



AGENDA SPECIAL OPEN MEETING OF THE BOARD

June 12, 2026
4:45 pm to 5:45 pm
Via Teams

Board Members

RJ Wallia (Chair), Debra Doucette (Chancellor), Jason Dewling (President),
Amina El mantari (Vice-Chair), Shelley Frost (Vice-Chair), Brittany John,
David Ayriss, Janet Cox, Louisa Lun, Owen McLachlan, Pegah Yaghmaie,
Prabal Gupta, Sam Tecle, Troy Abromaitis

Capilano University is named after Chief Joe Capilano (1854–1910), an important leader of the Skwxwú7mesh (Squamish) Nation of the Coast Salish Peoples. We respectfully acknowledge that our campuses are located on the unceded territories of the səliiwətał (Tsleil-Waututh), shíshálh (Sechelt), Skwxwú7mesh (Squamish), and xʷməθkʷəy̓əm (Musqueam) Nations.

AGENDA ITEM	ACTION	SCHED	TIME	PAGE
1. Land Acknowledgement and Approval of Agenda – RJ Wallia, Chair <i>Motion: THAT the Board approve the agenda as presented.</i>	Approval	-	2 min	Page 1
2. Welcome – Debra Doucette, OBC - RJ Wallia, Chair	-	-	3 min	-
3. Public Input – Michael Begg, Capilano Faculty Association President and Instructor, School of Legal Studies	Information	-	5 min	-
4. Academics – Dr. Lesley Brown, Interim VP Academic & Provost 4.1. Review of Programs Recommended for Suspension Motion: <i>THAT the Board of Governors accept the advice from Senate to remove the following programs from the suspension list and maintain intake for 2026-27:</i> 1. <i>Bachelor of Communication Studies</i> 2. <i>Music Diploma</i> 3. <i>Bachelor of Tourism Management</i> 4. <i>Tourism Management Co-operative Diploma</i> Motion: <i>THAT the Board of Governors, in support of their purview and duty to oversee the financial affairs of the university (BC University Act, Section 27.1), request that administration provide a recommendation by September 30, 2026 on whether to open applications for the 2027/28 academic year for these four programs.</i>	Approval	Sch 4.1	45 min	Page 2
4.2. Leadership for Indigenous Learners Certificate	Information	Sch 4.2		Page 82
5. Meeting Close	-	-	-	-

Upcoming Board of Governors Open Meeting:
June 23, 2026



BOARD OF GOVERNORS REPORT

AGENDA ITEM 4.1: Review of Programs Recommended for Suspension	
PURPOSE:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: Friday, June 12, 2026	
PREPARED BY: Lesley Brown, Interim Vice-President, Academic & Provost	
APPROVED BY: Jason Dewling, President & Vice Chancellor	

PURPOSE:

To provide information requested by the Board of Governors in follow-up to a tabled motion from the March 27, 2026, special purpose board meeting.

MOTION (Tabled March 27, 2026):

That the Board of Governors accept the advice from Senate to remove the following programs from the suspension list and maintain intake for 2026-27:

1. *Bachelor of Communication Studies*
2. *Music Diploma*
3. *Bachelor of Tourism Management*
4. *Tourism Management Co-operative Diploma*

SENATE ADVICE:

The following information was provided by Senate as advice on this Motion:

Bachelor of Communication Studies Senate advice: removal from suspension conditional on immediate program renewal and assessment timeline to satisfy Policy B.104 by September 30, 2026.

Music Diploma Senate advice: removal from suspension conditional on revised curriculum, program efficiency, assessment timeline to satisfy Policy B.104 by June 30, 2026, and reassessment of enrolment targets in 2027-28.

Bachelor of Tourism Management Senate advice: removal from suspension list conditional on completion of official cyclical review, approval of an action plan, and assessment timeline to satisfy Policy B.104 by December 31, 2026.

Tourism Management Co-operative Diploma Senate advice: removal from suspension list conditional on completion of official cyclical review, approval of an action plan, and assessment timeline to satisfy Policy B.104 by December 31, 2026.

BACKGROUND:

On March 27, 2026, the Capilano University Board of Governors tabled this motion and requested that further information, including updated enrolment data, be provided for each program of study prior to decision:

SUPPORTING MATERIALS:

The following materials have been provided.

Fall 2026 enrolment projections (Appendix 1):

Based on Fall 2025 yields (the rate of conversion from program acceptance to program registrant), Capilano University has projected the following enrolments for Fall 2026:

- 9 for the Music Diploma
- 32 for the Bachelor of Communication Studies
- 4 for the Tourism Management Co-op Diploma (note: These students share courses with the degree students)
- 15 for Bachelor of Tourism Management

Pilot program intake recommendations (Attachments 2 –4):

Designed with reference to B.104, the pilot program intake review template is anchored in six key performance indicators (section 4-6 of template) which have been selected to follow the student journey from application to graduation and beyond. The six data points have been reviewed by the academic units and their deans in support of making program intake recommendations for the 2026-27 academic year.

1. Application and conversion to registrations and enrolment (source: CapU Analytics)
2. Program enrolment headcount (source: CapU Analytics)
3. Fall-to-fall retention (source: CapU Analytics)
4. Program graduation count (source: CapU Analytics)
5. Graduate outcomes (source: BC Student Outcomes)
6. National occupational classification (NOC) code labour summary table(s) (source: [WorkBC](#) and the [Government of Canada's Job Bank](#))

Section 7 of the pilot program intake review template provides an opportunity to describe future aspirations and program distinctiveness. In the final section, deans and their academic units provide an overview of recommended actions in support of the intake recommendation.

All three schools program intake recommendations align with the motion tabled at the March 27, 2026, special Board meeting.

RISKS:

Suspending program intakes presents the following risks:

- short-term reputational damage with the Fall registration period opening on July 6, 2026, and applications still open for all four programs of study;
- mid- to long-term reputational damage that could hinder the potential relaunch of redesigned programs, especially in the instance of the two baccalaureate degrees;
- loss of gross tuition revenue from the programs of study
- loss of continuity in industry and community partnerships that are integral to the long-term health and viability of experiential learning opportunities for Capilano University students



- compromised morale due to employment uncertainty

Not suspending program intakes presents the following risks:

- net revenue loss for the programs considered by this motion.
- perpetuation of employment uncertainty
- conveying that the existing deficit does not necessitate conscientious mitigation.

RECOMMENDATION:

That the Board of Governors support the recommendation from Senate to continue enrolment intakes for Fall 2026 in the four programs of study.

NEXT STEPS: *(Second Motion)*

That the Board of Governors, in support of their purview and duty to oversee the financial affairs of the university (BC University Act, Section 27.1), request that administration provide a recommendation by September 30, 2026 on whether to open applications for the 2027/28 academic year for these four programs

Attachment(s)

#	Name
1	Fall 2026 enrolment projections
2	Communications studies bachelor's degree program intake recommendation
3	Communications data package
4	F2F returns similar bachelor degree programs
5	Music diploma program intake recommendation
6	Music diploma data package
7	Tourism management diploma and bachelor's degree program intake recommendation
8	Tourism management data package



Fall 2026 Application and Yield Snapshot

Prepared by Milad Fathi, Director Analytics and Institutional Research
June 1, 2026

Summary

This briefing provides a Fall 2026 application and yield snapshot for four programs, based on data as of June 1, 2026. Based on each program's admitted students and prior-year admission yield (defined as proportion of registrations relative to admissions), the estimated Fall 2026 registrations are 9 for the Music Diploma, 32 for the Bachelor of Communication Studies, 4 for the Tourism Management Co-op Diploma, and 15 for the Bachelor of Tourism Management.

Program Details

As of June 1, 2026:

- Music Diploma has 41 applicants and 13 admitted students. At a 67% Fall 2025 admission yield, it is estimated to register 9 students for Fall 2026.
- Bachelor of Communication Studies has 155 applicants and 117 admitted students. At a 27% Fall 2025 admission yield, it is estimated to register 32 students for Fall 2026.
- Tourism Management Co-op Diploma has 23 applicants and 14 admitted students. At a 29% Fall 2025 admission yield, it is estimated to register 4 students for Fall 2026.
- Bachelor of Tourism Management has 90 applicants and 61 admitted students. At a 25% Fall 2025 admission yield, it is estimated to register 15 students for Fall 2026.

Program	Applicants	Admitted	Fall 2025 Admission Yield	Est. Fall 2026 Reg.
Music Diploma	41	13	67%	9
Bachelor of Communication Studies	155	117	27%	32
Tourism Management Co-op Diploma	23	14	29%	4
Bachelor of Tourism Management	90	61	25%	15

Data as of June 1, 2026. Counts of applicants, admissions, fall 2025 admission yield and estimated fall 2026 registrations.

Estimated Fall 2026 registrations were calculated by multiplying each program's number of admitted students by its Fall 2025 admission yield (the percentage of admitted students who registered), then rounding to the nearest whole student. The approach assumes that Fall 2026 conversion behavior mirrors the prior year's and little to no additional applicants or admits.

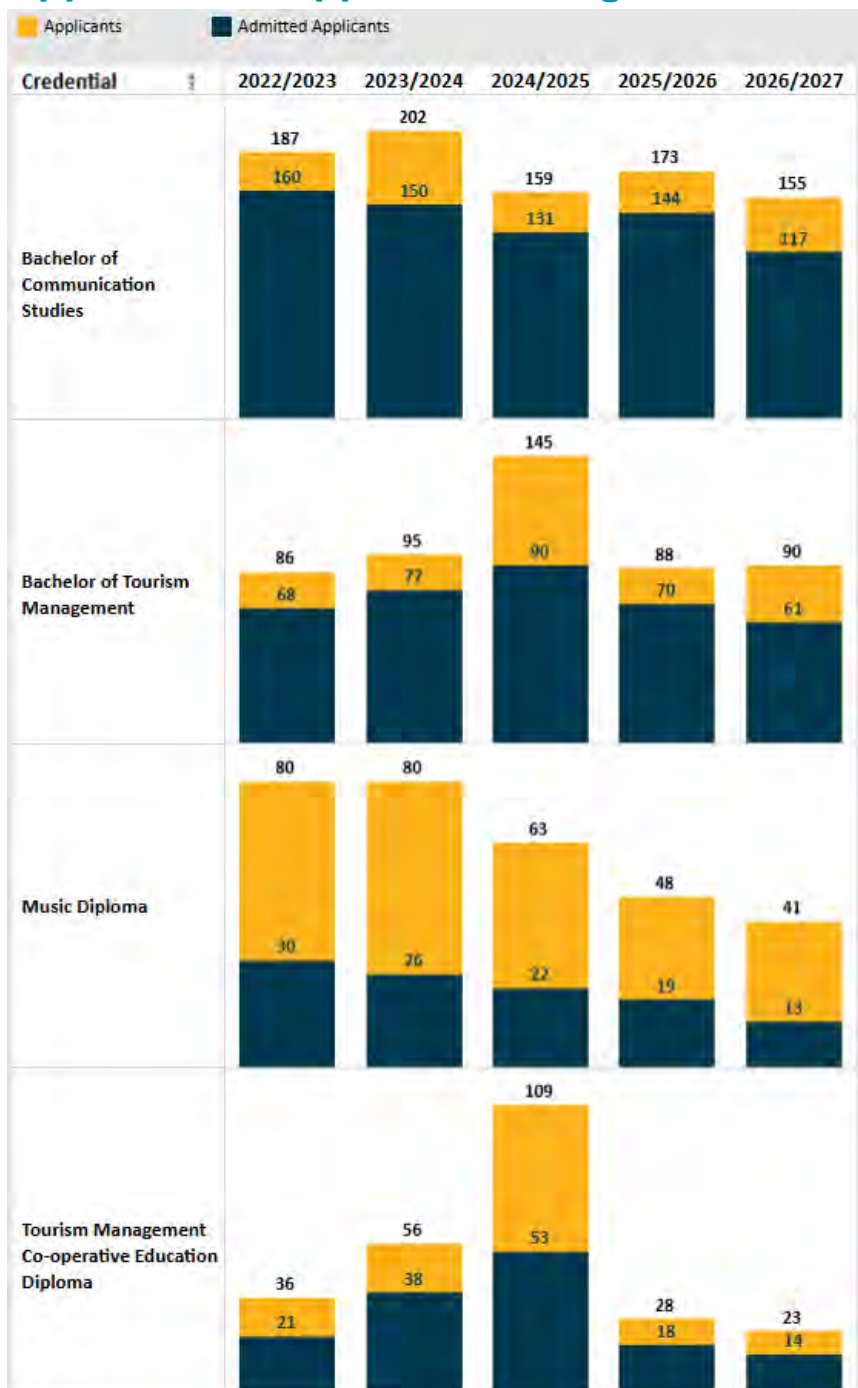
Appendix 1. Application Drilldown Table

			2022/2023	2023/2024	2024/2025	2025/2026	2026/2027		
Business & Professional Studies	Communication	Bachelor of Communication Studies	Applicants	203	214	173	196	161	
			Offered Applicants	173	159	141	162	123	
			Registered Applicants	33	30	23	44	0	
			Unique Admission Rate	85%	74%	82%	83%	76%	
			Unique Admission Yield	19%	19%	16%	27%	0%	
			Unique Applicant Yield	16%	14%	13%	22%	0%	
Fine & Applied Arts	Performing Arts	Music Diploma	Applicants	87	83	67	56	44	
			Offered Applicants	33	27	24	21	13	
			Registered Applicants	17	17	13	14	0	
			Unique Admission Rate	38%	33%	36%	38%	30%	
			Unique Admission Yield	52%	63%	54%	67%	0%	
			Unique Applicant Yield	20%	20%	19%	25%	0%	
Global & Community Studies	Tourism Management	Bachelor of Tourism Management	Applicants	102	105	154	97	102	
			Offered Applicants	82	84	99	77	71	
			Registered Applicants	26	31	21	19	0	
			Unique Admission Rate	80%	80%	64%	79%	70%	
			Unique Admission Yield	32%	37%	21%	25%	0%	
			Unique Applicant Yield	25%	30%	14%	20%	0%	
			Tourism Management Co-operative Education Diploma	Applicants	40	64	112	36	27
				Offered Applicants	24	43	55	24	18
				Registered Applicants	7	19	28	7	0
				Unique Admission Rate	60%	67%	49%	67%	67%
				Unique Admission Yield	29%	44%	51%	29%	0%
				Unique Applicant Yield	18%	30%	25%	19%	0%

Source: <https://analytics.capilanou.ca/#/views/Application-AdvancedComplexity/ApplicantDrill-downTable?iid=2>



Appendix 2 – Application Program Trend



Source: <https://analytics.capilanou.ca/#/views/ApplicationData-BasicReports/ProgramTrends?:iid=1>



Program of Study Intake Review Pilot Template

Purpose

To assist in making annual decisions regarding program of study intakes that support the university's delivery of distinctive learning experiences that attract and retain students and promote learner success.

