective Agreement provisions—along with the Harassment policy, and the Conflict Resolution Advisor—all help ensure that Capilano’s practices, policies and procedures are fair and free from discrimination.

HEALTH AND SAFETY COMPLIANCE

Capilano ensures compliance with all workplace health and safety issues through a number of mechanisms. First, all new employees receive a health and safety orientation and relevant information including the security number, procedures for reporting injury, and procedures for evacuation in the event of an emergency.

Employees in each regional campus and main campus are given training on a number of different health and safety initiatives. Those employees who work with chemicals are trained in the Workplace Hazardous Materials Information System (WHMIS), under Health Canada, prior to the commencement of any shift. All employees are invited to annual training in the following areas: defibrillator training,

23 Exhibit 2.B.3: Employment Standards Act of BC
25 Exhibit 2.B.5: Worksafe BC
26 Exhibit 2.B.6: Criminal Records Review Act of BC
27 Exhibit 2.B.7: Freedom of Information and Protection of Privacy Act of BC
28 Exhibit 2.B.8: Respectful Workplace Statement
training to de-escalate violent scenarios, first aid, CPR, and fire suppression. Evacuation training is conducted annually with both students and employees.

Capilano also provides health and safety services such as emergency wardens and first aid services to its employees and students including those at the regional campuses. The emergency warden system monitors, reports, and helps assist in emergency situations. Capilano’s first aid services, managed by Security, are located in a highly visible area, identified by clear signage. New employees receive information on first aid contact information; this information is also on posters that are located in each classroom and throughout the campus.

All employees and their managers are trained to report any workplace injuries and to complete the necessary forms which must be submitted to WorksafeBC, the provincial organization which provides insurance coverage in the event employees are injured while performing their duties. As part of Capilano’s compliance with WorksafeBC requirements, both Collective Agreements provide for occupational health and safety committees. These meetings occur monthly and include employees and management representatives, including representatives from the regional campuses and the Facilities department who are often responsible for making any changes required. In addition, Capilano arranges for workplace safety training for members of the joint health and safety committee without loss of pay.

In the event of work-related injuries or diseases, the Human Resources department liaises with the employee and with WorksafeBC which is responsible for providing lost wage insurance, return-to-work rehabilitation, compensation, health care benefits, and a range of other services to the employee and to assist the employee to return to work.

**CRIMINAL RECORD REVIEW ACT**

Criminal record checks are conducted in accordance with the BC Criminal Records Review Act. All requests are centralized and Capilano complies with all requests that meet the requirements of the Act. Capilano records all requests and documents all information supplied. Hard copies are kept in a locked filing cabinet in the office of the Privacy Assistant, and electronic copies are kept in a confidential Human Resources directory in the Human Resources Director’s office.

**FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT**

The Human Resources department manages requests for information made under the Freedom of Information & Protection of Privacy Act. All requests are centralized and Capilano complies with all requests that meet the requirements of the Act. Capilano records all requests and documents all information supplied. Hard copies are kept in a locked filing cabinet in the office of the Privacy Assistant, and electronic copies are kept in a confidential Human Resources directory in the Human Resources Director’s office.

---

30 See Exhibit 2.B.6: Criminal Record Review Act
31 See Exhibit 2.B.7: Freedom of Information and Protection of Privacy Act
FACULTY AND STAFF EMPLOYEE POLICIES

Two unions are active on the Capilano campus: the Canadian Office and Professional Employees Union (COPE)\(^\text{32}\) and the Capilano University Faculty Union (CFA).\(^\text{33}\) For unionized employees, their appointment letters reference the applicable Collective Agreement, which can be accessed on the intranet, the CFA or PSEA website, or a hard copy can be obtained from the Human Resources Department. The COPE and CFA Collective Agreements standardize and regulate many provisions and procedures for the unionized employees. These provisions and procedures include vacation, sick leave, leaves, assignment of work, benefits, and entitlement to wages and allowances. Both Collective Agreements contain grievance procedures where employees covered by the agreement may file a grievance if the employee believes that one or more of their rights under the Collective Agreement have been violated.

In order to effectively manage their departments, Coordinators have access to procedures and policies located in the Coordinator’s Manual.\(^\text{34}\) From time to time, the Human Resources department, in conjunction with the CFA and the Deans and the Vice President, Academic and Provost, will run training sessions on specific issues to ensure that all Coordinators understand the various procedures and any applicable rules or laws. For example, Human Resources recently coordinated training on faculty evaluations and hiring.

**CANADIAN OFFICE AND PROFESSIONAL EMPLOYEES UNION (COPE)**

The Canadian Office and Professional Employees Union, Local 378 (COPE 378) has represented support and administrative staff at Capilano University since 1974. Currently COPE 378 represents nearly 400 members at Capilano University.

COPE 378 represents about 14,000 union members in the public and private sector throughout British Columbia. We are a diverse and socially responsible union, working together with many community groups to ensure the public and elected government representatives are aware of the benefits that unions bring to the economy of BC.

**CAPILANO FACULTY ASSOCIATION (CFA)**

For over 40 years, CFA members have consistently been leaders and innovators in the BC post-secondary system. Faculty design and deliver the educational experience for which Capilano is known, and they do this best when working closely with staff and administrators in a truly collegial and consultative manner. To that end, the CFA is a membership driven union with the following objectives:

- To promote, maintain and defend independence of thought and teaching.
- To advance the professional status of the faculty of Capilano University.
- To secure the benefits of inter-disciplinary and inter-program stimulation and cooperation.
- To help define, foster and implement the role of Capilano University as a post-secondary educational institution based in the Province of British Columbia and operating internationally.
- To ensure effective representation on all committees, boards, and other bodies dealing with policy matters concerning its members.
- To function as a trade union pursuant to the laws of the Province of British Columbia.

---

\(^{32}\) Exhibit 2.B.9: [Canadian Office and Professional Employees Union](#)

\(^{33}\) Exhibit 2.B.10: [Capilano Faculty Association](#)

\(^{34}\) Exhibit 2.B.11: Coordinator’s Manual

---
The CFA is the only body within the University where faculty as a whole may have a voice and form a collective point of view. This goal is facilitated by:

- general membership meetings on the first and third Tuesdays.
- 48 area stewards that meet monthly.
- Monthly meetings with the Chairs and Coordinators.

CAPILANO PERSONNEL

NON-FACULTY PERSONNEL

Capilano University has developed processes to ensure its non-faculty staff are successfully recruited and hired, and that they are able to successfully perform their duties, meet their objectives and manage and operate their respective areas and functions. The non-faculty employees include staff employees, covered by the COPE Collective Agreement35; exempt employees, those who are not part of any union; and administrators, who are deans, directors and managers; and the President’s Cabinet, which includes the President and Vice Presidents.

PRESIDENT AND VICE PRESIDENTS

Capilano employs the President and the three Vice Presidents under terms of their individual employment contracts with the University, and they are also covered by policies and procedures of the University. The President and Vice Presidents have comprehensive job descriptions, and compensation is addressed in the individual contracts approved by the PSEC, in alignment with the PSEC Executive Compensation Guidelines.36

ADMINISTRATORS

Capilano employs 53 administrators, and each department is managed by a dean or director. Deans or directors may have one or more managers reporting to them.37 Executive policies, procedures and Board Policies form the terms of employment for administrator employees. Compensation for deans, directors and managers is regulated by a classification and job evaluation system, which ensures that the compensation is commensurate with duties and responsibilities, thus ensuring internal equity.

A number of positions in the administrator employee group have professional designations, such as accountant, professional purchasing agents, and certified trade professionals. In order to maintain their designations, administrators are required to remain current on relevant rules, regulations, practices, and codes of conduct. This information is included in the job descriptions and job postings.

Generally, deans or directors report to the Vice President, Academic and Provost; Vice President, Finance and Administration; or the Vice President, International, External Relations and New Initiatives. They must account for the proper functioning of their departments and align their departments with the University goals and objectives.

35 Exhibit 2.B.12: COPE Collective Agreement
36 Exhibit 2.B.13: PSEC Executive Compensation Guidelines
37 Appendix C: Capilano University Organizational Chart
EXEMPT EMPLOYEES

Capilano employs 16 full-time and two part-time exempt employees. The exempt employees work in the Human Resources department and Benefits, as well as serve as Executive Assistants to the President and Vice Presidents. The terms of employment for exempt employees are delineated in the Executive policies and procedures and Board Policy B.504.

STAFF EMPLOYEES

Currently, Capilano employs 231 full-time (35 hours per week) staff employees, 49 part-time employees, and 64 temporary full-time or part-time staff employees. The terms of employment for the staff employees are contained in Executive policies and procedures, as well as the COPE Collective Agreement. Staff employee’s job descriptions fall under 128 classifications which are all accessible on the intranet; the staff employee’s classification, rate of pay, and internal equity are outlined in the Collective Agreement. A classification system similar to the system used for administrators ensures internal equity. As with faculty, the COPE employees’ compensation is outlined in the collective agreement, and provincial government policy determines all staff compensation.

JOB REQUIREMENTS

Capilano provides all employees (administrator, exempt, or staff) with job descriptions that specify the duties, qualifications, knowledge, skills, and abilities required for the position. Qualifications include the requisite education, as well as the technical and/or professional expertise required. The Human Resources department reviews job descriptions each time positions need to be filled to ensure that the job descriptions accurately reflect the duties of the vacant position, as well as adequately describe both the specificity and flexibility required for proper performance of the job. These job descriptions form the basis for job postings.

JOB POSTINGS

All positions are filled through a standardized hiring process, with minor differences in these processes among the different employee groups (staff, administrator and exempt). Regardless of the non-faculty employee group, when the University identifies a vacancy, the Human Resources Department reviews the job posting to ensure it is accurate and all requirements and salient points from the job description are included, such as minimum qualification and experience, key duties and responsibilities, and relevant conditions. The posting also includes information on how the application must be submitted, along with the required documents, such as a resumé and cover letter, as well as the deadline and where the posting must be submitted.

Both internal and external candidates are notified of job postings. All prospective internal applicants may see job postings registered on Capilano University’s intranet, with more detail available on the Human Resources – Employment Opportunities section of the intranet. In addition, job postings are posted on the bulletin Board located outside the Human Resources office and on other notice boards throughout the University.

---

38 See Exhibit 2.A.14: Executive Policies
39 See Exhibit 2.A.2: Board Policies
Capilano lists external postings on relevant sites that pertain to the vacant position. For example, a fundraising position may be posted on professional associations and websites relevant to fundraising positions. Similarly, Human Resources vacancies may be posted with the BC Human Resources Management Association, a provincial human resources professional association. External candidates can also find information on Capilano postings on Capilano University Employment Opportunities website.

Once the posting is complete, the Human Resources department manages the process to select successful candidates. Capilano University is implementing new application software, PeopleAdmin, to manage resumés and applications. This system will assist the Human Resources department to properly manage applications and expedite the process.

**SELECTION PROCESS**

The selection process varies slightly depending on the employee group (administrator, exempt, or staff). Capilano University’s Board selects the President’s Cabinet, and both the CFA and COPE Collective Agreements recognize that the President’s Cabinet should be selected in concert with wide consultation within the University community. The President’s Cabinet selection committee consists of an equal number of union representatives and administrators, and it may include Board representatives. The chair of the selection committee is the President. Staff and student representatives may also be included on the search committee to a number equal to the union representatives. In some cases, an external search firm may participate in the recruitment process. The Board has the ultimate authority to select the successful candidate.

Similar to President’s Cabinet hires, the hiring committee for administrators includes an equal number of union representatives and administrators. Staff and student representatives may also be invited, provided their numbers do not exceed those of the union representatives. In some cases, an external search firm may participate in the recruitment process.

For exempt and staff positions, the appropriate selection committee consists of the manager to whom the position would report, a representative from the Human Resources department, and possibly another administrator with whom this employee would work.

**HIRING PROCESS**

There are a number of hiring practices that are common for all employee groups. The first step is to shortlist candidates. This process is completed by the specific departments and—in the case of hiring administrators, staff and exempt positions—the Human Resources department provides assistance and guidance. In some cases where it is deemed appropriate, short-listed candidates are tested on relevant software and computer applications prior to the interview process.

Next, a selection committee of appropriate representatives from the specific department and the Human Resources department are brought together to initiate the more detailed review of candidates.

---

40 Exhibit 2.B.14: BC Human Resources Management Association
41 Exhibit 2.B.15: Employment Opportunities on Capilano University Website
42 Exhibit 2.B.16: CFA Collective Agreement
43 See Exhibit 2.B.12: COPE Collective Agreement
The Human Resources department assists the specific department in the proper preparation of interview questions and coaching on appropriate interviewing techniques, common flaws and biases to avoid, as well as a review of inappropriate or illegal questions to avoid.

All employee group hires involve a construction of the selection committee, assessment of candidates, interviewing, reference checks and, where appropriate, testing. A selection committee is comprised of individuals to allow for appropriate input from different employee groups to ensure proper assessment of candidates. Typically, a representative from the Human Resources department participates on the hiring committee.

In the interview, behavioral questions are asked of the candidate. Once an interview is complete, the committee deliberates and reviews the candidates on a standardized interview review form. Once the potential successful candidate is chosen, the candidate is requested to provide a minimum of three references who have supervised the candidate in the relevant area, and Capilano conducts a minimum of two reference checks. Once the candidate is selected, Capilano makes an employment offer. In some cases, offers may be made subject to the completion or provision of a document.

Upon hire, the successful candidate receives an appointment letter which outlines the employment contract details and orientation. The appointment letter outlines the employment terms and includes relevant policies. The appointment letter for staff employees includes a reference to the COPE Collective Agreement.

**JOB PERFORMANCE AND EVALUATION**

Periodic performance reviews are an important vehicle by which Capilano and its departments communicate key goals and objectives. Administrators serve a one-year probationary period, with a six-month review, and are then evaluated annually. Every four years the employee receives a 360° review. In a 360° review, the employee and supervisor agree on a list of individuals who will be asked to fill out a standard questionnaire about the employee’s performance. The list includes people working with the employee across the full range of working relationships. The supervisor compiles survey responses and includes them in the overall evaluation of the employee.

Exempt employees serve a one-year probationary period, with a six-month review, and thereafter are evaluated every two years.

The University is currently in the process of developing a performance evaluation process for staff employees. This evaluation process will include an employee self-assessment and manager assessment. The development of the performance evaluation has been a consultative process which has involved executive management, directors and managers, employees, and the COPE Union. The performance evaluation will be implemented in October 2012.

In all reviews, regardless of employee group, the criteria evaluated are those required to be successful in the position. These include not only the technical and specific duties and responsibilities that must be performed, but also include the values that must be exhibited in order to perform in a manner that leads to success in the position. The information collected in the performance reviews is communicated to the employee being reviewed, with the goal to improve and correct performance and to continue to align the employee’s performance with the goals and objectives of the department and University.
PROFESSIONAL GROWTH AND DEVELOPMENT

Ongoing education and development for all employee groups is a priority for Capilano University. Staff and exempt professional development is funded through each department’s operating budgets to ensure that professional development activities align with the priorities of the departments. In addition, the Human Resources department has a budget for training programs that span across different departments. One such training program is time management, to assist employees in identifying priorities and managing their work.

Collectively, administrators are allocated $18,000 annually for professional development, as outlined in Board policy B.503 and further explained in the terms of reference. A committee of three, overseen by the Director of Human Resources, reviews the requests along with the terms of reference professional development policy criteria, and then approves appropriate professional development. Criteria considered when approving these requests include where the applicant can describe the corresponding benefit to the University, especially as these benefits relate to Capilano’s core themes, strategic directions, and goals.

STORAGE OF EMPLOYEE FILES

The Human Resources department is responsible for securely maintaining all employment related files. All electronic employment documents—including résumés, evaluations, and employment letters—are stored in a secure directory, accessible only by the Human Resources department. All hard copy documents are stored in locked files and maintained by the Human Resources department; hard copy files for the regional offices are stored and maintained in North Vancouver in Capilano’s Human Resources offices. Human Resources keep all disability management files in a locked filing cabinet and store all electronic copies in a location accessible only to the Human Resources Manager.

CAPILANO FACULTY

Capilano has a commitment to small classroom size—capped at approximately 35 students per class—to allow for high-quality teaching and personalized attention to students: both hallmarks of a Capilano quality educational experience. Capilano determines the number of faculty required to fulfill its goals by reviewing the annual program budget, which is aligned to the Capilano Institutional Learning Outcomes (see also Chapter One).

Currently, Capilano employs 785 faculty members. Of these faculty members, 314 are classified as regular full-time and part-time faculty, and 440 non-regular faculty. Regular full-time faculty members have a workload of eight sections per year. Regular part-time faculty members work a minimum of four sections per academic year. Non-regular faculty members do not have a minimum number of sections they teach; there are faculty members who teach courses where they have a specific specialty or skill, or where there is a short-term increase in demand or in areas necessary to backfill regular full-time and part-time faculty.

44 See Exhibit 2.A.2: Board Policies
**FACULTY QUALIFICATIONS AND COMPENSATION**

The overall faculty qualifications are determined by the Senate, and the relevant deans and departments determine specific qualification and competencies. The Senate policy requires that Capilano University requires a minimum of a Master’s degree, and that a PhD is preferred. In some areas—and where deemed appropriate by the Vice President, Academic and Provost—different educational requirements or substantial experience in an applied field for skills-based programs may be acceptable. Many faculty members, particularly in the Arts and Sciences, hold doctorate degrees and also perform outstanding current research in their fields.

The compensation for faculty is standardized throughout post-secondary teaching institutions within BC by the provincial government; there is a standardized salary grid that ensures internal and external equity [see 7.3 in the CFA Collective Agreement].

**HIRING AND REALLOCATION OF FACULTY**

The deans, faculty, and Human Resources department facilitate the placement and reallocation of faculty members. The processes to hire and reallocate faculty are outlined on the Capilano University intranet site, the CFA Collective Agreement, and further explained in the Coordinator’s Manual. A Coordinator is a faculty member elected by the faculty within the area (and then appointed by the dean) to perform the various functions best handled at the department level; these functions are spelled out in the collective agreement. This is a rotating position, so ongoing training is necessary.

The Deans administer faculty hiring processes, with support from Human Resources. When Capilano determines a new position is required, the relevant dean articulates specific qualifications and competencies, and then he or she produces a job posting from this assessment. The dean forwards the job posting to Human Resources, which reviews the posting to ensure that all required elements are included, and then posts the job publicly on the Capilano University Employment Opportunities website and on applicable websites as determined by each Faculty. For example, the Faculty of Tourism may post job postings on sites specific to the industry such as LinkBC. Postings are standardized and clearly outline the information required and application instructions.

All applications are reviewed and managed through a standardized selection process outlined in the CFA Collective Agreement and the Coordinator’s Manual. The interviewing process starts with the creation of a hiring committee, comprised of the dean and three faculty members from the relevant department or functional area. The department, as facilitated by the Coordinator, requests faculty to participate in the selection committee. The dean and department meet to ensure there is a common understanding of the position being filled, develop interview questions, including behavioral questions, and assess all submissions to determine a short list of candidates to be interviewed. Only those candidates who meet the minimum qualifications are considered for interview.

---

45 See Exhibit 2.A.8: Senate Policies (S2006-02)
46 Exhibit 2.B.17: Scholarly and Creative Activity Directory
47 See Exhibit 2.B.16: CFA Collective Agreement
48 Exhibit 2.B.18: LinkBC
The selection committee interviews, discusses and ranks candidates to determine the successful candidate, if any. References checks are then conducted by the Coordinator, who shares results with the selection committee. This committee then recommends the successful candidate to the President, who makes the final hiring decision.

**REDUCTION OF WORK AND REALLOCATION OF FACULTY**

As with the hiring process, the decision to reduce faculty positions is based on the academic and budgetary considerations. The reduction process is facilitated by the Deans, Departments and the Human Resources department as outlined in the Collective Agreement and the Coordinator’s Manual.

Qualifications are the primary factor considered in determining which faculty will face a reduction in work. The program must have faculty members with the required qualifications that can deliver the remaining courses. Therefore, in circumstances where reduction of faculty is required, those faculty without the required qualifications will face a reduction of work or, in certain circumstances, elimination of work. In the event that there are more than one faculty member that can provide the course work required, the least senior faculty member would face the reduction in workload.

The Collective Agreement provides opportunities to faculty members to increase their workload and/or replace workload lost through reduction of work provided they have the qualifications and provided the Collective Agreement provisions, such as seniority, permits them to be eligible for such work.

**FACULTY TERMS AND CONDITIONS**

Faculty members have a number of resources available to them to be informed about their employment relationship. First and foremost, newly hired faculty members receive an appointment letter confirming relevant employment information, such as their workload. In addition, all new faculty members receive an orientation to the University. This includes information on online communication, health and safety, benefits, and payroll. The Capilano Faculty Association collective agreement contains generic job descriptions for the main types of faculty employees. The Capilano intranet is a valuable tool to keep all faculty members apprised of important information.

**FACULTY EVALUATIONS**

Faculty evaluations are an important vehicle to communicating expectations, ensuring that faculty are delivering quality programs, and correcting any performances issues. The evaluation process is regular, systematic, comprehensive, and conducted in a collegial manner. The process itself is managed by the department via the Coordinator and is overseen by the Dean. The evaluation process, including the timeline and criteria, is outlined in the Collective Agreement and in the Coordinator’s Manual. The Human Resources department and the Deans conduct training seminars to ensure that the evaluation process is conducted appropriately and meets the objectives. At the conclusion of the evaluation process, the Human Resources department ensures all the information is collected, processed, recorded, and stored appropriately.

---

50 Exhibit 2.B.19: Sample of Faculty Evaluation materials

All probationary faculty members are evaluated each year during their two-year probation period. Post-probationary faculty are evaluated every three to five years, unless the Dean determines that a valid reason for conducting additional evaluations.

The collective agreement clearly outlines areas of faculty effectiveness, as do the Coordinator’s Manual and evaluation tools—such as the Coordinator’s report and student evaluations. These specific articulations of effectiveness ensure that the faculty member being evaluated—as well as the Departments and University—have a common understanding of what constitutes faculty success.

Areas of faculty effectiveness fall into the following categories:

- the faculty ability to relate to students
- the faculty in relation to assignments
- the faculty in relation to their subject or area of specialty
- the faculty in relation to other members of the University community
- the faculty in relation to the University

The following materials, including those that provide evidence of teaching effectiveness, are collected for the evaluation:

- student questionnaires, which are conducted on a minimum of two classes per evaluation
- a faculty colleague report based on a classroom visit
- reports submitted by fellow faculty members
- submission by the faculty member being evaluated
- materials added by the Dean or President

The Coordinator collects, assesses and then produces a report on all the material collected. This evaluation file is forwarded to the Evaluation Committee for a final recommendation to the Dean.

The Evaluation Committee, normally comprised of three faculty members from the area, works to ensure that the evaluation process is collegial. The Evaluation Committee reviews the information collected by the Coordinator and reviews the Coordinator’s assessment. The Evaluation Committee then makes a recommendation as to whether the evaluation is satisfactory. In circumstances, where faculty members are deemed less than satisfactory, the Collective Agreement specifies numerous options to address the faculty member’s performance depending on the circumstances of the evaluation. These options are:

- notification and guidance, where a committee is created to assist the faculty with identified areas for improvement;
- mentorship, where the Coordinator and faculty decide on a mentor to support the employee in developing his or her teaching;
- a further review and possible extension of probation; or
- termination of employment.

These evaluation processes ensure that Capilano University is able to attract, hire, retain, and support qualified faculty members, and that faculty are able to successfully perform their duties and meet their objectives.
ACADEMIC FREEDOM

Capilano University’s Academic Freedom statement can be found in Senate Policy S2003-01. The Senate Curriculum Committee rigorously reviews course outlines to ensure, among other things, that scholarship is presented fairly, accurately and objectively, and that the sources of intellectual property and personal views, beliefs and opinions are identified.

INSTITUTIONAL INTEGRITY

Members of the Capilano University community embrace individual responsibility for institutional integrity, which is included as one of the core values of the institution. Information about programs is available in print and on the web, and is regularly updated. Capilano’s Marketing and Communications department produces print materials and news releases written by our Marketing and Communications department (see Capilano University Newsroom). These areas work closely with each other and with the Registrar’s Office to maintain accuracy and consistency of information. Wherever possible, information available on University websites is linked to one source or database that is kept updated.

Another Capilano core value is an ethic of fairness. This commitment to high ethical standards is further articulated in codes of conduct for Board members, for employees, and for students; all of these policies are made available on Capilano’s website. The Board adopted a whistleblower policy in 2009. The University also has policies on conflict of interest for Board members and for faculty members and Capilano revised the Faculty–Student conflict of interest policy in 2010. Ownership and use of materials created by faculty members is defined within Article 12 of the faculty collective agreement and Board Memo 11.

Other policies that protect constituencies from inappropriate influences, pressures and harassment include: Executive Policy #1047 - Employee Conduct - Sexual - Personal harassment - Disruptive Students; Board Memo 028 - Discrimination - Sexual Harassment; and Board Memo 055 - Protected Disclosure - Whistleblowers.

Capilano University publishes information about its accreditation status on its public website under Accreditation. The candidacy status is stated there, as well as postings of the University’s submissions to NWCCU and the reports from the evaluation committees.

Contractual agreements with external entities must conform to the BC Government Procurement & Supply Services standards, including the New West Partnership Trade Agreement. The University works with the BC Risk Management Branch to acquire written acceptance of indemnification clauses in contracts and to help mitigate any potential risks. Contracts must also comply with Board Policy 9, Tenders-Acceptance, Senate Policy S2009-07, and the Contract and/or Grants Routing. These policies and procedures ensure accuracy, the ability to deliver services as outlined, a budget for the proposed work, conformity with the laws of BC, and acceptance by the provincial government.

---

52 See Exhibit 2.A.8: Senate Policies
53 See Appendix A: Board Policy B.101: Vision, Values, Mission, Goals and Strategic Directions
54 See Exhibits: 2.A.2 Board Policies; 2.A.8 Senate Policies; and 2.A.14 Executive Policies
“I WAS INITIALLY ACCEPTED TO ANOTHER UNIVERSITY, BUT I CHOSE CAPILANO BECAUSE OF THE SMALL CLASSES THAT GIVE STUDENTS MORE CHANCE TO INTERACT WITH THE INSTRUCTORS AND BUILD FRIENDSHIPS WITH FELLOW CLASSMATES. THE SUPPORTIVE TEACHING APPROACH HERE HAS US WORKING IN TEAMS, AND THIS INFLUENCES OUR WAY OF INTERACTING WITH OTHERS IN AND OUTSIDE THE CAMPUS, HELPING ME BUILD LASTING LEADERSHIPS SKILLS.”

—NOUF MAJED ALKUSAYER

Capilano University provides a diverse and high-quality curriculum that responds to student, industry, and regional demands. The school attracts students from around the world who are drawn to Capilano’s commitment to teaching and learning, a commitment that manifests in vibrant, interactive classes that foster student engagement and leadership. In line with Capilano’s mission, the University strives to enable all students from a variety of backgrounds to succeed in this student-centered, teaching-driven environment.55

GENERAL EDUCATION REQUIREMENTS

Canadian post-secondary institutions typically do not have extensive general education or core curriculum requirements for undergraduate baccalaureate degrees. While colleges and universities in the United States often have as much as 30-50% of the total credits needed for BA completion taken as general education requirements, Canadian universities more typically require few general education courses. This tradition has posed a challenge for Capilano University throughout the NWCCU candidacy, as it is not inherently obvious where the skills and learning outcomes generally associated with core curriculum requirements are featured within the 11 baccalaureate programs and numerous diploma and certificate programs at Capilano.

Capilano, like most Canadian universities, has a modest set of general education requirements. Capilano University’s General Education Requirements (GERs) stipulate that all programs of 30 credits or more include a minimum of three credit-hours of English or Communications courses, 45 hours of instruction in computation, and 45 hours of instruction in human relations. Any programs that have no specific courses related to computation and human relations must instead have documented embedded instruction in these areas.56

So that the entire community is apprised of Capilano’s goals for education, the Registrar publishes the broad general education outcomes in the academic calendar, along with program learning outcomes for individual areas.

55 Appendix D: Capilano University Programs Organized by Faculty and Credential
56 See Exhibit 2.A.8: Senate Policies (S2009-03)
INSTITUTIONAL LEARNING OUTCOMES

Most Capilano’s programs have been using outcomes-based curriculum for many years. For example, in 2003 the school of Business developed an abilities based framework based on the model used at Alverno College in Milwaukee. Prior to that time, curriculum had been developed around Capilano’s own abilities based outcomes. In large part due to NWCCU candidacy—and thus an emerging understanding of the efficacy institutional-level learning outcomes with regard to enhanced accountability and continuous quality assurance—Capilano University engaged in a collaborative process that spanned all academic programs to identify those student learning outcomes essential to the University’s institutional mission and goals. (See also Chapter One.)

Capilano’s 2009 strategic planning process allowed the University community to focus on a set of outcomes that had university-wide application. Through that process, Capilano identified seven Institutional Learning Outcomes: broad areas of learning in all programs intended to give students the knowledge and skills necessary to be successful in their chosen endeavors. Capilano now expects all programs to identify and assess expected student learning outcomes in the following areas:

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

Program areas have applied these outcomes in the context of their own programs and have built assessment of these defined outcomes into their assessment plans. (See Chapter Four: Assessment.) Program student learning outcomes are also posted on Capilano’s website. Capilano also now requires program learning outcomes be included on any new program proposals or program revisions prior to approval by the Senate Curriculum Committee. Also, Capilano faculty members are now expected to identify course learning outcomes on course outlines, which they provide to all enrolled students.

DEGREE PROGRAM DESIGN

(See also Chapter Three: Institutional Planning for a description of the degree design process in alignment with core themes; see also Chapter Five: Adaptability, for examples of how Capilano develops new programs in response to student and community demand.)

Under the University Act, the Capilano Senate is charged with the authority to set curriculum content and criteria for awarding credentials. Degree programs at Capilano conform both to Senate policy and approval by the provincial Degree Quality Assessment Board (DQAB). Both institutional and provincial processes address breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are established in institutional policy and posted on the University’s website.

57 Exhibit 2.C.1: Sample Course Outlines
58 See Exhibit P.1: University Act
59 Exhibit 2.C.2: DQAB website
Faculty members play a key role in the design, approval, implementation, and revision of curriculum through their academic programs and through the Senate Curriculum Committee (SCC). Although the current chair of the SCC is not a faculty member, faculty members play a major role in the curriculum approval process. These roles are outlined in Senate policy S2009-05, Program Approval Process. Further, all instructors assume responsibility for fostering and assessing student achievement against course and program level student learning outcomes.

The Bachelor of Legal Studies (Paralegal) is an example of a degree initiated and developed by faculty. For over three decades, Capilano University has offered a part-time Certificate credential (both onsite and online) and a full-time Diploma credential. These programs allowed students with various education levels and work experience to attain a credential and employment as a paralegal. The graduates had been very successful and highly regarded by British Columbia law firms and other employers, including departments and agencies of both the federal and provincial governments.

However, recognizing the benefits to students—such as allowing students to commence their paralegal studies at an earlier age (without the post-secondary work experience or education required by the other credentials) and acknowledging the high level of theoretical and practical training in the curriculum—program faculty began to develop the degree credential. After much internal discussion at the University, the program faculty then discussed the concept with the Law Society of British Columbia, the BC Paralegal Association and an External Advisory Committee comprised of lawyers, paralegals and Human Resource professionals from a wide range of employers in the legal industry. The program faculty and Chair were responsible for developing this degree, its curriculum, and they steered the credential through the approval process with eventual approvals at all levels, including Capilano’s Senate and Board, as well as BC’s provincial Degree Quality Assessment Board. The Bachelor of Legal Studies degree is unique in that it is the only such credential offered in Western Canada and just the second such degree in all of Canada.  

RECRUITMENT AND ADMISSION

Capilano recruitment efforts take various forms. University recruiters take part annually in numerous high school visits, career and education fairs, and community-based events throughout the region. On campus, the recruiters host “Explore Capilano” evenings several times a year, providing prospective students and their families an opportunity to tour the campus, attend a presentation and interact with faculty and staff in person. The recruiters and a dedicated group of student leaders also provide general and customized tours for visitors to campus throughout the year.

The recruitment office provides information on the university website and is active in social media. The recruiters have a significant role in planning and hosting major events, including the University’s high school counsellors’ conference and new student orientation, and they play a support role in many recruitment-related events organized by individual faculties.

Individual program areas host a wide variety of information evenings and other events for prospective students on campus and in the community, offering an opportunity to meet with faculty, staff, and current or former students. Representatives from the programs attend career and education fairs with the University recruiters. Program coordinators and convenors liaise with program applicants, inviting them to campus to discover more about the University. For example, the Faculty of Arts and Sciences

---

60 Exhibit 2.C.3: Bachelor of Legal Studies Final Degree Program Approval
hosts an annual event for all accepted students and their families, featuring information booths, presentations, and refreshments.

The University also publishes an annual Viewbook\textsuperscript{61} that includes program descriptions, admission requirements, application procedures, and web addresses and phone numbers for more information on programs and services. This publication is provided on request or at the events that recruiters attend.

Capilano establishes program admission requirements\textsuperscript{62} to ensure that matriculated students have the greatest potential to benefit from their programs of study. The Registrar’s Office employs multiple academic advisors available on a daily basis to students, and these advisors also make regular visits to the two regional campuses to meet with students.

**CATALOG**

Capilano University publishes a calendar\textsuperscript{63} (catalog) online once a year and also provides updates online so students have access to the most recent information. As part of the Capilano web site improvement project, the new program website pages are designed to include up-to-date program information.

The calendar may be accessed from the University home page, as well as other access points. The calendar itself includes information about services for students (i.e. advising and financial aid and awards), program information (i.e. admission requirements and process, program profile), and course descriptions. Programs intended to prepare students for specific employment—such as Early Childhood Care and Education, Music Therapy, and Health Care Assistant—include information on their web pages about licensing, registration, and career opportunities.

Capilano links admissions information and course descriptions directly to a database in the Registrar’s Office to ensure currency and consistency of information. The calendar also has links to information available elsewhere on the University site, including the academic schedule; academic policies and procedures (including the grading policy); and tuition and other fees. The course schedule and fees search tool also calculates the total term cost for students.

**CREDIT FOR PRIOR LEARNING**

Capilano credit and credentials are granted based on student work that meets established achievement criteria based on learning outcomes. Many programs have a long history and tradition of University transfer, and these program outcomes are regularly vetted for equivalency. The institutional policies that govern the awarding of credit and credentials are described in Senate policy S2009-03\textsuperscript{64} (see also Chapter One: Senate Policies).

British Columbia has a well-established comprehensive system for the transfer of first- and second-year courses, coordinated by the BC Council on Admissions and Transfer (BCCAT)\textsuperscript{65}. The Registrar’s Office receives requests for transfer credit or articulation of courses from other institutions, and faculty in the

\textsuperscript{61} Exhibit 2.C.4: Capilano University Viewbook
\textsuperscript{62} See Exhibit 2.A.13: Admissions Requirements
\textsuperscript{63} Exhibit 2.C.5: University Calendar
\textsuperscript{64} See Exhibit 2.A.8: Senate Policies (S2009-03)
\textsuperscript{65} Exhibit 2.C.6: BCCAT
appropriate area evaluate equivalency. This process is described in the University Calendar. After a course has been articulated for transfer, the information is entered into the BCCAT database. Students can go to the BCCAT website to find out how a particular course transfers to other institutions in BC.

Capilano’s policies and procedures governing transfer credits are delineated on the Registrar’s web page. Virtually all of the lower-level arts and sciences courses and many other lower-level program courses in BC are articulated through BCCAT. This articulation process is supported by annual discipline-specific meetings attended by faculty representatives from all of the public post-secondary institutions in the province. Faculty members in the appropriate areas evaluate requests for non-articulated courses and the outcomes are added to the Capilano database for all future requests of the same course.

Education Council (Senate’s predecessor) Policy EC2002-0 covers assessment of prior learning at Capilano, and this policy is currently under review by the Senate By-law Policy and Procedure Committee. Capilano awards credit dependent upon the student’s ability to demonstrate the learning outcomes of the course. Evidence may include documentation, an interview, oral presentation, or portfolio and must meet the additional criteria of validity, sufficiency, authenticity, currency and reliability. Students must be admitted to the University to apply for PLA; faculty members in the program area in which the student is seeking credit are responsible for assessing the student’s demonstration of the learning outcomes.

All approved transfer credit is noted on the permanent student record. While the credit awarded does not affect the grade point average, the credit will be included in the total number of credits completed and may be used to complete Capilano credential requirements if applicable. Senate policy S2009-03 addresses credit limits of transfer credit for graduation requirements.

**PROGRAM CANCELLATIONS**

Capilano implements program cancellations on a timeline that allows current students to complete their course of study. Changes to program requirements include new profiles for students at each point in the program.

Program cancellations are rare but do occur when programs are not meeting the needs of the students and the community. For example, Capilano cancelled its Horticulture Program due to low enrollment. The program became less relevant during a provincial economic era when students could be employed as gardeners and/or in related horticultural professions without certification.

**DISTANCE EDUCATION**

Capilano’s online courses and programming started in 1997 in the Paralegal Certificate Program. Capilano faculty created the curriculum and taught the courses. Since then, Capilano continues to develop online courses that are taught throughout various university programs. For example, Psychology, Early Childhood Care & Education, Applied Business Technology, and Legal/Paralegal Studies all offer distance-learning options. Capilano’s Institutional Research compared student grade outcomes of courses delivered in traditional and mixed mode formats and found that; overall, course completion rates and student success rates were similar across traditional, mixed mode, and online course delivery.  

66 Exhibit 2.C.7: Course Delivery and Student Outcomes 2010
In 2001, the provincial government established BCCampus to promote and support the development of online education in British Columbia. Capilano University participated in a collaborative between 12 provincial universities and colleges. Faculty at each institution worked cooperatively to create courses for Applied Business Technology Certificate Programs, including: Accounting Assistant, Medical Assistant, and Legal Administrative Assistant. The students register at their choice of home institutions but the courses are taught by faculty from any of the institutions participating in the collaborative. This system allows for resource sharing among universities to ensure quality and diverse offerings for all students.

**CONTINUING EDUCATION AND NON-CREDIT PROGRAMS**

In line with the University’s mission—and in particular, its core theme of Community Engagement—the Continuing Education division provides quality programs and services that recognize an individual’s desire to continually learn, grow, and contribute. The following selected examples demonstrate how Continuing Education offerings enable students—from both the University and the surrounding community—to succeed in their ongoing education, in their chosen careers, in their lifelong pursuit of knowledge, and in their contribution as responsible citizens.

**CONTINUING EDUCATION OFFERINGS**

<table>
<thead>
<tr>
<th>Portfolio Development</th>
<th>Portfolio development courses assist the K-12 or University entry student to produce required portfolio pieces for entrance into the University’s IDEA, Commercial and Digital Animation, and Studio Art programs. Personalized instruction, in-class assignments and projects are led by University faculty.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Graphic Design</td>
<td></td>
</tr>
<tr>
<td>• Creative Mediums: Image Creation</td>
<td></td>
</tr>
<tr>
<td>• Life Drawing</td>
<td></td>
</tr>
<tr>
<td>• Studio Arts Portfolio Preparation – 2D and 3D</td>
<td></td>
</tr>
<tr>
<td>PMP/CAPM Certification Preparation Workshop</td>
<td>PMP Certification from the Project Management Institute is the industry standard for demonstrating competence and a solid foundation of project management skills. This workshop prepares students to write the PMI Project Management Professional (PMP) certification exam or the Certified Associate in Project Management (CAPM).</td>
</tr>
<tr>
<td>Eldercollege Program</td>
<td>A self-directed leadership model program for those 55 plus that has at its heart the sheer joy of learning and a wish to continually grow intellectually and socially. Volunteer peer-led and guest-led programming includes titles such as: <em>Exploring Science, Opera Highlights, Urban Change: Ideas and Proposals Impacting Metro Vancouver, and History: Royal Absolutism and Freedom.</em></td>
</tr>
</tbody>
</table>
CREDIT-FREE ACTIVITIES

Continuing Education, through Extension Programs and Services, also offers credit-free activities, in accord with Board Memo 15. These credit-free activities differ from credit activities in terms of the student target group, admission requirements, course prerequisites, student time commitment and contact hours, the depth and complexity of curriculum, student evaluation, funding, credentials awarded, and possible administrative requirements. Continuing Education consults with University’s Faculty before offering credit-free activities, and the division respects requirements of the Capilano University Faculty Association Collective Agreement, as well as relevant Executive and Senate policies.

In 2011, the Senate approved the Continuing Education Units (CEU) system of recognition for studies that have been developed and passed by Senate.

CONTINUING EDUCATION COURSE RECORDS

Currently, the Continuing Education division maintains course history and course records through the Banner/SunGard ERP system. Internal management flows from course inception/creation to course/section delivery. Basic course information is created and held at the course level in Banner indefinitely. The learning outcomes of specific course offerings are more greatly defined at the section level in the system.

STANDARD 2.D - STUDENT SUPPORT RESOURCES

Capilano students vary in their educational maturity, academic preparation, and clarity of purpose, and so the University offers a full range of support services, including:

- Academic Advising
- Financial Aid and Awards
- Counseling
- Disability Services
- First Nations Students’ Services
- Career Resource Centre
- Student Employment Services
- Centre for International Experience
- Writing Centre
- Mathematics Learning Centre
- Computer Learning Centre
- First Nations Student Lounge
- Designated Prayer/Meditation space

---

67 Exhibit 2.C.8: Extension Programs and Services
68 See Exhibit 2.A.8: Senate Policies (S2009-04, S2009-05, S2009-06) and Exhibit 2.A.14: Executive Policies (E.305)
69 Exhibit 2.C.11: Capilano University Continuing Professional Education
The Ministry provides a grant to provide assistance to students with disabilities, should they require additional services, such as a professional who can provide sign language interpretation. A full list of services available to students, faculty and staff is accessible on the Capilano website’s home page.  

ACADEMIC ADVISING

Academic Advising services at Capilano University are available through advising in the Registrar’s Office and the Centre for International Experience at the North Vancouver campus. In addition there is a part time Advisor at the Sunshine Coast campus and an Admissions and Academic Advisor Officer (AAAO) visits and serves the Squamish campus every month. General admission and registration information is provided to students at the counter by Admissions, Advising and Registration Assistants and the AAAOs provide in-depth academic and admission advice to current and prospective students.

The North Vancouver campus provides advising by appointment, drop-in and phone every day. The office also provides information to students via e-mail. Last year the Registrar’s Office implemented a new appointment scheduling system that allows the advisor to enter advising notes and comments into the system, which students can view through their student account on line. The system also allows both the advisor and the student to monitor their appointment history. Our current phone system allows tracking of call volume this information assists our office in planning for phone coverage.

In addition to one-on-one advising, group advising sessions are offered for topics including course planning for newly admitted students and “Transfer Tips” workshops for students in transfer programs. Visits are also made to local high schools to meet with potential students and the advisors support the Capilano recruiters during the hosting of monthly “Explore Capilano” evenings.

A 2010 survey of students new to Capilano indicates that 88% of students are satisfied with the Academic Advising process compared with 68% reporting satisfaction in 2006.

FINANCIAL AID

Capilano University is committed to providing effective financial support to students. Student loans are administered provincially through StudentAid BC; the University’s Financial Aid and Awards office provides information on this joint federal-provincial program, including links to the online application form. The office also provides information on financial planning, including budget worksheets and discussion of a variety of approaches to financing an education. Capilano University also welcomes U.S. students through Veteran’s Affairs and private lender agreements.

Students receiving financial assistance through StudentAid BC are provided with documentation that outlines repayment obligations as well the StudentAid BC website outlines the loan recipients’ rights and responsibilities. Student loan default rates are publicly available through the government website.

The Capilano University Foundation actively works with donors to secure additional financial assistance for students. All bursaries, awards, and scholarships are governed by agreements with donors, with criteria based on parameters provided by the University. Individual gift agreements are negotiated with donors with the involvement of Financial Aid to ensure criteria meet with University procedures for

---

70 Exhibit 2.D.1: Capilano Student Support Services
71 Exhibit 2.D.2: Capilano University Student Services Experience 2010
adjudication and with the involvement of relevant deans or faculty to ensure they meet the needs of programs. A wide variety of these scholarships, awards and bursaries can be found on the Capilano website.  

The Student Services survey finds and 93% of students are satisfied with the service, knowledge, and professionalism of Financial Aid services.  

FIRST NATIONS STUDENTS’ SERVICES  

Capilano has seen a steady increase in enrollment of First Nations students over the last five years, and the University has doubled the number of First Nations graduates. Capilano’s First Nations Student Services department provides direct services to First Nations students in a variety of ways, including assistance with course selection and registration, and information about University resources. Counselors meet with students in the department office and through informal connections in the First Nations student lounge and at campus events. The team offers assistance to First Nations students attending Capilano University in North Vancouver, Sechelt, Squamish and Tzeil Learning Centre in Mt. Currie.  

Within the mainstream population, First Nations communities continue to have the highest increase of youth population in the Vancouver area, so outreach has been a priority for this department, with attendance at numerous First Nations community events, as well as high school visits and hosting high school students on Capilano’s campus. The department liaises with First Nations band offices, communities, schools and instructors regarding personal and educational matters. Capilano offers a wide variety of workshops and cultural events throughout the school year for not only First nation’s students, but also for the campus in general, providing an opportunity for dialogue and knowledge sharing.  

Capilano University is part of the Coastal Corridor Consortium (C3). The C3 is made up of volunteer board members who, as stakeholder representatives, work collectively to improve levels of participation and success for Aboriginal learners in post-secondary education and training in the Coastal Corridor (Lower Mainland and Sunshine Coast) region of British Columbia. This consortium has been working together for over four years, and it has provided numerous programs/courses, and support to First Nations learners.  

---  

72 Exhibit 2.D.3: Financial Aid Website  
73 See Exhibit 2.D.2: Capilano University Student Services Experience 2010
Capilano University is the destination of choice for approximately 600 international students from approximately 50 countries each year. Capilano has recently set a three-year strategic goal of increasing international enrollment by 50%. Other international student goals include diversifying the source countries represented by Capilano’s international students and diversifying the programs areas they choose to study.

These goals have been established in support of the University’s values for diversity and creating a culture of inquiry. The University also recognizes that the integration of domestic and international students creates an environment that fosters open engagement with ideas and respectful engagement with each other. This engagement helps prepare students for success in future education, chosen careers, lifelong pursuit of knowledge, and contributions as responsible citizens in a rapidly changing and diverse global community.
**International Students**

<table>
<thead>
<tr>
<th></th>
<th>Full-Time/Part-time based on <strong>12 credits</strong></th>
<th>Full-Time/Part-time based on <strong>9 credits</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
<td>Part-time</td>
</tr>
<tr>
<td><strong>Fall Term</strong></td>
<td>&gt;= 12cr</td>
<td>&lt;12cr</td>
</tr>
<tr>
<td>2008</td>
<td>346</td>
<td>209</td>
</tr>
<tr>
<td>2009</td>
<td>391</td>
<td>210</td>
</tr>
<tr>
<td>2010</td>
<td>422</td>
<td>238</td>
</tr>
<tr>
<td>2011</td>
<td>399</td>
<td>266</td>
</tr>
</tbody>
</table>

Successful internationalization efforts requires a skilled and dedicated team. The University employs international specialists and supports their ongoing professional development through attendance at conferences, workshops, training, and seminars to ensure a high standard of care is available to international students through each stage of the student life cycle.

**CENTRE FOR INTERNATIONAL EXPERIENCE**

The Sheldon Trainer and Emelda Wong Centre for International Experience (CIE) and its team of professionally skilled international practitioners are responsible for fostering much of the University’s internationalization efforts. The division title reflects the University’s holistic approach to internationalization that facilitates:

- recruitment of international students and the provision of specialized support services for domestic students;
- the recruitment and preparation of domestic students for various international experiences such as semesters abroad, field schools, international service learning opportunities;
- establishment of strategic alliances that create program pathways for students who wish to come to Capilano;
- integration of international and domestic students so all benefit from Capilano’s diversity.

These initiatives—along with the international development objectives established in some educational units, such as School of Tourism initiatives in Vietnam—create opportunities for faculty, staff, and students to engage in an international experience and contribute to their overall university experience. These efforts also contribute to the University’s commitment to its seven broad learning outcomes.

**INTERNATIONAL STUDENT RECRUITMENT AND ADMISSION**

In 2011, the CIE developed a strategic recruitment plan for international students that set out 11 strategic priorities to increase focus its efforts. These priorities addressed structure, target markets, programming, strategic alliances, pathways, and professional development along with marketing and recruitment plans based on defined target markets.
The CIE is now working to complete a strategic International Enrollment Management (IEM) plan\textsuperscript{74} to addresses each stage of the international student life cycle beginning with recruitment (2011); admissions process (under development - 2012) conversion priorities (scheduled for 2013); and a first-year transition program (2012), which features activities such as orientation, social and recreational activities, academic support, and community integration; and alumni engagement (2014). The outcome of these efforts will contribute to the CIE’s ability recruit, admit, register, and retain high quality international students in an effort to meet ambitious international student enrollment goals.

The CIE participates in a range of recruitment practices from inclusion on the university website to participate in international education seminars and events. The recruitment team meets with students, parents, and schools to promote the University programs and provide advice about study in Canada at Capilano University. The decision to send an international student to Canada for study often reflects a significant family commitment aimed at supporting their goal of pursuing a post-secondary education abroad. These families rely on the University to utilize ethical recruitment practices in an internationally competitive environment.

Admission practice is also time sensitive for international students who have the burden of applying for visas and study permission from their home country and Canadian government agencies following their admission to the University. This requires expedient admissions practices without compromising rigor and quality of applicants and subsequent registrants.

**DIVERSITY OF INTERNATIONAL STUDENTS**

Diversity of the University’s international student population is a priority for Capilano University. The Greater Vancouver area has welcomed a large international and new immigrant population, particularly from the Pacific Rim and South Asia. Through a focus on exchange partnerships with Europe, the University is able to achieve a balanced mix of international students. The presence of students from Germany, France, Holland and other Western European countries increase the overall diversity of international students and the diversity of cultural perspectives and learning styles in the classroom.

**INTERNATIONAL STUDENT SUPPORT SERVICES**

Canadian education systems and practices are often unfamiliar to the international student. For example, online registration may be a foreign concept to the international student, but one that must be understood in order to ensure they are fully registered and can attend the University when the term starts. These types of circumstances require the international team to be more thoughtful about its assumptions, terminology, and general practices in order to predict where students will experience misunderstanding or practical challenges and in order to prepare resources to support their unique needs.

The first year of study requires the most significant adjustment for international students. During this period, they are adjusting to life in a new country, a new teaching and learning style, and experiencing challenging social and cultural interactions. These students rely heavily on the skilled team of internationally sensitive and experienced staff that support and assist in making their transition a success. The CIE has introduced a first-year transition program for international students that aim to increase their engagement in social, cultural and recreational activities; support their study success by

\textsuperscript{74} Exhibit 2.D.4: Capilano University Strategic International Recruitment Plan
way of study skills and other related workshops; and develop their community-based knowledge of programs and services.²⁵

Trained domestic students join senior international students to facilitate CIE coordinated leadership and mentorship program, which are integral components of the CIE’s first-year transition program. Many of the domestic students who participate in these programs have engaged in an exchange program or field school experience. Students who take such leadership roles are rewarded with events, letters of recommendations and, in some cases, part-time student employment opportunities.

INTERNATIONAL ESL PATHWAYS

Capilano has established ESL pathway partnerships that prepare students with requisite language skills necessary for entry to English for Academic Purposes (EAP) and other academic programming at the University. Internal pathways, built on the collaboration of ESL and other program faculty have been established to bridge ESL learners to academic studies. These pathways combine advanced English with one or two academic programs; or they use cohort-based ESL/academic models where careful and thoughtful course planning considers language demand and skill levels.

CIE INTERNATIONAL PROGRAMS FOR DOMESTIC STUDENTS

For Capilano’s domestic students, the CIE supports the development of exchange programs, field schools, and service learning initiatives in other countries. This support can be by way of identifying partners, preparing agreements, and conducting services such as pre-departure orientations. The CIE’s priority has been to develop a portfolio of international offerings that recognize Capilano serves many older students whose personal lives might prohibit participation in a full semester abroad as well as traditional post-secondary learners. Our programs vary lasts from 10 days to four months and some financial aid is available to assist in their expenses. When the experience is credit bearing, these programs include a requirement of reflective journals or presentations on their travel experiences in order to receive credit.

Capilano also provides short programs in courses where students learn about the culture they’re visiting before departure; this pre-departure curriculum assists students in learning how to reflect and report on their experiences, and how to recognize (and work with) potential obstacles, such as culture shock and cultural differences. All students must also attend a general orientation and post-return sessions. Several Faculties have developed “shell” courses for field studies that are then adapted to the particular travel destination.²⁶

Tracking of pre-departure and post-return academic performance has revealed that students who have participated in a study abroad opportunity improve their academic performance. The Centre conducts yearly grade reviews of both outgoing and incoming student from partner institutions to maintain quality, or to identify further supports for incoming students where necessary and as a means of evaluating our partnerships.²⁷

²⁵ Exhibit 2.D.5: First Year Transition for International Students
²⁶ Exhibit 2.D.6: Course Outline “shell” form and Course Outline adopted for BADM 324
²⁷ Exhibit 2.D.7: Inbound Student Grades Reports and Outbound Student Grade Reports
To embed international perspectives in regular, on-campus curriculum, several departments require courses where students learn about diverse cultural perspectives and cross-cultural communications. Business, Tourism, and Global Stewardship, for example, all include Intercultural Communications course work in their requirements.

FACULTY TRAVEL

Over the past eight years, Capilano has taken advantage of a number of government funded programs that provide for faculty as well as student mobility. For example over 20 faculty members from the School of Business took part in activities related to Human Resources Canada projects on International Entrepreneurship and Supply Chain Management. In addition, all field schools are open for faculty and staff to join as members. They are expected to fully participate, but are not required to hand in papers or diaries for evaluation. In the past two years, approximately ten members have taken advantage of this opportunity and travelled to Guatemala and Vietnam with student groups. Tourism has been involved in projects in Vietnam and Paraguay and has invited faculty members from Global Stewardship and Business to participate in leading groups of students on these international development projects.78

CO-CURRICULAR ACTIVITIES

The Capilano Students’ Union (CSU) supports and enhances a Capilano student’s educational experience. The CSU hosts many student clubs, in accord with Club Policy, with a range of topics that respond to student interests—from anime to Chinese board games. A list of existing clubs, the Club Policy, and an application for club status form are all available on the CSU website.79

The University’s student newspaper, the Capilano Courier, was first published in 1968, and it is staffed by student volunteers, operating independently of the college’s administration and student society. The Capilano Courier Society publishes the paper weekly, and it is a member of the Canadian University Press. The Capilano Courier reports on Arts, Opinions, News, Sports, Features, and Humour—both on campus, nationally, and internationally. Incoming Editors-In-Chief are voted by the prior year’s editorial staff and contributors.

Board Memo 18 describes the relationship between the University and Capilano Students’ Union the Capilano Courier.80 Both the Student Union and the Capilano Courier Publishing Society are independently incorporated societies; the Board authorizes the chief financial officer to assist the societies by collecting fees on their behalf at the time of registration.

INTERCOLLEGIATE ATHLETICS

The department of Athletics and Recreation on the North Vancouver campus has a primary goal—consistent with Capilano’s mission—to provide an educational experience that empowers student-athletes to succeed as students, athletes, and citizens. The intercollegiate athletic program provides equitable opportunity for both female and male athletes, serving eight teams in five sports, with equal representation in volleyball, basketball, soccer, badminton, and golf. Institutional control and review of

78 Exhibit 2.D.8: 2012 CIE Yearly Report to Senate on International Activities
79 Exhibit 2.D.9: Capilano Students’ Union website
80 See Exhibit 2.A.2: Board Policies (Board Memo 18)
the budget, policies, and operation of the department of Athletics and Recreation is the responsibility of the Director of Student Affairs, reporting to the Vice President, Academic and Provost.

Capilano’s student-athletes are subject to the same admissions requirements, academic standards and procedures as all Capilano students. They are also subject to further academic eligibility standards set by the Pacific Western Athletic Association (PACWEST), which governs intercollegiate athletics in British Columbia, and the Canadian Collegiate Athletic Association (CCAA). Compliance of athletic eligibility is the responsibility of the Director of Student Affairs and the Registrar. Academic eligibility checks are conducted on a weekly basis for all athletes. Capilano University has a proud history of outstanding academic performance by its student-athletes: of approximately 110 athletes in the program, well over one-third consistently achieve a GPA of 3.0 (B average) or higher.

Capilano makes available a limited number of financial awards, tuition waivers, and scholarships for student-athletes. These awards are administered through the Financial Aid office and must meet the regulations set by PACWEST. Recipients of these awards must be full time students in good standing and meet all of the PACWEST and CCAA academic eligibility regulations.

The budget for Athletics and Recreation is developed by the Director of Student Affairs and submitted to the Vice President, Academic and Provost for review. The new budget items are then sent to the Vice President, Finance and Administration for review and inclusion into the budget requests for the University. The process for developing the budget for the department of Athletics and Recreation is the same as that of all other departments within the institution. (See also Chapter Two: “Financial Resources.”)

The department of Athletics and Recreation also fulfills the recreation needs of the general student population. The intramural programs, activity clubs, and specialized activity courses provide Capilano students with opportunities to participate in a variety of sports, as well as structured and non-structured activities. These activities and programs are coordinated by the Recreation Program Coordinator who works closely with the Capilano Student Union to develop a relevant, interesting, and healthy schedule of programs.81

BOOKSTORE

The Bookstore is University owned and operated, and it offers both materials and supplies required for the programs, as well as ancillary items, such as magazines, cards, logo clothing, and gifts.

The Bookstore supports the University’s mission by ensuring relevant materials and supplies are readily and conveniently available. The Bookstore sets its prices competitively, and it endeavors to support the students financially by offering alternatives to purchasing new textbooks only. For example, used textbooks are for sale at substantially discounted prices, and at the end of each term the University holds a used text buy-back, allowing students to immediately recover a portion of the original book purchase cost.

This year the Bookstore implemented a pilot “textbook rental” program for a limited number of courses. The textbook rental program initially provides a new textbook, which is then rented over a number of

---

81 Exhibit 2.D.10: Department of Athletics and Recreation website
terms to recover the cost. This rental program amortizes the cost of the textbook over multiple students and reduces each student’s individual cost as opposed to purchasing new.

The Bookstore is a self-funded operation, and the store allocates net revenue from operations through the budgeting process to help support the operating budget of the University. Yet, the Bookstore continues to face competition from online retailers, peer-to-peer selling, and from the publishers directly. The Bookstore must continue to retain market share by embracing the new digital technologies: the store has expanded its digital textbook strategy and expects to see this category grow significantly in the coming years. Digital texts sell for 60% of the price of a new text, and the Bookstore has the capability to sell digital texts online and in the store through the software provider, Nebraska Books. In addition, through a Campus Stores Canada initiative, the Bookstore can now provide access to Google ebooks through the store’s website.  

FOOD SERVICES

The University provides a full service food operation on the North Vancouver campus. Capilano contracts with a food services provider, currently Aramark, who is selected via a competitive and openly bid long-term contract.

The contracted food services company has an exclusive right for the provision of snack vending, food services, and catering on the campus; the service pays the University a license fee based on a percentage of the gross sales. The contract is comprehensive and covers all aspects of the provision of food on the campus from liability and insurance requirements to food pricing, selection, and preparation.

Cold beverage vending is also provided under a separate exclusive contract with a major soft drink provider and this provider is also chosen through a competitive and openly bid multi-year contract. The soft drink provider pays a fee to the University based on sales.

The food service is a self-funded operation, and net revenues realized on sales from both the food service and vending is re-allocated by the University through the budgeting process to help support the operating budget of the University.

A Food Services Committee—consisting of administration, students, staff, faculty, and the director of the food services provider—meet monthly to discuss the food services and bring forward any concerns, comments, improvements, or suggestions. The Food Services Committee is involved in the development of any competitive bids and evaluation of them; this committee is advisory to the President.

PARKING SERVICES

The University’s North Vancouver campus requires pay parking; the two satellite campuses offer free parking. Parking Services sets parking rates based on a number of objectives:

- The costs to operate and maintain the parking lots must be cost recoverable, as the construction and maintenance of parking lots are not funded by the province.

82 Exhibit 2.D.11: University Bookstore website
The rates should be kept as low as possible and not used to fund the operations of the University.

Rate zones should be implemented and maintained to distribute demand more evenly across the campus.

Utilization of alternative modes of transportation (i.e. bus, carpool, bike, walk) should be encouraged through the pricing structure in order to support sustainability initiatives toward a smaller carbon footprint/impact from the University’s operations.

For example, to implement this last objective, individuals who carpool to the campus with three or more occupants are eligible for a free parking pass and dedicated carpool parking, and motorcycle parking is free on campus in designated areas. Parking locations on the campus for persons with a disability exceed the requirements set by the District of North Vancouver by-laws, and Parking Services has placed these locations appropriately throughout the campus.\(^{83}\)

The parking service operation is a contracted service that was competitively and openly bid and, in line with its first objective, the service retains all net revenues from operations to pay for future maintenance. The Transportation Committee—consisting of administration, students, staff, and faculty—provides input into transportation matters that affect the campus; this committee meets monthly and is advisory to the President.

SAFETY AND SECURITY

Although the Capilano community has been fortunate to have a history of few incidents, the University continues to initiate several improvements in the area of safety and security every year.