Program of study intake categories:

- Expand (e.g., increase program of study size)
- Continue (e.g., no change in intake status)
- Suspend (e.g., no new intakes with rationale and actions)
- Discontinue (e.g., teach out and sunset program)

Based on the program of study intake category recommendation, sample actions or decisions supported by the intake review process may include:

- program of study enhancements or investments to serve unmet student demand
 - curricular and/or pedagogic adjustments to improve student retention and graduate outcomes
 - initiation of B.104 discontinuance and S2013-2 teaching out processes
-

VPAP v.9
Last edited: April 29, 2026

1. Academic unit information

Program of study: Bachelor of Communication Studies

Academic unit (i.e., department or school): School of Communication

Faculty: Business and Professional Studies

Credential awarded: Bachelor of Communication Studies

Intake review recommendation (select one):

Continue (e.g., no change to intake status)

Proposed start term and academic year:

Term: Fall 2026
Academic year: 2026-27

Prepared by:

Chair: Dr. Edward Hamilton
Working Group: Dr. Alaa Al-Musalli, Dr. Caio Cardoso, Fatima Delia, Monika Karpinska, Dr. Kym Stewart
Email: ehamilton@capilanou.ca

Dean: Dr. Caroline Dépatie
Email: cdepatie@capilanou.ca

Date: May 25, 2026

2. Program of Study Intake Review Framework

Data sources:

- [CapU Analytics](#): Institutional data based on the student information system (Banner)
- [BC Outcomes Survey Database](#): Province-wide survey deployed 2 years after graduation; response rate varies across years. Note: Response rate tends to be low.
- [WorkBC](#) and the [Government of Canada's Job Bank](#): Provincial and federal databases and forecasts were used to generate the NOC (National Occupational Classification) code summary tables for direct-entry codes as identified by academic units in their last annual academic unit data snapshots

Program data timeframe: Seven-year horizon.

The seven-year data horizon align with 1) current typical completion times for students enrolled in four-year degree programs (4-6 years) thereby ensuring at least one graduating class is included in the data set and 2) the [academic unit review: 7-year schedule](#), which incorporates formative self-studies, external reviewer site visits, action plans, and progress reports on a seven year cycle.

Sections and prompts: Template section 3 provides an opportunity to describe the program of study within the context of the academic unit and/or the university at large. This is followed by sections 4-6 and associated key performance indicators follow the student journey from application to graduation. Section 7 provides an opportunity to describe future aspirations and program distinctiveness. All sections have also been developed with reference to B.104.

Supplementary data: Institutional data has been provided to support sections 4 - 6. Academic units may include appendices to further contextualize responses given in sections 3 and 7 that support the selected intake recommendation.

3. Academic unit context

The School of Communication is unique at CapU as it hosts its own program (the Bachelor of Communication Studies (BCS) and offers courses in professional and business writing for the wider university community. Our enrolment numbers in BCS program courses (see Table 1, below) show that students from programs across CapU are interested in our curriculum. As such, we have a strong presence and wide footprint across the university for both program and service courses.

Our performance in terms of both seat utilisation in program courses and retention rates across all years of the program are above CapU averages - in many cases *significantly* above averages (see sections 4 & 5 for details). Communication faculty have professional and scholarly experience in areas of strategic communication and media studies, both of which support curriculum designed to promote practical, employability skills, critical and analytic thinking skills, and subject-specific knowledge. In our program, we provide the cultural, political, economic and technological contexts of strategic communication and help students explore the impacts of shifting media and regulatory environments. Our faculty bring a wealth of experience in public relations, organizational communication, crisis communication, and business/media writing and editing. Six of our faculty members hold PhDs in Communication and are actively engaged in scholarship related to communication for social change, children and media, democratic communication and the management of technological change.

Our faculty are active across the campus - organising the annual Student Research Symposium (Dr. Kym Stewart) and working with CTE on a range of priorities, including Open Educational Resources (Lydia Watson). Dr. Edward Hamilton participated in the development of the university's Digital Learning Framework, and many faculty members have worked on prior learning assessments. Four of our faculty have received Teaching Excellence Awards, and three have held CARS grants that provide research funding and experience to students.

We have had 100% placements in our practicum program (CMNS 498) and have developed long-lasting relationships with practicum hosts – industry partners and community organisations. Also, many of our courses contain Work-Integrated Learning (WIL) components designed by our faculty to engage students with community and industry partners and provide experiential preparation for careers in communication (see section 6, below).

This combination of professional and academic expertise in our curriculum, among our faculty and in the student experience in our program reflects both the nature of the BCS and its uniqueness, where we are able to directly support CapU's mission as a Special Purpose Teaching University, focused more on employability skills. The experiential and authentic workplace learning we provide in addition to critical communication scholarship have served our students in their careers.

4. Student Demand and Program of Study Capacity

Our program considers a full cohort in year 1 to be between 35 and 50 students, while our capacity for transfer students in years 2 and 3 is between 10 and 15. While we see a significant decline in 2024-25, we admitted 33 students in 2025-26, which represents a number closer to the average admits across the 7 years in question. Given high demand for our courses from students outside of CMNS, we have been able to sustain ourselves (as is shown in Table 1 below) with lower program numbers.

While program enrolment numbers have declined from 2019-20, we see significant gains in 2025-26. And when we pair this with average course enrolments, we find *strong and consistent* seat utilization over the 7-year period in question, indicating that there is high demand for our courses as a means of sustaining our program.

Table 1. Average Course Enrollment in BCS.

Source: CapU Analytics, Course at-a-glance dashboard.

Note: the CMNS average is nearly double that of CapU, suggesting that we are actually contributing very positively to CapU's overall enrolment picture.

Academic Year	Program admissions	Av. Seat Utilization BCS courses ¹	Av. Seat Utilization 1 st year BCS courses	CapU Average	CMNS % of CapU total
2025-26	33	87%	92%	47.5%	1%
2024-25	16	85%	84%	49%	2%
2023-24	23	90%	93%	49.5%	2%
2022-23	23	83%	95%	43.5%	3%
2021-22	39	83%	87%	41.5%	3%
2020-21	53	94%	91%	42.5%	3%
2019-20	49	91%	98%	43%	2.5%
AVERAGES	33.7	88%	91%	45.2%	2.4%

In the last academic year, we have been asked to report on course enrolments, and the university has established 80% of full as a benchmark. Judging by the figures presented above, we are well within levels defined as sustainable by CapU. We do not see this trend shifting much, so an intake suspension would seem to cut off both access to in-demand 1st year degree courses as well as undermine our capacity in future years. Therefore, we believe that there is an opportunity to maintain a consistency based on the course enrolment data presented above.

When looking at program course enrolment percentages across the university, our program represents an average of 2.4% of all university enrolments across the 7-year period in question. CMNS outperforms CapU averages both in terms of student retention and course

¹ These averages ONLY include courses contained in the the Bachelor of Communication Studies – previous information presented to the Board of Governors contained enrolment data on courses that are NOT part of the BCS, which made for a distorted picture.

VPAP v.9

Last edited: April 29, 2026

enrolments. Therefore, considering the potential for increased student attrition, the reputational harm and financial loss following a program intake suspension can be avoided.

Even in the context of this strong performance, we have made steps to improve our seat utilization ratios further by removing course-specific pre-requisites on our program elective courses at the 200-, 300-, and 400-level and reserving seats for non-program students and removing registration restrictions.

5. Student Return, Progression, and Graduation

Our review of data on program retention revealed that the weakest point is between years 1 and 2, where the average over the 7-year horizon is 64.5%. Average rates between years 2 and 3 (81.6%), 3 and 4 (89.9%) and 4 to graduation (90.8%) show clear gains, though there is room for improvement at each level. However, please see Table 1: Average Course Enrolment in BCS (above) which shows that attrition rates are within sustainable limits given high course fill rates.

Also, across the 7-year horizon, we see fluctuations in retention rates, within reasonable limits, and they are trending upwards over the years. This is most obvious in Table 2 below, documenting attrition between years 2 and 3, which shows retention rates improving and declining in alternating years, with the overall trend being upwards – with the exception of 2022-23.

Table 2. Retention rates in CMNS & CapU. Source: CapU Analytics, Fall-to-Fall Return dashboard.

Note that CMNS averages rise and fall in alternating years, but in each case align with the greater rises and falls of the CapU averages.

Academic Year (Fall-Fall)	CMNS Average	CapU Average
2024-25	84.6%	80.4% (-4.2%)
2023-24	87.1%	78.1% (-9%)
2022-23	77.8%	74.7% (-3.1%)
2021-22	85%	74.7% (-10.4%)
2020-21	79%	76% (-3%)
2019-20	84.2%	76.8% (-7.4%)
2018-19	73.3%	73.4% (+.1%)
Averages	81.6%	76.3%

It is notable that in each academic year under consideration, the retention rate in the BCS was **above the average retention rate for CapU as a whole**, with the exception of 2018-19, where we are 0.1% below the university average. Also, in our “low retention years” we are improving the spread between our retention rate and the CapU average – from 3% in 2020-21 to 4.2% in 2024-25.

The same applies to years 3-4, with a downward anomaly in 2023-24. This only brings us .1% below our 2018-19 rate (which also explains the downward trend in 2024-25 in retention rate from the beginning of year 4 to graduation. Year 4 trends downwards but does not indicate a precipitous fall off. Overall, the data suggests that, especially when considered against CapU averages and trends in course enrolments for program courses in the BCS, our program is healthy and sustainable.

The instructions given to us for filling out this template ask us to compare retention rates with “similar programs of the same credential type at CapU,” but we were not supplied

with comparator data on the basis of which to complete this analysis. However, based on data presented at a full faculty meeting of the Faculty of Business and Professional Studies, the School of Communication has the lowest attrition rate of the 3 constituent Schools. See Table 3 below.

Table 3. *Attrition rates in Faculty of Business and Professional Studies.* Source: Presentation by Dr. Caroline Depatie, Covering Dean Faculty of Business & Professional Studies, Full Faculty Meeting, May 4, 2026.

Academic Unit	Domestic student attrition rate (24-25, average of years 2, 3, 4)
School of Communication	17%
School of Legal Studies	18%
School of Business	26%
BPS average	24%
CapU Average	30%

It should be noted that differences in overall size of the three Schools in our faculty means that attrition averages may reflect different outcomes when considered as Full Time Equivalent (FTEs). Be that as it may, based on the analysis presented here, it is unclear why the Bachelor of Communication Studies has been singled out for intake suspension when our partner Schools are not doing as well as we are in terms of enrolment management across program years and when both our retention and course enrolment levels, year over year for the last 6 years, have been better than the overall CapU averages, and in many cases *significantly* better.

6. Student Employment Outcomes

The labour market data presented to us does not correspond to our program learning outcomes as they relate to communication as a career field and professional practice.

The CIP designation “Communication, general” and the National Occupation Codes (NOCs) associated with it are narrowly focused on public relations and technical writing; however, our grads work in diverse positions in subfields of communication, such as media writing, social media management, media relations, and communication strategy. Our graduates have also entered career fields where communication skills are essential even if they are not normally considered “communication” professions, for example, some work as lawyers, classroom assistants, talent managers, etc. Please see Table 4 below for a snapshot of where our graduates have found employment after completing our program. The BCS has evidently provided the work-ready skillsets for a breadth and diversity of employment opportunities within and outside of the communication discipline.

Table 4. BCS Graduates Current Employment based on email updates to CMNS faculty and/or staff and through a call for information through LinkedIn in Spring 2026.

<ul style="list-style-type: none"> • Tesla Workforce Development & Education • Clear Seas; Centre for Responsible Marine Shipping/ COO • CBC News Associate Producer & Web Writer • Tsleil-Waututh Nation Senior Relationship Specialist • Woodtone Digital Marketing Coordinator • North Vancouver FC Director • Pacific Coastal Airlines Communications Coordinator • Lululemon Senior Copywriter Brand Creative • Doctors of BC / Communications Office • Canucks Sports & Entertainment (CSE) Communications Assistant at CBC/Radio-Canada/ Associate Producer • AGI/ATS YVR Human Resource Generalist • British Columbia Institute of Technology Communications • NephroCan Culture & Development Strategist • Inhaus Surfaces Limited Marketing Manager • PlushCare Software Engineer III at • Vancouver Bandits Manager, Sales & Service • O2E Brands Communications Professional • Intern Studio Freelance Creative Director • Sinn Studio Inc. Marketing Manager • Outback Team Building Communication contractor • HighView partners Marketing specialists • Postmedia Network Branded Content Editor • Canterbury Coffee Strategic Marketing specialist • MOSAIC engage language and training – business manager • QMUNITY community editor 	<ul style="list-style-type: none"> • MRO Holdings Inc Communication Specialist • HighView Partners Marketing Specialist • Canada House of Commons Office Manager/ Casework Manager • Ensemble Systems Technical Writer • Real Adulting 101 App Developer & SEO Specialist • Skwo:wech Elementary School Education Assistant • Best Buy Canada Senior Creative Copywriter • SAP Customer Engagement • Affinity Senior Technical Recruiter • Poshmark Marketing Associate • DGPR Communication Director • Discover Canada Tours People & Workplace Coordinator • Thompson Rivers University Talent Management Specialist • TypeScript Software engineer • Archetype Forms Partner • Parliament Integration Inc. Owner • District of West Vancouver Assistant Marketing Program Coordinator • Arc'teryx Equipment Product Guide • Arc'teryx Director of Global Communications • SOMA public relations • Trellis Society Brand & Creative Lead • Ang Recruiting Consultant • usOne Recruitment Global Pharma Account Manager • Harbour Air Social Media and Events Coordinator • Brex Software Engineer • WorkSafeBC P & C initiatives advisor
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

VPAP v.9
Last edited: April 29, 2026

<ul style="list-style-type: none"> • Vancity ITS operations and communications • East Asia Super League Regional Marketing Manager • Brock House Society Co-op Program and Communications Coordinator • Orca Coast Playgrounds Ltd Director of Marketing and Operations • PH&N Institutional (RBC Global Asset Management) Manager, Institutional Communications • Houle Electric Communication Specialist • Vancouver Lookout Guest Experience Coordinator • Alexander Holburn Beaudin + Lang LLP Litigation Associate 	<ul style="list-style-type: none"> • Jelly Digital Marketing Agency PR + Social Media Coordinator • Invest Vancouver Public Relations Advisor • Doctors of BC communications specialist • BCIT Comms Specialist • Lululemon Senior Copywriter • Northland Properties (Signature Restaurants division) Senior Marketing Specialist • Boulevard Kitchen & Oyster Bar marketing & PR • UBC Digital Marketing Specialist (recruitment) • Discover Canada Tours Operation Coordinator • RBC Global Asset Management Advisor, Employee Engagement • Stats Canada Recruitment Clerk
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

The BCS also supports clear routes from degree to employment through its practicum capstone, extensive experiential learning opportunities and a growing number of courses with an integrated WIL component. Roughly, 60% of our curriculum is “applied”, experiential learning; we are supporting students in developing job-ready skills through courses focusing on workplace communication competencies and critical media analysis, which focus on delivering practical contexts of decision-making, social policy and/or organizational strategy.

Through our practicum capstone, we have developed relationships with dozens of host organizations, community groups and businesses, primarily in the Lower Mainland and North Shore, a means of establishing strong community connections and promoting both the School of Communication and Capilano University through the work of our students. Our practicum hosts report positive experiences of working with our students and of the qualities of the work and/or deliverables students are tasked with.