THREAT AND RISK MANAGEMENT

Capilano engaged an experienced threat and risk management consulting firm (Intrepid Risk Group) to conduct a thorough physical threat analysis and vulnerability study of the three campus sites.\(^{84}\) The firm created reports for each campus that assessed what Capilano is doing well, and also included a number of inherent and residual risks rated from High to Low. All of the ratings for Capilano were Medium or Low risk.

Capilano’s Emergency Preparedness and Response Management Committee has begun to address all 27 risks. Two were policy issues—a weapons policy and a video surveillance policy—both of which were approved and implemented by the Executive Committee. The committee also addressed a number of on-going maintenance, testing and training issues, and the University will continue to review these issues on a regular basis:

1. Regular testing of all emergency alarms
2. Annual cut back of shrubs beside sidewalks in forested areas
3. Monthly lighting check in parking lots
4. Annual staff training relevant to handling suspicious packages or mail
5. Annual training on policies regarding working alone
6. Regular checks of motion sensors

\(^{83}\) Exhibit 2.D.12: Parking Services Map

\(^{84}\) Exhibit 2.D.13: Threat Analysis and Vulnerability Study
7. Annual staff orientation to inform staff of emergency procedures
8. Annual student orientation to inform students of emergency procedures
9. Annual check of all panic buttons to ensure they are functional
10. Review of incidents to identify potential changes or new procedures

Capilano has also increased the security budget to provide two guards on the day and afternoon shifts Monday to Friday, 9 a.m. to 1 a.m., and one guard on all other shifts including weekends and graveyard. Any campus incidents are posted on the university intranet, Frontlines (in a section called “in the loop”), so that all faculty and employees are aware of thefts and other incidents. Students are made aware of campus incidents by announcements on the campus TV monitors, Facebook, and email blasts where necessary.

The Emergency Preparedness and Response Management Committee (Vice President, Finance and Administration; Director of Student Affairs; Director of Facilities, Benefits Advisor; Director of Contract Services and Capital Planning; Chief Information Officer; and a Human Resources Advisor) meets monthly with the School Liaison Officer of the Royal Canadian Mounted Police (RCMP), the police force responsible for all Capilano Campuses, and has now completed the School Action for Emergencies (SAFE) Plan for all three campuses. An update is underway for North Vancouver with the addition of the new Bosa Centre for Film and Animation.

A significant outcome of Capilano’s partnership with the RCMP has been the inclusion of detailed architectural and landscape plans for Capilano University campus sites and buildings in the RCMP's emergency response database. The RCMP is now providing patrols of the campus, monitoring thefts, graffiti, and other events. This exchange of information has helped to create a more aware and secure campus.

**EMERGENCY MANAGEMENT PLAN**

Capilano continues to work on the Capilano University Emergency Management Plan, which outlines the steps for responding to emergencies using an all-hazards approach consistent with the framework of the BC provincial Emergency Management Program. All first responders in the Province—such as the RCMP and Fire Department—are trained using the same protocol, and on-going training sessions have been held with representatives from all areas of the University, including the faculty, unions, students, and administrative staff. In addition, Capilano participates in ShakeOut BC, a provincial emergency practice that takes place annually across the Province, involving more than 500,000 British Columbians. The University continues to develop the Emergency Management Plan, and specific training is scheduled annually and train new people who could be called to work in the Emergency Operations Centre.

**VIOLENCE THREAT RISK ASSESSMENT**

The University has created a Violence Threat/Risk Assessment Team (V-TRA) that serves the institution by guiding threat/risk assessment processes, acting as a sounding board for decisions, and recommending action. The multidisciplinary V-TRA created protocols to identify signs that a person may be moving on a pathway towards violence against him/herself or others, and how to intervene to decrease that risk, prevent injury, and support the individual in receiving the help he or she needs to address the issues.
STUDENT RECORDS

Student records management is covered by Executive Policy 1092 (see also Chapter One: University Policies) and is compliant with the BC Freedom of Information and Protection of Privacy Act. All paper documents that contain personal identifiers are destroyed through a confidential waste management process once they have been scanned, and electronic records are secured, backed up, password-protected, and firewall-protected. University computer records, including student records, are secured by the IT Services department. University data is stored in a centralized, enterprise level data backup system consisting of large scale disk and tape archival subsystems.

All onsite back up media is saved in another building, and off-site media is stored in a storage facility managed by Iron Mountain Security Services. University employees who need to access student records are required to sign a confidentiality agreement; access to scanned documents and electronic student records are assigned by security levels within various applications dependent on an employee’s job category and need to know.

STANDARD 2.E - LIBRARY AND INFORMATION RESOURCES

Capilano University Library serves a key role in fulfilling the University’s goal to foster “up-to-date information gathering and research skills.” The Library employs a staff of 7 FTE librarians (including a new University Librarian position), plus several on-call librarians, and 12.5 FTE technicians and support staff. The University Librarian leads the Library and is also an integral part of University governance, serving as a member of the University Senate, the Academic Advisory Committee, and the Teaching and Learning Centre Advisory Committee.

The Library maintains and develops a strong electronic, print and audiovisual collection to support the University’s mission and goals. The Library’s holdings include over 117,000 books, nearly 4,000 electronic periodical titles, over 400 print periodical titles, 5,000 videos, 50 full-text databases, as well as media formats such as DVDs and CDs. The Library manages this comprehensive collection to support and anticipate the educational goals of the University’s individual courses and programs. Along with providing students with the necessary resources to complete course requirements, the Library also aims to foster intellectual and cultural development.

The Library supports faculty information needs through interlibrary loans and personal consultations regarding research support needs; criteria for selection of materials are outlined in the Library’s Collection Development Policy. Collection development for courses and programs is guided by circulation statistics of print and audiovisual materials, usage statistics for electronic sources, professional reviewing journals (e.g. Choice), librarian recommendations, teaching faculty input, and student satisfaction surveys.

As the University develops new courses, administrators regularly consider access to discipline-specific information resources as key component of the course’s success. For program development, the University Librarian serves as a standing member of the Senate Curriculum Committee, with an opportunity to provide feedback on the adequacy of existing information sources to support new

---

85 See Exhibit 2.A.9: Capilano University Library
86 Exhibit 2.E.1: Library Holdings
87 Exhibit 2.E.2: Library Collection Development Policy
programs, diplomas, and degrees. The process for new course/program approval directly involves the collections and/or liaison librarians, who consult with the faculty/department about the collection requirements before course or program authorization. (See also Chapter Three: Institutional Planning.)

Each program area within the University also has a liaison librarian who regularly communicates with faculty members, promotes faculty awareness of resources and services, and provides instruction in the use of library and information resources. This liaison serves as a direct conduit to and from the library, and he or she provides a venue for sharing requests, concerns, and policies. Interactions often take the form of librarian attendance at department meetings, faculty feedback surveys for instruction or resources, email/phone interaction, or one-on-one meetings.

The Collection Development Librarian—who is primarily responsible for the overall collection—works closely with the liaison librarians to ensure that program needs are met on an ongoing basis, responding to the growing and changing needs of the faculty and students in that subject area. Teaching faculty may suggest titles for the Library’s collection through online forms or by contacting the liaison and/or Collection Development Librarian.

Capilano Library’s membership in the BC Electronic Library Network (BC-ELN) further enhances collection development. This network offers special pricing on select electronic resources, as well as a professional community within which to consult on product quality and suitability. Capilano is also a member of the Electronic Health Library of BC (e-HLbc), a consortium that licenses electronic health content for both post-secondary and health sector organizations. Capilano is exploring more opportunities, including membership in the Association of Universities and Colleges in Canada (AUCC) and the Council of Prairie and Pacific University Libraries (COPPUL).

In addition, the University Librarian is a member, secretary, and incoming president of the Council of Post Secondary Library Directors in British Columbia. This group is an excellent forum that Capilano can use for future evaluation, assessment, benchmarking, collaboration, and resource sharing.

**STUDENT AND FACULTY FEEDBACK**

Capilano Library gathers student feedback through observation, anecdote, and via student surveys (conducted in 2010 and 2011). As a result of these assessments, the library has undertaken an ongoing and extensive project to create more study spaces. As well, the Library is weeding the underused print reference and periodical collection, cancelling many subscriptions. Capilano redeployes the resulting collections budget savings to online resources (reference and periodical) that provide more current and wider access, especially for regional and online students, or for those students whose circumstances prevent them from coming to campus.

The choice of specific titles to purchase is guided by the factors and channels listed above, as well as informed by trial subscriptions/licenses in which Librarians, students, and faculty are invited to use and compare new products. Since early 2011, the Library has added or upgraded 16 full-text databases: an increase of 75% over previous database subscriptions. These databases are available to faculty and students both on and off-campus through the Library’s proxy server, with instructions on access posted in key locations. During the 2011-12 academic year, users accessed 180,787 online documents via the library’s website, up from 123,707 in 2010-11, an increase of 46%.

---

88 Exhibit 2.E.3: Capilano University Library Use 2011
INTERLIBRARY LOAN

The Capilano University library collection is augmented through a variety of interlibrary loan options available to students and faculty. Students can borrow up to five books per assignment from other institutions at no charge, while articles have no limit but are charged at $1 per article (no maximum or minimum page length) as an environmental fee. Faculty members have access to both book and article inter-library loans at no charge.

Books held by other BC libraries can be found and ordered online through Outlook Online (BC Libraries Combined Catalogue, available on the Library website). Articles are sourced via link resolver: a “Where Can I Get This?” button is prominently placed in each article record, leading users to either the Capilano University library holding or an interlibrary loan form. Reciprocal borrowing arrangements allow direct access to other university and college libraries, including the University of British Columbia and Simon Fraser University libraries.

Since Capilano Library is a member of the Media Exchange Consortium (MEC), Capilano faculty members also have access to audio-visual loans from other institutions. The Circulation Assistant, Media, has the responsibility of liaising with faculty for media requests and coordinating participation as a lender and borrower within MEC.

LIBRARY ACCESS, ORIENTATION, AND ASSISTANCE

In order to provide wide and informed access to the collection, the Library is active in ensuring that students, faculty, and staff are aware of the breadth and depth of the available resources. Capilano provides many opportunities for students, faculty, and staff to receive training in resource discovery as well as information literacy. For example, the Library is an active participant in student orientation and high school visits, providing opportunities to engage students.

One-on-one research and information literacy assistance from a librarian is available in person (at the prominently placed reference desk in the center of the library’s main floor) or by direct-line telephone for the majority of Library opening hours. An email assistance form is also available via the Library website.

Capilano’s active membership in the BC Electronic Resources Network’s “AskAway” chat reference program allows the Library to extend live-assistance hours beyond its own reference schedule and Library walls. “AskAway” is an instant messaging service staffed by professional Librarians from post-secondary institutions around British Columbia, to which Capilano University Library contributes both Librarian hours and funds. The service is anonymous and online, thereby giving students (and faculty) a reference option they can access from home or any other location with an Internet connection. AskAway chat boxes are strategically placed on various Library website pages as well as inside databases which allow external coding.

The Library promotes all library service options through the “Ask a Librarian” link on the Library homepage and through the “Ask a Librarian: tab included in each research guide. The research guides extend librarian assistance to 24-7 availability on the library website. These online directories act as information pathfinders and provide clear procedures for locating materials of all kinds—in Capilano University Library and beyond—as well as for key areas of information literacy, such as plagiarism/academic integrity, online research, and resource evaluation. Types of research guides
include Subject guides (gathering together the resources and skills specific to the subject areas of programs offered at Capilano University) and Help guides (outlining key skills students need to succeed and thrive). Liaison Librarians regularly review Subject guides in their assigned areas, and they seek feedback from both users (via a posted feedback form on the home page of each guide) and faculty (via direct contact and surveys). Since their implementation in late 2010, the guides have been viewed over 28,500 times. Steady promotion has led to an exponential increase in usage, as shown in the following table.

Research Guides Usage 2010-2012

<table>
<thead>
<tr>
<th>YEAR</th>
<th>GUIDE VIEWS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 (Nov 1-Dec 31)</td>
<td>1134</td>
</tr>
<tr>
<td>2011</td>
<td>17,486</td>
</tr>
<tr>
<td>2012 (Jan 1-Mar 5)</td>
<td>11,721</td>
</tr>
</tbody>
</table>

In addition to Research Guides, prominent links on the Library homepage direct users to database and periodicals search engines.

LIBRARY INSTRUCTION

A strong and growing formal instruction program complements the wide variety of one-on-one and virtual options available to students, faculty, and staff. The Instruction Librarian coordinates the instruction activities of five faculty librarians’ class bookings to ensure timely and responsive scheduling in reply to faculty requests. The Library has its own 36-seat teaching classroom and, during 2010-11, librarians conducted 132 classes for over 2750 students. All English 100 instructors book at least one block for Library Research instruction within their class schedules, timed to allow the students to find the information they need before beginning assigned research projects. Psychology 100 and 101 students, as well as select 200+ level students, receive extra credit for attending one of the Psychology Research workshops, scheduled at a variety of times each term.

In addition, librarians teach classes in other areas by faculty request, wherever possible by the Liaison/subject specialist Librarian for that subject area and with consultation on learning outcomes for the course. Capilano allocates funds specifically for the librarian travel to the regional campuses in Squamish and Sechelt. Every effort is made to ensure that librarian contact time is maximized during these visits, whether through formal classes, drop-in reference hours, or faculty consultation.

Outside the formal class structure, the Library also participates in the Student Success workshop program; past sessions have included Online Research, Evaluating Web Sources, Basic Library Research, and Social Media for Group Work and Citation Managers.
The Instruction Librarian works closely on an ongoing basis with teaching and liaison librarians, and with faculty, to ensure that:

- clear learning outcomes and lesson plans are in effect for each Library Research session;
- specific student needs in research and information literacy are addressed within class content;
- assignments are current, appropriate and adhere to pedagogical standards.

The librarians distribute assignments in the majority of classes, each tailored to the subject area and course level. An effort to strengthen the liaison program and communications with the Psychology and English departments has led to an increase of at least 10% in the number of classes booked in 2011-12 vs. 2010-11.

The Library is implementing plans to begin soliciting regular student feedback of the instruction program through the course evaluation process. Currently, students evaluate librarian instruction each term for the first two years of employment and thereafter every five years, and evaluations are used to improve teaching effectiveness.\(^\text{89}\)

The Library is also an active participant in faculty and staff professional development. Librarians conduct sessions—such as Social Media for Instructors; Open Access Publishing; Learning Commons; Business Resources; and Research Resources—at the annual May Professional Development Days week-long event, as well as at the newly inaugurated Teaching and Learning Forum, held during Reading Week in February.

### ONLINE USER ACCESS

Understanding the need for a strong virtual counterpart for its physical presence on campus, the Library has created a website to serve as an accessible entrance point to resources and services. On the library home page, a prominently placed catalog search box leads to more sophisticated searching options, and

---

additional links take users directly to periodical and database search engines, as well as the Credo online reference collection. Users will also find the research guides outlining catalogue, database, and periodical selections for specific subject areas (see above).

Predicated by the Capilano University’s complete web redesign, and the ongoing need to evaluate the Library’s online gateway, a project to completely revamp the Library website is currently underway. Working closely with Marketing and Communications—as well as studying best practices for Library web design and soliciting user feedback at every stage of development—the Library Web Team has been implementing a new library website. New features available through a more robust and technologically advanced Content Management System will allow for better promotion of and access to Library services and resources.

IN-PERSON USER ACCESS

In the physical Library itself, users find many points of assistance. The Circulation desk provides friendly and helpful service to students in assisting with a range of Library and University services including item check-in/-out, course reserves, holds, interlibrary loans, library policy dissemination, lost and found, directory, and directional look-up. Student surveys in 2011 revealed a high level of satisfaction with these services.

Extra-library services are also available inside the Library. The IT Service Desk assists students in accessing the wireless network, using hardware, printing, and a variety of other computer-related issues. The IT department also provides help to students by phone, email, and drop-in, or on the web. Also, as part of the IT department, the Audio/Visual group provides support for faculty and students in a wide range of areas, including classroom technology, equipment loan, and AV equipment maintenance. Additionally, a Computer Learning Centre within the library provides 32 workstations for student work, and library faculty assistance for a range of productivity software.

Through direct daily contact with these departments and services, the Library is better able to understand the full range needs of the students and faculty at Capilano University Library and adjust its own resources accordingly, as well as advise and advocate for accessibility.

DATA SECURITY

The Millennium ILS Limit Network Access options have been configured to allow authenticated use of Capilano’s database resources, limited server access via non SSH Telnet clients to known IP addresses, and secured FTP / Z39.50. The Millennium server is housed in a secure area and backup data is encrypted and stored offsite. The ILS provides group and user level access with varying privileges: patron records are viewable only by circulation staff and librarians, extended borrowing history is not kept, and no credit card information is stored on the Library system. On campus all patrons must authenticate with a valid Active Directory account though 35 generic logins have been provided to ensure anonymity when needed.

---

90 Exhibit 2.E.5: Library Resources
91 See Exhibit 2.E.3: Capilano University Library Use 2011
Recognizing changes in standards for academic libraries and responding to the actions of similar institutions, Capilano University Library has begun to implement comprehensive and regularized systems of assessment for space, resources, and services.

Capilano University Library’s physical location in the center of campus—with over 400 study seats and 34 computer workstations—is a key resource in support of the work of the institution. Library opening hours are comparable to other similar institutions (open a total of 74.5 hours per week), and the Library continually evaluates these hours based on door counts and the annual survey.

The ongoing evaluation of this space is of crucial importance to the continued success of the Library in meeting Capilano’s institutional goals, especially as the landscape of higher learning continues to evolve. One catalyst for the ongoing project to reassess the reference and print periodical collections (see earlier: “Student and User Feedback”) has been the need to incorporate more and new student learning spaces. The removal of 20% of the stacks on the Library’s main floor, and the renovation of a storage room, permitted the Library to add 18 movable tables, 40 rolling chairs, and 13 soft seats. This new configuration better suits the needs of the students for flexible work spaces that can be adapted to group or individual study. Librarians have seen evidence for the success of the change through their daily observation of increased use of the renovated spaces.

The decisions made in this project were informed by faculty and administrator consultation. Similar changes are planned for the coming months, and stakeholder input will be gathered at each stage of planning.

To facilitate more efficient and effective use of the library as a campus resource, Capilano hired a University Librarian in January 2012. Augmenting student and faculty feedback mechanisms described above (surveys, circulation statistics, direct questions, departmental and committee participation, etc.), future plans for library assessment include investigating and implementing a methodology for collection evaluation, and increased user feedback based on a variety of mechanisms such as focus groups, surveys, and a library advisory committee.92

Research and reference questions are now being logged on LibAnalytics software, which will facilitate assessment of student and faculty information needs, and which will inform collection development and instructional programs. The library also engaged in a strategic planning exercise in April 2012, which resulted in the creation of aligned strategies and operational projects, the effectiveness of which will be evaluated using assessment methods.93

Capilano University Library participates in the annual collection of operational statistics across all post-secondary libraries in British Columbia. This annual compilation provides excellent benchmark data and allows comparisons with similar institutions across the province. Once Capilano becomes a member of AUCC, the library plans to expand benchmarking to include other small university libraries across Canada.

92 Exhibit 2.E.6: Library Committee Terms of Reference
93 Exhibit 2.E.7: Library Strategic Plan April 2012 and Post-Strategic Planning Session May 2012
STANDARD 2.F - FINANCIAL RESOURCES

FINANCIAL STABILITY

Capilano University has several planning measures in place to ensure that the University can fulfill its mission and core theme objectives; these measures have proven to be effective, as the University has historically and consistently possessed the funds necessary not only to provide quality programming in all areas, but also to grow the University’s programs in response to student and regional needs.

Capilano Board Policy B.206\(^{94}\) describes the objectives of the budget planning process used to maintain financial stability. The policy includes a directive to create and maintain a 25% international tuition revenue contingency fund to cover committed faculty salaries, should a dramatic decline of international students occur (Capilano’s operating budget depends on international student tuition at $500 per credit versus $115 per credit for domestic students). In addition, the Board Contingency Fund provides a buffer against changes caused by situations outside the University’s control, such as a water main break or an application system failure that requires consultants. The Ministry also provides for catastrophic events through its Risk Management Branch and provides funds to recover from large-scale events, such as a building envelop failure, an earthquake, or a fire. In addition, a number of funds have reserves or fund balances that provide stabilization from year to year.

As the provincial government provides strong oversight and does not permit running an all-funds deficit, borrowing money, selling property, or entering into a capital lease without permission, the financial stability of the University must be, and is, strong. Capilano provides financial reports to the provincial Government on an annual basis.\(^{95}\)

Also, on a rotating basis, the Office of the Auditor General provides direct oversight of the Audit process. For Capilano, this means that a representative of the Auditor General occasionally participates on the Audit Committee, as occurred during the 2007-08 and 2008-09 fiscal years.

To address Risk Management, Capilano engaged an enterprise risk management expert in 2012 from a chartered accountancy and business advisory firm (MNP) to conduct a risk management evaluation. This firm identified 30 risks and rated them for inherent and residual likelihood and impact. The Executive team developed action plans for the total inherent risk and total residual risk, which were organized into the top ten risks; this plan included who was responsible and the timeframe in which they would accomplish the tasks. The Audit Committee of the Board is responsible to assist the Board in managing risk and will review the work as it progresses. Annually, Capilano will reassess and rate its risks.\(^{96}\)

INVESTMENT PORTFOLIO

The University established its investment portfolio in February 2008, and the University’s Foundation established its investment portfolio in June 2009. Both portfolios are managed by Genus Capital Management in accord with Board investment policy. The following table shows the cash and cash

\(^{94}\) See Exhibit 2.A.2: Board Policies (B.206)
\(^{95}\) Exhibit 2.F.1: Financial Resources-Capilano University Reports to the Provincial Government
\(^{96}\) Exhibit 2.F.2: Individual risk plans and the top 10 risks as a heat map
equivalents, plus investments (including endowments) for the past four years as detailed on the audited financial statements.\(^{97}\)

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and cash equivalents</td>
<td>$17,714,170</td>
<td>$21,503,126</td>
<td>$17,800,562</td>
<td>$22,194,130</td>
</tr>
<tr>
<td>Investments</td>
<td>$18,131,632</td>
<td>$16,539,909</td>
<td>$24,791,165</td>
<td>$27,239,829</td>
</tr>
</tbody>
</table>

**PROVINCIAL FUNDING**

For the past several years, provincial funding has comprised a decreasing proportion of the revenue needed to operate the University, as there is no provision in the funding established for increases due to inflation. Capilano can make up some of the gap with increases in student tuition, but the Province has capped tuition increases at 2% (BC Tuition Limit Policy\(^{98}\)). The University has established a strategic initiative to increase the number of international students for educational purposes (see also “International Student Services earlier in Chapter Two) and, as the provincial tuition limits do not apply to international student rates, a higher number of international students will also augment Capilano’s financial picture. Capilano’s tuition rate for international students is similar to other institutions in BC.

**AUXILIARY FUNDS**

Parking, the Bookstore, the Children’s Centre, Continuing Education, and contract revenue are kept in separate funds. Parking revenue funds both current and long-term parking lot maintenance (see “Parking Services” in Chapter Three). Capilano uses any residual revenue from the Bookstore or from contracts to help fund general operations. The University financially supports the Children’s Centre and Continuing Education, with these supported transfers built into the annual budget.

**RESOURCE PLANNING**

Over the past few years, Capilano has tightened its budget, removing instructional reserves from individual Faculties and keeping a smaller central reserve. Instructional budgets are based on anticipated revenues, so Capilano monitors enrollments closely to ensure appropriate enrollment levels are being met. Resource planning and development includes ongoing tracking of enrollment trends, both at the institutional level and the level of individual programs.

Annually the Ministry sends a budget letter detailing the projected grant for the year. In the last few years the only modification has been to make adjustments when a labour settlement is reached or to provide some additional funding for a specific purpose. All donations are received through the Foundation; the Foundation ensures that gifts are receipted as per Canada Revenue Agency guidelines, the donor is adequately recognized and that the funds are stewarded as directed by gift agreements. Capilano receives contract revenue throughout the year and any proceeds are allocated in the operating budget to fund University operations.

---

\(^{97}\) See Exhibit 2.F.3: *Capilano University Audited Financial Statements 2012*

\(^{98}\) Exhibit 2.F.4: *BC Tuition Limit Policy*
FINANCIAL RESOURCES POLICIES

(See Chapter Two, Standard 2.A: Governance-Financial Policies)

GUIDELINES FOR BUDGET PLANNING

Capilano’s iterative budget development process begins each fall with development of the as-is budget: a method that brings the budget back to its original state before temporary adjustments during the year. This process removes one-time adjustments, then adds known salary, benefits, and other inflationary changes, such as increases in janitorial and security contracts. The end result derives the University’s “as-is” position.

Areas submit requests for additional funding for programs or services to the Vice President, Finance and Administration through the area’s senior administrator that are presented to the Executive Management. All budget requests must be accompanied by a rationale that links the request to the institutional strategic plan and strategic priorities, and the requests also include a projection of any revenue that may be associated with the program or service.

The as-is budget and tabulated requests for additional funding are presented by the VP, Finance & Administration to Senate and the Board for consultation. At this point assumptions about Capilano’s government grant, changes in tuition, changes in enrollment, and any other anticipated changes in expenses or revenue are identified by the government, President, Vice President, Academic and Provost, Vice President, Finance and Administration, Vice President, International and academic deans and their impact calculated in the unbalanced draft budget. The Executive team prioritizes the budget requests based on the request’s contributions to the mission, core themes, and strategic directions of the University. Simultaneously, senior administrators work within their areas to identify any potential reductions.

Once the Ministry of Advanced Education delivers a budget letter that describes the funds Capilano will receive from the Ministry, the Vice President, Finance and Administration updates the amount in the budget. A draft balanced budget is produced by the Vice President, Finance & Administration with input from the Executive team and decisions made by the President. It is then shared with the Board, the faculty union, staff union, student union, and Senate via the Senate Budget Advisory Committee for comment. The Senate Budget Advisory Committee reviews programs against the budget criteria identified in Board Memo 43. The final proposed budget is presented to Senate, then to the Board for approval.

CAPITAL BUDGET PLANNING

Capilano normally submits long-range capital plans and large capital requests annually to the Ministry at its request. The Board is required to approve the list before submission, and the list is updated annually. Generally, one or two items are funded each year; however no requests have been approved over the last few years save for the economic stimulus funding for Capilano. Special circumstances—such as the Cedar building envelope failure and overage on the Bosa Centre for Film and Animation—have in the past been funded by the Ministry.

99 Exhibit 2.F.5: Five-Year Capital Plan
The Ministry of Advanced Education provides to Capilano an Annual Capital Allowance (ACA) grant targeted for capital improvements required during the economic life of the physical plant to complete its useful life by extending the life of its components, to prevent accelerated deterioration and obsolescence necessitating premature replacement. It is also to be used towards projects that increase campus life safety and security, disabled access, pre-planning, site works, and reduction of greenhouse gas emissions.

The intent of the ACA is to provide predictable levels of funding so the University may better plan and prioritize capital improvement projects, reduce levels of deferred maintenance, and create more flexibility in the development of capital asset management plans. The Ministry considers maintenance of Life Safety Systems the highest priority, as these are key components for safeguarding the health and safety of students, faculty, and staff. Each year, the Facilities and the Capital Planning departments develop a list of proposed projects for the ACA grant. This list is then submitted to the Vice President, Finance and Administration for review, discussion, and approval at the executive level.

The ACA grant has, over the last two years, been dramatically reduced by the government, and this reduction will have the effect of increasing deferred maintenance. As a result, Capilano’s current focus will be on the most immediate needs rather than long-term preventative upgrades or replacement of building systems, equipment, and infrastructure.

In 2011, the University, with assistance from the Ministry, undertook a Facility Condition Assessment Initiative (FAI) for the purpose of capital planning and renewal. The FAI provided an understanding of the deferred maintenance backlog and repair/replacement costs, and will help gauge the long-term capital funding needs of the University. This will assist both the University and the Ministry in planning facility renewal or more extensive modernization programs in subsequent years, as funding becomes available, to extend building lifecycle, and to perform functionality upgrades as required for accommodating changing educational programs and delivery methods.

**FIVE-YEAR CAPITAL PLAN**

Annually, the University reviews and updates the five-year capital plan. This plan encompasses those capital projects that best support the strategic plan for each of its three campuses. The University has always relied on the Ministry to acquire new buildings in the past; however, the economic stimulus plan of the Federal and provincial governments has provided the funding required to build the first phase of a new Centre for Film and Animation to support the new Motion Picture Arts Degree and other programs. Students moved into the new facility in January 2012, and both faculty and students have told the Director, Dean, and faculty members that they are satisfied with the building and the equipment. Phase two of the building is now on hold as Capilano seeks additional funding from either the Ministry or a private donor.

When funding is secured for a Centre for Learning and Teaching Excellence, Capilano’s plan is to transform the lower level of the Library building into a learning and teaching commons that includes individual and group study space; student and faculty support resources; and informal social space. Plans are coming to fruition with locating the new Student Union space, the Aboriginal Gathering space, and the Centre for International Experience along with the Women’s Centre and Queer Resource Centre to create a lively student environment. In addition, the Aboriginal Gathering space will have outdoor space, with the Library/Arbutus courtyard extending inside space into the outdoors.
Land that Capilano secured along the waterfront in Squamish for future campus development is now in hiatus with the economic downturn. Plans remain the same, but the timing of the development may be five to ten years in the future.

Work to secure land for a new Sunshine Coast campus has also slowed. The existing site offers limited potential for further physical expansion, and there is no opportunity for expansion through acquisition of surrounding properties. With the expectation of continued population growth, particularly among mid to later life learners, the university will ultimately require a new campus on the Sunshine Coast. The university is working to acquire land that is centrally located within the Sunshine Coast, close to public transportation and of sufficient size to allow for long-term development.

Capilano is discussing a number of other initiatives, such as a presence at the foot of Lonsdale in North Vancouver. Lower Lonsdale includes a major transit hub with the Seabus terminal and a number of high-rises. The City of North Vancouver is developing the site in front of the Pinnacle hotel next to the water; it is interested in having the University be part of that development, as students will help the flow of traffic to other businesses and provide a vibrancy to the Lower Lonsdale area with programs for learners of all ages.

The operating capital budget is developed annually, using an online capital requisition process. Submissions are made by a number of authorized persons within each department, and are available for viewing by all university employees. Final allocations are determined by the Capital Funds Committee based on relevance to the mission and strategic priorities. In addition, IT and the Motion Picture Arts program have separate operating budgets for equipment. Low-dollar equipment (not usually considered for capitalization) may be purchased from other operating accounts during the year, upon authorization from an administrator.

The development process for new programs and courses includes the identification of equipment and library needs so that they are adequately funded. For example, the NSCU Centre for Performing Arts uses $1 from each ticket sale to purchase needed equipment and the Children’s Centre is able to secure grants and use funds from revenue to purchase equipment requirements.

To support larger infrastructure and ongoing equipment needs, the Office of Development and Alumni Relations is working to secure cash and in kind donations. As appropriate, the office works with purchasing to encourage value-add contributions as part of the public tendering process. As one example, Kawai, as part of its contract, provides pianos and refreshes the inventory annually while also having made outright gifts of grand pianos to Capilano.