7. Opportunities for Distinctiveness

Initiated in 2011, the Capilano University Bachelor of Communication Studies (BCS) is the only full 4-year degree focused on strategic and professional communication in Western Canada. It distinguishes itself from Simon Fraser University (SFU)'s degree program in that the latter is primarily focused on critical studies of media and society, while our curriculum focuses on practical, job-ready skills. The BCS provides a necessary focus on critical thinking and contextual understanding of strategic communication practice in a diverse and complex media context.

The BSC distinguishes itself from the Royal Roads University (RRU) Bachelor of Professional Communication in that it offers a full 4-years of study, while RRU only offers courses in year 3 and 4 as a completion program and does not include broad curriculum in applied communication skills or the same depth or breadth of critical studies of media.

Our closest competitor is Toronto Metropolitan University (TMU)'s Bachelor of Arts in Professional Communication, though that program is principally focused on content creation and management, while we also focus on the management of communication (internal/external) as a strategic organizational activity.

Prior to the proposed intake suspension for the BCS, we had already initiated a program renewal, designed to establish a stronger focus on career pathways for students, with an eye to increasing WIL opportunities and enhancing our practicum program through a clearer definition of career paths. Through this work we have identified two major focal points of our curriculum:

- **organizational communication** focusing on the planning, management, evaluation and execution of strategic communication activities within organisations, between organisations, and with the clients and the public.
- **media practices** focusing on the creation, co-ordination, production and distribution of audience-centered content across platforms and genres, such as podcasting, social media, and artificial intelligence.

For the renewed program, we are planning to adopt a hybrid cohort model, where students will proceed through program requirements with their cohort while having freedom to complete both program and breadth electives at their own pace. We believe this new focus on clear career paths will enhance the quality of our offerings and their attractiveness to learners through a clarification of career paths and specific employment skills.

Also, we are developing new curriculum to serve both these learning-to-employment concentrations – specifically around the integration of AI into professional communication, more applied media curriculum (e.g. podcasting), and enhanced curriculum focusing on digital communication and media. At the same time, we have completed an analysis of our existing curriculum to identify areas that we can “let go of” as we evolve in relation to the shifting contexts of our discipline.

8. Actions and/or resource requirements (optional)

For over a year and a half, the School of Communication has been engaged in two areas of activity to strengthen and update our credential:

Program Renewal: Redesigning and Renaming of the BCS as a new “Bachelor of Strategic Communication.” This has involved:

- Formalising the two concentrations – “organizational communication” and “media practices” (see section 7, above);
- Gathering feedback on these through consultations with our External Advisory Committee (EAC), our students and alumni, the CapU Centre for Teaching Excellence (CTE), CapU Academic Initiatives and Planning (AIP), and the undergraduate chair of Simon Fraser University’s School of Communication.

We are now in the process of incorporating this feedback into a program plan/concept paper to initiate a formal development/approval process in the coming academic year. A brief on the new degree concept can be supplied as PPT upon request.

Recruitment and Retention: taking specific steps to improve our course enrolments, retention and enhancing the student experience. These include:

- Removing course-specific pre-requisites from 200-, 300-, and 400-level program elective courses to improve seat utilization (2024-25);
- Removing registration restrictions and/or use of control sections to better manage enrolments through historical patterns of enrolment between program and non-program students (2024-25);
- Moving to a 2-year elective course rotation model to better manage course enrolments while maintaining choice for students (2023-24);
- Engaging with the recruitment office on specific high school recruitment drive (2025-26) and re-introducing program information sessions for all applicants to engage with prospective students more directly.

Continuity in our program intake is the key support for these initiatives. The only additional resource we need is appropriate staff support. This could be the renewal of our Departmental Divisional Assistant (DDA2) or the appointment of a permanent Divisional Supervisor (DS) assigned to both CMNS and Legal Studies as was our previous arrangement. This would resolve the operational difficulties we have experienced with the elimination our DDA2 (August 2025) and the current vacancy of our DS position.

Based on data presented in this document, we believe that our recruitment and program renewal efforts, supported by the continuity of our current program, will allow us to improve on those aspects of program health and performance notes above to the benefit of CapU and to avoid the reputational and financial damage a suspension of our program will cause.

Bachelor of Communication Studies

Program of Study Data Package
May 5, 2026

Table of Contents

Bachelor of Communication Studies	1
Chart 1: Applications and Conversion to Registrations and Enrolment	2
Chart 2: Program Enrolment Trend*	2
Chart 3: Fall-to-Fall Retention	3
Chart 4: Graduation Count	4
Chart 5: Graduate Outcomes: 2018 – 2025	5
Tables: National Occupation Code (NOC) labour summary tables	6
Data Definitions	12

**This chart replaces the headcount chart previously included, to better breakdown the transfer/non transfer comparison.*

Chart 1: Applications and Conversion to Registrations and Enrolment

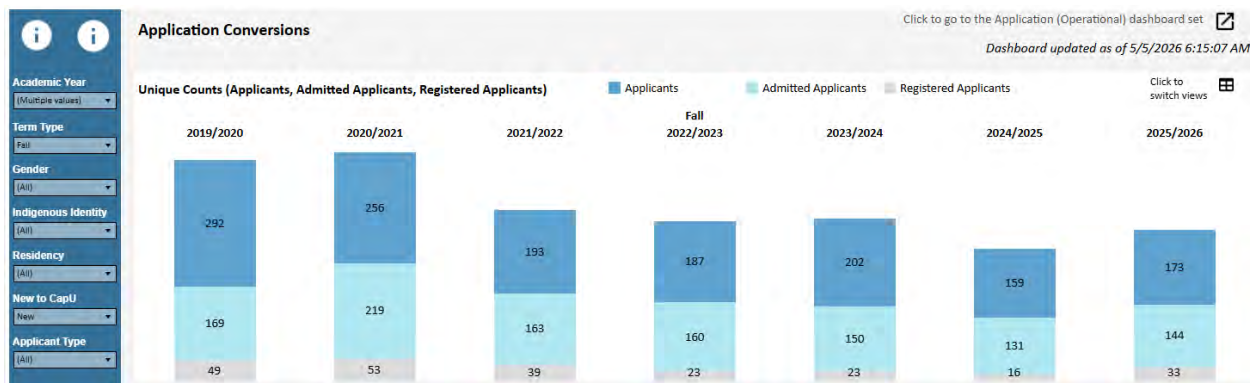


Chart 2: Program Enrolment Trend (Previously Enrolment Headcount)

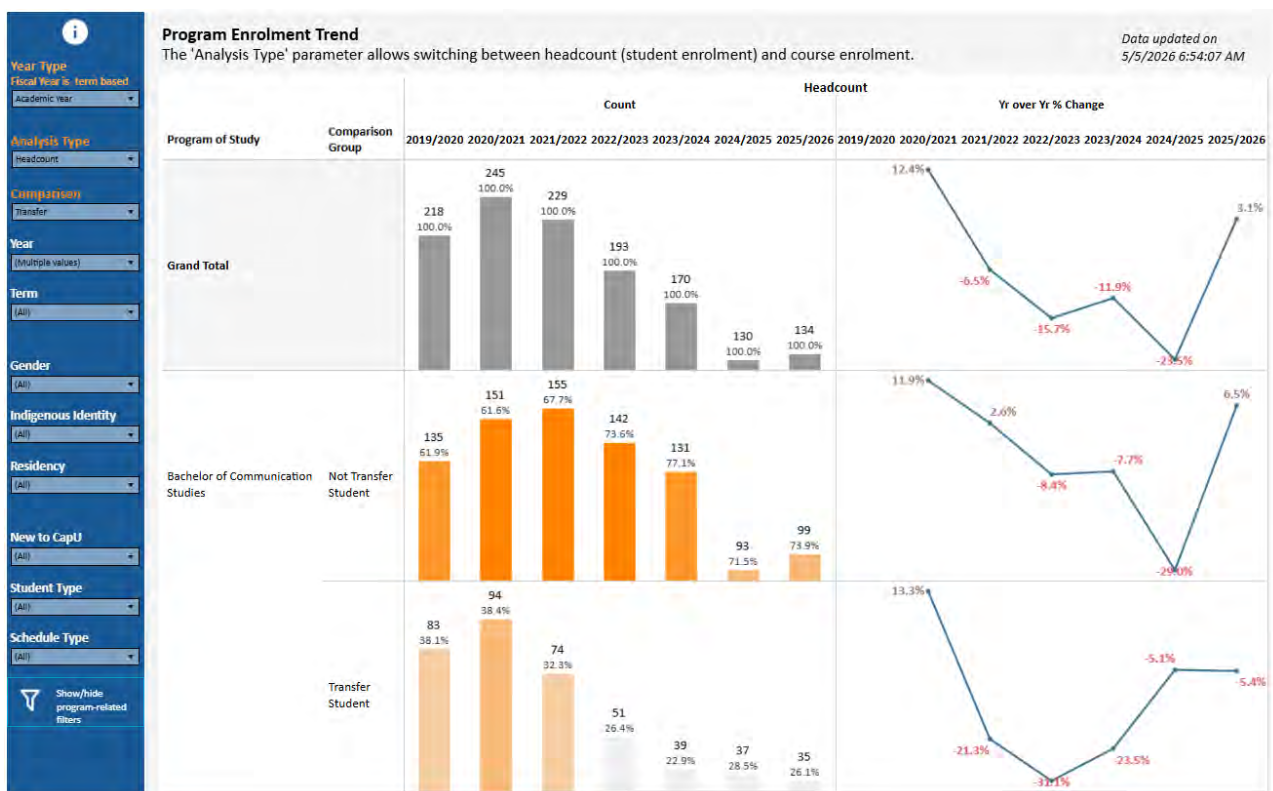


Chart 3: Fall-to-Fall Retention

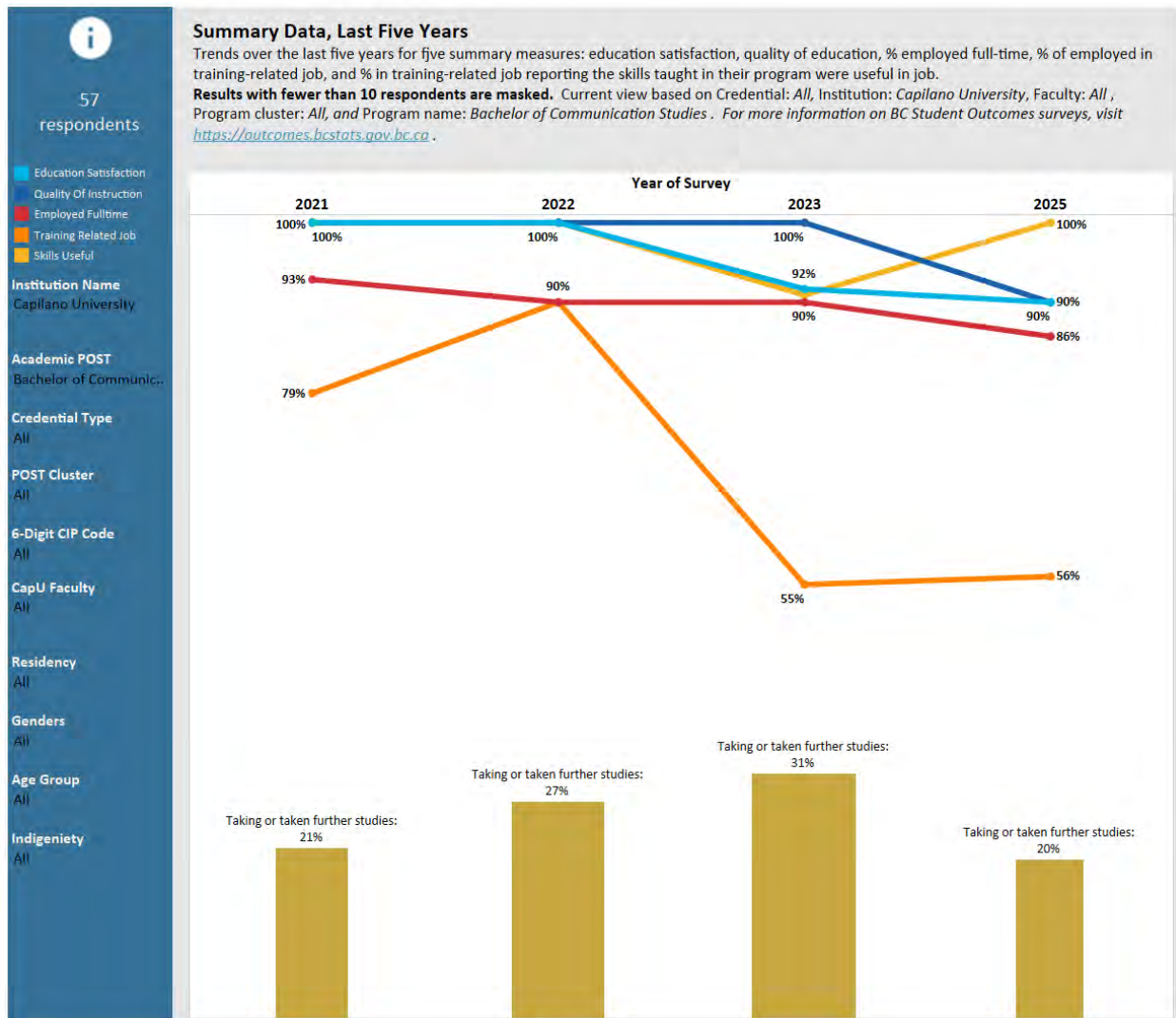


Chart 4: Graduation Count




Chart 5: Graduate Outcomes: 2018 – 2025




Data Source: [BC Student Outcomes Surveys](#)






<p>Capilano University Program of Study (POST)</p>	<h2 style="color: blue;">Bachelor of Communication Studies Degree POST</h2>			
<p>Government of Canada: Classification of Instructional Programs (CIP), Canada 2021 Version 1.0</p>	<p>09.0100 - Communication, general</p>	<p>CapU note: The Government of Canada has not designated this CIP code as an in-demand field of study.</p>		
<p>Government of Canada: five-digit National Occupation Code (NOC), 2021 Version 1.0</p>	<p>10022 – Advertising, marketing and public relations managers</p>			
<p>Government of Canada: five-digit NOC code description</p>	<p><i>Advertising, marketing, public relations and e-business managers plan, organize, direct, control and evaluate the activities of establishments and departments involved in commercial, industrial and e-business advertising, marketing and public relations. They are employed by commercial and industrial establishments, government departments, and advertising, marketing and public relations firms or consulting businesses.</i></p>			
<p>WorkBC: sample of job titles</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> Advertising director Electronic business (e-business) manager Internet communications manager Media relations director Public relations director Web communications manager </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> Advertising manager Fundraising campaign manager Marketing manager Promotions manager Sales and marketing manager Web marketing manager </td> </tr> </table>		<ul style="list-style-type: none"> Advertising director Electronic business (e-business) manager Internet communications manager Media relations director Public relations director Web communications manager 	<ul style="list-style-type: none"> Advertising manager Fundraising campaign manager Marketing manager Promotions manager Sales and marketing manager Web marketing manager
<ul style="list-style-type: none"> Advertising director Electronic business (e-business) manager Internet communications manager Media relations director Public relations director Web communications manager 	<ul style="list-style-type: none"> Advertising manager Fundraising campaign manager Marketing manager Promotions manager Sales and marketing manager Web marketing manager 			
<p>WorkBC: Education, Training, and Skills</p>	<p>Advertising and public relations managers:</p> <ul style="list-style-type: none"> A university degree or college diploma in communications, public relations, marketing, journalism or in a related field Several years of experience in an advertising, public relations or communications officer position or in a related occupation <p>Marketing managers:</p> <ul style="list-style-type: none"> A university degree or college diploma in business administration or in a related field with a specialization in sales or marketing Several years of experience as a sales, marketing or public relations representative or in a related occupation <p>E-business managers:</p> <ul style="list-style-type: none"> A university degree or college diploma in a field related to electronic commerce, Web site content development, or Internet services Experience in website design, interactive media development, data administration or information systems analysis or experience related to website content 			
<p>Direct entry, i.e. within 18 months, for fresh graduates of the POST ---- CapU note</p>	<p>Moderate</p>	<p>Occupations associated with the 10022 – Advertising, marketing and public relations managers NOC code are categorized by the Government of Canada as TEER 0 jobs:</p> <p>“The occupations classified under TEER 0, as those included in this group with zero (0) as the second digit of their code, are considered management occupations.”</p> <p>As noted on WorkBC and OaSIS webpages, occupations associated with the 10022 NOC code frequently require “several years of experience” <i>plus</i> a requisite academic credential. Still, it appears that additional post-secondary education may not be required.</p> <p>It is also important to note that only a portion of occupations associated with the 10022 NOC code relate directly to the Bachelor of Communication Studies Degree POST and the 09.0100 CIP code. For example, more than two-thirds of the NOC code postings listed on the Job Bank – for British Columbia as of April 7, 2026 – are marketing positions.</p>		

		<p>Within OaSIS, the 10022 NOC code is associated with <i>four</i> different occupational profile codes. It may be pertinent to focus on the 10022.03 – Public relation managers occupational profile code and associated job options rather than the other three occupational profile code and their associated job options.</p> <p>In short, alumni of the POST, after years of professional experience, may be prepared and competitive for <i>some</i> but far from all occupations associated with the 10022 NOC code.</p>																						
<p>WorkBC: headline NOC code information</p>																								
<p>WorkBC: Labour Market Outlook 2025 - 2035 Forecast</p>	<p><u>Employment 2025</u> 16,500</p>	<p><u>Job Openings 2025-35</u> 6,650</p>	<p><u>Expansion 2025-35</u> 2,610</p>	<p><u>Replacement 2025-35</u> 4,050</p>																				
<p>WorkBC: High opportunity occupations (HOO) for the NOC</p>	<p>Yes ★</p>	<p>Median Hourly Earnings: \$52.88 Occupational Interest: Enterprising</p>																						
<p>Government of Canada, Job Bank: search results for positions in BC</p>	<p>31 results in British Columbia for the 10022 NOC code, excludes student jobs 7 April 2026</p> <ul style="list-style-type: none"> • “marketing manager”: 18 results • “manager, marketing”: 5 results • “manager executive”: 1 result • “communication manager”: 2 results • “communication director”: 1 result 		<p><u>Positions by hourly pay</u></p> <table border="0"> <tr><td>Min. to \$19.99:</td><td>0</td></tr> <tr><td>\$20.00 to \$29.99:</td><td>4</td></tr> <tr><td>\$30.00 to \$39.99:</td><td>6</td></tr> <tr><td>\$40.00 to \$49.99:</td><td>2</td></tr> <tr><td>\$50.00 + :</td><td>20</td></tr> </table>	Min. to \$19.99:	0	\$20.00 to \$29.99:	4	\$30.00 to \$39.99:	6	\$40.00 to \$49.99:	2	\$50.00 + :	20	<p><u>Positions by annual pay</u></p> <table border="0"> <tr><td>\$ 20,000 to \$39,999:</td><td>0</td></tr> <tr><td>\$ 40,000 to \$59,999:</td><td>3</td></tr> <tr><td>\$ 60,000 to \$79,999:</td><td>7</td></tr> <tr><td>\$ 80,000 to \$99,999:</td><td>15</td></tr> <tr><td>\$100,000 + :</td><td>7</td></tr> </table>	\$ 20,000 to \$39,999:	0	\$ 40,000 to \$59,999:	3	\$ 60,000 to \$79,999:	7	\$ 80,000 to \$99,999:	15	\$100,000 + :	7
Min. to \$19.99:	0																							
\$20.00 to \$29.99:	4																							
\$30.00 to \$39.99:	6																							
\$40.00 to \$49.99:	2																							
\$50.00 + :	20																							
\$ 20,000 to \$39,999:	0																							
\$ 40,000 to \$59,999:	3																							
\$ 60,000 to \$79,999:	7																							
\$ 80,000 to \$99,999:	15																							
\$100,000 + :	7																							

<p>Capilano University Program of Study (POST)</p>	<p>Bachelor of Communication Studies Degree POST</p>			
<p>Government of Canada: Classification of Instructional Programs (CIP), Canada 2021 Version 1.0</p>	<p>09.0100 - Communication, general</p>	<p>CapU note: The Government of Canada has not designated this CIP code as an in-demand field of study.</p>		
<p>Government of Canada: five-digit National Occupation Code (NOC), 2021 Version 1.0</p>	<p>11202 – Professional occupations in advertising, marketing and public relations</p>			
<p>Government of Canada: five-digit NOC code description</p>	<p><i>Professional occupations in advertising, marketing and public relations analyse, develop and implement communication and promotion strategies and information programs, analyse advertising needs and develop appropriate advertising and marketing plans, publicize activities and events, and maintain media relations on behalf of businesses, governments and other organizations, and for performers, athletes, writers and other talented individuals. They are employed by marketing and consulting firms, advertising agencies, corporations, associations, government, social agencies, museums, galleries, public interest groups, and cultural and other organizations, or they may be self-employed. Agents such as entertainment, literary and sports agents are included in this unit group.</i></p>			
<p>WorkBC: sample of job titles</p>	<table border="1" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Advertising consultant • Communications specialist • Event marketing specialist • Information officer • Marketing consultant • Media coordinator • Museum educator • Press secretary • Publicist • Public relations consultant </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Communications officer (except emergency services) • Digital marketing consultant • Fundraising consultant • Literary agent • Marketing coordinator • Media relations officer • Performers agent • Public affairs officer • Publicity agent • Public relations officer </td> </tr> </table>		<ul style="list-style-type: none"> • Advertising consultant • Communications specialist • Event marketing specialist • Information officer • Marketing consultant • Media coordinator • Museum educator • Press secretary • Publicist • Public relations consultant 	<ul style="list-style-type: none"> • Communications officer (except emergency services) • Digital marketing consultant • Fundraising consultant • Literary agent • Marketing coordinator • Media relations officer • Performers agent • Public affairs officer • Publicity agent • Public relations officer
<ul style="list-style-type: none"> • Advertising consultant • Communications specialist • Event marketing specialist • Information officer • Marketing consultant • Media coordinator • Museum educator • Press secretary • Publicist • Public relations consultant 	<ul style="list-style-type: none"> • Communications officer (except emergency services) • Digital marketing consultant • Fundraising consultant • Literary agent • Marketing coordinator • Media relations officer • Performers agent • Public affairs officer • Publicity agent • Public relations officer 			
<p>WorkBC: Education, Training, and Skills</p>	<p><i>Professionals in advertising, marketing and public relations usually have a university degree or college diploma in business marketing, public relations, communications, journalism, museology or a discipline related to a particular subject matter. Social media knowledge and skills are critical.</i></p> <p><i>Some employers of public relations practitioners may also require an APR (Accredited in Public Relations) designation.</i></p> <p><i>Some literary, sports and entertainment agents have education or experience in business management, sports management, the entertainment industry or law.</i></p>			
<p>Direct entry, i.e. within 18 months, for fresh graduates of the POST ---- CapU note</p>	<p>Somewhat Strong</p>	<p>Occupations associated with the 11202 – Professional occupations in advertising, marketing and public relations NOC code are categorized by the Government of Canada as TEER 1 jobs, and they do not usually require more than a “university degree (bachelor’s, master’s or doctorate)”. Yes, the Bachelor of Communication Studies Degree POST leads to a university degree; however, only a portion of occupations associated with the 11202 NOC code relate directly to POST and the 09.0100 CIP code.</p> <p>Alumni of the Bachelor of Communication Studies Degree POST can expect job competition from individuals who hold university degrees in marketing and other disciplines. For example, more than two-thirds of the NOC code postings listed on the Job Bank – for British Columbia as of April 7, 2026 – are marketing positions.</p> <p>In short, alumni of the POST may be prepared and competitive for <i>some</i>, though far from all, occupations associated with the 11202 NOC code.</p>		

WorkBC: headline NOC code information	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  <p>Annual Earnings \$63,457</p> </div> <div style="text-align: center;">  <p>Training, Education, Experience and Responsibilities University Degree</p> </div> <div style="text-align: center;">  <p>Job Openings (2025-2035) 8,270</p> </div> </div>			
WorkBC: Labour Market Outlook 2025 - 2035 Forecast	<u>Employment 2025</u> 25,600	<u>Job Openings 2025-35</u> 8,270	<u>Expansion 2025-35</u> 3,950	<u>Replacement 2025-35</u> 4,320
WorkBC: High opportunity occupations (HOO) for the NOC	No	—		
Government of Canada, Job Bank : search results for positions in BC	99 results in British Columbia for the 11202 NOC code, excludes student jobs 7 April 2026 <ul style="list-style-type: none"> • “marketing coordinator”: 47 results • “marketing specialist”: 22 results • “marketing co-ordinator”: 4 results • “marketing consultant”: 4 results • “marketing assistant”: 2 results • “communications specialist”: 4 results • “information officer”: 2 results • “public relations”: 1 result 		<u>Positions by hourly pay</u> Min. to \$19.99: 2 \$20.00 to \$29.99: 21 \$30.00 to \$39.99: 71 \$40.00 to \$49.99: 4 \$50.00 + : 1	<u>Positions by annual pay</u> \$ 20,000 to \$39,999: 5 \$ 40,000 to \$59,999: 61 \$ 60,000 to \$79,999: 30 \$ 80,000 to \$99,999: 1 \$100,000 + : 2

<p>Capilano University Program of Study (POST)</p>	<h2 style="color: blue;">Bachelor of Communication Studies Degree POST</h2>				
<p>Government of Canada: Classification of Instructional Programs (CIP), Canada 2021 Version 1.0</p>	<p>09.0100 - Communication, general</p>	<p>CapU note: The Government of Canada has not designated this CIP code as an in-demand field of study.</p>			
<p>Government of Canada: five-digit National Occupation Code (NOC), 2021 Version 1.0</p>	<p>51112 – Technical writers</p>				
<p>Government of Canada: five-digit NOC code description</p>	<p><i>Technical writers write manuals and specifications for publication or presentation. They are employed by governments, large corporations, private consulting firms, publishing firms, and other establishments, or they may be self-employed.</i></p> <p>... Employment requirements • <i>A university degree in the area of specialization, such as computer science or engineering is usually required.</i></p>				
<p>WorkBC: sample of Job Titles</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> Content writer (technical) Help file developer Manual writer On-line reference developer Proposal writer Self-instruction manual writer Standards writer Technical writer Technical writer - chemical processing Technical writer - pharmaceutical industry </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> Handbook writer Instructional designer Medical writer Programmed-instruction writer Scientific writer Specifications writer (except construction) Support materials writer Technical writer - aeronautics Technical writer - electronics equipment </td> </tr> </table>			<ul style="list-style-type: none"> Content writer (technical) Help file developer Manual writer On-line reference developer Proposal writer Self-instruction manual writer Standards writer Technical writer Technical writer - chemical processing Technical writer - pharmaceutical industry 	<ul style="list-style-type: none"> Handbook writer Instructional designer Medical writer Programmed-instruction writer Scientific writer Specifications writer (except construction) Support materials writer Technical writer - aeronautics Technical writer - electronics equipment
<ul style="list-style-type: none"> Content writer (technical) Help file developer Manual writer On-line reference developer Proposal writer Self-instruction manual writer Standards writer Technical writer Technical writer - chemical processing Technical writer - pharmaceutical industry 	<ul style="list-style-type: none"> Handbook writer Instructional designer Medical writer Programmed-instruction writer Scientific writer Specifications writer (except construction) Support materials writer Technical writer - aeronautics Technical writer - electronics equipment 				
<p>WorkBC: Education, Training, and Skills</p>	<p><i>Technical writers usually require a university degree in the area of specialization, such as computer science or engineering.</i></p>				
<p>Direct entry, i.e. within 18 months, for fresh graduates of the POST ---- CapU note</p>	<p>Limited</p>	<p>Occupations associated with the 51112 – Technical writers NOC code are categorized by the Government of Canada as TEER 1 jobs, and they do not usually require more than a “university degree (bachelor’s, master’s or doctorate)”. Yes, the Bachelor of Communication Studies Degree POST leads to a university degree – however, it may lead to an education and a degree that are not especially germane to the 51112 NOC code and related job opportunities.</p> <p>Beyond possessing strong writing skills, professionals in occupations associated with the 51112 NOC code are typically expected to be subject-matter experts. As such, additional education or experience in a given technical area may be required. For occupations associated with the 51112 NOC code, alumni of the Bachelor of Communication Studies Degree POST can expect job competition from individuals who hold university degrees in markedly dissimilar fields of study.</p> <p>Following from the four-digit 5111 – Writing, translating and related communications professionals <i>minor group</i>, it seems that the five-digit 51111 – Authors and writers (except technical) NOC code may be a more appropriate option than the 51112 NOC code.</p>			
<p>WorkBC: headline NOC code information</p>		 <p>Annual Earnings \$85,791</p>	 <p>Training, Education, Experience and Responsibilities University Degree</p>	 <p>Job Openings (2025-2035) 620</p>	

WorkBC: Labour Market Outlook 2025 - 2035 Forecast	Employment 2025 1,300	Job Openings 2025-35 620	Expansion 2025-35 280	Replacement 2025-35 330
WorkBC: High opportunity occupations (HOO) for the NOC	No	—		
Government of Canada, Job Bank : search results for positions in BC	2 results in British Columbia for the 51112 NOC code, excludes student jobs 8 April 2026 <ul style="list-style-type: none"> • “proposal writer”: 1 result • “technical writer”: 1 result 		Positions by hourly pay Min. to \$19.99: 0 \$20.00 to \$29.99: 1 \$30.00 to \$39.99: 1 \$40.00 to \$49.99: 0 \$50.00 + : 0	Positions by annual pay \$ 20,000 to \$39,999: 0 \$ 40,000 to \$59,999: 0 \$ 60,000 to \$79,999: 2 \$ 80,000 to \$99,999: 0 \$100,000 + : 0

Data Definitions

Applications and Conversion to Registrations and Enrolment

- **Unique Counts:** The number of distinct individuals associated with each event type (e.g., applications, offers, and registrations). Each person is counted only once per event type per term, regardless of how many times they apply, get offers, or register.