UNIVERSITY ACCOUNTING SYSTEM

The accounting practices at Capilano University contribute to the delivery of timely and accurate financial information. Capilano uses Microsoft Dynamics as its main financial system, and the use of this system follows generally accepted accounting principles (GAAP). System controls include: system generated reports; program processing and logic; access to sensitive information; and systems interfaces. These principles have been evaluated, verified and audited.

---

100 Exhibit 2.F.6: Capital Requisition Process
Capilano produces financial statements in accord with public sector GAAP, and an annual independent assurance audit is conducted using a risk-based auditing process. This process ensures that the design and implementation of internal controls has been evaluated and the operating effectiveness of internal controls has been tested.

Preventative controls such as the segregation of duties, secure password access to data and applications, and secure and restricted access to cash are reviewed on a regular basis (at least annually). Detective controls currently in place include: spot checks on cash and equipment; a monthly review of budget to actual reports; quarterly reporting to government on actual and forecasted results; and account reconciliations that are reviewed and approved by management. In addition, reviews of appropriate documentation of policies, procedures, and processes are ongoing, and training and communication are in place to ensure the effectiveness of internal controls.

**FINANCIAL AUDITS**

An external independent auditor, chosen by the Board through public tender, performs the annual University and US Student Loan audits, plus an optional FTE enrollment audit. The auditing firm, currently KPMG, provides an independent audit focused on risks that may have a material impact on the University’s financial statements. The audit must be completed by the third week of May each year and forwarded to the Ministry for inclusion in the BC Government’s consolidated financial statements. The Board must also formally adopt the financial statements.

The Board’s Audit Committee receives an annual audit presentation and report from KPMG as well as Capilano University Financial Statements and auxiliary reports. The Chair of the Audit Committee reports to the full Board. The audited consolidated financial statements for the past four years are available on the University web site.\(^{101}\)

Capilano includes recommendations from the audit are in the Finance, Purchasing, IT, and/or Human Resources annual project plans; these recommendations are addressed before the next audit cycle. Over the last few years the University has taken significant steps to organize and exercise an internal audit function and to put in place stronger internal financial controls. The external auditor’s change from a substantive audit to a controls-based audit shows the positive and effective impact of these improvements in the University’s financial accountability systems.

**FUNDRAISING**

The University manages its fundraising activities through the Development Office, therefore all fundraising employees work for the University. The Executive Director is accountable to the Foundation Board and reports to the University President. The Development Office oversees the Capilano University Foundation.

The Capilano University Foundation\(^{102}\), established in 1970, operates as a charitable organization registered with the Canada Revenue Agency for the sole purpose of assisting Capilano University in fulfilling its mission. It is the vehicle by which donations, grants and sponsorships are received on behalf of the University. All employees in the Development Office with responsibility for donor solicitation and

---

\(^{101}\) See Exhibit 2.F.3: Capilano University Audited Financial Statements

\(^{102}\) Exhibit 2.F.7: Capilano University Foundation website
stewardship hold professional memberships in the Association of Fundraising Professionals, which promotes high ethical standards in the fundraising profession.

Capilano University separately manages all the finances of the Foundation and reports annually to the Foundation Board. During the last period, an independent consultant conducted an audit of the Development Office to review how current resources are allocated to ensure maximum results and provide recommendations on how best future resources could be structured. The audit found that the Foundation has one of the highest return on investment of comparable post-secondary Foundations in British Columbia, while also employing one of the smallest number of staff.

In the upcoming year two more employees are being added to the Development Office to increase the University’s ability to secure larger gifts in order to support program initiatives and capital items contained in the newly developed campus conceptual development plan. (See also Chapter Two, Standard 2.G-Facilities.)

STANDARD 2.G - PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

PHYSICAL INFRASTRUCTURE

Capilano University maintains three campuses: one in Sechelt, one in Squamish, and the largest in North Vancouver. One of the strengths of the North Vancouver campus is its beautiful setting: the campus maintains a number of tree species that are quite unusual and keeps a natural area with paths between the south and north campuses. The North Vancouver campus map identifies buildings, parking lots, pay phones, emergency phones, and wheelchair access. The campus is located near the highly used Lower Seymour Conservation area. The forest draws people from around the world to walk or bike its 10-kilometer long paved path to the fish ladder, and it also provides sites for the University’s summer archeological field schools.

The regional campuses similarly take advantage of their natural surroundings for programs. The Sunshine Coast campus uses nearby ocean and mountainous areas for its scuba instructor and mountain bike programs; in addition, the diverse community of artists that make the Sunshine Coast home provides a rich backdrop for the wide range of continuing education and Eldercollege courses that attract hundreds of community members to the campus. The Squamish campus is ideally situated for the Wilderness Leadership program, with its close proximity to world-class natural resources for rock climbing, backpacking, kayaking, and other outdoor adventure activities. The Squamish campus is also a short drive to the internationally recognized resort community of Whistler, which supports the University’s two-year Destination Resort Management program.

Qualified staff maintain the 17 buildings (15 on the North Vancouver campus and one each on the Squamish and Sunshine Coast campuses), and Human Resources department oversees health and wellness concerns. A Disabilities Officer oversees access for students with disabilities, and Capilano sets aside a small capital fund annually to ensure the campuses remain safe and accessible for all students. All buildings met or exceeded BC Fire and Building safety codes when they were built, and Capilano continually works to upgrade buildings as renovations are made.

103 Exhibit 2.F.8: Operating Agreement between Capilano University and the Capilano University Foundation
104 See Exhibit 2.D.12: Parking Services Map
Since Capilano values small, interactive classes, most University classrooms have a capacity of 30 to 40 students. Classrooms with a computer-equipped instructor podium and overhead digital projectors (Ultralite classrooms) are in increasing demand, and Capilano is converting classrooms as resources allow.

**EQUIPMENT**

Through the annual operating capital budget process, submissions for equipment are made by a number of authorized persons within each department. Submissions are open for viewing by all University employees, and the Capital Funds Committee determines final allocations based on relevance to the mission and strategic priorities of the University.

The University Purchasing Department manages procurement of equipment, and it provides an additional gate-keeping function to ensure purchase requests are appropriately approved prior to ordering. Purchasing ensures that items are competitively sourced, and that relevant departments—such as Facilities or IT—have adhered to standards and checked compatibility to existing infrastructure. All ancillary costs are also identified prior to purchase.

The University has also been successful in obtaining external funding for equipment specific to a program area. Most recently the University obtained additional federal government funding of $1,000,000 for the purchase of 3D film equipment from the Western Economic Diversification Fund, and also $6,000,000 from a local donor for equipment purchases to further support the new film and animation building and programs.

**MAINTENANCE AND SAFETY**

The University’s security staff provides first-aid services, with a first-aid room located in the Arbutus building. The University’s janitorial staff performs maintenance on a regular schedule, and the contracted security and janitorial services are overseen by the Facilities Department.

The province of BC has done a complete deferred maintenance plan of all post-secondary educational buildings in BC. Approximately one quarter of routine maintenance has been directed to Life Safety projects, such as in instances where fire separation is not compliant, exit signs need renewal, or over stacking of materials occurs.

**HAZARDOUS WASTE DISPOSAL**

The ordering, receiving, storage, use, and disposal of hazardous materials are covered by Executive policy 1030. Staff, faculty and students working with hazardous materials receive training in Workplace Hazardous Materials Information System (WHMIS), a federally and provincially legislated system regarding the safety, handling and storage of hazardous materials. Receiving Dock staff—the first point of contact for many dangerous products—are trained in WHMIS and Transportation of Dangerous Goods (TDG). The Human Resources department provides information about WHMIS on the intranet under Health & Safety.

---

105 Exhibit 2.G.1: Facilities- University Safety Policies
106 See Exhibits 2.A.14: Executive Policies (Administrative Memo 1030)
The University has recently undertaken a planning process to develop a Campus Conceptual Development Plan, the first step towards the Campus Master Plan, which supports and promotes the University’s mission and programmatic requirements. This initial phase can be seen as a campus conceptual development plan, with the aim to identify a vision that ensures the physical development of the campus is consistent with the mission of the University and with the priorities of the University’s many internal and external stakeholders.

At the heart of this process is the concept that Capilano University is part of a larger community. The University has committed to engaging and supporting local community; understanding long-range municipal development plans; ensuring grass roots involvement; undertaking scenario planning to identify impacts of development options; and identifying opportunities and barriers to campus development.

Capilano has assembled a number of planning meetings that involve the Capilano Students’ Union, internal departments, and external groups. A larger interactive planning session involving the University, the District of North Vancouver, residential neighbors, and other stakeholders has taken place, and the outputs and comments have been captured. Capilano displayed the draft campus conceptual development plan at an open house in April 2012 where the public was invited and comments requested.

The campus conceptual development plan was completed in June 2012 and lays out the functional zones, open spaces, as well as vehicle and pedestrian linkages at a conceptual level and in a manner that addresses constraints (institutional priorities, realities of funding and phasing). The plan also considers the University’s requirement to adapt to future opportunities. Additionally, the plan provides direction on the form, character, and other elements that will factor in to the creation of a functional, attractive, distinctive, and cohesive campus, while at the same time remain flexible enough to accommodate changing or unforeseen circumstances.

**TECHNOLOGICAL INFRASTRUCTURE**

Capilano uses the education industry standard product—SunGard Banner school administration system—as its core application; Banner interconnects with many other University systems for authoritative information, identity management, and access control. The University’s IT Services staff directly supports Banner, within the support agreement from SunGard.

The University’s cohesive information systems are connected and managed via a ubiquitous Cisco wired and wireless network; Cisco interconnects all areas of the University’s campuses, including the remote sites in Sechelt and Squamish. Capilano controls access and electronically monitors these systems to ensure security and consistent service delivery. The IT department ensures availability of administrative and academic systems through fault resilient architecture and virtualized environments; failing systems can be moved to a stable environment within minutes of issue detection.

---

107 Exhibit 2.G.2: Campus Conceptual Development Plan
108 Exhibit 2.G.3: IT Services website
The four guiding principles for IT Infrastructure are:

- High availability
- Redundancy
- Manageability
- Stability

In line with these principles, IT Services’ goal is to standardize University technologies as much as possible, while meeting the requirements of students, faculty and staff. IT Services employs a systems lifecycle management program to ensure equipment and software is kept current and meets University requirements. The department also provides a service desk—available by phone and in person—to assist students, faculty and staff five days per week from 7:30 a.m. to 9 p.m., with IT administrative office hours from 9 a.m. to 5 p.m. IT plans all necessary system outages with input from all areas of the University, and the IT Services web site also provides information and assistance at any time.

However, Capilano’s reliance on internally engineered, purpose-built software applications creates a core systems applications risk. So, IT has made a strategic commitment to migrate to commercially packaged software applications, where possible. In 2005 Capilano migrated to its first major, commercially packaged, software system: Sungard’s Banner. The next major focus will be on migrating faculty workload, scheduling, HR, and Payroll systems to Banner. This migration will happen over the next three to five years, and it will significantly reduce the University’s risk exposure and staff time in managing these functions.

Historically, inadequate staffing within the IT Applications area hindered the University’s ability to meet IT needs, as well as refresh the applications that were built over time. This staffing deficit also hampered Capilano’s ability to adapt, change, and implement new technologies. To close the gap in skills and resources, Capilano added four staff positions in order to create adequate staffing levels: Security Analyst, Database Analyst, Systems Analyst and Project Manager.

IT Services is in the process of implementing the industry accepted Information Technology Infrastructure Library (ITIL) Framework. ITIL is a mature set of IT "Best Practice" processes and concepts that enable IT Services to continually improve. ITIL processes—such as Service Desk Management, Service Level Management, Configuration Management, and Change Management—have all been initiated over the past year. IT Services staffs have all received their ITIL foundation training and have received their ITIL Foundation certification. IT Management is being trained to the ITIL Practitioner certification level to best govern the process implementation and sustainment.

**TECHNOLOGY SUPPORT AND INSTRUCTION**

IT Services provides all employees training and support when core user applications or systems are updated. For example, during the recent conversion from Novell technologies to the industry standard Microsoft architecture, employees received classroom training prepared and led by the IT Service Delivery Manager in Microsoft Outlook.

Student support for academic systems (such as the learning management system and general academic software) takes place in the Computer Learning Centre (CLC) under the direction of a faculty member. The CLC is centrally located in the Library.
The Educational Technology Resource Centre (ETRC) maintains Capilano’s learning management system (Moodle) and supports its use and maintenance. In collaboration with IT Services, it plans for appropriate upgrades and monitors educational technology developments that can meet current or future academic needs. For example, the new Liberal Studies Bachelor of Arts program will need an e-portfolio system for fourth-year students, and the ETRC is providing support and expertise to the faculty involved in making this decision.

Training for faculty on the use of classroom presentation technologies is the responsibility of the Audio-Visual Services unit (AV). AV maintains the equipment and provides training sessions at new faculty orientation and other faculty professional development events; they also provide on-call service to support classroom presentation technology.

**TECHNOLOGY INFRASTRUCTURE PLANNING**

IT infrastructure planning is supported by the IT management committee, the lab support staff, and the Closest to the Action Group (CTAG). Each year, IT Infrastructure projects are reviewed and planned for shorter-term and longer-term changes. Significant shifts in technologies are planned over longer terms to provide enough preparation and adoption.

Faculty and the lab support staff request computer and software upgrades on an annual basis. This includes a review and collaboration with IT Services to specify, test, order and implement. For example, in Capilano’s new Bosa Centre for Film and Animation, the Director of the Bosa Centre, as well as the relevant faculty and support staff, worked with IT Services to design and implement the network and systems required to meet the needs of the film and animation programs. This work included high-speed networking, Voice-over IP telephony, and a large-capacity digital animation and visual effects rendering server farm.

ETRC regularly reviews emerging developments in learning management systems and academic technology tools. For example, there has been a call from some departments to incorporate social networking features into Moodle, and the team is staying abreast of new developments there, as well as exploring other options. The Educational Technology Subcommittee of the Teaching and Learning Centre Advisory Committee guides the ETRC’s work. These committees include faculty representation from all sectors of the University and provide input from Capilano’s educational technology users.

**TECHNOLOGY UPDATE AND REPLACEMENT PLAN**

IT Services maintains a complete inventory of all technology devices and plans upgrade and replacement of equipment past its useful lifespan. Student computer labs are consistently updated as required, and most computers are replaced every 4 years. Servers and printers are replaced approximately every 5 years. Network switching equipment is replaced as required. This lifecycle plan is reviewed annually and adjustments made where necessary. Faculty and lab supervisors annually request changes as necessary to suit the needs of their courses and programs.

ETRC monitors use of the learning management system as well as requests for new systems and software. The Director of the Teaching and Learning Centre sits on the Closest to the Action Group CTAG, and it is responsible, in collaboration with IT, for ensuring the technical infrastructure for the Moodle is adequate to support academic needs. Currently, ETRC and IT Services work closely to implement an upgrade to the Moodle hardware and software infrastructure.
The AV unit monitors age and replacement needs for classroom technology (such as data projectors and sound equipment), and it makes recommendations as part of the annual capital request process to purchase enough equipment to provide adequate classroom technology on all three campuses.
CHAPTER THREE: INSTITUTIONAL PLANNING
CHAPTER THREE: INSTITUTIONAL PLANNING

STANDARD 3.A - CAPILANO UNIVERSITY INSTITUTIONAL PLANNING

Institutional planning as defined in NWCCU Standard 3 is relatively new at Capilano University. In the early days, institutional planning consisted of resource allocation decisions made within the context of the mandate of the community college within the academic system. In the late 60’s, the ministry created 13 new community colleges with similar mandates: to provide access to post-secondary education at the community level throughout the province. Most of the curriculum focused on university transfer—with the community colleges serving as feeders to the large universities—and all of the colleges had similar offerings.

Over a fairly short period of time the community colleges began to develop skills-based and specialty programs that met the needs of their local communities, thus carving out identities that began to differentiate colleges from each other. All of the colleges continued to offer core university transfer programs and, at the same time, they began to specialize, reflecting community needs. With this evolution, institutional planning began to transform to a consultative, community-based planning system.

Through this system, Capilano College developed a strong menu of specialized programs in Health Care, Fine and Applied Arts, Business, Paralegal, and Communication Studies. The planning system became much more focused on the academic discipline and community needs, still within a community college context.

Moving from college to university status in 2008 required more careful planning and execution to achieve institutional goals and mission. The bicameral nature of a new governance system (a result of university status), further reinforced the need to establish committees at the Senate and program levels to develop policy and procedure to advance institutional objectives. (See also Chapter Two, Standard 2.A-Governance.)

UNIVERSITY PLANNING PROCESSES

In 2009, Capilano embarked on a highly participatory planning process (see Chapter One for details) that culminated in:

- the University’s revised Mission, Vision, Goals, and Values
- identification of Capilano core themes
- a set of institutional-level student learning outcomes
- a new, more focused, strategic plan
- an integrated planning framework

Near the end of that process, Capilano held several forums in which a PowerPoint presentation illustrated each component of the draft plan in the context of the entire planning framework. One of Capilano’s primary goals in this plan consists of integrating strategic planning, budget planning, University annual planning, and reporting to the Ministry of Advanced Education, as well as reporting requirements for accreditation. The University submits an Institutional Accountability Plan and Report.
annually, and reports since 2009 have included targets and reported performance on objectives related to Capilano’s mission fulfillment.

Capilano’s Vision Statement describes Capilano University at its best: “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.” At the highest level, Capilano’s strategic plan outlines seven broad directions for drawing students to the University and sending them out prepared to contribute responsibly and effectively to their communities:

1. At each campus, maintain a climate where students feel valued as individuals and supported in their learning.
2. Offer exemplary programs that provide opportunities for a broad range of students.
4. Prepare students and employees to work in a diverse, multicultural and multinational environment.
5. Eliminate barriers, create pathways, and foster access to learning.
6. Build capacity to achieve our mission.
7. Be responsible (Equity of treatment for employees; commitment to safety, accountability, and environmental sustainability).

Each of these seven broad directions is further elaborated in Board Policy 101 and provided the framework for Capilano’s institutional strategic priorities for 2010-12. All other plans—including the Five-year Capital Plan, department plans, budget plan, and institutional accountability plan—link back to these strategic directions and priorities, which in turn link back to Capilano’s mission. The University assesses its performance relative to mission fulfillment and reports this assessment in the annual IAPR.

RESOURCE ALLOCATION PLANNING

(See also Chapter Two, Standard 2.G-Facilities)

In the NWCCU Interim Candidacy Evaluation Report, Spring 2009, recommendation #2 states: The Committee recommends that the University utilize a planning process to inform resource allocations and master planning for physical development consistent with its mission and long-range educational plans. The master plan should be updated periodically. In compliance with that recommendation, Capilano University retained a consulting firm, AECOM and sub-consultant, Kasian to complete a Campus Conceptual Development Plan to guide the future development of the University’s 45-acre North Vancouver campus. The goal was to identify a vision and strategies to create a unique teaching-focused university, while developing a framework for where and how future academic, student housing, and associated campus services will be accommodated. The plan is intended to give comprehensive guidance on the physical development of Capilano University for the next ten to twenty years.

The consulting process began in November, 2011 with a meeting of the executive team to discuss the component elements of the plan as well as discuss how to engage internal and external stakeholders in

---

1 See Exhibits 1.A.2: Capilano University Institutional Accountability Plan and Reports 2012 (Previous reports)
2 See Appendix A: Board Policy B.101: Vision, Values, Mission, Goals and Strategic Directions
3 Exhibit 3.A.1: Institutional Strategic Priorities
the planning process. From this preliminary conversation a series of meetings were designed to engage students, staff, faculty, alumni, local residents of the neighborhoods surrounding the campus, the District of North Vancouver, and public transportation officials in dialogue and visioning for the future physical spaces of the campus.

The conceptual development planning process took place throughout the academic year 2011-12, culminating with a campus and community open house to review the recommendations and physical plan designs as presented by AECOM and Kasian. Using feedback from the open house, a final set of recommendations and designs were available for Board of Governors consideration and adoption at the regular meeting of the Board, June 2012.

Working in parallel with the Campus Conceptual Development Plan in 2011-12, BB&Co. Strategic Storytelling were retained to develop a Case for Support to further Capilano’s fund-raising efforts in the private sector. The Case for Support, while in the final stages of its development, is an integral part of the Campus Conceptual Development Plan, for it is only through philanthropic initiatives that many elements of the campus plan will come to fruition.

The cabinet has identified three buildings on the North Shore campus that will take priority for fund raising. The existing Sportsplex and Library have been identified as key buildings to advance the strategic vision of the University as a learner-centered institution. In addition, plans to build Phase II of the Bosa Centre for Film and Animation have taken shape with regard to the addition of collaboration spaces and classrooms as a central tenet of Capilano’s mission and strategic goals around student learning.

**AN EXAMPLE OF EFFECTIVE RESOURCE ALLOCATION PLANNING**

The Capilano University Film Centre occupied an aging temporary structure directly across the quad from the site of the new Bosa Centre for Film and Animation. The facility was home to approximately 300 film, cinematography, documentary, acting, and costume design students, plus faculty and staff.

Planning for a replacement facility began approximately ten years ago but, with an offer of federal and provincial economic stimulus funding, Capilano substantially increased its efforts. Its submission resulted in approval of a $30.2 million budget from the two governments, with an additional $1 million committed from Capilano University.

Capilano set the project goals and objectives as follows:

1. To be positioned as a key contributor to the BC film industry’s goal of increasing domestic (locally developed and owned) dramatic, documentary, and animated programming.
2. To create a first-rate, state-of-the-art instructional and facility that is unique in Canada.
3. To provide facility resources that will help expand the number of program graduates in independent film.
4. To have the capacity and capability to train and re-train students in numerous, highly skilled roles involved in film production.
5. To address the current lack of campus building space to support existing programs, and to provide added capacity to realize growth potential from increasing student and industry demand.

The most significant aspect of the new building is the Special Purpose Space, which includes a large, tall, column-free and acoustically insulated sound stage. The sound stage is supported by a number of shop
and storage spaces in close proximity, and these spaces are at grade level for truck and loading access. The Centre also includes classrooms, labs, and studios, as well as support and ancillary space, offices, a 3D theatre, and common facilities such as a cafeteria located next to the bus loop.

As the desired amount of space in this new building was substantially larger than the budget provided, Capilano designed construction for two phases. The first phase now constructed is approximately 67,000 square feet, and Capilano is seeking funding for phase 2, which consists of an additional 26,000 square feet.

The new Nat and Flora Bosa Centre for Film and Animation opened January 3rd, 2012 to 400 film studies students and 100 animation students (including students from the only aboriginal film program in Canada). The new Bachelor of Motion Picture Arts Degree and the new Visual Effects Diploma have been enhanced significantly by a generous $6 million donation from Nat and Flora Bosa for equipment. In addition, Western Economic Diversification provided almost $1 million dollars to make 3D production and post-production training a reality so that students have the opportunity to be job ready in the film industry.

Capilano’s new film and animation centre has also partnered with the BC local of the cinematographers union (International Alliance of Theatrical and Stage Employees) to re-train industry professionals in 3D. This is the largest film technician’s organization in the world. In addition, the University’s film school provides a significant resource to post-graduate students to assist them as they attempt to enter the industry. The completion of this facility has indeed met Capilano’s strategically planned goals and objectives.

PLANNING FOR FINANCIAL STABILITY

(See also Chapter Two, Standard 2.F-Financial Resources)

As with most public universities in North America and throughout the world, Capilano University has recently confronted the fiscal reality of shrinking government support for its core mission. In response to this fact, Capilano has launched a number of strategic initiatives, including a closer working relationship with the provincial government, in particular with the Ministry of Advanced Education. The Capilano President and all Vice Presidents have worked closely with the Ministry to address Capilano’s most pressing funding needs.

Internally, Capilano’s planning and budgeting processes have been reviewed and modified to better reflect the new fiscal landscape of post-secondary education in British Columbia. In particular, the committees charged with the annual review and recommendations of the budget to the Board of Governors for its approval, have taken a more active and year-round approach to setting the annual budget priorities and decisions.

The Senate (as per the University Act) plays a significant role in reviewing the budget and forwarding its recommendations, and it has delegated the review process to a standing committee, the Senate Budget Committee. The Senate Budget Committee meets frequently and, as part of their work in 2011-12, developed a Strategic Directions plan to help guide the decision-making process. This document outlines the central tenants of the decision-making criteria for budget allocation. The Strategic Directions plan was also reviewed and endorsed by the Board of Governors, in keeping with their decision-making authority in the budget process.
ROLE OF CAPILANO COMMUNITY IN INSTITUTIONAL PLANNING

The Senate also plays a major role in many other aspects of strategic planning. For example, Capilano reviewed the role and mandate for the Senate Academic Planning and Program Assessment Committee (SAPPAC) and new terms of reference were adopted to better articulate the important role this committee plays in helping the campus community move forward in student learning outcomes assessment. The various Senate committees, as well as other administration standing committees, work in concert to insure that planning is comprehensive, broad-based, and inclusive of the appropriate constituencies.

Capilano students also play a major role in institutional planning, with student representation on all major committees as well as on the Board of Governors. (See also Chapter Two, Standard 2.A-Governance.) The Capilano Students’ Union works closely with the President and her executive team, and such collaboration has resulted in a number of student-centered outcomes, such as the new student gathering space in the Library building. (See also Chapter Two, Standard 2.G-Facilities.)

Also, four non-academic departments have developed Departmental Strategic Plans based on the University’s Strategic Plan. Annually, the Finance and IT departments review and reprioritize where necessary any on-going projects to align with the achievement of strategic priorities. New projects result from recommendations from all departments via the Closest to the Action Group (CTAG). CTAG is a forum for the open review and planning of IT related projects, including requests for system(s) or changes, issues of integration and coordination, and for the sharing of information and communication across administrative departments on IT projects. Executive Management, auditors, departments, and reviews of the departmental strategic plans also contribute to this process. IT projects are prioritized by the CTAG and Executive team, then reviewed and monitored monthly. The Audit Committee and the Executive team prioritize finance projects, and both IT and Finance Plans are aligned with one other. (See also Chapter Two: Facilities-Threat and Risk Management for actions taken as a result of Threat and Risk Management Assessment in line with strategic priorities.)

INSTITUTIONAL ACCOUNTABILITY

The Province of British Columbia requires all public colleges and universities to submit an annual Institutional Accountability Plan and Report (IAPR). Under this accountability framework, public post-secondary institutions in British Columbia prepare an annual accountability document, including a three-year plan and report. These IAPRs include goals, objectives, and performance measure results for each institution, as well as contextual information to describe the institution’s role in providing services to its students and communities.

These reports focus on capacity, access, quality, relevance, and efficiency as a system of post-secondary education. In BC, 25 colleges and universities served more than 400,000 students in 2011-12. Capilano’s IAPR reflects the University’s core themes, and it serves as an ongoing process by which the University benchmarks, sets targets, and measures progress toward fulfilling its institutional mission within the five domains as specified by the Ministry of Advanced Education.

---

4 Exhibit 3.A.2: Departmental Strategic Plans: Human Resources; Finance; IT, and Library
THE ROLE OF CORE THEMES IN INSTITUTIONAL PLANNING

Capilano undertakes institutional planning within the context of its four core themes and the University’s strategic plan, making use of data supplied by program faculty, the institutional research office, and provincially conducted surveys of former students. For example, planning for, and decisions about, the implementation, modification, or cancellation of programs are made on a program-by-program basis, but the data used for making those decisions are specific to the core theme in which a program or proposed program resides.

Capilano involves several Senate standing committees—the Senate By-laws, Policy and Procedure Committee; the Curriculum Committee; the new Academic Planning and Program Assessment Committee; and the recently restructured Budget Advisory Committee—in strategic Institutional planning via core themes. The Senate By-laws and Policy Committee recommends policy on general program and course requirements to the Senate. The Senate Curriculum Committee reviews all courses and programs—including those in Continuing Education—and ensures that they conform to Senate policy on such issues as alignment with institutional learning outcomes. The Senate Budget Advisory Committee plays an advisory role in the annual development of the budget, making recommendations on the addition of new programs, expansion of existing programs or suspension of programs, using core themes and strategic directions for guidance.

During institutional planning for academics, Capilano utilizes core themes in two dimensions: the first focuses on the process used to prioritize and approve new courses and programs; and the second works with managing improvement strategies that emerge from the assessment process.

Within each core theme, departments or functional areas present new courses and programs to the Deans Advisory Committee (DAC). Approval at the DAC level means faculty members recommend a program or course proceed through the process because there exists a clear linkage to core theme objectives. Next, a presentation to the registrar ensures that the credential or course meets all relevant criteria. At the Senate level, members evaluate the course or program against institutional priorities, and the Vice President, Finance and Administration is consulted for budget issues.

This approval process for new courses and changes to existing courses is designed to ensure careful planning and broad consultation. Designers of new courses consult with their department/functional areas and other instructional areas of the University that may have content overlap with the proposed course, preferably before the outline goes to DAC. Consultation with non-instructional areas should include, but is not necessarily limited to, the Library, the Registrar’s Office, and IT Services. Non-instructional area consultation will ensure that additional resources that may be required can be anticipated and planned for and that course designers are aware of potential resource implications. (See also Chapter Two: Degree Design and University Infrastructure.)

The newly formed Senate Academic Planning and Program Assessment Committee reviews program assessment plans and reports, as well as annual performance measure data for programs. This committee ensures that faculty members are using assessment of student learning outcomes and performance measure data to improve programs in line with Institutional Learning Outcomes and strategic goals. For detailed analysis of how Capilano utilizes and assesses each core theme in Institutional Planning, see Chapter Four: Core Theme Planning, Assessment, and Improvement. See also Chapter One: Mission, Core Themes, and Expectations for articulations of each core theme’s objectives and measures of success.
STUDENT ACHIEVEMENT

Capilano University identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The University engages in regular and ongoing assessment to validate student achievement of these learning outcomes. With the establishment of core themes in 2009, Capilano University began including core theme objectives in its Institutional Accountability Plan and Report (IAPR), an annual report that includes an analysis of the current environment, a description of how institutional goals and objectives align with the goals of the BC Ministry of Advanced Education, Capilano’s targets for the coming three years, and the University’s performance against targets for the past year. This document is publicly available through the Capilano and the Ministry websites.

INSTITUTIONAL EFFECTIVENESS

Capilano University systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

CAPILANO UNIVERSITY’S ASSESSMENT PROCESS

Capilano’s programs have made great progress in formalized assessment of student learning outcomes. In many cases, outcomes have been identified, defined in terms of rubrics, measured, and reported in the academic planning process. In other cases departments are still discussing and finalizing their learning outcomes in order to begin the assessment and reporting process. Most importantly, all program student learning outcomes have been, or will be, developed to align with the Capilano’s seven institutional learning outcomes as a framework. In some cases, programs identified outcomes that match all institutional outcomes; in other cases, programs could find clear linkages to selected outcomes, given the characteristics of their particular curriculums.
Students are drawn, students succeed

Mission

Institutional Student learning outcomes

Core Themes

Preparatory Studies
Specialized Programs
General Arts and Science
Community Engagement

Faculties

Business and Professional Studies
Arts and Sciences
Fine and Applied Arts
Global and Community Studies
Education, Health and Human Development

97
The institutional learning outcomes provide a valuable framework that encourage faculty to think in broader terms, to define outcomes in more than a traditional context, and to think carefully about learners and what happens to them as they embark on and complete particular plans of study. ¹ (See Chapter One).