Enrolment Headcount

- **Enrolment Headcount:** The number of unique students enrolled in a program and in at least one academic course (including registered or withdrawn status) during a given academic term or academic year.

Fall-to-Fall Retention

- **Fall-to-Fall Return:** Student return between one Fall term (“Base Term”) and the subsequent Fall term (“Return Term”). Students enrolled in the Base Term are classified into one of three statuses in the Return Term:
 - Returned: Re-enrolled in the Return Term
 - Graduated: Did not return but graduated by the Return Term
 - Non-Return: Neither returned nor graduated by the Return Term

Based on these, Return Rates can be calculated in two ways: including graduates (“Return % (with Grad)”) and excluding graduates (“Return % (without Grad)”).

- **Return Level:** The level at which student return is measured. For example, when *Program* is selected as the Return Level, a student must return to the same program as in the Base Term to be classified as “Returned”. Students who did not return but graduated from the same program are counted as “Graduated”, and all other cases are classified as “Non Return”.
- **Comparison Group:** split students based on their demographics in the Base Term (e.g. year level).

Graduation Count

- **Graduate Count:** the number of individuals graduating in a given time period.
- **Credentials Awarded:** the number of credentials awarded by CapU to students in a time period. Because students can graduate from more than one program of study in a given time period, the count of credentials awarded may exceed the grad count for the same time period.

Fall-to-Fall Retention: Similar Programs at CapU

In support of section 5

May 19, 2026

SOURCE: CAPU ANALYTICS

This document includes all degree programs with at least 7 years of consecutive data at CapU for the 7-year timeframe.

Note: *The divide between the BA in Liberal Studies, the BA with a Major in Liberal Studies, and the BA with a Major in Interdisciplinary Studies reflects name changes to the same degree program, overtime.*









Program of Study Intake Review Pilot Template

Purpose

To assist in making annual decisions regarding program of study intakes that support the university's delivery of distinctive learning experiences that attract and retain students and promote learner success.

Program of study intake categories:

- Expand (e.g., increase program of study size)
- Continue (e.g., no change in intake status)
- Suspend (e.g., no new intakes with rationale and actions)
- Discontinue (e.g., teach out and sunset program)

Based on the program of study intake category recommendation, sample actions or decisions supported by the intake review process may include:

- program of study enhancements or investments to serve unmet student demand
 - curricular and/or pedagogic adjustments to improve student retention and graduate outcomes
 - initiation of B.104 discontinuance and S2013-2 teaching out processes
-

1. Academic unit information

Program of study: **Music**

Associated Senate-approved laddering programs (as applicable): **Music Therapy**

Academic unit (i.e., department or school): **School of Performing Arts**

Faculty: **Fine and Applied Arts**

Credential awarded: **Diploma in Music**

Associated Senate-approved laddering programs (as applicable): **Bachelor of Music Therapy**

Intake review recommendation (select one): **Continue (e.g., no change to intake status)**
****until new degree launch**

Proposed start term and academic year:

Term: **Fall 2026**

Academic year: **2026/2027**

Prepared by:

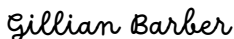
Coordinator: Heather Pawsey (Interim Coordinator)

Email: hpawsey@capilanou.ca



Chair: Gillian Barber

Email: gbarber@capilanou.ca



Dean: Jennifer Nesselroad

Email: jnesselr@capilanou.ca



Date: May 15, 2026

2. Program of Study Intake Review Framework

Data sources:

- [CapU Analytics](#): Institutional data based on the student information system (Banner)
- [BC Outcomes Survey Database](#): Province-wide survey deployed 2 years after graduation; response rate varies across years. Note: Response rate tends to be low. [WorkBC](#) and the [Government of Canada's Job Bank](#): Provincial and federal databases and forecasts were used to generate the NOC (National Occupational Classification) code summary tables for direct-entry codes as identified by academic units in their last annual academic unit data snapshots

Program data timeframe: Seven-year horizon.

The seven-year data horizon align with 1) current typical completion times for students enrolled in four-year degree programs (4-6 years) thereby ensuring at least one graduating class is included in the data set and 2) the [academic unit review: 7-year schedule](#), which incorporates formative self-studies, external reviewer site visits, action plans, and progress reports on a seven year cycle.

Sections and prompts: Template section 3 provides an opportunity to describe the program of study within the context of the academic unit and/or the university at large. This is followed by sections 4-6 and associated key performance indicators follow the student journey from application to graduation. Section 7 provides an opportunity to describe future aspirations and program distinctiveness. All sections have also been developed with reference to B.104.

Supplementary data: Institutional data has been provided to support sections 4 - 6. Academic units may include appendices to further contextualize responses given in sections 3 and 7 that support the selected intake recommendation.

3. Academic unit context

Provide relevant information pertaining to the program of study, the academic units (i.e., department, school and/or faculty) in which it housed and/or its contributions to the university as a whole, including but not limited to B.104 criteria:

- availability and appropriate credentialing of faculty (B.104 2.d);
- academic integrity and quality of course and program offerings (B.104 2.e);
- contribution to the community, institutional, scholarly, and social environments (B.104 2.f);
- institutional strengths related to the program, and cross-institutional partnerships involving the program (B.104 2.g);
- contribution to Capilano University's reputation, aspirations, and role as a special purpose teaching university as set out in current university strategic planning documents (i.e., *Envisioning 2030* and *Illuminating 2030* (B.104 2.h); and/or
- curricular and/or pedagogical alignment with commitments and priorities as set out in current university strategic planning documents (i.e., *Illuminating 2030* and/or Faculty strategic plans).

Length: 2-3 paragraphs maximum or bullets.

The current recommendation is to continue the Music Diploma on a limited, transitional basis as a bridge to a new Bachelor of Arts in Music, rather than as a long-term standalone offering. The MUS Faculty has developed a draft concept proposal for the degree and is prepared to advance this work in collaboration with Academic Initiatives and Planning (AIP), alongside consultation with external industry partners and relevant internal stakeholders. Maintaining the diploma during this period provides essential continuity of programming, preserves faculty expertise, and creates a stable environment in which to pilot, refine, and align curriculum, pedagogy, and partnerships in preparation for the new degree. It is anticipated that the diploma will be phased out following successful development and implementation of the BA in Music, ensuring a thoughtful, strategic transition rather than disruption to students, faculty, or the institution.

Strategic role in program renewal (B. 104 2.d, 2.h, 2.e): Strategically, the current diploma program represents a critical transitional platform supporting the development of the proposed BA in Music, enabling curriculum and pedagogy to be piloted, refined, and aligned with Capilano University's applied, non-conservatory model (B.104 2.h). While current enrolment levels are lower than desired, these reflect recent demand challenges rather than a lack of long-term relevance, particularly within a sector where enrolment patterns fluctuate. The program is actively undergoing renewal through curriculum revision; expanded inclusive content; and the alignment of teaching methods, learning experiences,

and assessment with the program's applied, community-focused direction, ensuring continued academic integrity, quality, and responsiveness of offerings (B.104 2.e). At the same time, the financial impact of continuing the program has been mitigated through targeted reductions in sections and operating costs, while maintaining appropriately credentialed faculty and instructional capacity necessary for program delivery and future degree development (B.104 2.d).

Risks and Implications of Suspension (B. 104 2.f, 2.g, 2.h): The risks associated with suspension or cancellation are significant and disproportionate to the cost savings. These include disruption to established student pathways, loss of faculty expertise, and negative impacts on the program's contributions to the institutional, community, and social environment, including ensembles, performances, and cross-campus engagement (B.104 2.f). There are also broader implications for institutional strength, including weakened connections to creative industries, transfer pathways, and feeder relationships such as Music Therapy (B.104 2.g). Critically, by the time a Board-level decision is implemented, all comparable regional music programs will have closed their intake cycles, leaving **currently admitted students without viable local alternatives and requiring them to delay their studies by a full academic year**. This creates clear concerns related to student access, equity, and institutional credibility, directly conflicting with the priorities articulated in *Envisioning 2030* and *Illuminating 2030* (B.104 2.h).

Institutional Priority Alignment and Long-Term Value (B 104 2.h): Maintaining the program therefore supports both immediate student needs and longer-term institutional priorities, ensuring continuity of programming, preservation of faculty expertise, and sustained contributions to Capilano University's identity as a community-engaged, access-oriented teaching university. Continued delivery allows the Faculty to build on recent curricular investments, maintain momentum, and mitigate risk while advancing strategic goals related to student success, inclusive access, and applied, interdisciplinary learning (B.104 2.h).

4. Student Demand and Program of Study Capacity

- Chart 1: Application and Conversion to Registrations and Enrolment
- Chart 2: Program Enrolment Headcount

Review charts 1 and 2. See data package appendix. Answer the following prompts.

- Based on current application and enrolment trends, what is the program of study's capacity for new 1st year student registrations (i.e., at what number of registrants would the program of study be considered 'full') such that students can be assured a distinctive learning experience?
- What is the program's capacity for transfer students (in year 2 and/or year 3, if applicable)?
- Based on current application and enrolment trends, is there sufficient demand to maintain capacity such that enrolment stays strong in upper year courses (as defined by your program structure – 2nd year for diploma programs, 3rd and 4th year courses in degree programs)?

Length: 5-7 sentences and/or bullets.

Cohort Design: The program is designed as cohort-based experience with a maximum capacity of 26 students per cohort, reflecting the applied, mentorship-intensive nature of the curriculum and the level at which a distinctive learning experience can be sustained. A cohort size of approximately 22–26 students is considered ideal pedagogically, with a minimum viable cohort of 15–18 students required to support peer learning, ensemble work, and meaningful faculty engagement.

Student Mobility: Opportunities for transfer into Year 2 are rare due to the two-year structure of the diploma, though the program has been able to accommodate transfer students when needed without disrupting cohort cohesion. Attrition is concentrated primarily before Year 2 and is most commonly associated with students gaining early entry into Music Therapy pathways, reflecting student mobility rather than lack of engagement with the program. Upper-year course quality is not dependent on large enrolments but on cohort stability, allowing the program to function effectively at smaller absolute numbers. Student demand is shaped less by scale and more by program fit, with consistent interest in small class sizes, close faculty relationships, and the level of mentoring and support available relative to larger institutions.

Tuition Context: While tuition remains lower due to the program not having been re-costed since its creation, this represents a temporary pricing gap rather than a structural limitation. The resulting affordability supports student access and participation, but it does not reflect the full educational value or strategic contribution of the program. As such, current tuition levels should not be interpreted as an indicator of program viability or used as a basis for program reduction

5. Student Return, Progression, and Graduation

- Chart 3: Fall-to-Fall Retention
- Chart 4: Program Graduation Count

Review charts 3 and 4. See data package appendix. Answer the following prompts:

- Comment on the program of study's fall-to-fall program return rates and graduation counts affecting student progression, graduation rates, and program health.
- How does this program of study's fall-to-fall return rates compare with similar programs of the same credential type at CapU?

Length: 5-7 sentences and/or bullets.

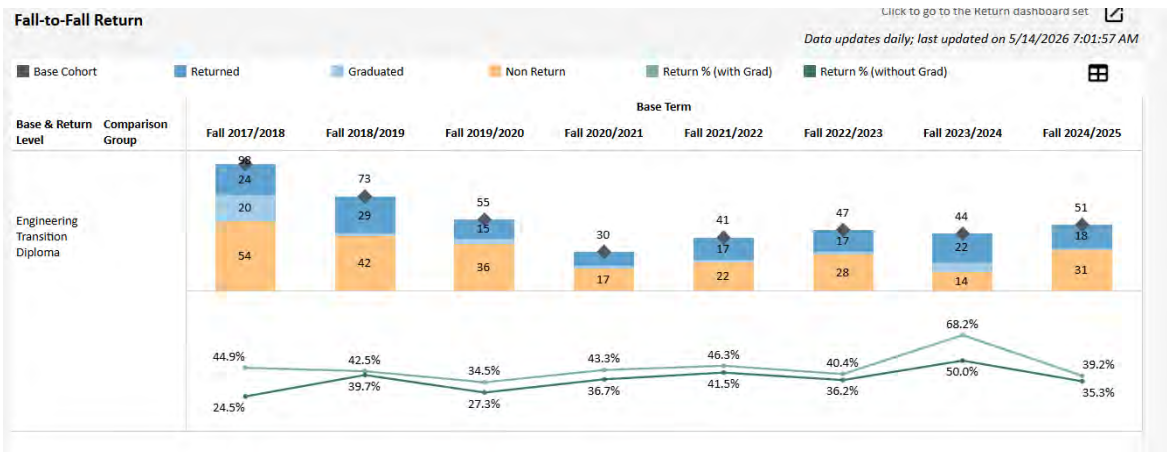
Retention Context: The program's fall-to-fall retention rate averages approximately 58% over five years, reflecting both pandemic-related disruption and program-specific student pathways. Recent data shows a rebound toward pre-pandemic levels, indicating improving stability. When considering students who return to Capilano University but not to the program, the overall retention rate averages approximately 73%, indicating that a portion of attrition reflects internal student mobility rather than institutional departure. Importantly, attrition is not uniformly indicative of disengagement or program weakness. Approximately 15% of students leave after Year 1 having completed the prerequisite coursework to transition into related programs such as Music Therapy. In this context, some non-completion reflects intentional student mobility and progression, consistent with the program's role as both a standalone credential and a pathway into further study.

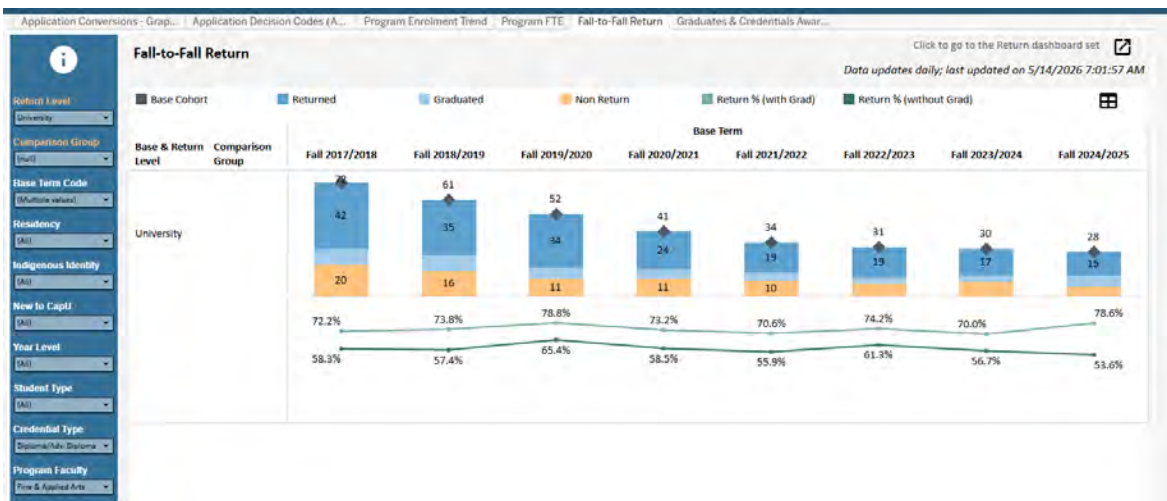
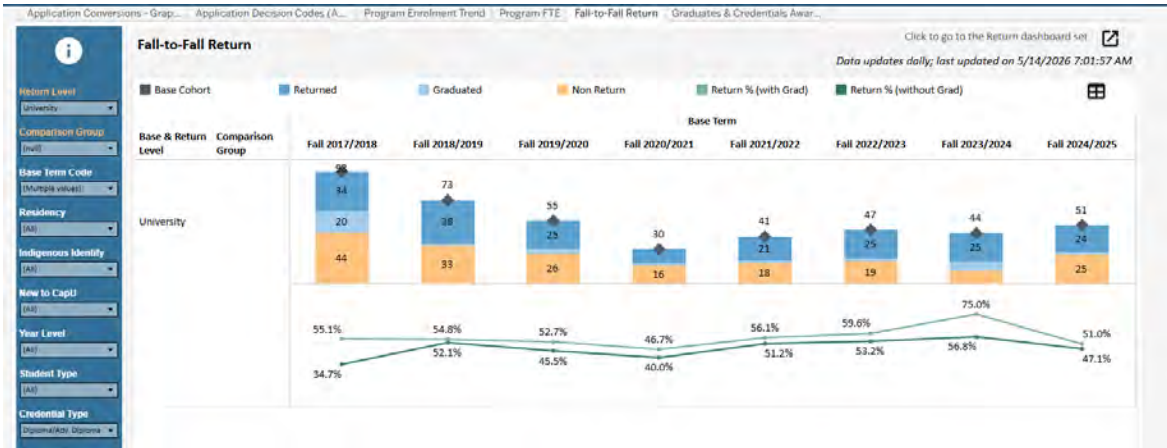
Student Progression: Students who progress into second year demonstrate high completion rates, indicating strong cohort cohesion and effectiveness once students are established in the program. Attrition is concentrated earlier and is often linked to broader factors such as financial pressures and mental health challenges, rather than program quality. Often these students return at a later time to complete the program. The cohort-based, mentorship-focused design supports persistence, though current sequencing can limit flexibility for students navigating competing demands.

Retention Strategies: Planned program redesign associated with the proposed BA in Music directly addresses these dynamics. Key strategies include increased curricular flexibility, reduced reliance on rigid course sequencing, and strengthened early advising and student supports. Additional measures such as structured check-ins, peer mentoring, and flexible progression pathways will further support retention, while preserving the program's strengths in mentorship, applied learning, and student-centered design.

Program Comparators: Direct comparators are limited, but programs with similar student pathways and competitive contexts provide useful points of reference. The

Engineering Transfer Diploma, which similarly supports progression into external degree programs, demonstrates a lower five-year average return to program (47.5%) and return to the university (57.6%) than Music, suggesting that mobility-driven attrition is a characteristic of pathway-oriented programs rather than indicative of program weakness. In contrast, Acting for Stage and Screen (ASAS), a competitive, audition-based program, shows higher program retention between year one and two (84.6%) and to the university (90.9%), reflecting its more tightly bounded professional training pathway and longer cohort structure. These differences highlight that retention patterns are strongly shaped by program design and student intent, rather than strictly serving as a direct measure of quality. The Music Diploma's retention profile aligns more closely with its hybrid role as both a standalone credential and a flexible pathway into related fields, where student mobility and transition are expected. The comparatively higher proportion of students remaining in the institution (approximately 73%) further reinforces that attrition often reflects internal progression rather than departure.





6. Student Employment Outcomes

- Chart 5: Graduate Outcomes (2018 – 2025)
- Table(s): National Occupation Code (NOC) labour summary table(s)

Review chart 5 and table(s). See data package appendix. Answer the following prompts:

- Describe current student employment outcomes for program students.
- Describe projected future student employment prospects and program's relevance to projected provincial labour market needs.

Length: 5-7 sentences and/or bullets.

Education Pathways: The Music Diploma is designed as both a stand-alone credential and a pathway into further study, and this is reflected in student outcomes. BC Outcomes Survey data shows high student satisfaction (92% satisfied with skill development, 80% rating their education good or very good), with approximately 63% of graduates pursuing further education, including strong progression into Capilano's Music Therapy program as well as Education pathways.

Career outcomes: Employment outcomes reflect the portfolio-based nature of music careers, with graduates combining roles such as private instruction, community arts facilitation, and creative work. High levels of self-employment and entrepreneurial activity are consistent with sector norms and supported by the program's applied skill development.

Labour Alignment: Labour market projections indicate balanced overall demand for music graduates, with stronger growth in areas connected to wellness, education, and community-based practice, including Music Therapy and arts-in-healthcare roles. These areas align closely with the program's current focus and will be further strengthened through the proposed BA in Music, which is designed to deepen interdisciplinary learning and expand applied career pathways. The Canadian Occupational Projection System (COPS) projects job openings arising from both employment growth and replacement demand, alongside the entry of new job seekers over the forecast period. Between 2024 and 2033, job openings for instrumentalists and singers are expected to total approximately 17,100, closely aligned with the projected number of job seekers at 18,100, indicating a relatively balanced labour market for this occupational group.

7. Opportunities for Distinctiveness

Answer the following questions:

- How is your program of study currently differentiated, or how could this program of study differentiate itself, from provincial, national and/or global competitors?
- What actions are required to further explore and/or support this differentiation?
- List selected comparator institutions and rationale for selection – e.g., inspiration model(s) or opportunity to differentiate from (3-5 recommended).

Length: 5-7 sentences and/or bullets.

Opportunities for Differentiation:

- **Non-conservatory, liberal arts music model with applied depth:** This program has the opportunity to differentiate itself by positioning music as a cultural, creative, and community-based practice rather than a performance-intensive conservatory model, responding to students who seek musical study within a broader interdisciplinary framework. Planned Community Music Labs will extend this approach by connecting third- and fourth-year students directly with community partners through applied teaching, facilitation, and creative practice, embedding work-integrated learning as a core component of the degree and supporting pathways into community arts, education, and wellbeing contexts.
- **Applied focus on community, wellbeing, and early learning:** Distinctiveness can be strengthened by centring applied pathways that connect music to wellbeing, early childhood education, and community engagement, areas that are underrepresented in provincial and national music programs but increasingly relevant to contemporary practice. This approach can be further deepened through the integration of Indigenous ways of knowing, including land-based learning, relational pedagogy, and community partnerships, ensuring that students develop culturally responsive and ethically grounded approaches to music in community, education, and wellbeing contexts.
- **Accessibility through flexible entry and varied musical backgrounds:** By moving away from audition-based gatekeeping and valuing diverse musical experiences, the area can differentiate itself as an accessible pathway for students whose strengths lie in facilitation, creativity, and interdisciplinary thinking rather than virtuoso performance.
- **Emphasis on reflective practice and lifelong learning capacity:** A defining feature would be the intentional cultivation of adaptability, reflective inquiry, and learning-to-learn skills, preparing graduates for long-term contribution in evolving creative and social contexts rather than narrowly defined roles.

Actions to support differentiation: Further exploration requires continued curriculum development, cross-disciplinary collaboration with ECE and Psychology, and articulation of a clear identity distinct from performance-focused music programs, positioning the area as a leader in applied and community-oriented music education.

Comparator institutions: the University of British Columbia's BA in Music, York St John University in England, and the University of Guelph. UBC provides a provincial example of a credible, non-conservatory BA in Music within a comprehensive university, York St John offers an established international model for applied and community-oriented music education, and Guelph's Creative Arts, Health and Wellness program illustrates how music can be meaningfully integrated with wellbeing and interdisciplinary practice, highlighting a clear opportunity for Capilano to differentiate through an applied, accessible, and community-focused approach.

8. Actions and/or resource requirements (optional)

If no supports or resources are required, do not complete this section.

With reference to the selected program intake recommendation (i.e., expand, continue, suspend or discontinue), provide a bulleted list of **any** associated actions and/or suggested resources – e.g., identify top 3-5 actions that could support the intake recommendation.

Length: 5-7 sentences and/or bullets.

In support of a “continue with conditions” recommendation, the following actions and resources are identified as critical to sustaining current program delivery while enabling successful development and launch of the proposed BA in Music:

- Maintain current program intake (Continue) to preserve faculty capacity and expertise.
 - Retaining appropriately credentialed faculty is essential to support ongoing delivery and is critical for developing curriculum, building external partnerships, and advancing the proposed BA in Music. Loss of faculty at this stage would significantly delay or undermine degree development.
- Allocate dedicated support from Academic Initiatives and Planning (AIP) and the Centre for Teaching Excellence (CTE).
 - Targeted resourcing is required to support degree design, curriculum development, and pedagogical alignment, including assistance with labour market research, program structure, learning outcomes, and flexible delivery models.
 - Advance the BA in Music development on an accelerated but supported timeline. Continue using the diploma as a development and piloting platform while formalizing the degree proposal, ensuring continuity between existing curriculum and future program offerings.
- Implement targeted retention and flexibility strategies within current program delivery
 - Introduce greater scheduling flexibility, reduced sequencing constraints, and enhanced student supports to improve progression while maintaining cohort integrity and program quality.
- Strengthen external partnerships and pathway visibility
 - Expand relationships with industry, community arts organizations, and transfer partners to strengthen recruitment, clarify student pathways (e.g., Music Therapy progression), and enhance retention by reinforcing the program’s relevance, visibility, and alignment with CapU’s applied, community-engaged mandate.

Music Diploma

Program of Study Data Package for Board of Governors

May 6, 2026

Source: CapU Analytics

Table of Contents

Music Diploma.....	1
Chart 1: Applications and Conversion to Registrations and Enrolment	1
Chart 2: Program Enrolment Trend*	2
Chart 3: Fall-to-Fall Retention	2
Chart 4: Graduation Count.....	3
Chart 5: Graduate Outcomes: 2018 – 2025.....	4
Table 1: National Occupation Code (NOC) labour summary table	4
Data Definitions	5

**This chart replaces the headcount chart previously included, to better break down the transfer/non-transfer comparison.*

Chart 1: Applications and Conversion to Registrations and Enrolment

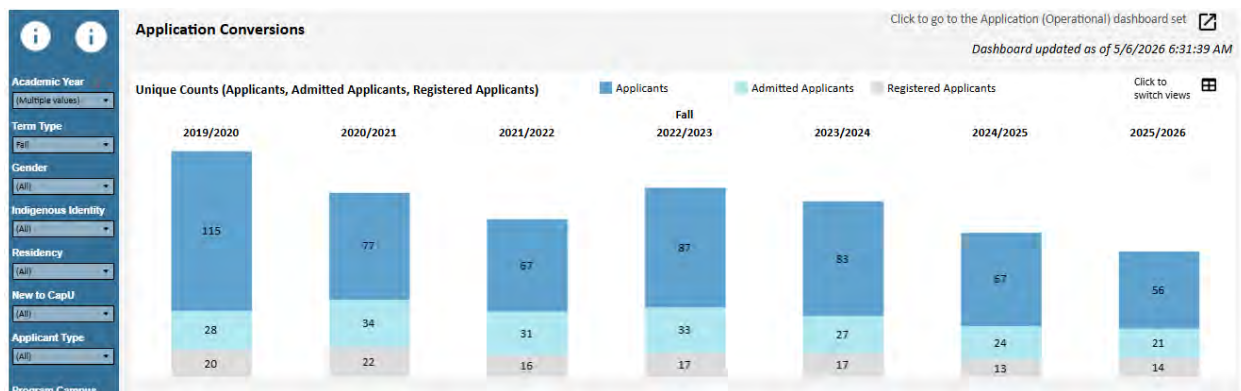


Chart 2: Program Enrolment Trend*

*This chart replaces the headcount chart previously included, to better break down the transfer/non-transfer comparison.



Chart 3: Fall-to-Fall Retention



Chart 4: Graduation Count



Chart 5: Graduate Outcomes: 2018 – 2025

Data Source: [BC Student Outcomes Surveys](#)