In order to achieve consistency of approach, Capilano developed a template for assessment plans and assessment reports.² This template gives guidance for each program, asking for articulations of:

- Program Mission
- Program Goals
- Program Student Learning Outcomes (PSLO)
- The linkage of PSLO’s to the seven Institutional Learning Outcomes
- Levels of Achievement expected from each outcome
- A detailed Program Assessment Plan defining direct and indirect assessment rubrics and expected measurement outcomes.

At the end of the reporting cycle, the Program Assessment Report template asks each program to provide:

- A summary of outcomes assessed for each PSLO
- A statement of proposed actions designed to improve the assessment result for the next planning horizon.

Those programs completing the Program Assessment Report are requested to present their findings to the Senate Academic Planning and Program Assessment Committee (SAPPAC) and are provided an opportunity to discuss their results and plans and to discuss any recommendations offered by the SAPPAC members.

At the end of the next reporting cycle, Capilano expects programs to measure and report on the success of actions taken to improve learning outcomes. The University ensures that results of measurement are made available to constituencies in a timely manner.

**CAPILANO’S IMPROVEMENT PROCESS**

Capilano uses a traditional systematic model of process improvement.

1. Set goals
2. Develop measures and capture data
3. Analyze data
4. Develop and implement action plans
5. Evaluate and adjust
6. Feedback into goals

---

¹ See Appendix A: Board Policy B.101: Vision, Values, Mission, Goals and Strategic Directions
² Appendix E: Assessment Plan Template
Capilano has discovered that the development of a more formalized assessment and improvement framework has had a significant and lasting impact on program quality and student success in a wide variety of applications within the University’s core themes.

**CORE THEME: GENERAL ARTS AND SCIENCES**

**STANDARD 3.B – CORE THEME PLANNING: GENERAL ARTS AND SCIENCES**

Capilano University offers a strong core of Arts and Sciences courses that transfer to other BC institutions and that also provide much of the General Education requirements for Capilano’s specialized programs (see Chapter Two: Undergraduate Offerings). Students may complete an Associate of Arts or an Associate of Science Degree, with or without a concentration, but the majority of students in Arts and Sciences transfer without completing a credential.

Capilano’s new Bachelor of Arts in Liberal Studies (LSBA) takes a broad cross-disciplinary approach. The LSBA degree differs from traditional discipline-based degrees in that it enables students to gain the breadth and depth of knowledge generated by several disciplines, all of which will enhance the students’ understanding of the world in which they live.

Capilano’s short-term planning for this core theme focuses on adjusting offerings to meet demand and identifying needs that are not yet being met. (See also Chapter Five: Adaptability and Sustainability.) The University continually adjusts course offerings within Arts and Sciences to meet demand within resources and to maintain class enrollment at an average minimum of 85% of capacity. Low-enrolled sections are cancelled unless a compelling case exists to still offer the class. Capilano usually has a small budget reserve to add sections in high-demand courses.
LONG-TERM PLANNING FOR GENERAL ARTS AND SCIENCES

Capilano’s long-term planning for the General Arts and Sciences core theme focuses on actively considering what it means to be an educated person in a changing world; identifying emerging needs for courses and programs; adjusting to changes in the secondary and post-secondary education systems; and ensuring that the University maintains the quality of a Capilano student’s education.

As a major outcome of this planning, Capilano developed the aforementioned Bachelor of Arts in Liberal Studies (LSBA) degree. Capilano created an LSBA steering committee since it is a Faculty-based degree not tied to a particular department or division. The steering committee consists of faculty members from each of the three divisions in Arts and Sciences: Humanities, Social Sciences, and Pure and Applied Sciences. It is chaired by the LSBA convener who is appointed by the Dean upon the recommendation of the members of the Faculty.

This degree program began in the fall of 2011 with a theme-based set of upper-level courses. It is the first Capilano degree developed from the start with institutional-level student learning outcomes integrated into the program.³

Capilano built the degree around a set of program-level student learning outcomes, and the program includes a tutorial advisor system and a capstone graduation project, which encourages and facilitates faculty and students as they closely assess the acquisition, integration, and application of knowledge, skills, and attitudes. The addition of upper-level Arts & Sciences courses will also provide sources of additional breadth for students in Capilano’s specialized programs.

With the launch of the LSBA, Capilano’s planning has focused on coordinating upper-level offerings for the Liberal Studies students, but also for students in other degree programs who need upper-level electives. To support students’ progress through the program, Capilano has added additional resources, including new funds for upper level courses, faculty coordination time, and program expenses. Also, additional upper-level courses have been developed for the degree in 2012. The LSBA Steering Committee has planned the theme-based course offerings for the next three years.⁴

STANDARD 4.A - ASSESSMENT: GENERAL ARTS AND SCIENCES

As noted in Chapter One, the majority of students currently enrolled in General Arts and Sciences transfer without completing a credential. So Capilano uses individual course completion as an important indicator of achievement for this theme, since the primary function of most Arts and Sciences courses has historically been to provide the foundation for further university instruction. Ninety-seven percent of the students enrolled in General Arts and Sciences classes in the past year completed their courses, and 85% of those who completed their courses achieved the course-level student learning outcomes. At the program level, 82% of students enrolled in Arts and Sciences programs completed their entire course of study.

³ Exhibit 4.1: Bachelor of Arts in Liberal Studies Degree
⁴ Exhibit 4.2: Liberal Studies Course Offerings Fall 2012
Capilano Arts and Sciences students also appear to be well prepared for transfer to other institutions; in a Provincial survey of Arts and Sciences graduates, of those students pursuing related further studies (n=722) 96% indicate they felt prepared for further study.5

GENERAL ARTS AND SCIENCES PROGRAM STUDENT LEARNING OUTCOMES6

Each of Capilano’s Associate of Arts concentrations now have articulated program-level student learning outcomes. Faculty in those areas have submitted revised assessment plans but find they need to revisit the expected outcomes as they devise assessment measures. There has, as yet, been no formal assessment of program student learning outcomes for the Associate of Arts degrees, though progress has been made in increasing understanding how to articulate program-level student learning outcomes and how to assess those outcomes.

Capilano has been conservative in devoting resources for the assessment of all Associate Degree concentrations, as the future of this credential at Capilano is in question. According to data gathered between 1993 and 2006 by the British Columbia Council on Admissions and Transfer (BCCAT)7, Capilano College awarded the third highest number of Associate of Arts and Sciences degrees in the Province. Since 2004–2006, the number of Associate degrees awarded by many of the province’s post-secondary institutions significantly dropped, and Capilano is no exception: the number of Associate of Science degrees peaked in 2003 at 33; in 2010, Capilano awarded seven Associate of Science degrees. The numbers for the Associate of Arts Degree peaked at 244 in 2004; in 2010, Capilano awarded 28 Associate of Arts Degrees. This trend is likely to continue as the Capilano develops more four-year degrees. Capilano’s intention, therefore, is to focus only on viable Associate degrees for assessment, such as Psychology and Global Stewardship.8

<table>
<thead>
<tr>
<th>CREDENTIAL</th>
<th>CALANDER YEAR (up to and including Fall 2009 graduates)</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Arts in Creative Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate of Arts in Global Stewardship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree of Associate of Arts</td>
<td></td>
<td>49</td>
<td>88</td>
<td>106</td>
<td>123</td>
<td>197</td>
<td>244</td>
<td>163</td>
<td>114</td>
<td>50</td>
<td>51</td>
<td>34</td>
</tr>
<tr>
<td>Degree of Associate of Arts - Applied Ethics Concentration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree of Associate of Arts - English Concentration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree of Associate of Arts - Psychology Concentration</td>
<td></td>
<td>10</td>
<td>11</td>
<td>13</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td>49</td>
<td>88</td>
<td>106</td>
<td>123</td>
<td>197</td>
<td>244</td>
<td>163</td>
<td>127</td>
<td>68</td>
<td>77</td>
<td>63</td>
</tr>
</tbody>
</table>

---

5 Exhibit 4.3: BC Diploma, Associate Degree, and Certificate Student Outcomes Survey: Detailed Reports (DASCO)
6 Exhibit 4.4: Arts and Sciences Assessment Plans
7 See Exhibit 2C.6: BCCAT
8 Exhibit 4.5: Associate of Arts in Psychology Program Assessment Plan and Associate of Arts in Global Stewardship assessment Plan
In the General Arts and Sciences core theme, Capilano has been focusing attention on assessment plans for the University’s new LSBA. This four-year program is built around a set of program-level student learning outcomes that have also been linked to Capilano’s institutional-level student learning outcomes. Each student will be encouraged to develop an on-line portfolio of work that will grow and develop for the duration of his or her enrollment.

Since the LSBA began to accept its first students (most in their third year of study) in Fall 2011, the LSBA Steering Committee conducted an initial assessment in late Spring 2012. This assessment cycle was founded on both an Assessment plan and a Grading Rubric for LSBA that integrated program-level and institutional-level learning outcomes.

STANDARD 4.B - IMPROVEMENT: GENERAL ARTS AND SCIENCES

In concert with Capilano’s focus on the new LSBA, the University devotes resources to assessment of Arts and Sciences students who do not necessarily complete a Capilano credential. For the 2011-12 academic year Capilano provided release time to a faculty member, Dr. Mark Battersby, who has engaged in assessment activities for over twenty years. He is available to assist all faculty members, and he is also a member of the Senate Academic Planning and Program Assessment Committee.

Through this focus on assessment in General Arts and Sciences, Capilano has developed the Learning Outcomes Project. The achieved goals of this project have been to:

- create a sense of a investment in the shared goal of articulated learning outcomes;
- identify outcomes within the Faculty of Arts and Science;
- develop means of assessment of these outcomes;
- from this assessment, provide faculty with information useful for enhancing the achievement of the shared outcomes;
- establish a Learning Outcomes Committee, with representatives from each of the three divisions in the Faculty: Humanities, Social Sciences, and Pure and Applied Sciences.
- draft a set of outcomes linked to Capilano institutional student learning outcomes.

---

9 Exhibit 4.6: LSBA Program Assessment Plan and Grading Rubric
Below is the current draft of the non-credential Arts and Sciences student learning outcomes:

<table>
<thead>
<tr>
<th>FAS Outcomes</th>
<th>Institutional Outcomes</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Improved reading to 2&lt;sup&gt;nd&lt;/sup&gt; year level</td>
<td>Communication skills</td>
<td>Creation of a multiple choice grading test based on selections from textbooks used by faculty to assess entry level reading abilities. Depending on effectiveness these passages might be used for 2&lt;sup&gt;nd&lt;/sup&gt; year assessment also.</td>
</tr>
<tr>
<td>2. Improved writing to 2&lt;sup&gt;nd&lt;/sup&gt; year level</td>
<td>Communication skills</td>
<td>Probably in house review of work already submitted in Eng 100 compared to work from 2&lt;sup&gt;nd&lt;/sup&gt; year courses. Who would review this work is TBA</td>
</tr>
<tr>
<td>3. Increased student engagement with intellectual interests</td>
<td>Self-directed learning, awareness &amp; responsibility</td>
<td>An in house version of the Standard Student Engagement Questionnaire</td>
</tr>
<tr>
<td>4. Improved critical thinking to appropriate 2&lt;sup&gt;nd&lt;/sup&gt; year level</td>
<td>Quantitative reasoning ability Creative, critical and analytical thinking skills</td>
<td>An in house version of the CLA Performance Task and Argument Critique or preferably a 1 year trial run of the actual CLA</td>
</tr>
<tr>
<td>5. Increased awareness of/or engagement with social and political issues</td>
<td>Community/global consciousness and responsibility</td>
<td>Student engagement questionnaire includes questions about political engagement</td>
</tr>
<tr>
<td>6. Key concepts (in addition to standard outcomes, the committee believed that faculty would be interested in student facility with some key outcomes including Scientific Literacy)</td>
<td>Quantitative reasoning ability Creative, critical and analytical thinking skills</td>
<td>These are addressed in the CLA test and the Science Literacy Concept Inventory--multiple choice test of basic conceptual understanding of science.</td>
</tr>
</tbody>
</table>

Capilano is still developing assessment tools, and these will likely assume a variety of forms. For example, the Collegiate Learning Assessment Project (CLA)—a series of standardized tests that assess General Education Skills—has potential but it has not yet been adapted to a Canadian post-secondary environment. Other tools might include the Science Literacy Concept Inventory that assesses the degree to which students understand science as a way of knowing and can employ science’s framework of reasoning under circumstances that a citizen may encounter in everyday life. Capilano is also developing in-house tools for Arts & Sciences assessment, including a student engagement survey.  

The table below provides assessment indicators of useful data that are relatively accessible. These kinds

---

<sup>10</sup> Exhibit 4.7: Student Engagement Survey-Draft
of data recognize that the majority of Arts and Sciences students are not in defined programs and do not complete a credential. Thus, the table below reflects an important feature of General Arts and Sciences: it has not been a core theme primarily characterized by its own unique programs. For most Arts and Sciences students, their education priority has been oriented to success in individual courses, and preparing to transfer to another institution, which could include completing early major requirements of some academic disciplines at Capilano. As Arts and Sciences develops more four-year degrees, Capilano will be able to rely on more traditional program assessments.

<table>
<thead>
<tr>
<th>University Strategic Goal</th>
<th>Objective</th>
<th>Assessable Indicator of Achievement</th>
<th>Targets</th>
<th>Actual</th>
<th>Improvement Strategy</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student success in ongoing education</td>
<td>Course completion with a grade A-C</td>
<td>Course completion rates and success (Grade A-C)</td>
<td>80%</td>
<td>77% success</td>
<td>In Progress</td>
<td>TBD</td>
</tr>
<tr>
<td>Program completion rates</td>
<td>Time to completion by program</td>
<td>150%</td>
<td>10% of two-year programs**</td>
<td>In Progress</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>Attainment of program Student Learning Outcomes</td>
<td>Percent meeting program standards</td>
<td>TBD</td>
<td>Data not available</td>
<td>In Progress</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>Fall to Spring retention</td>
<td>Percent of first-term students enrolled in fall who re-enroll in spring by program</td>
<td>&gt;75%</td>
<td>88% 1-yr. programs; 88% 2-yr. programs; 95% 3-yr. programs; 84% 4-yr. programs</td>
<td>In Progress</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>Fall to fall persistence</td>
<td>Percent of students enrolled in fall who re-enroll in the subsequent fall by program</td>
<td>73%</td>
<td>71% 2-yr. programs; 72% 4-yr. programs</td>
<td>In Progress</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>Transfer to other post-secondary institutions</td>
<td>Percent of transfer eligible students transferring to other PSI by program</td>
<td>18%</td>
<td>16% of Diploma; 27% of Associates; 11% of Bachelors</td>
<td>In Progress</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>Student self-reported improvement in specific skill/knowledge areas</td>
<td>Self-report DACSO/BGS survey results</td>
<td>≥85%</td>
<td>Diploma, Certificate, Associate degree (DACSO) student assessment of skill development Average %: 76% (+-1.8%); Bachelor degree student (BGS) assessment of skill development: 88% (± 4.7%)</td>
<td>In Progress</td>
<td>TBD</td>
<td></td>
</tr>
</tbody>
</table>

1 Student retention should be above 75%. First year student average retention rates in both Canada and the US are about 75% to 80%. (Research on Retention and Attrition, Grayson, J.P. and Grayson, K. Canada Millennium Scholarship Foundation. Dec. 2003)
2 Based on STP data for AY 2009/10. BC average 73% for 2-yr. programs; 77% for 4-yr. programs
3 Based on STP data for AY 2009/10. BC average of transfer eligible students transferring to other PSI (STP Post Secondary Mobility Projections released 2011)
**Students typically seek to transfer rather than complete AA degree
As described in Chapter One, a key aspect to Capilano’s mission is providing access and ensuring success for all learners; these include those who may have been out of school for extended periods of time, or those who have not yet completed high school. The University offers English language support courses and services for students who are not yet able to enter programs of study or who require concurrent support in order to succeed in their studies. Programming in Preparatory Studies enables adult learners from diverse backgrounds to gain the knowledge, skills, strategies, and confidence to be successful in the next level of studies, or to satisfy personal or employment goals.

In the Preparatory Studies core theme, Capilano plans in the context of the unique needs of each of the University campuses. For example, the regional campuses have offered upgrading options for many years, where students take high school equivalent courses usually in order to fulfill prerequisites for further study. However an emerging need for language services for adult learners not proficient in English has led to a number of contract-funded programs in the Howe Sound Corridor (Squamish, Whistler) and on the Sunshine Coast (Gibsons, Sechelt). These programs train volunteer tutors who assist newcomers—either individually or in small groups—with improving basic language skills and acquiring socio-cultural knowledge so they can be successful in these communities.

The University also runs a number grant-funded literacy and ESL programs. These programs and courses are delivered in a number of community-based locations, including aboriginal education centers, neighborhood houses, and libraries. They are developed and operated in collaboration with more than 26 organizations, including school districts, unions, employers, and community groups from across the university region; many of these projects work with community advisory committees that establish priorities for projects, including outcomes for participants. This collaboration with community partners provides valuable feedback regarding the learning environments, as these learners often face exceptional and multiple barriers to participation, such as poverty, geography, mental health, and substance abuse.

Capilano has a long history of working with local aboriginal communities to support the transition of members to post-secondary studies. While high school completion rates for aboriginal learners continue to increase across the region, many individuals either have not graduated or did not acquire the mix of courses that enable them to enter a post-secondary program of study. As a result, particularly in the regional campuses, Capilano works closely with the First Nations Band education personnel to plan and support specific programs of study to improve the outcomes for aboriginal students. For example, Capilano frequently offers the Gateways career planning and transition program on the Sunshine Coast in collaboration with the Sechelt Nation. The program may have a different target depending on the needs identified by the Sechelt Nation personnel. The program has traditionally been offered with a focus on youth, trades preparation, and preparation for health careers.

At the departmental level, Preparatory Studies initiatives are confirmed and aligned with University goals of student success, and with University strategic directions through Senate processes. DAC serves as the academic planning committee. Departments share curriculum and discuss the most effective

---

11 Exhibit 4.8: Collaboration with Community Partners
12 Exhibit 4.9: Gateways to Health Careers 2012; Program Overview and Course Outline
means of providing the diverse learning environments required to meet student needs. For example, College and University Preparation (CUP) provides a cohort-based program of Adult Basic Education (ABE) courses that enhance the supportive and directed environment that some learners require to make progress.

The Ministry of Advanced Education has set targets for FTE delivery, which Capilano plans for and reports on an annual basis. ABE must be tuition free, again by provincial government mandate. This means that most of these programs do not generate tuition revenue. As a result, the amount of programming delivered is a balance between meeting FTE targets and minimizing the financial impact on the university.

STANDARD 4.A - ASSESSMENT: PREPARATORY STUDIES

In Preparatory Studies, some areas—such as Access Work Experience (AWE), CUP, and ESL are program-based, and some, such as ABE, are course-based. In the case of the Community Development and Outreach (CDO) department, learning may be completely individualized to accommodate students who are managing multiple barriers to achieving their learning goals.

Prime examples of how Capilano both assesses Preparatory Studies learning outcomes and ensures alignment with institutional learning outcomes are seen with ESL and ABE assessments. ESL uses an assessment of program student learning outcomes, while ABE, since it delivers courses primarily in preparation for other levels of study, uses an assessment framework that examines outcomes achievement across a department within individual course offerings.

STANDARD 4.B - IMPROVEMENT: PREPARATORY STUDIES

Four of the five programs in Preparatory Studies (ABE, AWE, CUP, ESL) have developed and implemented Assessment Plans. Faculty members use the data gathered by these plans to ensure their departments maintain successes, as well as address areas where improvement is indicated. For example, to create more consistency in the delivery of different sections of the same course, the instructors in the highest level ESL course establish a "norming binder" which contains graded samples of research papers from students who have undertaken the course. Faculty members refer to this binder to ensure consistency in marking final research papers in their capstone course.

The Preparatory Studies Improvement Plans show two key issues that require additional work: pathways to further studies, and development of baseline measures for community-based programs in order to demonstrate the role they play in fulfilling the university mission. As a result of this assessment, Capilano aspires to see improvement in the transition rate of students from preparatory studies to other program areas at the University.

Capilano will, over the next year, begin to track students’ progression—particularly from ABE, CUP, and ESL. These departments have begun working with Institutional Research staff to develop mechanisms for collecting and reviewing data on an annual basis. The University will also include transition from community-based programs into credit and non-credit career paths.

13 Exhibit 4.10: Preparatory Studies Assessment Plans
14 Exhibit 4.11: ESL 2012 Assessment Report and ABE 2012 Assessment Reports
Preliminary analysis suggests that ABE students are successful in subsequent coursework, particularly in business and applied coursework.

<table>
<thead>
<tr>
<th>ABE Success in Subsequent Courses</th>
<th>Fall 2005 -Spring 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE</td>
<td>Academic</td>
</tr>
<tr>
<td>A</td>
<td>300</td>
</tr>
<tr>
<td>A-</td>
<td>339</td>
</tr>
<tr>
<td>A+</td>
<td>144</td>
</tr>
<tr>
<td>B</td>
<td>369</td>
</tr>
<tr>
<td>B-</td>
<td>347</td>
</tr>
<tr>
<td>B+</td>
<td>391</td>
</tr>
<tr>
<td>C</td>
<td>264</td>
</tr>
<tr>
<td>C-</td>
<td>181</td>
</tr>
<tr>
<td>C+</td>
<td>274</td>
</tr>
<tr>
<td>D</td>
<td>152</td>
</tr>
<tr>
<td>F</td>
<td>390</td>
</tr>
<tr>
<td>WITHDRAW</td>
<td>125</td>
</tr>
<tr>
<td>Successes</td>
<td>2609</td>
</tr>
<tr>
<td>Grades</td>
<td>3151</td>
</tr>
<tr>
<td>Success Rate</td>
<td>83%</td>
</tr>
<tr>
<td>Registrations</td>
<td>3276</td>
</tr>
</tbody>
</table>

Preparatory Studies assessment shows that Capilano needs to strengthen ESL bridging programs so students develop sense of progress towards career goals at an earlier point. Within the ESL program, work is underway to create new programs for access into the Business degree, as well as a new pathway into the Early Childhood diploma and degree. In ABE, Capilano needs a better understanding of student goals in order to determine ways to improve the rates of transition to both academic and applied programs. The University also needs to create stronger means of follow-up on student success at other institutions. The Ministry of Advanced Education is developing a province-wide ABE mobility study that will eventually provide Capilano with data on the success rates of Capilano’s ABE graduates at other institutions.

15 Exhibit 4.12: Business Administration for International Students’ Diploma (launched January 2013)
Capilano’s community-based preparatory programs make a significant contribution in terms of relationships with a wide range of organizations to support vulnerable learners. However Capilano does not yet have an effective framework for assessing these programs’ effectiveness relative to the contribution of other preparatory programs. The CDO department is developing an outcomes monitoring document\(^{16}\) that will be used within the department as a basis for building meaningful assessment of student success in community-based programs.

<table>
<thead>
<tr>
<th>Preparatory Studies- Improvement Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University Strategic Goal</strong></td>
</tr>
<tr>
<td>------------------------------------</td>
</tr>
<tr>
<td>Student success in ongoing education</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

\(^{16}\) Exhibit 4.13: CDO Outcome Measurement Framework
Capilano offers specialized certificate, diploma, and degree programs focused on community needs, regional industries, and aesthetic engagement. The University works with industry and the community to develop and deliver programs that prepare graduates with the up-to-date knowledge, creative and technical skills, comportment, and professional connections that will enable them to make economic and cultural contributions to the region and beyond.

Specialized Programs have articulated learning outcomes closely aligned with the needs of an industry, or the current trends of a discipline that lead to state-of-the-art application of the craft. Consequently, these programs have active advisory committees comprised of employers and practitioners from the community. Alumni and current students are also often involved in advisory committee work. In planning for the allocation of resources to programs, Capilano continually monitors the changing needs of students, employers, and the broader communities in which campuses are located. As a consequence, planning within the Specialized Programs core theme in 2011-12 has focused on:

- Increasing cost effectiveness of expensive programs.
- Ensuring adequate supports are in place for new programs.
- Moving into the new Bosa Centre for Film and Animation.
- Adding post-baccalaureate programs.
- Expanding opportunities for international student and faculty exchanges.
- Developing curriculum in transportation and logistics.
- Rolling out the upper level courses in the new Communications and Paralegal degrees.
- Developing inter-disciplinary electives in degree programs.
- Developing capacity in the school of Business for online courses.
- Rolling out the fourth year of the Bachelor of Motion Picture Arts (BMPA).
- Development of upper-level electives in film and intra-disciplinary arts.
- Revision of the Indigenous Independent Digital Filmmaking diploma to allow for grads to enter into the BMPA.
- Development of a Bachelor of Design, focusing on graphic design and illustration.
- Development of a Bachelor of Human Kinetics.

Also, in May 2012, after ten years of development, Capilano implemented its Bachelor of Performing Arts degree program. This unique program is offered in partnership with Capilano University, Douglas College, Langara College, and Vancouver Community College. As a project-based capstone year, the degree represents the fourth and final year for over 14 different programs, ranging from theatre through music, dance, installation and public art, as well as arts and entertainment management, across the partner institutions that feed into the program. The students focus on creation-based practice, developing and producing a multi-disciplinary collaborative project. The premiere performance will take place during Vancouver’s PuSH Festival.

17 Exhibit 4.14: Specialized Programs Advisory Committees
In addition, Capilano is notably expanding learning opportunities for students and faculty through:

- Enhanced community engagement applied research activities.
- Enhanced international recognition and reputation of program areas through international level certifications where relevant.
- Enhanced curriculum development in sustainability and stewardship of resources.
- Enhanced practical engagement in industry activities through internships and applied project based studies.
- Expanded opportunities for students to continue studies at a variety of levels, such as: Early Childhood Care and Education (ECCE) degree graduates entry to the Professional Teaching Diploma Program (PDP) program at Simon Fraser University; and full program transfer of credits (“block transfer”) between Capilano and University of British Columbia for Capilano’s Rehabilitation Assistant program into the Speech Sciences Degree at UBC.
- Re-alignment of courses in the Early Childhood programs to enable smoother transition for students transferring from other institutions to Capilano.
- Increased number of online and mixed-mode courses to enable students in regional communities to access more of Capilano’s programs such as Special Education Assistants (SEA) and ECCE.

### STANDARD 4.A - ASSESSMENT: SPECIALIZED PROGRAMS

In Specialized Programs, faculty are in the process of developing Student Learning Outcomes and assessment plans that seek to apply Capilano’s seven institutional learning outcomes in the context of each program. To date, 37 specialized programs have submitted assessment plans or reports. Capilano’s goal is to have a full complement of assessment plans in place for Specialized Programs by December 2012.\(^\text{18}\)

### STANDARD 4.B - IMPROVEMENT: SPECIALIZED PROGRAMS

Note: These assessment plans for these programs were developed under the previous Faculty structure. Beginning in Fall 2012, the assessment plans will continue to be reported through the new faculties.

Of the 37 programs in Specialized Programs that have submitted assessment plans or reports, 24 (96%) have also identified improvement strategies to incorporate into their program assessment plans. The programs with improvement strategies are as follows:

- Bachelor of Business Administration Degree
- Accounting Assistant Diploma
- Communication Studies Diploma
- Paralegal Diploma
- Accounting Assistant Certificate
- Local Government Administration Certificate
- Bachelor of Motion Picture Arts
- Costuming for Stage and Screen Diploma
- Illustration/Design: Elements & Applications (IDEA) Diploma

\(^\text{18}\) Exhibit 4.15: Specialized Programs Assessment Plans
All Business and Professional Studies programs ensure that the results of program assessment are made available to constituencies in a timely manner in order that good performance can be recognized and rewarded, while poor performance can be efficiently corrected.

At the program level, faculty members use the results of Business program assessments to evaluate the effectiveness of achieving program student learning outcomes. It is routine, at a meeting of faculty members, to review results—including feedback from students, alumni, and program advisory panels representing employers—and to use that review to explore and implement tactics aimed at improving results. It is also routine for faculty to reflect on assessment results in subsequent reporting periods to determine the effectiveness of improvement tactics.

Faculty and program chairs in each Business and Professional Studies program are committed to developing improvement strategies, and those improvement strategies will be aligned with core theme objectives. At the core theme level, the Academic Planning Committee of the Faculty of Business will use the program assessment process to guide planning and resource allocation decisions in the future.

Once programs have developed their improvement strategies the next step is for the Deans Advisory Committee, (DAC), which also serves as the Faculty Academic Planning Committee (APC), to meet, discuss, and further develop improvement strategies in support of the Specialized Programs core theme.

---

19 Exhibit 4.16: Business and Professional Studies Assessment Plans
as those strategies relate to Business & Professional Studies as a whole. This is an opportunity for all departments (School of Business, Applied Business Technology, Communication, Paralegal, and Public Administration) to share thoughts and resources to develop the best possible strategies for achieving core theme objectives.

TOURISM AND OUTDOOR RECREATION ASSESSMENT AND IMPROVEMENT PLANS

The Faculty of Tourism and Outdoor Recreation has developed and implemented assessment plans for all of its program areas. Faculty members, coordinated by the Faculty Chair and conveners of respective programs, developed each of these plans in a consultative and iterative process. The plans have been reviewed several times to ensure that learning outcomes are measureable and meaningful, leading to improvements in learning experiences and outcomes for students. For two programs—Wilderness Leadership Certificate and Bachelor of Tourism Management—initial assessments and reports were conducted last year, but the plans and measurement tools have been amended to enhance data for more meaningful program improvements. Currently, all programs have assessment procedures in progress for the 2011-12 academic year.

The process for assessment and improvement within the Faculty of Tourism & Outdoor Recreation is as follows:

1. Prior to the start of the academic year, the Faculty Chair or a coordinator works with conveners to coordinate a schedule of meetings with faculty members of each program area to discuss the ensuing assessment process.
2. At the program meetings, a selection (if not all) of program student learning outcomes are selected for assessment in that specific academic year, measurement tools are chosen, and actions responding to the previous years assessment (if conducted) are determined.
3. The Chair coordinates a schedule for implementation of the assessment with program conveners so that assessments are conducted when meaningful data can be derived and students in various program areas are provided opportunity to participate.
4. Conveners, or designated faculty members, facilitate assessment of the program student learning outcomes utilizing selected measurement tools.
5. Conveners, or a designated faculty member prepares a report of the learning outcomes and reports this information to the Convener (if relevant) and the Chair.
6. Designated faculty members, conveners, and/or the Chair regularly report to DAC on progress of the assessment. All assessment reports are submitted to DAC for a designated DAC meeting, along with recommendations for improvements.
7. A range of actions for improvement are determined at DAC and presented, discussed, and agreed upon at the Full Faculty meeting (at the close of each academic year) for subsequent implementation in the next academic year.

The process to conduct assessments and improve learning outcomes for the Faculty of Tourism and Outdoor Recreation is dynamic and iterative. As the departments proceed further in this process, they will determine a range of criteria to help guide the selection of learning outcomes addressed in each program area so that Capilano may implement constant and balanced improvements. In each case, information will be circulated to faculty with opportunity for faculty assessment and suggestions so that

---

20 Exhibit 4.17: Tourism and Outdoor Recreation Assessment Plans
Tourism and Outdoor Recreation can achieve improvements to process, content of courses, overall program management, and provision of enhanced learning experiences.

HEALTH AND EDUCATION ASSESSMENT AND IMPROVEMENT PLANS

The Faculty of Health and Education programs include certificate, diploma, degree and post-baccalaureate studies. Most of the programs respond to external accreditation or regulatory bodies and, in order to secure employment, graduates must demonstrate they meet the requirements of the regulatory body or that they have completed studies at a recognized school. However, not all programs undergo an accreditation process. For example, the Health Care Assistant program has a provincially-mandated curriculum, which includes content and hours that programs must meet in order for graduates of the program to be eligible for employment.

With the exception of the Human Kinetics diploma, students complete worksite practicums where they must demonstrate competency through integration and application of the knowledge, skills, and professionalism learned in their program of study. At this stage, it becomes clear whether students are able to apply their learning in real-life settings. As a consequence these programs have naturally acquired a culture of assessment with program student learning outcomes.

Two Health and Education programs—Special Education Assistant and Rehabilitation Assistant—have completed a full assessment cycle and are planning improvements based on these assessments. Within the Faculty of Health & Education as a whole, data collected on programs show high levels of satisfaction with the relevance of programs and high level of employment after completion.

As part of ongoing improvement, faculty members in each department review assessment results, consult with program advisory committees, and solicit student feedback on program effectiveness. One of the coordinators in the Faculty has taken the lead in supporting the development of assessment plans for all programs and ensuring continued progress towards implementation. As a result, Health and Education has established a set of priorities that are the focus of Faculty-wide initiatives to improve successful learning outcomes. These include:

1. Develop more pathways for students to ladder between programs within the Faculty of Health & Education, to other faculties at the university, and to other post-secondary institutions.
2. Create more internal options for students to continue their studies at a higher level
3. Ensure high-quality practicum placements and review support provided to practicum sites to ensure that supervisors are effectively prepared for the role Capilano expects them to fulfill.
4. Develop and maintain strong connections with Capilano’s geographic and professional communities by alignment of Program Advisory Committee membership to ensure effective representation with professional bodies. Results of assessment plans will be reviewed with Advisory committees as part of the ongoing assessment efforts.

---

21 Exhibit 4.18: Health and Education Assessment Plans
22 Exhibit 4.19: Special Education Assistant and Rehabilitation Assistant programs
23 See Exhibit 4.3: BC Diploma, Associate Degree, and Certificate Student Outcomes Survey: Detailed Reports (DASCO)
Within the Faculty of Fine and Applied Arts, programs encompass a range of options: from technology-based curricula (i.e. Interactive Design) to the entertainment arts (i.e. Musical Theatre). But shared among many of these programs are performance/critique or exhibition/critique methods for providing evaluation and feedback. These methods are based on processes typical to the industry or cultural environments aligned with Capilano’s Fine and Applied Arts offering. The assessment of students is both organic and integral to the process of providing critiques of performances, portfolios and exhibitions. The refinement of the program student learning outcomes to encompass the skills, knowledge and values inherent to successful artistic expression—while also aligning with the institutional outcomes—has provided a meaningful framework for assessment.

On a broad level these assessments would include auditions, recitals, film screening, exhibitions, portfolio reviews, and presentations. These events occur throughout a program’s curriculum, at both the individual and group level: midterm and final group capstone projects, and individual critiques of exhibitions, performances and projects. Translating these traditional assessment processes embodied in critique modes—whether formal or informal—into the framework of formal institutional assessment has been integrated with relative ease.

The initial translation of program expectations into meaningful program student learning outcomes was developed through the internal expertise of program faculty. But challenges surfaced in the definition of assessment tools. The measurement of the subjective and interpretive qualities of personal artistic expression often rests on expert opinion. In many areas, the programs responded by bringing in external assessors from advisory committees and cultural organizations to contribute to the definition of program student learning outcomes and to participate in the assessment opportunities. 

---

24 Exhibit 4.20: Fine and Applied Arts Assessment Plans
25 Exhibit 4.21: Illustration/Design: Elements and Applications Assessment Plan
The table below, “Specialized Programs Improvement Plan,” shows the baseline measures, targets, and improvement strategies for this core theme as it applies across Faculties, aligned with University Strategic Goals.

<table>
<thead>
<tr>
<th>University Strategic Goal</th>
<th>Objective</th>
<th>Assessable Indicator of Achievement</th>
<th>Target</th>
<th>Actual</th>
<th>Improvement Strategy</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student success in ongoing studies</td>
<td>Program completion rates</td>
<td>Rate of completion by program</td>
<td>150% of normal time to degree</td>
<td>48% of 1-yr. programs; 45% of 2-yr. programs; 53% of 4-yr programs;</td>
<td>Programs to improve selection process, raise incoming GPA and suitability of skills entering programs.</td>
<td>TBD</td>
</tr>
<tr>
<td>Attainment of program SLO</td>
<td>Percent meeting program standards</td>
<td></td>
<td>85%</td>
<td>87%</td>
<td>All programs have acceptable levels of SLO attainment. Strategy is to sustain efforts</td>
<td>TBD</td>
</tr>
<tr>
<td>Programs with Industry/ Community Internship/ Co-op opportunities</td>
<td>Programs with Internship/Co-op opportunities</td>
<td></td>
<td>60%</td>
<td>Data not yet available</td>
<td>Example: Communications to develop internship opportunities for the new degree program. Example: Motion Picture Arts implements internships in roll out of 4th year of degree</td>
<td>TBD</td>
</tr>
<tr>
<td>Students are prepared for success in chosen career</td>
<td>Employed in training related job</td>
<td>Employed in training related job (DACSO survey; BGS survey)</td>
<td>60%</td>
<td>63% Diploma, Associate Degree, Certificate/ 74% Baccalaureate</td>
<td>Job related programs will launch promotion campaigns with local industry to enhance the understanding of skills and abilities of graduates</td>
<td>TBD</td>
</tr>
<tr>
<td>Usefulness of knowledge/ skills gained in performance of job</td>
<td>Education useful in performance of job (DACSO survey; BGS survey)</td>
<td></td>
<td>85%</td>
<td>72% Diploma, Associate Degree, Certificate/96% Baccalaureate</td>
<td>Advisory committees for diploma programs will be asked to carefully audit existing programs for relevance. Example: Costuming Diploma - Faculty are working on a matrix to better assess the individual portfolio pieces including assessment by the external advisory group and industry professionals of the Grad Showcase event.</td>
<td>TBD</td>
</tr>
</tbody>
</table>
### Specialized Programs - Improvement Plan

<table>
<thead>
<tr>
<th>University Strategic Goal</th>
<th>Objective</th>
<th>Assessable Indicator of Achievement</th>
<th>Target</th>
<th>Actual</th>
<th>Improvement Strategy</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are prepared for success in chosen career</td>
<td>The learning outcomes of programs related to aesthetic engagement enable students to make cultural contributions</td>
<td>Documentation of presence of graduates in the community</td>
<td>TBD</td>
<td>Data not yet available</td>
<td>Programs to provide information regarding graduate/alumni accomplishments.</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students participate in capstone project involving public exhibition, graduation presentations, film screenings, performances etc.</td>
<td>TBD</td>
<td>Data not yet available</td>
<td>Programs to capture data on numbers of participants, productions, screenings and other capstone project related events. Example: IDEA program – Involve students in industry led projects in IDEA 398 and have industry complete a project assessment rubric using three measures for performance as per project criteria</td>
<td>TBD</td>
</tr>
</tbody>
</table>

### CORE THEME: COMMUNITY ENGAGEMENT

#### STANDARD 3.B CORE THEME PLANNING: COMMUNITY ENGAGEMENT

As described in Chapter One, Capilano University actively engages in two important aspects of community engagement. One facet involves enhancing the University’s role in community life by providing campus-based programs and services to serve the public, thus drawing a wider constituency to all three Capilano campuses. The second aspect flows in the other direction—with students, faculty, and staff going out into the community as volunteers, or as part of a program curriculum, to provide services and programs of benefit to society.

To draw the community to Campus, Capilano employs two methods: Continuing Education, for educational and cultural offerings; and the North Shore Credit Union Centre for the Performing Arts, for cultural and entertainment offerings.

In Fall 2010, Continuing Education performed an examination of its vision, values, and current situation, looking forward to 2016. Five strategic initiatives—outlined in the table below—emerged from that
session and now direct project teams and project charters at both operational and programmatic levels.26

<table>
<thead>
<tr>
<th>Continuing Education Strategic Initiatives</th>
<th>Objectives Completed and In Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations Processes</td>
<td>The development of an operational manual is in progress, as well as a guide for Project Managers to assist with the complex nature of managing government-sponsored training contracts. Both paper and electronic recordkeeping have undergone revision, with the development of centralized records, indices, and offsite archiving. Significant cost savings have been realized through increased electronic communication with instructors and program participants. As part of a marketing audit, data extracts from the registration database have now been developed and analyzed.</td>
</tr>
<tr>
<td>Relocation Strategy</td>
<td>2011/2012: Presentations made to Mayor and Council regarding Cap in the City, a location strategy to move selected programming, including Continuing Education, to the Lower Lonsdale waterfront of the City of North Vancouver. 2011/2012: Presentations to Mayor and Council of the Resort Municipality of Whistler regarding provincial partnership programming to include continuing professional education 2010 through 2013: Acquired 3,000 square feet of prime West Vancouver property for the purposes of Eldercollege programming and as yet to be determined institutional programming. Community Advisory Committee to be struck.</td>
</tr>
<tr>
<td>Enrollment Processes</td>
<td>IT Business Requirements written and key stakeholder committees formed for: (a) CE Enhancement project, (b) Consolidation of CE Banner instance to main instance, (c) Banner upgrade to 8.5, and (d) Enabling Transcript Production for Continuing Education Unit (CEU)</td>
</tr>
<tr>
<td>Innovative Programming</td>
<td>Senate approval of the continuing education unit (CEU) as form of measurement to recognize content driven, applied knowledge, delivered in segments of flexible duration to include a general evaluative component. CEUs will be utilized for programming that is narrowly focused on specific professional or employment related outcomes.</td>
</tr>
<tr>
<td>Continuing Education Branding</td>
<td>Launch of new calendar format September 2011 to include the CE 'story' as a result of selected interviews with students and instructors. Marketing audit and perception analysis in progress. Branding is becoming more fully aligned with the Capilano University brand.</td>
</tr>
</tbody>
</table>

---

26 Exhibit 4.22: Project Charters
STANDARD 4.A - ASSESSMENT: CONTINUING EDUCATION

The five strategic Continuing Education initiatives address the whole of the student experience, from entry to exit; participation and satisfaction evaluations measure perceived value and Capilano’s responsiveness to participant feedback.

The Community Engagement theme requires adaptability and responsiveness in order to meet the needs of the varied communities Capilano serves. Capilano has faced challenges to accomplish the strategic objectives due to the entrepreneurial nature of program staff and faculty, while the division aims to ensure cost-recovery and revenue generating programming. With the use of written project charters, along with team leads, the division has seen improved results.

STANDARD 4.B - IMPROVEMENT: CONTINUING EDUCATION

The continuing education field is becoming more competitive. Therefore, as part of the Continuing Education division improvement plan, the IT projects in the above table (under Enrollment Processes) are intended to allow for:

- an easy-to-use web interface that delivers a superior user experience
- robust marketing and relationship building functionalities
- financial reporting that permits CE to easily assess the viability of its courses and program offerings.

Increased participant feedback has become a priority. At the programming level, more time needs to be spent on understanding what participants truly value about their experience with Capilano University Continuing Education, as the University plans strong and unique offerings for the future. The table on the other page shows the Community Engagement improvement strategies through Continuing Education.
<table>
<thead>
<tr>
<th>University Strategic Goal</th>
<th>Measures</th>
<th>Assessable Indicator of Achievement</th>
<th>Target</th>
<th>Actual</th>
<th>Improvement Strategy</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community participates in CE opportunities</td>
<td>Enrollment</td>
<td>Headcount</td>
<td>10,000</td>
<td>9000</td>
<td>Marketing Audit/Perception Analysis to include survey of existing participants, interview sessions and focus groups with customers and non-customers to be completed 2012</td>
<td>TBD</td>
</tr>
<tr>
<td>Participants in CE are challenged and engaged</td>
<td>CE course and/or program evaluation forms</td>
<td>Overall average of student evaluation summaries</td>
<td>5.8 avg of maximum 7 (CE) 3.0 avg of maximum of 4 (Youth Camps) 4.0 avg of maximum 5 (ELD) 2.0 avg of maximum 1 (International)</td>
<td>Averages for Samples: 6.7 of 7 (7 high); 3.5 of 4 (4 high); 4.6 of 5 (5 high); 1.3 of 5 (1 high)</td>
<td>Meet with institutional research office to evaluate use of technology to compile and report results. This distribution method would provide opportunity for course non-completers and completers to provide feedback for improvement.</td>
<td>TBD</td>
</tr>
<tr>
<td>Participants in CE are prepared for success in a chosen career or in self-employment</td>
<td>CE workforce development programs transition participants to employment or self-employment</td>
<td>Overall avg of participants achieving employment, self-employment, or entering further education. Total dollar value annually contributed back to regional economic development as a result of new business start-ups</td>
<td>75% employment rate $800,000 to $1,000,000 value of new business income generated from start-ups</td>
<td>88% employment rate: $984,000 contribution to economy</td>
<td>Establish new relationships with Work BC new employment program partners for increased agency referrals. Continue networking with alumni and introduce peer support strategies for success. Provide direction and collaborate with provincial BC Skills Development Consortium</td>
<td>TBD</td>
</tr>
<tr>
<td>CE partnerships integrate Capilano into the community it serves</td>
<td>Partnership Agreements</td>
<td>Type of Partnership and Total Number of Partnerships</td>
<td>Minimum of 5 outreach activities per year</td>
<td>10 partnership activities in progress</td>
<td>Ongoing agenda item, once per term to be added to Director’s Advisory Committee to review and strategize approach to development</td>
<td>TBD</td>
</tr>
</tbody>
</table>
North Shore Credit Union (NSCU) Centre for the Performing Arts is a functional area, rather than a student-based program; therefore, its learning outcomes are focused on the community. From the perspective of a presenting venue at a higher learning institution, the Program Director aims to align community engagement goals with Capilano’s Strategic Goals, specifically:

- Open engagement with ideas and respectful engagement with each other
- Student success in ongoing education
- Student success in lifelong pursuit of knowledge
- Student success in contributing as responsible citizens in a rapidly changing and diverse global community
- Community/global consciousness and responsibility

To further NSCU Centre for the Performing Arts’ commitment to the community, it has initiated a survey of patrons to learn more about their needs. This survey will be administered according to a five-year plan, the first of which has already been completed: a survey on NSCU Centre for the Performing Arts’ facilities. The survey showed that, in general, the facilities are serving the community well, with only two areas that fell below the “Good” rating: 1) ease of use of parking machines; and 2) lobby space. NSCU Centre for the Performing Arts plans to use this information to prioritize immediate next steps to improve both aspects of the facilities, while also providing room to grow to “Very Good” or “Excellent” in all other areas.\(^27\)

The upcoming four years of NSCU Centre for the Performing Arts surveys will focus on: 1) Customer Service; 2) Marketing and Demographics; 3) Student Satisfaction; and 4) Quality of Programming and Experience.

---

\(^27\) Exhibit 4.23: NSCU Centre for the Performing Arts Survey
With its broad slate of offerings, North Shore Credit Union (NSCU) Centre for the Performing Arts continually seeks ways to retain current patrons while expanding the audience. One way to do this is to bring the offerings out into the public sphere. For example, next year NSCU Centre will launch the new Electric Owl series in partnership with Black Hen Music/ Steve Dawson at a new venue in downtown Eastside. This move increases accessibility and brings music to those that might not be comfortable in a soft-seat venue such as NSCU Centre. At all off-site venues for next season, NSCU Centre will display banners to inform audiences that the show is sponsored by the North Shore Credit Union Centre for the Performing Arts at Capilano University.

As noted above, the five-year survey plan will provide information about areas that need improvement, such as parking meters and lobby space, and the Centre will continue to work with the Facilities department to ensure that NSCU Centre facilities adequately serve both the Centre’s and the public’s needs. The Centre and Facilities will work collectively as a unit to provide excellent customer service and programming. While the survey returned results of ‘Good’ in all other areas, NSCU Centre will strive to
make improvements in the specific area of Concessions to better meet the needs of clientele in the areas of signage and wait times. Other area rated ‘Good’ include issues that would involve long-term projects, such as seating comfort and airflow.

NSCU Centre for the Performing Arts’ connection to the community for rentals continues to be strong, and the NSCU Centre has made a commitment to maintain excellent, sustainable service to established clients, which will lead to loyalty and word of mouth referrals.

<table>
<thead>
<tr>
<th>Community Engagement – North Shore Credit Union Centre for the Performing Arts Improvement Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University Strategic Goal</strong></td>
</tr>
<tr>
<td>Community attends shows at the NSCU Centre</td>
</tr>
<tr>
<td>Measures</td>
</tr>
<tr>
<td>Ticket Sales</td>
</tr>
<tr>
<td>Target</td>
</tr>
<tr>
<td>20,000</td>
</tr>
<tr>
<td>Attendees of the NSCU Centre have a comfortable experience</td>
</tr>
<tr>
<td>Measures</td>
</tr>
<tr>
<td>Completed NSCU Centre survey</td>
</tr>
<tr>
<td>Attendees of the NSCU Centre inspired and engaged</td>
</tr>
<tr>
<td>Measures</td>
</tr>
<tr>
<td>Continuing NSCU Centre survey</td>
</tr>
</tbody>
</table>

**TAKING CAPILANO OUT INTO THE COMMUNITY**

(See also Chapter One)

As described in Chapter One, Capilano engages in a number of effective, high-impact programs that benefit regional, national, and worldwide communities, as well as enhance the educational experience of Capilano students and faculty. These programs include:

- Tourism Training Projects in the Sapa region of Northern Vietnam
- Early Childhood Care and Education
- Sunshine Coast Campus Community activities
- Squamish Campus Community activities
- Community Development and Outreach programs
- “Parents as Career Coaches”
- Athletics and Recreation community programs
While the University has anecdotal evidence of the efficacy and success of these programs, the Community Engagement core theme is in need of additional assessment work. Capilano has, to this point, focused its assessment on programs that draw the community to the University; the next step will be to develop assessments that capture the local and global impact of activities that take Capilano out into the community.

Capilano will also create core theme objectives and measures to assess how these programs affect the educational experience of Capilano students, especially in line with the University’s goal to nurture “student success in contributing as responsible citizens in a rapidly changing and diverse global community.” These assessments will also align with the Institutional Learning Outcomes of “Self-directed learning, awareness, and responsibility” and “Community/global consciousness and responsibility.”

(See Chapter One for full descriptions of these Community Engagement programs.)
CHAPTER FIVE: MISSION FULFILLMENT, INSTITUTIONAL ADAPTATION, AND SUSTAINABILITY
CHAPTER FIVE: MISSION FULFILLMENT, INSTITUTIONAL ADAPTATION, AND SUSTAINABILITY

“AT CAP WE KNOW THAT REAL LEARNING REQUIRES CONNECTIONS BETWEEN PEOPLE; IT IS SO MUCH MORE THAN MEMORIZING TO PASS THAT BIG EXAM. WE WORK HARD TO ENSURE THAT OUR STUDENTS ARE PREPARED TO APPLY THEIR KNOWLEDGE AND TO MAKE A DIFFERENCE IN THE WORLD.”

—DR. KRIS BULCROFT, CAPILANO UNIVERSITY PRESIDENT

EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENT 24

SCALE AND SUSTAINABILITY

Throughout the self-study process, Capilano University has demonstrated that its operational scale is sufficient to fulfill its mission and achieve its core themes, both in the present and in the foreseeable future.

STANDARD 5.A - MISSION FULFILLMENT

Capilano’s primary focus, in line with its Mission, is to maintain the quality of this teaching-centered University in the face of multi-faceted, global change. Capilano has traditionally been nimble in adapting to change by continuously assessing the varied environmental contexts in which learning takes place. Specialized Programs, for example, adjust and adapt curriculum frequently to stay current with industry practice, and the University develops new niche programs as needs are identified. Capilano currently offers a relatively large number of programs, many of them with small, but vital, enrollments.

Capilano University’s mission statement serves as an active and engaging statement of purpose that fosters self-reflection; it has created, for many years, an effective set of guiding principles for the institution’s planning and assessment processes. In 2008, with the transformation from a college to a university, the University embarked on a thorough review of its mission and revised it, while maintaining Capilano’s foundation as a community-centered, learner-centered institution. (See Chapter One for a thorough description of this process and the planning documents that emerged to guide Capilano University across Faculties.)
<table>
<thead>
<tr>
<th>Division</th>
<th>Status</th>
<th>200820</th>
<th>200830</th>
<th>200910</th>
<th>200920</th>
<th>200930</th>
<th>201010</th>
<th>201020</th>
<th>201030</th>
<th>201110</th>
<th>201120</th>
<th>201130</th>
<th>201210</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>full-time*</td>
<td>6.2%</td>
<td>45.1%</td>
<td>41.8%</td>
<td>47.0%</td>
<td>43.2%</td>
<td>6.2%</td>
<td>45.0%</td>
<td>39.7%</td>
<td>5.1%</td>
<td>42.2%</td>
<td>38.7%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>part-time**</td>
<td>93.8%</td>
<td>54.9%</td>
<td>58.2%</td>
<td>92.7%</td>
<td>53.0%</td>
<td>56.8%</td>
<td>93.8%</td>
<td>55.0%</td>
<td>60.3%</td>
<td>94.9%</td>
<td>57.8%</td>
<td>61.3%</td>
</tr>
<tr>
<td></td>
<td>headcount***</td>
<td>727</td>
<td>2417</td>
<td>2322</td>
<td>752</td>
<td>2541</td>
<td>2445</td>
<td>713</td>
<td>2615</td>
<td>2529</td>
<td>652</td>
<td>2638</td>
<td>2446</td>
</tr>
<tr>
<td>Preparatory</td>
<td>full-time*</td>
<td>32.4%</td>
<td>45.5%</td>
<td>38.1%</td>
<td>24.5%</td>
<td>45.1%</td>
<td>39.4%</td>
<td>21.9%</td>
<td>46.7%</td>
<td>36.5%</td>
<td>21.4%</td>
<td>40.3%</td>
<td>39.6%</td>
</tr>
<tr>
<td></td>
<td>part-time**</td>
<td>67.6%</td>
<td>54.5%</td>
<td>61.9%</td>
<td>75.5%</td>
<td>54.9%</td>
<td>60.6%</td>
<td>78.1%</td>
<td>53.3%</td>
<td>63.5%</td>
<td>78.6%</td>
<td>59.7%</td>
<td>60.4%</td>
</tr>
<tr>
<td></td>
<td>headcount***</td>
<td>500</td>
<td>846</td>
<td>978</td>
<td>579</td>
<td>1007</td>
<td>1049</td>
<td>734</td>
<td>983</td>
<td>975</td>
<td>655</td>
<td>826</td>
<td>847</td>
</tr>
<tr>
<td>Specialty</td>
<td>full-time*</td>
<td>13.3%</td>
<td>50.9%</td>
<td>49.3%</td>
<td>15.4%</td>
<td>54.8%</td>
<td>53.0%</td>
<td>11.1%</td>
<td>53.0%</td>
<td>53.9%</td>
<td>9.5%</td>
<td>56.1%</td>
<td>54.5%</td>
</tr>
<tr>
<td></td>
<td>part-time**</td>
<td>86.7%</td>
<td>49.1%</td>
<td>50.7%</td>
<td>84.6%</td>
<td>45.2%</td>
<td>47.0%</td>
<td>88.9%</td>
<td>47.0%</td>
<td>46.1%</td>
<td>90.5%</td>
<td>43.9%</td>
<td>45.5%</td>
</tr>
<tr>
<td></td>
<td>headcount***</td>
<td>1512</td>
<td>4322</td>
<td>4209</td>
<td>1684</td>
<td>4352</td>
<td>4344</td>
<td>1874</td>
<td>4509</td>
<td>4343</td>
<td>2059</td>
<td>4532</td>
<td>4382</td>
</tr>
<tr>
<td>Overall</td>
<td>full-time*</td>
<td>14.9%</td>
<td>48.5%</td>
<td>45.5%</td>
<td>15.1%</td>
<td>51.0%</td>
<td>48.1%</td>
<td>12.4%</td>
<td>49.7%</td>
<td>47.2%</td>
<td>11.0%</td>
<td>49.9%</td>
<td>47.8%</td>
</tr>
<tr>
<td></td>
<td>part-time**</td>
<td>85.1%</td>
<td>51.5%</td>
<td>54.5%</td>
<td>84.9%</td>
<td>49.0%</td>
<td>51.9%</td>
<td>87.6%</td>
<td>50.3%</td>
<td>52.8%</td>
<td>89.0%</td>
<td>50.1%</td>
<td>52.2%</td>
</tr>
<tr>
<td>Headcount*** by Term</td>
<td></td>
<td>2739</td>
<td>7585</td>
<td>7509</td>
<td>3015</td>
<td>7900</td>
<td>7838</td>
<td>3321</td>
<td>8107</td>
<td>7847</td>
<td>3366</td>
<td>7996</td>
<td>7675</td>
</tr>
</tbody>
</table>

* full-time: >= 12 credits or >= 6 ABE modules or a combination of both
** part-time: < 12 credits or < 6 ABE modules
*** Unduplicated Headcount = each student counted only once per term
The following chart illustrates how elements of the Capilano Mission statement manifest in the University’s programs and services:

<table>
<thead>
<tr>
<th>Elements of Capilano Mission</th>
<th>Corresponding Qualities, Programs, and Services</th>
</tr>
</thead>
</table>
| **Teaching and learning focused** | › Development of a new Teaching and Learning Centre  
› Continued significant investment in University-wide professional development opportunities around the scholarship of teaching and learning  
› Faculty who are driven by teaching rather than research  
› Interactive classrooms combine technology with face-to-face learning in an environment that enhances student engagement  
› Utilization of mixed-mode and other creative modalities that are attractive to the new learner |
| **Wide range of programs and services (Refer to chapter Two: Educational offerings)** | › Access to non-traditional, specialized programs that reflect the current and long-term needs of stakeholders  
› Active pursuit of programs and offerings that will become Capilano “signature programs” |
| **Enable student success** | In order to broaden students’ access to success over their life-long journey, Capilano ensures that programs and services match changing needs:  
› Development of the student writing centre  
› Development of the math centre  
› Development of disability services  
› Development of career development office |
| **On-going education** | › Laddering into professional programs, and other post secondary institutions  
› Continuing Education programs provide learning opportunities for wide cross section of people from children, to adults and business professionals, to the elderly  
› Increase of online learning capacity to open up pathways to program completion |
| **Chosen careers** | › Our new slogan, “Applied Smarts” is about using what students learn in their chosen careers  
› New careers are evolving daily. Capilano listens and learns, and where possible, develops programs to reflect the opportunities of the future. (see 5.B, Adaptability) |
| **Contribution as a responsible citizen** | › Development of a new “Faculty of Global and Community Studies,” a collection of unique, specialized programs which focus on responsible citizenship from a local, regional, and global perspective |
Mission fulfillment, for Capilano, is a dynamic rather than static process. Over the next few years, Capilano expects to introduce more strategic initiatives that will enhance mission fulfillment as the University’s identity evolves and as the Capilano community further defines its position in local and international education. For example, Capilano plans a gradual build out of new undergraduate degrees in keeping with student and community demand as Capilano has done with all its academic programs.

**MEASURES OF MISSION FULFILLMENT**

Annually, Capilano University receives a “Government Letter of Expectations,” prepared by the Ministry of Advanced Education, which specifies Capilano’s scope of operations, required programs, ministry, and government initiatives the University will serve, and areas of shared accountability. In Chapter One, Capilano defines mission fulfillment as substantially meeting the Education Performance Targets of The Ministry of Advanced Education, as well as substantially meeting its own core theme performance targets. See Chapter One: “Interpretation of Mission Fulfillment” for a detailed analysis of these targets and the accountability measures the University has in place to assess how well Capilano fulfills each element of its mission and strategic goals.

**STANDARD 5.B - INSTITUTIONAL ADAPTATION AND SUSTAINABILITY**

**INSTRUCTIONAL RESOURCE ALLOCATION AND ADAPTATION**

Capilano maximizes the use of instructional resources (instructional costs and classroom space) through close monitoring of enrollments and cancellation of low-enrolled sections; the University then absorbs resources into a central fund, utilizing a reallocation process within the current budget year.

For example, over a period of about three years—from fall 2004 through fall 2007—decreasing demand for Arts and Sciences courses resulted in some reallocation of preferred instructional times to Specialized Programs. As enrollments picked up and space became constricted two years ago, Capilano made changes to the scheduling process and the scheduling grid that relieved some of the congestion. Capilano recently hired a consultant to complete an analysis of existing space use; information from the resulting reports will be used to help Capilano plan for future programming and support needs. (See also Chapter Two: University Infrastructure.)

**BUDGETARY PROCESS**

Capilano’s annual budget development process involves projecting revenue (from the anticipated Ministry grant, tuition, and other revenue sources), projecting costs for existing programs and services, and projecting costs and revenue associated with proposed additions to programs and services. Administration evaluates proposed additions by their contributions to Capilano’s mission and strategic directions, and program additions generally need to be cost neutral. The Executive team ranks non-instructional additions on a scale of critical needs to low priority.

Prior to 2012, the Senate Budget Advisory Committee reviewed existing programs according to budget criteria, and made recommendations. Although the committee sometimes recommended that programs

---

1 Exhibit 5.A.1: “Government Letter of Expectations”
2 Exhibit 5.B.1: Space Consultant Report
3 Exhibit 5.B.2: Budget Planning Documents
address performance on any of four criteria—relevance, quality, efficiency, and responsiveness—
programs were generally cancelled due only to lack of student demand. This year, with the
establishment of the Senate Academic Planning and Program Assessment Committee (SAPPAC), the
responsibility for recommendations for program improvements has moved to that committee.

In May of 2012, the SAPPAC reviewed assessment plans and reports from a broad cross section of
reporting programs, and each program made a presentation to SAPPAC on progress to date, significant
findings, strategies for program improvement, and strategies for improving program assessment plans
and reports. The presentations were an opportunity for programs to share best practices as well as
challenges encountered in the process of moving to assessment planning and reporting.