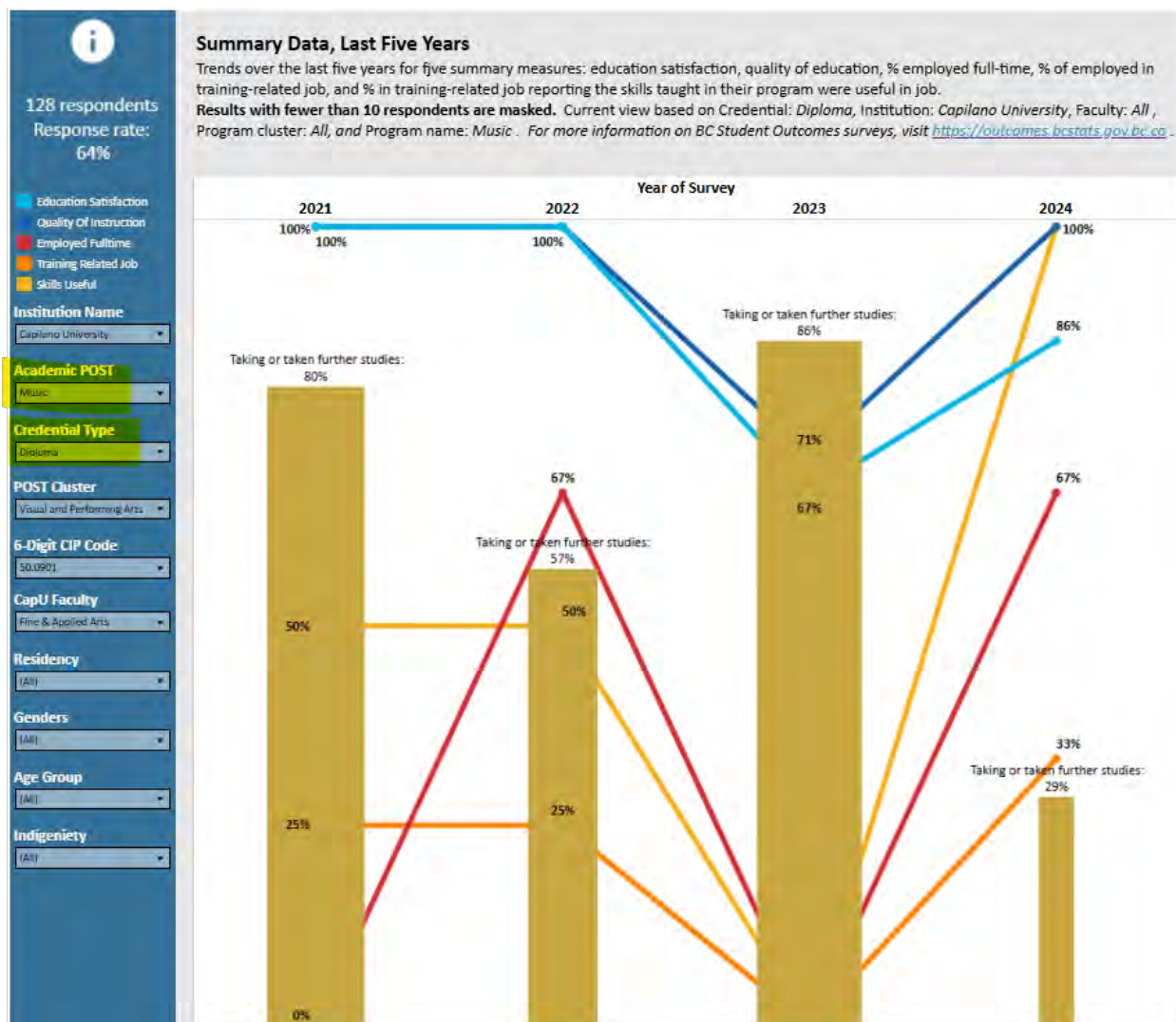
Education Satisfaction

Quality of Instruction




Full-time Employment

Job Related to Credential

Usefulness of Skills Learned



<p>Capilano University Program of Study (POST)</p>	<p>Music Diploma POST</p>			
<p>Government of Canada: Classification of Instructional Programs (CIP), Canada 2021 Version 1.0</p>	<p>50.0901 - Music, general</p>	<p>CapU note: The Government of Canada has not designated this CIP code as an in-demand field of study.</p>		
<p>Government of Canada: five-digit National Occupation Code (NOC), 2021 Version 1.0</p>	<p>51122 – Musicians and singers</p>			
<p>Government of Canada: five-digit NOC code description</p>	<p><i>Musicians and singers perform with orchestras, choirs, opera companies and popular bands in establishments such as concert halls, lounges and theatres and in film, television and recording studios. This unit group also includes music teachers who usually teach in conservatories, academies and private homes.</i></p>			
<p>WorkBC: sample of job titles</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Accompanist • Guitar player • Musician • Opera singer • Recording artist • Singer </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Church organist • Instrumentalist • Music teacher - musicians • Percussionist • Rock singer • Vocalist </td> </tr> </table>		<ul style="list-style-type: none"> • Accompanist • Guitar player • Musician • Opera singer • Recording artist • Singer 	<ul style="list-style-type: none"> • Church organist • Instrumentalist • Music teacher - musicians • Percussionist • Rock singer • Vocalist
<ul style="list-style-type: none"> • Accompanist • Guitar player • Musician • Opera singer • Recording artist • Singer 	<ul style="list-style-type: none"> • Church organist • Instrumentalist • Music teacher - musicians • Percussionist • Rock singer • Vocalist 			
<p>WorkBC: Education, Training, and Skills</p>	<ul style="list-style-type: none"> • <i>Musical training from a university or college or through private instruction is usually required.</i> • <i>Members of orchestras and other professional classical musicians and singers usually require a university degree in music.</i> • <i>Musical talent and ability, as demonstrated during an audition, are important hiring criteria.</i> • <i>Membership in a guild or union related to the occupation or type of performance may be required.</i> 			
<p>Direct entry, i.e. within 18 months, for fresh graduates of the POST ---- CapU note</p>	<p>Moderate</p>	<p>As occupations associated with the 51122 – Musicians and singers NOC code are categorized by the Government of Canada as TEER 1 jobs, the lack of a baccalaureate education and degree may be a limiting factor for <i>fresh</i> graduates of the Music Diploma POST:</p> <p style="padding-left: 40px;">“Occupations classified in TEER 1, as those in this group with a 1 as the second digit of their code, typically require a university degree (bachelor's, master's or doctorate) or the accumulation several years of experience and expertise in the subject matter knowledge in a related occupation found in TEER 2, when applicable (which includes occupations with a 2 as a second digit in their code).”</p> <p>Years of experience may serve as a substitute for a university degree in certain situations, but experience requirements would still likely be barriers to <i>direct</i> entry.</p> <p>Beyond direct-entry considerations, there may be some occupations associated with the 5122 NOC code for which students of the Music Diploma POST do not receive the necessary training and credential. See the following statement, which is published on WorkBC and OaSIS webpages:</p> <p style="padding-left: 40px;">“Members of orchestras and other professional classical musicians and singers usually require a university degree in music.”</p>		

WorkBC: headline NOC code information	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  Annual Earnings \$37,929 </div> <div style="text-align: center;">  Training, Education, Experience and Responsibilities University Degree </div> <div style="text-align: center;">  Job Openings (2025-2035) 1,780 </div> </div>			
WorkBC: Labour Market Outlook 2025 - 2035 Forecast	<u>Employment 2025</u> 7,680	<u>Job Openings 2025-35</u> 1,780	<u>Expansion 2025-35</u> 580	<u>Replacement 2025-35</u> 1,200
WorkBC: High opportunity occupations (HOO) for the NOC	No	—		
Government of Canada, Job Bank : search results for positions in BC	1 result in British Columbia for the 51122 NOC code, excludes student jobs 10 April 2026		<u>Positions by hourly pay</u> Min. to \$19.99: 0 \$20.00 to \$29.99: 0 \$30.00 to \$39.99: 1 \$40.00 to \$49.99: 0 \$50.00 + : 0	<u>Positions by annual pay</u> \$ 20,000 to \$39,999: 0 \$ 40,000 to \$59,999: 1 \$ 60,000 to \$79,999: 0 \$ 80,000 to \$99,999: 0 \$100,000 + : 0

Data Definitions

Applications and Conversion to Registrations and Enrolment

- **Unique Counts:** The number of distinct individuals associated with each event type (e.g., applications, offers, and registrations). Each person is counted only once per event type per term, regardless of how many times they apply, get offers, or register.

Enrolment Headcount

- **Enrolment Headcount:** The number of unique students enrolled in a program and in at least one academic course (including registered or withdrawn status) during a given academic term or academic year.

Fall-to-Fall Retention

- **Fall-to-Fall Return:** Student return between one Fall term (“Base Term”) and the subsequent Fall term (“Return Term”). Students enrolled in the Base Term are classified into one of three statuses in the Return Term:
 - Returned: Re-enrolled in the Return Term
 - Graduated: Did not return but graduated by the Return Term
 - Non-Return: Neither returned nor graduated by the Return Term

Based on these, Return Rates can be calculated in two ways: including graduates (“Return % (with Grad)”) and excluding graduates (“Return % (without Grad)”).

- **Return Level:** The level at which student return is measured. For example, when *Program* is selected as the Return Level, a student must return to the same program as in the Base Term to be classified as “Returned”. Students who did not return but graduated from the same program are counted as “Graduated”, and all other cases are classified as “Non Return”.
- **Comparison Group:** split students based on their demographics in the Base Term (e.g. year level).

Graduation Count

- **Graduate Count:** the number of individuals graduating in a given time period.
- **Credentials Awarded:** the number of credentials awarded by CapU to students in a time period. Because students can graduate from more than one program of study in a given time period, the count of credentials awarded may exceed the grad count for the same time period.

Program of Study Intake Review

1. Academic Unit Information

Program of Study:

Bachelor of Tourism Management (BTM)

Tourism Management Co-operative Education Diploma (TM)

Associated Senate-approved laddering programs (as applicable):

TM Diploma & OREC Diploma to BTM Degree

Academic unit (i.e., department or school):

School of Tourism Management (STM)

Faculty:

Faculty of Global and Community Studies

Credential awarded:

Bachelor's Degree (BTM)

Diploma (TM)

Associated Senate-approved laddering programs (as applicable):

TM diploma (full block transfer of 60 credits) to BTM Degree 3rd year.

Intake review recommendation:

Continue (no change to intake status)

Proposed start term and academic year:

Term: Fall

Academic year: 2026-27

Prepared by:

Coordinator: Kash Mardhani, Program Coordinator, BTM & TM

Email: kashmardhani@capilanou.ca

Chair: Kara Walker, Chair, STM

Email: karawalker@capilanou.ca



Dean: Caroline Depatie, Dean, Global and Community Studies

Email: cdepatie@capilanou.ca



Date: May 25, 2026

2. Program of Study Intake Review Framework

Data Sources:

- CapU Analytics: Institutional data based on the student information system (Banner)
- BC Outcomes Survey Database: Province-wide survey deployed 2 years after graduation; response rate varies across years. Note: Response rate tends to be low. WorkBC and the Government of Canada's Job Bank: Provincial and federal databases and forecasts were used to generate the NOC (National Occupational Classification) code summary tables for direct-entry codes as identified by academic units in their last annual academic unit data snapshots

Department Analysis & Context:

- Impact of International Students on Enrollment data:
Applications and enrollment to the BTM/TM programs have been significantly impacted by the IRCC changes. International students accounted for an average of 53% of BTM/TM enrollment over the last five academic years and thus the historical data must be viewed with that consideration while we undertake the right sizing of our programs and a recruitment shift in our target student market.
- Applications/Admittance (2026-27):
118 applications / 86 admitted students (70 BTM/16 TM). Students in these two programs share all first- and second-year classes and will be a full cohort at 35 students.
- International Cohort (2026/27):
As part of the 86 admitted students, 36 are international students in BTM/TM. Conservative estimates could include seven (7) admitted students converted into registrations, with a projected four-year tuition revenue of approximately \$670,000 (based on \$95,467 per student). This revenue contribution is equivalent to approximately 22 domestic students.
- Application Trends:
The 2024/25 cycle saw an atypical spike in transfer students following initial IRCC policy changes. When this anomaly is removed, overall application trends remain stable, with no significant decline in demand.
- Retention:
Student retention rates are strong, well above the CapU average. BTM Retention: 1st year 75%, 2nd year 96.75%, 3rd year 93.91%, 4th year 89%. This is slightly higher than the Bachelor of Legal Studies at 82% and the Bachelor of Communication Studies at 83%
- Graduation:
Graduates are steady and have been on average 37.5 students over 7 years with the last 2 years with over 40 students. This indicates a strong transfer and articulation with students joining in 2nd and 3rd year to complete the BTM. Not always captured in the 1st year enrollment trends.

- Transfer Students:
Average of 22 transfer students per academic year, supporting enrollment in year 2 and year 3 courses. These students transfer from an average of eight (8) unique institutions annually (Examples of BC institutions are: BCIT, Canadian College, Camosun, COTR, Douglas College, Eton, Fanshawe, Langara College, Lasalle College, RRU, SFU, TRU, VPC) VCC, TWU). There are also international study abroad students enrolled in upper-level courses each academic year.

Transfer Students	INT	Dom	
2025/2026	18	7	11
2024/2025	34	28	6
2023/2024	24	16	8
2022/2023	16	9	7
2021/2022	20	11	9
5 yr total	112	71	41
		63%	37%

- Applicants Conversion Strategy:
Beginning in January 2026, the STM implemented a more focused conversion strategy and strengthened marketing plan to work towards maximizing yield. A new deposit system for BTM has also been implemented, with 19 BTM deposits currently secured, providing an early indicator of conversion momentum.

3. Academic Unit Context

- The BTM & TM programs are supported by a fully qualified faculty complement. All instructors hold a minimum of a master’s degree and bring at least 10 years of relevant industry experience. The faculty also includes two PhD-credentialed instructors, one PhD candidate and one EdD candidate, ensuring strong academic and scholarly depth.
- Academic Quality: The BTM and TM programs are the only Canadian (English language) program to hold the United Nations World Tourism Organization (UNWTO) TedQual certification; which stresses adherence to global tourism education standards and curriculum designed around experiential learning and co-op integration.
- Community Contribution: These programs lead CapU in work integrated learning (WIL) initiatives and opportunities, student and faculty awards and recognition, as well as alumni and industry events that exemplify community and sectoral collaboration and partnership.

- Institutional Strengths:
 - Only Bachelor of Tourism Management in the Lower Mainland and one of three in British Columbia.
 - Articulation Partners: The BTM program has established many domestic and international articulation agreements with both public and private universities and colleges. These partnerships take various forms such as – Field Schools, Semester Exchange Programs and or Credits Transfers (1+3 OR 2+2)
 - Collaborative Online International Learning (COIL): The STM department works closely with CIE and WIL to collaborate with domestic and international universities, colleges, and industry partners on COIL projects.
 - External partnerships such as the Disney International program and the University of California.
- Institutional Alignment: Directly supports Envisioning 2030 and Illuminating 2030 commitments to experiential, applied learning and sustainability.
- Please see Appendix A: Recognition of Program Excellence for a list of student, faculty, alumni, and program recognition and achievement.

4. Student Demand and Program of Study Capacity

- In March 2026, the BC Government Tourism Sector Action Plan outlined the goal to double visitor spending to \$48 billion by 2036 ([BC Gov News](#)). Given the tourism industry is currently experiencing challenges to maintain Mosta workforce pipeline, the STM is working with both the Ministries for Tourism and Post-Secondary to develop strategies to increase students demand, funding and access to tourism education.
- Tourism HR Canda estimates only 20% of post-secondary tourism programs across Canada will remain active in 2026-27 and BCCAT Articulation meetings in May 2026 indicate that there is reduced capacity to offer tourism education across the province as well. This represents a clear strategic growth opportunity for CapU, to attract students from outside of our historic markets/regional areas.
- The School of Tourism Management has developed and is now implementing new strategic marketing, recruitment and retention plans given the shifting landscape of tourism education.
- The completion of the Academic Review provides the program with a timely opportunity for curricular modernization and alignment of program deliver models with the needs of learners across the province.
- BTM and TM are aligned to share courses during periods of low enrolment to ensure full classrooms across both programs. There are also opportunities to share sections with OREC in year 1 and 2. BTM courses in year 3 and 4 see internal applications from TM and OREC and can share sections with the Global Leadership in Sustainable Tourism (GLST) Post-Baccalaureate GLST if necessary.
- Transfer capacity remains strong, with multiple articulation partners (20 in BC, 6 in Canada, 12 internationally), supporting 2nd and 3rd year entry into BTM/TM.
- The STM has faculty capacity to manage annual growth in enrolments through optimized scheduling starting in 2026–27. With increased domestic application focus and faculty supported recruitment and retention, the programs can maintain consistent enrolment and meet upper year retention targets.

5. Student Return, Progression, and Graduation

- The BTM has excellent retention and graduation rates, considerably higher than the CapU average, as evidenced in the Fall-to-Fall Retention: Similar Programs at CapU data document that has been provided.
- Fall to fall return rates are expected to continue to rise with the implementation of improved student support and new student retention strategies, identified through the Academic Review process.
- The 2025 BC Outcomes Survey demonstrated a result for the BTM of 100% for categories of Quality of Instruction, Education Satisfaction and Full-time Employment.
- Most alumni progress directly into related employment or graduate studies, indicative of healthy graduation pipelines.
- Faculty mentoring, applied projects, and the student/alumni networking events such as RiSE create additional pathways to graduation and employment.