Capilano learned that programs had spent a great deal of time and effort to make the program
assessment and reporting process work, and in the majority of cases, faculty reported that on
completion of the process they were able to use assessment data to develop strategies that would have
a positive effect on program quality. The faculty members recognized the value of engaging the
assessment of program student learning outcomes. (See Also Chapter Four: Program Assessment.)

During the next assessment cycle, the SAPPAC will engage the University community in sharing best
practices with a view to improving assessment and reporting process in those programs that have
developed assessment plans, as well as encourage those programs who have not yet developed
assessment plans to do so, using best practices from Capilano and other accredited institutions.

PROGRAM PRIORITIZATION

As noted in Chapter Three, with increasingly tight budgets and concern about the adequacy of existing
measures, Capilano administrators have concluded that, in order to maintain high quality across
programs, the institution needs to have a more comprehensive process for prioritizing programs and
services. Capilano is beginning to develop a process for program prioritization that will include broad
participation from the University community in developing an expanded set of criteria for program
prioritization, using Capilano’s core themes, values, and vision for guidance.

The Vice President, Academic and Provost is currently working with the Deans to develop a framework
for program prioritization that will recognize various attributes, such as program quality, student
demand, program cost, revenue potential, and strategic fit with the University vision and mission. This
framework will be the starting point of a dialogue with the Capilano community, which will result in a
consensus-based decision matrix to be used in establishing program priorities. The purpose of this
process is to provide clarity as to how the University will be defined in the future, what will further its
reputation, and what populations it will serve.

On a regional level, the BC Association of Institutes and Universities (BCAIU) is currently examining the
possibility of increasing efficiency through shared services. Once this group reaches its conclusions,
Capilano’s revision of the prioritization process will incorporate this resource into its planning.
Analysis of internal and external environments is part of Capilano’s annual Institutional Accountability Plan and Report (IAPR). As reported there, a changing population demographic suggests Capilano will be seeing fewer students coming through the K-12 system.

![Post-secondary enrolment projections to 2031](image)

However, it is also the case that nearly 70 percent of job openings over the 10-year period from 2009 to 2019 are expected to require some post-secondary or a higher level of education, and the greatest number of job openings is expected in occupations requiring some post-secondary education.

A recently completed survey of new applicants to the University provides additional information about the characteristics of students who apply to Capilano and the factors influencing their choice. Of the respondents to this survey, 27% reported they would be the first in their immediate families to attend a post-secondary educational institution. This number represents an increase from the 2009 survey, in which 23% reported being the first to attend college. The majority of applicants reported they were attracted to Capilano through recommendations of family/friends/employers (51%) or high school teacher/counselor (21%). Eighty percent reported that Capilano University was their first choice; the major factor in choice of institution was “offers the program I want” (83%), followed by “reputation of program/institution” (59%).

These results reinforce Capilano’s strategy of offering exemplary programs that provide opportunities for a broad range of students, using program learning outcomes assessment and program advisory committees to continually improve programs and keep them relevant to employer needs and student aspirations.

---

4 See Exhibits 1.A.2: Capilano University Institutional Accountability Plan and Reports 2012 (Previous reports)
5 See Exhibit 1.B.1: Fall 2010 Applicant Survey
EXAMPLES OF ADAPTATION AND GROWTH

One of Capilano’s greatest strengths is its ability to monitor both internal and external environments in order to align internal resources with student and community demands. This skill serves to help Capilano refine its future directions in ways that are both sustainable and effective. To illustrate this adaptation process, the following three examples provide microcosmic evidence of how Capilano’s unique programs evolve in response to assessed needs and opportunities for the University’s sustained growth. In all three cases the impetus for program development emerged from active listening to Capilano’s local, regional and international communities.

MOTION PICTURE ARTS

The need to provide skilled workers to the province’s rapidly growing film industry began to be addressed by Capilano’s Continuing Education department as early as 1992. A program that started with two or three key courses quickly grew to a Film and Television Studies part-time program that offered well over 45 separate courses, including an apprenticeship training series. With support from the film industry—including the International Alliance of Theatrical Stage Employees (IATSE); the Directors’ Guild of Canada (DGC); Association of Canadian Film Craftspeople (ACFC); the Union of British Columbia Performers (UBCP); the BC Council of Film Unions; and the BC Film Commission—Capilano eventually developed full-time, entry-level certificate programming. By 1997, Capilano College was considered a leader in film and television craft training in Western Canada and enjoyed unqualified support from the industry and the industry unions.

Capilano developed a Set Etiquette and Protocol course into provincial curriculum, and this became the Film Industry Orientation course; to this day, it remains mandatory for entry into the industry. Other courses—such as Performers’ Orientation, the Directors Guild Orientation Course, and the Production Assistant Workshop—assured that Capilano students could acquire permittee status (a license to be backstage in a production) on the set, and others were fulfilling the requirements for the permittee logbook-holder program of DGC, BC. Courses emphasized practical skills in areas such as cinematography, costuming, and digital video editing, and they were taught by active industry professionals. These courses laid the foundations and philosophy for building out the Capilano’s full-time credit programming in this area.

Moving into the 21st century, the currency and relevancy of Capilano’s film program, recognized and supported by its partners in industry, allowed it to evolve into the credit /credential based Motion Picture Arts program. As the industry grew in British Columbia, both on the domestic and international levels, and as it experienced massive technological change, the Capilano Motion Picture Arts program developed to address the new skill sets required in the field. These skills included working with all aspects of motion picture production—from script development, through production, to post production and distribution. Capilano also quickly adapted to the new digital technologies and web-based media that began to permeate the industry. Capilano also launched the Indigenous Independent Digital Filmmaking program, specializing in training for First Nations and Aboriginal students.

Based on the overwhelming success of this film program and in close consultation with the Motion Picture Production Industry Association (MPPIA) and industry partners, Capilano created the Bachelor of Motion Picture Arts, which saw its first graduates in 2012. New developments in film production using CGI and 3D technologies encouraged Capilano to introduce a two-year diploma in Digital Visual Effects. In addition to these programs, the School of Motion Picture Arts now offers courses in 2D and 3D
animation, costuming, documentary, grip and lighting, sound, and a range of post-production specializations.

**LIBERAL STUDIES DEGREE**

Capilano University developed the Liberal Studies Bachelors Degree (LSBA) degree to provide students with an understanding of complex issues using a multi-disciplinary approach. This degree was created in response to an assessed need for an innovative approach to general education that would differentiate Capilano University from other offerings of liberal arts degrees. Using Capilano’s seven institutional student learning outcomes as a broad framework, the LSBA degree was designed to offer a personal and purposeful approach to learning. It also wants to cultivate thoughtful, articulate, and resourceful graduates who are able to make meaningful connections between areas as varied as the economy, aesthetics, art history, genetic engineering, the environment, and psychology.

In the first two years, students study a broad foundation of courses in the Humanities, Social Sciences, and Pure and Applied Sciences. Each term, a variety of courses explore a common topic such as sustainability, security and revolution so that students begin to see issues from different perspectives.

This degree is unique in that during the final two years, students explore a chosen topic from many perspectives. Individual tutorial sessions with a faculty advisor assist in the development of their graduating project, which is the culmination of the four-year degree.

**POST BACCALAUREATE DIPLOMAS IN BUSINESS**

The School of Business has been offering Bachelors in Business Administration (BBA) for over 25 years, first as a delivery center for the Open Learning Agency (OLA), a provincial organization that was committed to enhancing access to education by building alliances with a variety of institutions. It offered courses throughout the province and issued a credential from OLA. Capilano served as the biggest lecture center; when OLA realigned in the 1990’s, Capilano took over the BBA, and Thompson Rivers University picked up the on-line learning segment. Over the years Capilano’s program has developed areas of specialty in Accounting, Strategic Management, Human Resource Management, and Marketing.

There has been considerable pressure from alumni and international partners to establish pathways to Masters degrees from the BBA program. In addition, there has been pressure from international partners to develop pathways that lead into Capilano’s BBA program, and a subsequent pathway to international Masters degree programs.

In response to these demands, the School of Business has developed three new programs:

1. A Bridging Program, providing an international student with the necessary English and business preparatory skills to be successful in Capilano’s BBA program.
2. A program to provide an international student who has already earned an undergraduate degree in business the opportunity to engage in post-graduate studies of the North American Business environment in order to enhance his or her employment prospects in Canada.
3. A program to provide opportunities for Capilano University BBA graduates to continue their studies in an international Masters program. Capilano is currently developing articulation agreements in England and Switzerland.
SUSTAINABILITY

Capilano University exists as one of 23 public, post-secondary institutions in British Columbia, and the funding environment for the post-secondary sector has been extremely stable for its entire forty-year history. In particular, throughout the history of public post-secondary education in BC, no college or university has ever been closed (although mergers have been rarely instituted by the Ministry). The operating grant of Capilano, as with all public post-secondary institutions in the province, has also been extremely stable, without major fluctuations in terms of new monies or forced reductions. There is no evidence to suggest a change in provincial support for post-secondary education that would threaten the long-term sustainability of Capilano.

Throughout this comprehensive self-study report, Capilano has continually referred to a wide variety of characteristics that contribute to the internal sustainability of the University, including adaptability to student, industry, and regional needs. Careful enrollment management — and a budgetary process based on University core values and strategic directions— ensure that the University is both stable and continues to be responsive to student and community needs.

The following list shows evidence of Capilano’s strong culture of institutional sustainability:

- For the last three years, Capilano has met FTE enrollment targets set by the Ministry.

<table>
<thead>
<tr>
<th>Enrollment Trends</th>
<th>FTE 05/06</th>
<th>FTE 06/07</th>
<th>FTE 07/08</th>
<th>FTE 08/09</th>
<th>FTE 09/10</th>
<th>FTE 10/11</th>
<th>FTE 11/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALMD Funded</td>
<td>4,779.8</td>
<td>4,612.4</td>
<td>4,427.9</td>
<td>4,781.1</td>
<td>5,135.9</td>
<td>5,226.7</td>
<td>5,271.4</td>
</tr>
<tr>
<td>ITA</td>
<td>73.6</td>
<td>69.9</td>
<td>12.9</td>
<td>2.7</td>
<td>12.0</td>
<td>3.3</td>
<td>0.0</td>
</tr>
<tr>
<td>Cont. Ed</td>
<td>-</td>
<td>-</td>
<td>187.1</td>
<td>207.1</td>
<td>214.0</td>
<td>234.1</td>
<td>247.9</td>
</tr>
<tr>
<td>FTE Total</td>
<td>4,853.4</td>
<td>4,682.3</td>
<td>4,627.9</td>
<td>4,990.9</td>
<td>5,361.9</td>
<td>5,464.1</td>
<td>5,519.3</td>
</tr>
<tr>
<td>ALMD Target</td>
<td>5,358</td>
<td>5,423</td>
<td>5,450</td>
<td>5,450</td>
<td>5,450.0</td>
<td>5,450</td>
<td>5,450</td>
</tr>
<tr>
<td>ALMD Performance</td>
<td>90.6%</td>
<td>86.3%</td>
<td>84.9%</td>
<td>91.6%</td>
<td>98.4%</td>
<td>100.3%</td>
<td>101.3%</td>
</tr>
<tr>
<td>International</td>
<td>496.4</td>
<td>536.3</td>
<td>541.2</td>
<td>613.2</td>
<td>570.7</td>
<td>613.0</td>
<td>579.0</td>
</tr>
<tr>
<td>FTE Total + Intern.</td>
<td>5,349.8</td>
<td>5,218.6</td>
<td>5,169.1</td>
<td>5,932.6</td>
<td>6,077.1</td>
<td>6,098.3</td>
<td></td>
</tr>
</tbody>
</table>

- The Board of Governors is actively engaged in strategic visioning and planning for the long-term future of Capilano.
- The shared governance model insures active and inclusive participation by all stakeholders with regard to planning and strategic resource allocation.
- Ongoing relationships with the provincial government have been strengthened through a number of strategic initiatives, such as the creation of the British Columbia Consortium of Institutes and Universities (BCCIE), the Ministry of Advanced Education’s Presidents’ Leadership Council, and a number of special projects, such as the Shared Services mandate.
- Capilano University is working closely with the District of North Vancouver and the City of North Vancouver to address long-term facilities and infrastructure partnerships and collaborations, such as the potential Lower Lonsdale program(s) and implementation of some key elements in the Campus Master Plan.
Continuing Education enrollments have dramatically increased, thus enhancing service to the wider University community.

<table>
<thead>
<tr>
<th>Enrollments in Continuing Education Courses</th>
<th>2009/10 Actual</th>
<th>2010/11 Target</th>
<th>2010/11 Actual</th>
<th>Performance Assessment</th>
<th>2011/12 Target</th>
<th>2011/12 Actual</th>
<th>2013/14 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>8110</td>
<td>7000</td>
<td>8576</td>
<td>Achieved</td>
<td>7000</td>
<td>9978</td>
<td>7000</td>
<td></td>
</tr>
</tbody>
</table>

Projections for demand show significant increases, particularly in Specialized Programs.

<table>
<thead>
<tr>
<th>Average Percent Full for Cohort Programs</th>
<th>2009/10 Actual</th>
<th>2010/11 Target</th>
<th>2010/11 Actual</th>
<th>Performance Assessment</th>
<th>2011/12 Target</th>
<th>2011/12 Actual</th>
<th>2013/14 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>93%</td>
<td>85%</td>
<td>93%</td>
<td>Achieved</td>
<td>85%</td>
<td>93%</td>
<td>85%</td>
<td></td>
</tr>
</tbody>
</table>

Government funding has remained flat, which poses significant challenges; however, many new Capilano programs are net revenue generating, and increased international enrollments will provide new resources.

<table>
<thead>
<tr>
<th>Number of International Students (FTE)</th>
<th>2009/10 Actual</th>
<th>2010/11 Target</th>
<th>2010/11 Actual</th>
<th>Performance Assessment</th>
<th>2011/12 Target</th>
<th>2011/12 Actual</th>
<th>2013/14 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>570</td>
<td>600</td>
<td>613</td>
<td>Achieved</td>
<td>600</td>
<td>579</td>
<td>600</td>
<td></td>
</tr>
</tbody>
</table>

New resources have been committed to the office of Development and Alumni Relations. Increased fund raising capacity is predicted to correlate with increased endowment, student awards, and program-based funding. Capilano’s planning process focus on the re-alignment of resources using a variety of sustainability factors such as:

- program quality
- student demand
- program cost
- revenue potential
- strategic fit with the University vision and mission
CONCLUSION

CAPILANO UNIVERSITY’S STRENGTHS

As demonstrated throughout this NWCCU Comprehensive self-evaluation report, Capilano University’s mission, vision, and values all work together to create a dynamic, learner-centered institution responsive to the needs of diverse students, the regional community, employers, and industries. From its beginnings as a college devoted to preparing students for university transfer in arts and sciences and for labour force needs, Capilano has evolved in its university status by holding true to its roots, while advancing the scope and number of degree offerings.

When the five new universities were created in British Columbia in 2008, the government recognized the need for the kind of institution that Capilano represents: a university dedicated to preparing students with specialized skills but with a foundation in real world application and problem-solving approaches that span the traditional disciplinary boundaries. The mandate of the new universities has offered Capilano the opportunity to develop this new model in a Canadian context, and Capilano has met this challenge with great enthusiasm and innovation.

This NWCCU comprehensive self-study has been a major step in Capilano’s evolution from college to learner-centered, undergraduate university, helping the University assess its strengths, challenges, and next steps. In particular, the emphasis on student outcomes assessment and data-based decision making in the context of mission fulfillment have left an indelible mark on Capilano and has further distinguished the university from all other universities in British Columbia.

The University’s strengths as revealed through the NWCCU standards include:

- A learner-centered mission statement, widely published, which was created with input from all constituencies in a patient and detailed process, then approved by the Board of Governors. This mission is guided by the University’s vision and values. (See Chapter One)
- Detailed Strategic Goals that are linked to Core Theme Objectives and that guide institutional planning and direction (see Chapter One and Chapter Three)
- Core Themes that reflect the University’s history as a learning-centered institution. (See Chapter One)
- Seven Institutional Learning Outcomes that guide program development and assessment (See Chapter Two and Chapter Four)
- Great advances in cultivating institution-wide assessment, from course-level assessment, to programmatic-level student learning outcomes. Since many of Capilano’s programs are based in professional arenas that require concrete assessment of student learning and skills, the University is well poised to strengthen and formalize a culture of assessment as defined by NWCCU. At this point, Capilano has developed aggregate measures of core theme objectives, which are being used as a baseline for the measurement of performance, as well as a framework for the development of program-level measures of core theme fulfillment. (See Chapter Four)
- A new, but strong, system of University-wide governance in which a governing board, administrators, faculty, students, and staff all have a voice in guiding the institution. Leadership is well qualified, and changes have been made to enhance communication and bolster effectiveness. (See Chapter Two)
Sound policies and procedures that ensure that Capilano’s educational programs are coherent, with appropriate breadth and depth of content. (See Chapter Two)

The resources and capability to develop new degree and diploma programs that serve student and regional needs. All degree proposals go through a rigorous approval process, and the province has approved all proposals. (See Chapter Two and Chapter Three)

Strong, highly qualified faculty members who are both experts in their field and teaching-centered in their work. (See Chapter Two)

Policies that ensure that all programs include a core of general education or related instruction; these policies give guidance to programs, but allow related outcomes to be defined in the context of each program. (See Chapter Two)

Strong student support services that serve diverse learners, with attention to serving the needs of international students who make up an increasingly large part of the Capilano student body. (See Chapter Two)

Strong library resources, with a move toward more integration in the development of a learning and teaching commons. Capilano’s own library holdings are supplemented through access to the libraries of other near-by institutions and the Library ensures ready and easy access for off-campus users. (See Chapter Two)

Strong systems for planning and monitoring the use of financial resources. Assurance that the long-term financial health of the university is sustainable, in large part due to stable government support and increasing attention to revenue-generating programs and investment policies. (See Chapter Two and Chapter Five)

Excellent student and employee safety and security on all three campuses. (See Chapter Two)

New state-of-the-art facilities, such as the Bosa Centre for Film and Animation, that serve student and industry needs. (See Chapter Two and Chapter Three)

Strong, multifaceted community engagement that benefits both community members and Capilano students. (See Chapter One and Chapter Four)

High student satisfaction with the Capilano experience (see Chapter Four)

The University’s ability to adapt quickly to the changing global community by creating new programs, support services, and degrees that are relevant, innovative, and that contribute to Capilano’s sustainability and mission. (See Chapter Five)

CAPILANO UNIVERSITY’S CHALLENGES AND NEXT STEPS

A key outcome of this NWCCU self-study report has been the opportunity to reflect not only on institutional strengths and accomplishments, but also to consider what barriers/challenges have been identified through the self-study process. As a result, Capilano has identified next steps for continuous quality improvement.

The University’s challenges and next steps, as revealed through the NWCCU standards, include the following key areas:

While the Core Themes articulated for NWCCU accreditation reflect the major programming delivered as part of Capilano’s learner-centered mission, they may be too discipline-specific to allow for Capilano to assess itself in more broad-based and future-forward terms. With the exception of Community Engagement, which crosses disciplines, Capilano University may need to re-evaluate its Core Themes to find those
that more accurately guide Capilano’s mission as a whole. Special attention will be given to developing refined core themes that better address those student learning outcomes that are central to the university mission and that will advance Capilano in our new mandate as a special purpose, teaching university.

- Since Core Themes are a new concept for Capilano University, its programs are at varying levels of adoption of the core-theme model of assessment and improvement. Over time the University will develop and refine measures of core theme objectives that emerge at the program level.

- For the Core theme of Community Engagement, Capilano has yet to develop clear assessment measures for those programs that take Capilano programs, students, faculty, and staff out into the community. This will be one of the priorities of the Institutional Research Department in the coming year.

- General Education, as it applies across programs, has not typically developed at Canadian institutions in the same manner as in US institutions. That is, General Education at Capilano seeks to ensure that students gain foundational skills, abilities, knowledge, and values encompassed by our institutional learning outcomes that are embedded and assessed within individual programs rather than accumulated credits in prescribed (Core) courses. As a result of our self-evaluation process supporting accreditation, Capilano recognizes the need to further develop assessment models for institutional learning outcomes and ensure that the foundational skills, abilities, knowledge and values that constitute our general education outcomes are implemented in all programs.

- Though Capilano’s physical infrastructure is adequate, maintenance is becoming an issue, with reductions in targeted funding from the Ministry. Staying up to date with technology continues to be challenging; internal administrative structures have been modified—and will continue to be monitored—to provide more integrated training and support to faculty and students.

- While great strides have been made in institutional planning, Capilano needs to accrue stronger data in order to make evidence based decisions in some critical areas, such as enrollment management and student support services. Capilano plans, in the short-term, to develop a data warehouse that interfaces with the Banner system as a means of providing good, reliable information to decision-makers at all levels of the organization.

- More attention to benchmarking and setting targets for institutional goals (such as access, retention, time to degree, etc.) is needed. Greater access to student survey data with attention to satisfaction, learning outcomes, and support services will provide the means to fully embrace the planning processes as outlined in NWCCU Standard 3.

- One result of this NWCCU self-study is a clearer understanding that Capilano University is currently under-resourced with regard to institutional assessment and planning. Ongoing conversations about ways to address this need will take shape in the budget process in the coming year. Capilano will consider additional staffing in Institutional Research, and perhaps other approaches to strengthening institutional capacity to set strategic targets, determine measurement metrics, and report results to the Board of Governors and other decision-making entities.

The road from candidacy to full accreditation has been an interesting, often challenging, and extremely beneficial journey for Capilano University. As a new, special purpose university tasked with defining a
paradigm and the organizational capacity to fulfill its mandate, Capilano has utilized the NWCCU self-study process as a valuable tool in visioning and actualizing what it means to enact this mission. Building on its historical strengths, the Capilano University of the future will not only be a fully accredited institution by NWCCU standards, it will take a leading role in Canada by demonstrating effective assessment of student, program and institutional outcomes—all within a context of public accountability in a rapidly changing post-secondary landscape.
APPENDICES

APPENDIX A: BOARD POLICY B.101: VISION, VALUES, MISSION, GOALS AND STRATEGIC DIRECTIONS

APPENDIX B: CAPILANO UNIVERSITY ACCOUNTABILITY FRAMEWORK PERFORMANCE TARGETS: 2012/13 - 2014/15, AND 2011/12 ACCOUNTABILITY FRAMEWORK PERFORMANCE MEASURE RESULTS

APPENDIX C: CAPILANO UNIVERSITY ORGANIZATIONAL CHART

APPENDIX D: CAPILANO UNIVERSITY PROGRAMS ORGANIZED BY FACULTY AND CREDENTIAL

APPENDIX E: ASSESSMENT PLAN TEMPLATE

APPENDIX F: GLOSSARY OF TERMS

APPENDIX G: LIST OF APPENDICES AND EXHIBITS
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.

Values

We value

- diversity, and the individuality of learners.
- a culture of inquiry and evidence-based decision making.
- academic integrity.
- open engagement with ideas and respectful engagement with each other.
- personal accountability for the integrity and success of the University.
- commitment to our communities.
- transparency and an ethic of fairness.

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.

Institutional Goals

Arising from the Mission statement, the Institutional Goals are broadly defined as the general areas of success that are desired for all students. From the Mission, the Institutional Goals are:

- Student success in ongoing education
• Student success in chosen career
• Student success in lifelong pursuit of knowledge
• Student success in contributing as responsible citizens in a rapidly changing and diverse global community

In support of the specific knowledge, understanding, and skills developed in individual programs, the institution has identified seven broad learning outcomes for all students. These institutional student learning outcomes are:

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

Student achievement of these outcomes will be defined within the context of each program. While different programs of study will have a different emphasis on each of these outcomes and differing levels of expected competence, all programs are expected to address every outcome. These general student outcomes, along with the program specific outcomes, are the basis for measuring the success of the institution.

In order to effectively measure our success, the range of programs and services are organized into logical groupings, or themes. For Capilano University, the groupings are:

• Preparatory Studies
• General Education
• Specialized Programs
• Community Engagement

As we measure our outcomes we will gather information under these broad categories.

**Strategic Directions**

Strategic directions give the broad strokes outline of how we will reach our vision and determine those directions we wish to pursue and indicate those directions we do not wish to take. The following strategic directions form the basis for institutional priorities and actions.

• **At each campus, maintain a climate where students feel valued as individuals and supported in their learning.**
  • Provide a welcoming, dynamic and safe learning environment committed to excellence in education and to equity of access.
  • Provide excellent and innovative student services to support the growth and development of all learners.
  • Ensure that policies are in place to provide fairness and transparency of process.
  • Provide a highly interactive learning environment that personalizes learning.
  • Involve all employees in supporting student success.
• Foster and support initiatives that bring students/employees together to enhance informal learning and sense of community.

• **Offer exemplary programs that provide opportunities for a broad range of students.**
  • In all areas of programming and service strive to be the benchmark for excellence.
  • Anticipate and respond to emerging needs for educational programs that build on the strengths of the institution.
  • Continue offering preparatory, certificate, diploma, and degree programs.
  • Design all programs so students can enter and exit at different points with appropriate credentials.
  • Offer programs and design curricula to meet our Institutional Goals.
  • Implement teaching strategies and methods that explicitly incorporate our Institutional Goals.
  • Measure the effect of these initiatives on program outcomes.
  • Maintain high academic standards that are clearly articulated.

• **Be a leader in university teaching and learning.**
  • Recognize that we are all learners, and provide professional development opportunities for all employees.
  • Recruit and retain faculty who have a passion for and commitment to teaching and learning as well as their discipline.
  • Develop a Teaching & Learning Centre that supports exemplary instruction, use of educational technology, and classroom innovation.
  • Encourage the scholarship of teaching and learning.
  • Support activities integral to providing relevant, authentic and innovative education, including faculty professional engagement, appropriate research, and scholarly and creative activity.
  • Maintain excellence by incorporating appropriate assessment and accountability processes into our ongoing review and planning processes.
  • Undertake evaluation of services and programs based on defined outcomes.

• **Prepare students and employees to work in a diverse, multicultural and multinational environment.**
  • Support internationalization by increasing the number of students coming from outside of Canada to a maximum of 15% of the student body.
  • Increase the number of Canadian students participating in an international experience.
  • Develop increased capacity for employees to work with a diverse student population.
  • Incorporate curriculum that recognizes diversity and supports multicultural and multinational understanding.

• **Eliminate barriers, create pathways, and foster access to learning.**
  • Explore partnerships with the K-12 system to encourage post-secondary enrollment
  • Provide alternate entry points to encourage access for those who have not completed high school and other non-traditional learners
  • Build student capacity to fully access available supports and services.
  • Work as an educational partner with Aboriginal organizations to increase the participation and completion rates of Aboriginal post-secondary learners.
• **Build capacity to achieve our mission.**
  • Align our external relationships in support of our strategic directions.
  • Engage students, employees, alumni, community members, and organizations in the governance and growth of our institution.
  • Ensure adequate and diverse financial resources to enable student success.
  • Build facilities and processes that support learning.
  • Recruit, retain, and recognize employees committed to excellence.
  • Ensure our technology and information systems are sufficient to support our mission.

• **Be responsible.**
  • Model equity and inclusivity, and be an employer of choice.
  • Commit to environmental integrity and sustainable development.
  • Provide a safe environment for all members and guests of the Capilano University Community.
  • Be transparent and accountable in all our activities.
  • Foster an environment that encourages community and individual advocacy, service support, and philanthropy.
## Capilano University
### 2011/12 Accountability Framework Performance Measure Results \(^1\)

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Reporting year</th>
<th>2010/11</th>
<th>2011/12</th>
<th>2011/12</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Actual</td>
<td>Target</td>
<td>Actual</td>
<td>Assessment</td>
</tr>
<tr>
<td><strong>Student spaces</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total student spaces</td>
<td>5,461</td>
<td>5,450</td>
<td>5,519</td>
<td></td>
<td>Achieved</td>
</tr>
<tr>
<td>Nursing and other allied health programs</td>
<td>185</td>
<td>138</td>
<td>172</td>
<td>Exceeded</td>
<td></td>
</tr>
<tr>
<td>Developmental</td>
<td>598</td>
<td>528</td>
<td>546</td>
<td></td>
<td>Achieved</td>
</tr>
<tr>
<td><strong>Credentials awarded</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>1,472</td>
<td>1,557</td>
<td>1,561</td>
<td></td>
<td>Achieved</td>
</tr>
<tr>
<td><strong>Aboriginal student headcount</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>517</td>
<td>≥ previous year</td>
<td>529</td>
<td></td>
<td>Achieved</td>
</tr>
<tr>
<td>Percent</td>
<td>3.9%</td>
<td>3.9%</td>
<td>3.9%</td>
<td></td>
<td>Achieved</td>
</tr>
<tr>
<td><strong>Aboriginal student spaces</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Aboriginal student spaces</td>
<td>276</td>
<td>N/A</td>
<td>304</td>
<td>Not assessed</td>
<td></td>
</tr>
<tr>
<td>Ministry (AVED)</td>
<td>274</td>
<td></td>
<td>303</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industry Training Authority (ITA)</td>
<td>&lt; 5</td>
<td></td>
<td>&lt; 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student satisfaction with education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>+/-</td>
<td>%</td>
<td>+/-</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Former diploma, associate degree and certificate students</td>
<td>93.9%</td>
<td>1.0%</td>
<td>≥ 90%</td>
<td>94.2%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td>98.8%</td>
<td>1.6%</td>
<td>≥ 90%</td>
<td>93.7%</td>
<td>3.3%</td>
</tr>
<tr>
<td><strong>Student assessment of skill development</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>+/-</td>
<td>%</td>
<td>+/-</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Former diploma, associate degree and certificate students</td>
<td>76.0%</td>
<td>1.8%</td>
<td>≥ 85%</td>
<td>76.3%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td>87.8%</td>
<td>4.7%</td>
<td>≥ 85%</td>
<td>87.3%</td>
<td>4.7%</td>
</tr>
<tr>
<td><strong>Student assessment of the quality of instruction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>+/-</td>
<td>%</td>
<td>+/-</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Former diploma, associate degree and certificate students</td>
<td>96.7%</td>
<td>0.7%</td>
<td>≥ 90%</td>
<td>97.5%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td>98.8%</td>
<td>1.5%</td>
<td>≥ 90%</td>
<td>95.8%</td>
<td>2.8%</td>
</tr>
</tbody>
</table>
| Student assessment of usefulness of knowledge and skills in performing job  
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>+/-</td>
<td>%</td>
<td>+/-</td>
<td>Not achieved</td>
<td></td>
</tr>
<tr>
<td>Diploma, associate degree and certificate graduates</td>
<td>72.1%</td>
<td>4.0%</td>
<td>≥ 90%</td>
<td>74.8%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td>96.0%</td>
<td>3.1%</td>
<td></td>
<td>94.0%</td>
<td>3.7%</td>
</tr>
</tbody>
</table>

| Unemployment rate  
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>+/-</td>
<td>%</td>
<td>+/-</td>
<td>Exceeded</td>
</tr>
<tr>
<td>Diploma, associate degree and certificate graduates</td>
<td>9.3%</td>
<td>2.4%</td>
<td>≤ 13.0%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td>6.2%</td>
<td>3.6%</td>
<td></td>
<td>5.6%</td>
</tr>
</tbody>
</table>

Notes:
N/A - Not applicable


2 Results from the 2010/11 reporting year are based on data from the 2010/11 fiscal year; results from the 2011/12 reporting year are based on data from the 2011/12 fiscal year.

3 Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2011/12 reporting year are a three-year average of the 2008/09, 2009/10 and 2010/11 fiscal years.

4 Results from the 2010/11 reporting year are based on data from the 2009/10 academic year; results from the 2011/12 reporting year are based on data from the 2010/11 academic year.

5 Aboriginal student spaces (full-time equivalents) has been added in 2011/12 as a descriptive measure, incorporating data from the annual Student Transitions Project data match. Results from the 2010/11 reporting year are based on data from the 2009/10 fiscal year; results from the 2011/12 reporting year are based on the 2010/11 fiscal year. Results are presented as total Aboriginal student spaces (AVED + ITA full-time equivalents), Ministry (AVED), and Industry Training Authority (ITA).

6 Results from the 2010/11 reporting year are based on 2010 survey data; results from the 2011/12 reporting year are based on 2011 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the confidence interval is 10% or greater.

7 Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the Lower Mainland/Southwest region.

<table>
<thead>
<tr>
<th>Target assessment scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeded</td>
<td>More than 10% above target</td>
</tr>
<tr>
<td>Achieved</td>
<td>Up to 10% above target</td>
</tr>
<tr>
<td>Substantially achieved</td>
<td>Up to 10% below target</td>
</tr>
<tr>
<td>Not achieved</td>
<td>More than 10% below target</td>
</tr>
</tbody>
</table>
## Capilano University
### 2011/12 Accountability Framework Performance Measure Results

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Reporting year</th>
<th>2010/11 Actual</th>
<th>2011/12 Target</th>
<th>2011/12 Actual</th>
<th>2011/12 Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Former diploma, certificate, and associate degree students’ assessment of skill development</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill development (avg. %)</td>
<td>%</td>
<td>+/-</td>
<td>%</td>
<td>+/-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>76.0% 1.8%</td>
<td>≥ 85%</td>
<td>76.3% 2.1%</td>
<td></td>
<td>Substantially achieved</td>
</tr>
<tr>
<td>Written communication</td>
<td>67.5% 2.2%</td>
<td>71.4% 2.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral communication</td>
<td>69.3% 2.1%</td>
<td>68.4% 2.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group collaboration</td>
<td>82.6% 1.6%</td>
<td>80.4% 1.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical analysis</td>
<td>80.3% 1.6%</td>
<td>81.5% 1.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem resolution</td>
<td>75.2% 1.8%</td>
<td>73.6% 2.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn on your own</td>
<td>78.4% 1.7%</td>
<td>79.1% 1.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading and comprehension</td>
<td>78.9% 1.7%</td>
<td>79.4% 1.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bachelor degree graduates’ assessment of skill development</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill development (avg. %)</td>
<td>%</td>
<td>+/-</td>
<td>%</td>
<td>+/-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>87.8% 4.7%</td>
<td>≥ 85%</td>
<td>87.3% 4.7%</td>
<td></td>
<td>Achieved</td>
</tr>
<tr>
<td>Written communication</td>
<td>85.2% 5.2%</td>
<td>84.4% 5.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral communication</td>
<td>94.0% 3.5%</td>
<td>88.0% 4.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group collaboration</td>
<td>92.9% 3.6%</td>
<td>89.4% 4.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical analysis</td>
<td>88.1% 4.6%</td>
<td>88.3% 4.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem resolution</td>
<td>84.3% 5.2%</td>
<td>82.8% 5.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn on your own</td>
<td>85.7% 5.0%</td>
<td>92.4% 3.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading and comprehension</td>
<td>84.0% 5.4%</td>
<td>85.6% 5.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Capilano University

### Accountability Framework Performance Targets: 2012/13 - 2014/15

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2012/13</th>
<th>2013/14</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student spaces</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total student spaces</td>
<td>5,450</td>
<td>5,450</td>
<td>TBD</td>
</tr>
<tr>
<td>Nursing and other allied health programs</td>
<td>138</td>
<td>138</td>
<td>TBD</td>
</tr>
<tr>
<td>Developmental programs</td>
<td>528</td>
<td>528</td>
<td>TBD</td>
</tr>
<tr>
<td><strong>Credentials awarded</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>≥ 1,615</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td><strong>Aboriginal student headcount</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>≥ 529</td>
<td></td>
<td>≥ previous year</td>
</tr>
<tr>
<td>Percent</td>
<td>≥ 3.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student satisfaction with education</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Former diploma, associate degree and certificate students</td>
<td></td>
<td></td>
<td>≥ 90%</td>
</tr>
<tr>
<td>Baccalaureate graduates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students’ assessment of skill development (average %)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Former diploma, associate degree and certificate students</td>
<td></td>
<td></td>
<td>≥ 85%</td>
</tr>
<tr>
<td>Baccalaureate graduates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student assessment of the quality of instruction</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Former diploma, associate degree and certificate students</td>
<td></td>
<td></td>
<td>≥ 90%</td>
</tr>
<tr>
<td>Baccalaureate graduates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unemployment rate</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma, associate degree and certificate graduates</td>
<td></td>
<td></td>
<td>≤ unemployment rate for individuals with high school credentials or less</td>
</tr>
<tr>
<td>Baccalaureate graduates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student assessment of usefulness of knowledge and skills in performing job</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma, associate degree and certificate graduates</td>
<td></td>
<td></td>
<td>≥ 90%</td>
</tr>
<tr>
<td>Baccalaureate graduates</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Capilano University

Appendix C: Capilano University Organizational Chart

President
Dr. Kris Bulcroft

Vice-President
Interim Vice-President Academic & Provost
Dr. Bill Gibson
(as of August 27, 2012)

Vice-President Finance & Administration
Cindy Turner

Director, Development & Alumni Relations
Jessica Aldred

Director, Marketing & Communications
David DeMuynck

Vice-Presidents' portfolios on following pages August 2012

Vice-President International Programs, External Relations and New Initiatives
Catherine Vertesi

Director, Development & Alumni Relations
Jessica Aldred

Director, Marketing & Communications
David DeMuynck

President
Dr. Kris Bulcroft

Interim Vice-President Academic & Provost
Dr. Bill Gibson
(as of August 27, 2012)

Vice-President Finance & Administration
Cindy Turner

Director, Development & Alumni Relations
Jessica Aldred

Director, Marketing & Communications
David DeMuynck

Vice-Presidents' portfolios on following pages August 2012

Vice-President
Interim Vice-President Academic & Provost
Dr. Bill Gibson
(as of August 27, 2012)

Vice-President Finance & Administration
Cindy Turner

Director, Development & Alumni Relations
Jessica Aldred

Director, Marketing & Communications
David DeMuynck

Vice-Presidents' portfolios on following pages August 2012

Vice-President
Interim Vice-President Academic & Provost
Dr. Bill Gibson
(as of August 27, 2012)

Vice-President Finance & Administration
Cindy Turner

Director, Development & Alumni Relations
Jessica Aldred

Director, Marketing & Communications
David DeMuynck

Vice-Presidents' portfolios on following pages August 2012

Vice-President
Interim Vice-President Academic & Provost
Dr. Bill Gibson
(as of August 27, 2012)

Vice-President Finance & Administration
Cindy Turner

Director, Development & Alumni Relations
Jessica Aldred

Director, Marketing & Communications
David DeMuynck

Vice-Presidents' portfolios on following pages August 2012

Vice-President
Interim Vice-President Academic & Provost
Dr. Bill Gibson
(as of August 27, 2012)

Vice-President Finance & Administration
Cindy Turner

Director, Development & Alumni Relations
Jessica Aldred

Director, Marketing & Communications
David DeMuynck

Vice-Presidents' portfolios on following pages August 2012
APPENDIX D: CAPILANO UNIVERSITY PROGRAMS ORGANIZED BY FACULTY AND CREDENTIAL

FACULTY OF ARTS AND SCIENCES

- Bachelor of Arts in Liberal Studies

HUMANITIES DIVISION

- Associate of Arts
- Associate of Arts: Applied Ethics Concentration
- Associate of Arts: Art History Concentration
- Associate of Arts: Creative Writing
- Associate of Arts: Culture and Technology
- Associate of Arts: English Concentration

PURE AND APPLIED SCIENCES DIVISION

- Associate of Science
- Associate of Science: Biology Concentration
- Associate of Science: Chemistry Concentration
- Associate of Science: Mathematics Concentration
- Engineering Transition Diploma

SOCIAL SCIENCES DIVISION

- Associate of Arts
- Applied Behaviour Analysis (Autism) Post Baccalaureate Diploma
- Bachelor of Arts in Applied Behaviour Analysis: Autism
- Associate of Arts: Latin American Studies Concentration
- Associate of Arts: Psychology Concentration
- Associate of Arts: British Columbia Studies Concentration

FACULTY OF BUSINESS AND PROFESSIONAL STUDIES

SCHOOL OF APPLIED BUSINESS

- Accounting Assistant Diploma
- Accounting Assistant Certificate
- Accounting Support Certificate
- Applied Business Technology Online
- Business Fundamentals Certificate
- Ch’nook Foundation Certificate
- Medical Assistant Certificate
- Medical Office Assistant Online Certificate
- Accounting Fundamental Online Certificate
- Computer Fundamentals Online Certificate
- Administrative Assistant Online Certificate
- Administrative Fundamentals Online
- Legal Administrative Assistant Certificate
- Legal Administrative Assistant Online Certificate
### SCHOOL OF BUSINESS
- International Management Graduate Diploma
- North American and International Management Graduate Diploma
- North American Business Management Diploma
- Bachelor of Business Administration
- Business Administration Diploma
- Advanced Business Administration (Accounting) Diploma
- Advanced Business Administration (General Management) Diploma
- Advanced Business Administration (International Business Studies) Diploma
- Advanced Business Administration (Marketing) Diploma
- Advanced Business Administration (Strategic HR Management) Diploma
- Business Administration (Ch’nook) Diploma
- Business Administration (Ch’nook Intensive Transfer) Diploma
- Business Administration Certificate
- Business Administration Advanced Certificate
- Retail Marketing Certificate

### SCHOOL OF COMMUNICATION
- Bachelor of Communication Studies
- Communication Studies Diploma
- Advanced Professional Communications Certificate
- Professional Communications Certificate
- Magazine Publishing Certificate

### SCHOOL OF LEGAL STUDIES
- Bachelor of Legal Studies (Paralegal)
- Paralegal Diploma
- Legal Administrative Assistant Certificate
- Legal Administrative Assistant Online Certificate
- Paralegal Certificate
- Paralegal (online) Certificate
- Criminal Law Practice and Procedure Citation

### FACULTY OF EDUCATION, HEALTH AND HUMAN DEVELOPMENT

#### SCHOOL OF ACCESS AND ACADEMIC PREPARATION
- **Adult Basic Education**
  - General Studies Diploma
  - Adult Basic Education Intermediate Certificate
  - Adult Basic Education Advanced Certificate
  - College and University Preparation Citation
  - Vision: Cognitive Abilities Development Citation
  - Gateways: personal Management and Planning Citation
- **Adult Special Education**
  - Access to Work Certificate
  - Discover Employability Certificate
- **Community Development and Outreach**
  - Squamish Language and Culture Certificate
Community Capacity Building Citation

English for Academic Purposes (formerly ESL)
  - English Language Foundations I Certificate
  - English Language Foundations II Certificate
  - English Language Fundamentals Certificate
  - Capilano Academic English Preparation I Certificate
  - Academic English Preparation 2 Citation
  - Academic English Preparation 3A Citation

First Nations Transition
Residential Building Maintenance Worker Certificate

**SCHOOL OF ALLIED HEALTH**

Health Care Assistant
  - Health Care Assistant Certificate

Music Therapy
  - Guided Imagery and Music (GMI) Post Baccalaureate Certificate
  - Bachelor of Music Therapy

Rehabilitation Assistant
  - Rehabilitation Assistant Diploma

**SCHOOL OF EDUCATION AND CHILDHOOD STUDIES**

Early Childhood Care Education
  - Early Childhood Care and Education Post Baccalaureate Diploma
  - Bachelor of Early Childhood Care and Education
  - Early Childhood Care and Education Diploma
  - Early Childhood Care and Education Certificate
  - Early Childhood Care and Education: Infant and Toddler Certificate
  - Early Childhood Care and Education: Special Needs Certificate

Special Education Assistant
  - Special Education Assistant Certificate

**FACULTY OF FINE AND APPLIED ARTS**

  - Bachelor of Performing Arts

**SCHOOL OF ART AND DESIGN**

Illustration/Design: Elements & Applications (IDEA)
  - IDEA Diploma
  - Foundations in Illustration & Design Certificate

Interactive Design
  - Interactive Design Diploma

Studio Art
  - Art Institute Advanced Certificate
  - Studio Art Diploma

Textile Arts
  - Advanced Textile Arts Certificate
  - Textile Arts Diploma
SCHOOL OF MOTION PICTURE ARTS

- Animation
  - Animation Institute Advanced Certificate
  - Commercial Animation Diploma
  - Digital Animation Certificate
  - Animation Fundamentals Citation
  - Computer Animation and Visual Effects Citation
- Digital Visual Effects
  - Digital Visual Effects Diploma
- Film Crafts
  - Costuming for Stage and Screen Diploma
  - Cinematography for Film and Video Certificate
- Film Fundamentals
- Indigenous Independent Digital Filmmaking (IIDF)
  - IIDF Diploma
  - IIDF Certificate
- Motion Picture Production
  - Film Institute Advanced Certificate in Motion Picture Production
  - Bachelor of Motion Picture Arts
  - Motion Picture Arts Diploma
  - Documentary Certificate
  - Motion Picture Arts Certificate

SCHOOL OF PERFORMING ARTS

- Arts and Entertainment Management (AEM)
  - AEM Advanced Certificate
  - AEM Diploma
- Jazz Studies
  - Bachelor of Music in Jazz Studies
  - Bachelor of Music in Jazz Studies: Arranging/Composition
  - Bachelor of Music in Jazz Studies: Education Stream
  - Bachelor of Music in Jazz Studies: Vocal Performance
  - Bachelor of Music in Jazz Studies: Instrumental Performance
  - Jazz Studies (Instrumental Concentration) Diploma
  - Jazz Studies (Vocal Concentration) Diploma
- Music
  - Music Diploma
  - Conducting in Music Certificate
- Theatre
  - Theatre Institute (Directing Concentration) Advanced Certificate
  - Theatre Institute (Production Concentration) Advanced Certificate
  - Acting for the Stage and Screen Diploma
  - Musical Theatre Diploma
  - Technical Theatre Diploma
  - Acting for Stage and Screen Certificate
FACULTY OF GLOBAL AND COMMUNITY STUDIES

SCHOOL OF GLOBAL STEWARDSHIP
  o Associate of Arts: Global Stewardship

SCHOOL OF HUMAN KINETICS AND ATHLETICS
  o Human Kinetics (Exercise Science Stream) Diploma
  o Human Kinetics (Physical Education Stream) Diploma

SCHOOL OF PUBLIC ADMINISTRATION
  o Local Government Administration Certificate

SCHOOL OF TOURISM MANAGEMENT
  o Bachelor of Tourism Management
  o Destination Resort Management Co-op Diploma
  o Tourism Management Co-op Diploma
  o Tourism Management for International Students Diploma
  o Business in Tourism Certificate
  o Tourism Operations Certificate
  o Tourism Marketing Citation

SCHOOL OF OUTDOOR RECREATION MANAGEMENT
  o Advanced Wilderness Leadership Certificate
  o Outdoor Recreation Management Diploma
  o Mountain Bike Operations Certificate
  o Professional Scuba Dive Instructor Certificate
## Program Name Assessment Report

**Program Mission**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Program Goals**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Program Student Learning Outcomes**

1.  

2.  

3.  

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
### Relationship between Institutional Outcomes & Program Student Learning Outcomes

<table>
<thead>
<tr>
<th>#</th>
<th>Institutional Outcomes</th>
<th>Associated Program student learning Outcome(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Self-directed learning, awareness &amp; responsibility</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Up-to-date information gathering and research skills</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Communication skills</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Quantitative reasoning ability</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Group and social interaction skills</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Creative, critical and analytical thinking skills</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Community/global consciousness and responsibility</td>
<td></td>
</tr>
</tbody>
</table>

Date of Report: _______________________

Summary of actions taken to improve program based on last assessment report:

157
## Summary of Outcomes Assessment

<table>
<thead>
<tr>
<th>Number of students completing program this year</th>
<th>Number of graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students assessed</td>
<td>Number of graduates who did not achieve all program student learning outcomes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Student Learning Outcome</th>
<th>Number of students successfully demonstrating this outcome</th>
<th>Percentage of students successfully demonstrating this outcome</th>
<th>Proposed actions to improve this outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Program Name:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Program Mission</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Program Goals</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Program Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
</tbody>
</table>
## Relationship between Institutional Outcomes & Program Student Learning Outcomes

<table>
<thead>
<tr>
<th>#</th>
<th>Institutional Outcomes</th>
<th>Associated Program student learning Outcome(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Self-directed learning, awareness &amp; responsibility</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Up-to-date information gathering and research skills</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Communication skills</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Quantitative reasoning ability</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Group and social interaction skills</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Creative, critical and analytical thinking skills</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Community/global consciousness and responsibility</td>
<td></td>
</tr>
</tbody>
</table>
# Program Assessment Plan

Date of Plan: _______________________

<table>
<thead>
<tr>
<th>Program Student Learning Outcome</th>
<th>What tool(s) will be used to assess this outcome?</th>
<th>When will the assessment be done?</th>
<th>Who will be doing the assessing?</th>
<th>What are the criteria for successful demonstration of outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**BC Campus** is a publicly funded organization that aims to unify B.C.'s post-secondary system and make higher education available to everyone, through the smart use of collaborative information technology services.

**BGS** - The Baccalaureate Graduates Survey (BGS) has been designed to gather information on baccalaureate graduates’ education satisfaction levels, education financing and student debt, as well as further education and employment outcomes.

**Capilano College** is the former designation of Capilano University. In 2008, Capilano College was designated as Capilano University under the Province Of British Columbia’s University Act.

**Chair** is a faculty member who functions as a coordinator of larger areas.

**Convenor** is a faculty member responsible for the sub-administration of an area/division/department within the university usually in a large department that has a coordinator as well and is often responsible for students.

**Coordinator** is a faculty member responsible for the sub-administration of an area/division/department within the university.

**DACSO** - The Diploma, Associate Degree, and Certificate Student Outcomes (DACSO) Survey. Each year former students who have been out of their programs for approximately 9 to 20 months are surveyed on behalf of the BC Student Outcomes Research Forum. The annual questionnaire is built on a set of core questions based on the major themes of the survey: employment outcomes, further education, ratings of programs, and student satisfaction.

**DEVSO** – The purpose of the Developmental Student Outcomes (DEVSO) Survey is to ask former upper-level ABE and ESL students to evaluate their educational experiences and to report on their transitions to the labour market and further education.

**First Nations** are the various aboriginal peoples of Canada who are neither Inuit nor Métis. There are approximately 630 First Nations governments (Bands) across Canada.

**Frontlines** is the Capilano University’s Intranet.

**IAPR** – Institutional Accountability and Planning Report. Under the accountability framework, public post-secondary institutions in British Columbia prepare an annual accountability document, including a three-year plan and report. These institutional accountability plans and reports include goals, objectives and performance measure results for each institution along with contextual information to describe the institution’s role in providing services to their students and communities.

**OLA** – The Open Learning Agency was a Crown Agency of the Province of British Columbia. Its primary function is the management of Knowledge, a public television station in BC, although it once played a larger role in education and a university function, before being scaled back by the BC government in 2004.
**Provincial Government** - Under Canada's federal system, the powers of government are shared between the federal government and 10 provincial governments. The provincial governments are primarily responsible for public schooling, health and social services, highways, the administration of justice and local government (through municipalities), but overlapping and, at times, conflicting regional and national interests have stretched provincial concerns across virtually every area of Canadian public policy.

**PSEA** – Post-Secondary Employers’ Association of British Columbia is an agency that represents the collective interests of the post-secondary unions and associations in the province.

**PSEC** - The Public Sector Employers’ Council supports government in setting and coordinating strategic directions in human resource management and labour relations for the broad public sector. PSEC is also active in the area of public sector pension plan management.

**Society Act** is legislation (Act of Parliament) by the Province of British Columbia that pertains to the formation of non-profit organizations (societies) within the province.

**University Act** is legislation (Act of Parliament) by the Province of British Columbia that governs the organization and operation of universities within the province.
APPENDIX G: LIST OF APPENDICES AND EXHIBITS

INSTITUTIONAL OVERVIEW

1. Exhibit IO.1: Diploma, Associate Degree, and Certificate Student Outcomes Survey (DASCO)
2. Exhibit IO.2: Baccalaureate Graduate Survey (BGS)
3. Exhibit IO.3: Developmental Student Outcomes Survey (DEVSO)

PREFACE

1. Exhibit P.1: University Act of British Columbia

CHAPTER ONE

1. Appendix A: Board Policy B.101: Vision, Values, Mission, Goals and Strategic Directions
2. Exhibit 1.A.1: Ministry of Advanced Education Accountability Framework
4. Exhibits IO.1, IO.2, and IO.3
5. Exhibits 1.A.2: Capilano University Institutional Accountability Plan and Reports 2012 (Previous reports)
6. Exhibit 1.B.1: Fall 2010 Applicant Survey
7. Exhibit 1.B.2: National Survey of Student Engagement: Capilano University
8. Exhibit 1.B.3: Preparatory Program Grade Distribution
10. See Appendix A: Board Policy B.101: Vision, Values, Mission, Goals and Strategic Directions
12. Exhibit 1.B.6: Parents as Career Coaches Surveys

CHAPTER TWO

1. Exhibit 2.A.1: Board Minutes
2. Exhibit 2.A.2: Board of Governors Policies
3. Exhibit 2.A.3: Senate website
4. Exhibit 2.A.4: University Committees List
5. Exhibit 2.A.5: Senate Self-Evaluations
6. Exhibit 2.A.6: Executive Management meeting minutes
7. Exhibit 2.A.7: Society Act of BC
8. Exhibit 2.A.8: Senate Policies
9. Exhibit 2.A.9: Capilano University Library website
10. Exhibit 2.A.10: Regional Student Guide
11. Exhibit 2.A.11: Library Handouts
12. Exhibit 2.A.12: Student Policies
13. See Exhibit 2.A.8: Senate Policies
15. See Exhibit 2.A.8: Senate Policies
See Exhibit 2.A.2: Board Policies
See Exhibit 2.A.14: Executive Policies
See Exhibit IO.1: University Act
See Exhibits: 2.A.2: Board Policies; 2.A.8 Senate Policies; and 2.A.14 Executive Policies
Exhibit 2.B.1: Public Sector Employers Act
Exhibit 2.B.2: Post-Secondary Employers Association
Exhibit 2.B.3: Employment Standards Act of BC
Exhibit 2.B.5: Worksafe BC
Exhibit 2.B.6: Criminal Records Review Act of BC
Exhibit 2.B.7: Freedom of Information and Protection of Privacy Act of BC
Exhibit 2.B.8: Respectful Workplace Statement
See Exhibit 2.B.6: Criminal Record Review Act
See Exhibit 2.B.7: Freedom of Information and Protection of Privacy Act
Exhibit 2.B.9: Canadian Office and Professional Employees Union
Exhibit 2.B.10: Capilano Faculty Association
Exhibit 2.B.11: Coordinator’s Manual
Exhibit 2.B.12: COPE Collective Agreement
Exhibit 2.B.13: PSEC Executive Compensation Guidelines
Appendix C: Capilano University Organizational Chart
See Exhibit 2.A.15: Executive Policies
See Exhibit 2.A.2: Board Policies
Exhibit 2.B.14: BC Human Resources Management Association
Exhibit 2.B.15: Employment Opportunities on Capilano University Website
Exhibit 2.B.16: CFA Collective Agreement
See Exhibit 2.B.12: COPE Collective Agreement
See Exhibit 2.A.2: Board Policies
See Exhibit 2.A.8: Senate Policies (S2006-02)
Exhibit 2.B.17: Scholarly and Creative Activity Directory
See Exhibit 2.B.16: CFA Collective Agreement
Exhibit 2.B.18: Linkbc
Exhibit 2.B.19: Sample of Faculty Evaluation materials
See Exhibit 2.A.8: Senate Policies
See Appendix A: Board Policy B.101: Vision, Values, Mission, Goals and Strategic Directions
See Exhibits: 2.A.2 Board Policies; 2.A.8 Senate Policies; and 2.A.14 Executive Policies
Appendix D: Capilano University Programs Organized by Faculty and Credential
See Exhibit 2.A.8: Senate policy S2009-03
Exhibit 2.C.1: Sample Course Outlines
See Exhibit P.1: University Act
Exhibit 2.C.2: DQAB website
60 Exhibit 2.C.3: Bachelor of Legal Studies Final Degree Program Approval
61 Exhibit 2.C.4: Capilano University Viewbook
62 See Exhibit 2.A.13: Admissions Requirements
63 Exhibit 2.C.5: University Calendar
64 See Exhibit 2.A.8: Senate Policies
65 Exhibit 2.C.6: BCCAT
66 Exhibit 2.C.7: Course Delivery and Student Outcomes 2010
67 Exhibit 2.C.8: Extension Programs and Services
68 See Exhibit 2.A.8: Senate Policies (S2009-04, S2009-05, S2009-06) and Exhibit 2.A.14: Executive Policies (E.305)
69 Exhibit 2.C.9: Capilano University Continuing Professional Education
70 Exhibit 2.D.1: Capilano Student Support Services
71 Exhibit 2.D.2: Capilano University Student Services Experience 2010
72 Exhibit 2.D.3: Financial Aid Website
73 See Exhibit 2.D.2: Capilano University Student Services Experience 2010
74 Exhibit 2.D.4: Capilano University Strategic International Recruitment Plan
75 Exhibit 2.D.5: First Year Transition for International Students
76 Exhibit 2.D.6: Course Outline “shell” form and Course Outline adopted for BADM 324
77 Exhibit 2.D.7: Inbound Student Grades Reports and Outbound Student Grade Reports
78 Exhibit 2.D.8: 2012 CIE Yearly Report to Senate on International Activities
79 Exhibit 2.D.9: Capilano Students’ Union website
80 See Exhibit 2.A.2: Board Policies
81 Exhibit 2.D.10: Department of Athletics and Recreation website
82 Exhibit 2.D.11: University Bookstore website
83 Exhibit 2.D.12: Parking Services Map
84 Exhibit 2.D.13: Threat Analysis and Vulnerability Study
85 See Exhibit 2.A.9: Capilano University Library
86 Exhibit 2.E.1: Library Holdings
87 Exhibit 2.E.2: Library Collection Development Policy
88 Exhibit 2.E.3: Capilano University Library Use 2011
90 Exhibit 2.E.5: Library Resources
91 See Exhibit 2.E.3: Capilano University Library Use 2011
92 Exhibit 2.E.6: Library Committee Terms of Reference
93 Exhibit 2.E.7: Library Strategic Plan April 2012 and Post-Strategic Planning Session May 2012
94 See Exhibit 2.A.2: Board Policies
95 Exhibit 2.F.1: Financial Resources-Capilano University Reports to the Provincial Government
96 Exhibit 2.F.2: Individual risk plans and the top 10 risks as a heat map
97 See Exhibit 2.F.3: Capilano University Audited Financial Statements 2012
98 Exhibit 2.F.4: BC Tuition Limit Policy
99 See Exhibit 2.A.2: Board Policies
100 See Exhibit 2.A.14: Executive Policies
101 See Exhibit P.1: University Act
102 Exhibit 2.F.5: Five-Year Capital Plan
103 Exhibit 2.F.6: Capital Requisition Process
CHAPTER THREE

1 See Exhibits 1.A.2: Capilano University Institutional Accountability Plan and Reports 2012 (Previous reports)
2 See Appendix A: Board Policy B.101: Vision, Values, Mission, Goals and Strategic Directions
3 Exhibit 3.A.1: Institutional Strategic Priorities
4 Exhibit 3.A.2: Departmental Strategic Plans: Human Resources; Finance; IT, and Library

CHAPTER FOUR

1 See Appendix A: Board Policy B.101: Vision, Values, Mission, Goals and Strategic Directions
2 Appendix E: Assessment Plan Template
3 Exhibit 4.1: Bachelor of Arts in Liberal Studies Degree
4 Exhibit 4.2: Liberal Studies Course Offerings Fall 2012
5 Exhibit 4.3: BC Diploma, Associate Degree, and Certificate Student Outcomes Survey: Detailed Reports (DASCO)
6 Exhibit 4.4: Arts and Sciences Assessment Plans
7 See Exhibit 2.C.6: BCCAT
8 Exhibit 4.5: Associate of Arts in Psychology Program Assessment Plan and Associate of Arts in Global Stewardship assessment plan
9 Exhibit 4.6: LSBA Program Asssessment Plan and Grading Rubric
10 Exhibit 4.7: Student Engagement Survey-Draft
11 Exhibit 4.8: Collaboration with Community Partners
12 Exhibit 4.9: Gateways to Health Careers 2012; Program Overview and Course Outline
13 Exhibit 4.10: Preparatory Studies Assessment Plans
14 Exhibit 4.11: ESL 2012 assessment Report and ABE Assessment Plan
15 Exhibit 4.12: Business Administration for International Students’ Diploma (launched January 2013)
16 Exhibit 4.13: CDO Outcome Measurement Framework
17 Exhibit 4.14: Specialized Programs Advisory Committees
18 Exhibit 4.15: Specialized Programs Assessment Plans
19 Exhibit 4.16: Business and Professional Studies Assessment Plans
20 Exhibit 4.17: Tourism and Outdoor Recreation Assessment Plans
21 Exhibit 4.18: Health and Education Assessment Plans
22 Exhibit 4.19: Special Education Assistant and Rehabilitation Assistant programs
23 See Exhibit 4.3: BC Diploma, Associate Degree, and Certificate Student Outcomes Survey: Detailed Reports (DASCO)
24 Exhibit 4.20: Fine and Applied Arts Assessment Plans
25 Exhibit 4.21: Illustration/Design: Elements and Applications Assessment Plan
26 Exhibit 4.22: Project Charters
27 Exhibit 4.23: NSCU Centre for the Performing Arts Survey

CHAPTER FIVE

1 Exhibit 5.A.1: “Government Letter of Expectations”
2 Exhibit 5.B.1: Space Consultant Report
3 Exhibit 5.B.2: Budget Planning Documents
4 See Exhibits 1.A.2: Capilano University Institutional Accountability Plan and Reports 2012 (Previous reports)
5 See Exhibit 1.B.1: Fall 2010 Applicant Survey