6. Student Employment Outcomes

- BTM graduates are highly employable in tourism, hospitality, and events sectors, with direct evidence of employment in TEER 0–3 level jobs (management and supervisory jobs with require a degree or diploma)
- Labour Shortage: Tourism HR Canada and BC’s Look West Plan report ongoing shortages in these roles, confirming sustained market demand. Youth Employment in Canada Tourism Can
 - 25% of Canadian youth work in tourism.
 - Dual Unemployment Challenge – Youth unemployment has reached 25 years high while tourism as a key sector continues to face high job vacancy rates.
 - COVID recovery issues and perception challenges have constrained the sector’s capacity to create and fill both entry-level and highly skilled positions.
- The STM reputation of excellence, the UNWTO TedQual certification, the nationally accredited co-op (CEWIL) status and the deep STM relationship with the tourism industry provide CapU graduates with a distinct employment advantage. The program’s experiential learning focus ensures continued graduate employment relevance and adaptability to sector shifts.
- Alumni hold leadership roles in major tourism organizations across BC and Canada, demonstrating strong alignment with labour market needs.
- Alumni also expand their careers outside conventional tourism sectors:
 - Marketing & Communications Manager – CPHR
 - Field Marketing Manager- Red Bull Canada
 - Partnerships & Development Manager, Canada Helps
 - Land Manager- Stelat’en First Nation
 - Education – Student Recruitment (SFU)
 - Airport Operations – YVR
 - Account Executive – Vancouver Whitecaps FC
 - Outreach Manager – PMI Canadian West Coast Chapter

7. Opportunities for Distinctiveness

- The STM has a strong competitive advantage, given our geographic region and industry integration, to continue to develop place-based learning in the largest tourism region in BC, one of the premier destinations globally and at the heart of the UNESCO Howe Sound Biosphere located on the territories of the Squamish Nation.
- The STM's WIL integrated learning model and our key leadership role in provincial tourism education reinforce CapU's reputation for sector valued education. CapU is leading the way in engagement with the Government of BC, provincial and national tourism associations, and the post-secondary tourism education providers to collaborate on the enhancement of a relevant, responsive and cohesive tourism education ecosystem across the province.
- The tourism programs are active in the work to decolonize and Indigenization our curriculum and have developed respectful relationships with Indigenous tourism businesses, Indigenous communities, and Indigenous Tourism BC. We believe there is a unique opportunity to support the co-creation learning and curriculum that is guided by Indigenous knowledge keepers.
- The STM has a unique opportunity be leaders in regenerative tourism. We educate on campuses immersed in nature, at the foot of the backcountry, in a province where the visitor economy fundamentally relies on the health of the environment and watersheds. The provincial and national tourism marketing strategies are all focused on inviting visitors to spend time in nature and the BC Gov. Look West Job Prosperity Plan highlights tourism and outdoor recreation as a priority sector. We have foundational courses on environmental stewardship and sustainable tourism themes, and the capacity and expertise to develop further curriculum to include themes of regenerative tourism practices, ecological literacy, Indigenous rights and title, and being in relationship with all things, to name a few. This focus would identify a niche which would make our programming distinct and value-driven towards tourism for good, which supports actively restoring and strengthening social-ecological systems in communities and across the province.
- Strategic actions include deepening domestic recruitment pipelines, expanding interdisciplinary collaborations, and leveraging provincial association and industry partnerships to develop distinct signature tourism programming.
- Opportunity to evolve and align with the BC government's Tourism Action Plan for job prosperity and provide tourism programming that may be available for student grants and funding support.
- The completion of the Academic Review provides the program with a timely opportunity for curricular modernization and alignment of program deliver models with the needs of learners across the province.
- CapU Tourism programs could develop niche programming (and assisting in university operations) focused on the 'living lab' work experience of supporting hospitality of resident facilities and logistics and implementations of events on campus.
- Faculty leadership in national organizations (e.g., Canadian Universities Tourism Coalition, CEWIL) ensures academic currency and influence on national tourism education policy.
- Tourism education remains a very attractive program for international students.
- CapU offers the only English language UNWTO certified tourism degree in Canada, providing global recognition and differentiation.

8. Pilot Intake Review Self-Assessment Rubric

Scoring

0 = Weak / Not demonstrated

1 = Emerging / Concerning trend

2 = Stable / Acceptable performance

3 = Strong performance / Unmet demand

Programs of study scoring 9-12 may demonstrate compelling justification to “continue” or “expand” the program of study intake.

School of Tourism Management: BTM & TM Programs

Criterion	Score (0–3)	Rationale Summary
Section 3: Student demand & program capacity	1	Strategies in place to implement new recruiting, marketing and conversion strategies and to work on sector campaigns and strategies with Gov. of BC
Section 4: Student retention & progression	2	New retention strategies being developed and opportunities to improve with curriculum modernization and student engagement activities
Section 5: Student employment outcomes	3	Strong, sustained sector employment; high labour market demand
Section 6: Opportunities for distinctiveness	3	Only UNWTO program in Canada; national and provincial leadership roles, industry support to promote a career in tourism, collaboration with tourism education programs to identify program distinctiveness and eco-system efficiencies, CapU living lab opportunities, geographic and industry advantage in the largest tourism region in BC
Total Score	9	Justifies <i>Continue</i> recommendation

9. Actions and/or Resource Requirements

- Finalize Academic Review process with the development and implementation of an Action Plan. Identify priority implementation actions for Fall 2026 including modernization and alignment of curriculum and the development of streamlined pathways and improved access to program offerings.
- Continue to develop and implement marketing, recruitment, conversion and retention strategies to increase enrolment and improve retention.
- Enhance financial sustainability by identifying program costs and metrics for program viability (i.e. Identify enrollment targets and program capacity goals).
- Provide student, faculty and program support to CapU university operations such as hospitality of resident facilities and logistics and implementations of events, while giving students the opportunity to learn in a 'living lab' environment.
- CapU will continue to lead the way in engagement with the Tourism and Post-Secondary ministries within the Government of BC, provincial and national tourism associations, and the post-secondary tourism education providers to collaborate on the enhancement of a relevant, responsive and cohesive tourism education ecosystem across the province.

Summary Recommendation

- Continue admissions for 2026–27. The Bachelor of Tourism Management and Tourism Management Co-op Diploma are academically strong, industry aligned, provincially valued and have definite potential to reinstate themselves as signature programs at CapU.

School of Tourism Management

Program of Study Data Package for Board of Governors

May 6, 2026

Source: CapU Analytics

Table of Contents

School of Tourism	1
Bachelor of Tourism Management	2
Chart 1: Applications and Conversion to Registrations and Enrolment.....	2
Chart 2: Program Enrolment Trend*.....	2
Chart 3: Fall-to-Fall Retention	3
Chart 4: Graduation Count	4
Chart 4: Graduate Outcomes: 2018 – 2025	5
Tables: National Occupation Code (NOC) labour summary tables	6
Tourism Management Co-operative Diploma.....	10
Chart 1: Applications and Conversion to Registrations and Enrolment.....	10
Chart 2: Enrolment Headcount	10
Chart 3: Fall-to-Fall Retention	11
Chart 4: Graduation Count	11
Chart 5: Graduate Outcomes: 2018 – 2025	12
Tables: National Occupation Code (NOC) labour summary tables	13
Data Definitions.....	17

**This chart replaces the headcount chart previously included, to better break down the transfer/non-transfer comparison.*

Bachelor of Tourism Management

Chart 1: Applications and Conversion to Registrations and Enrolment

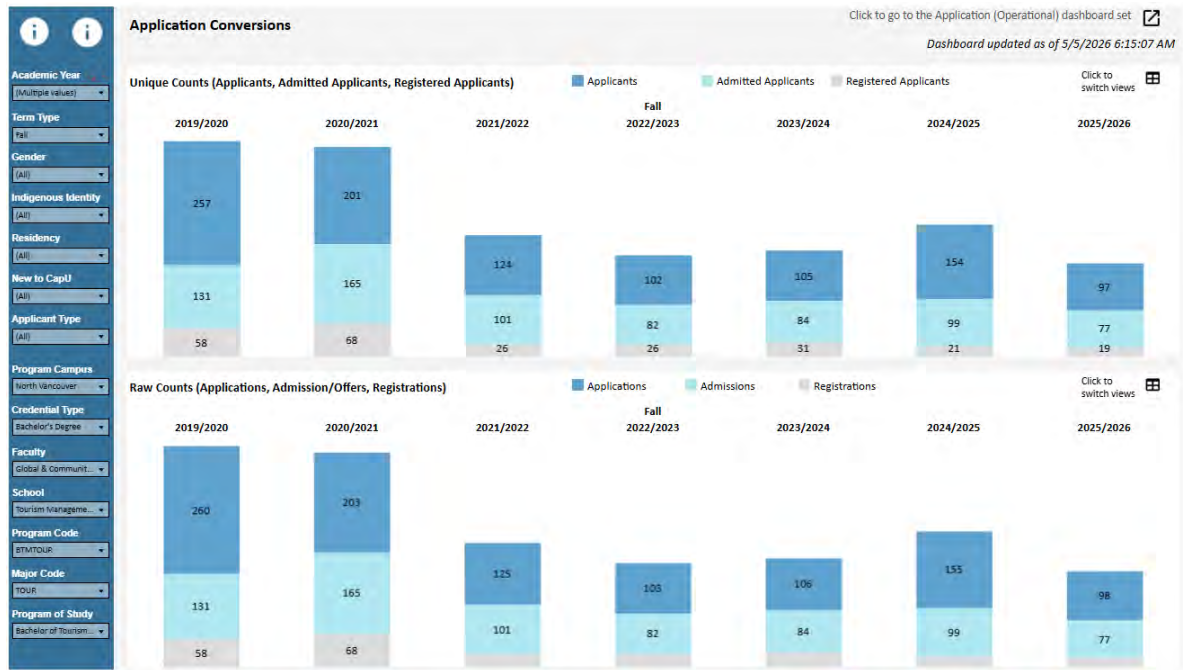


Chart 2: Program Enrolment Trend (Previously Enrolment Headcount)

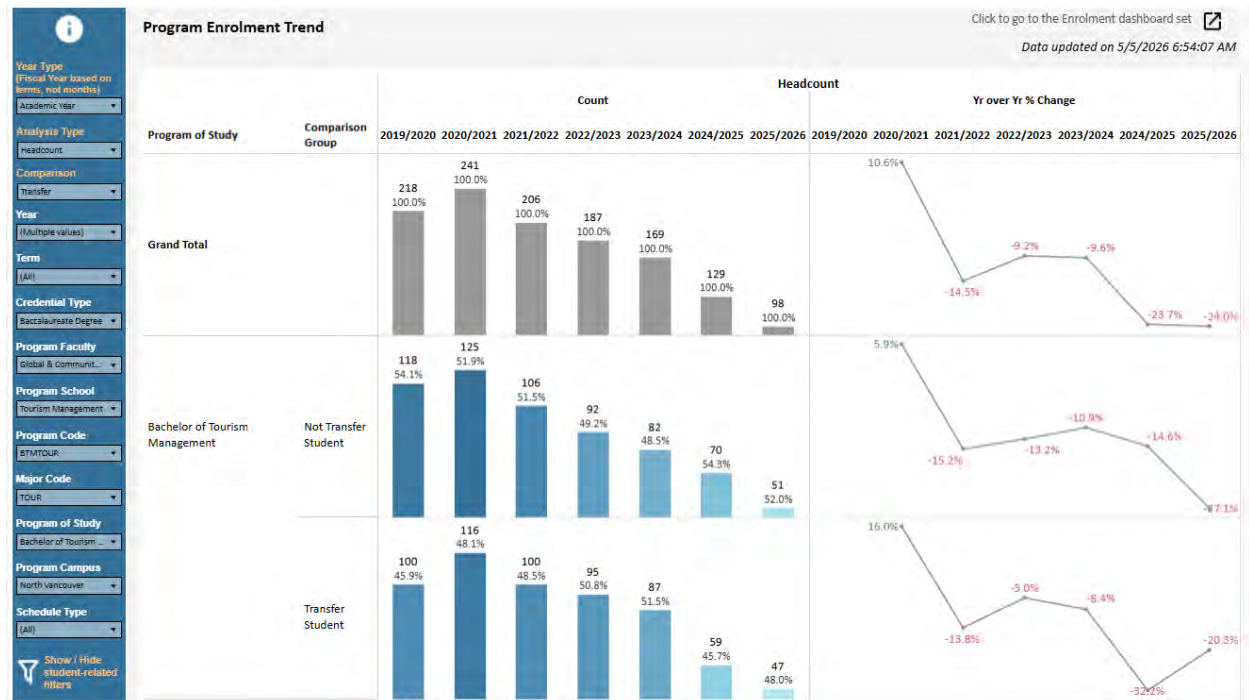
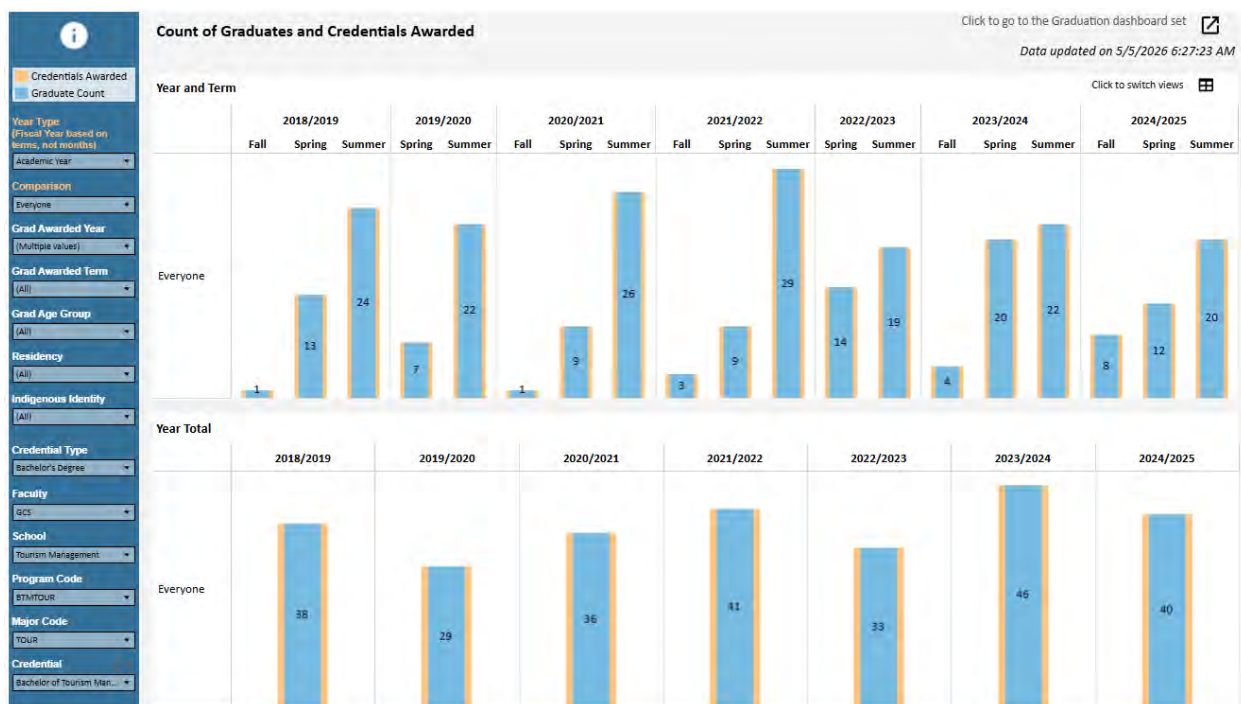


Chart 3: Fall-to-Fall Retention



Chart 4: Graduation Count



Graduates have not declined and has been on average 37.5% over 7 years with the last 2 years having the highs at 46 and 40. This speaks to our strong transfer and articulation agreements in place which fill our 2nd and 3rd years with students. Not always captured in the 1st year enrollment trends.

Chart 4: Graduate Outcomes: 2018 – 2025

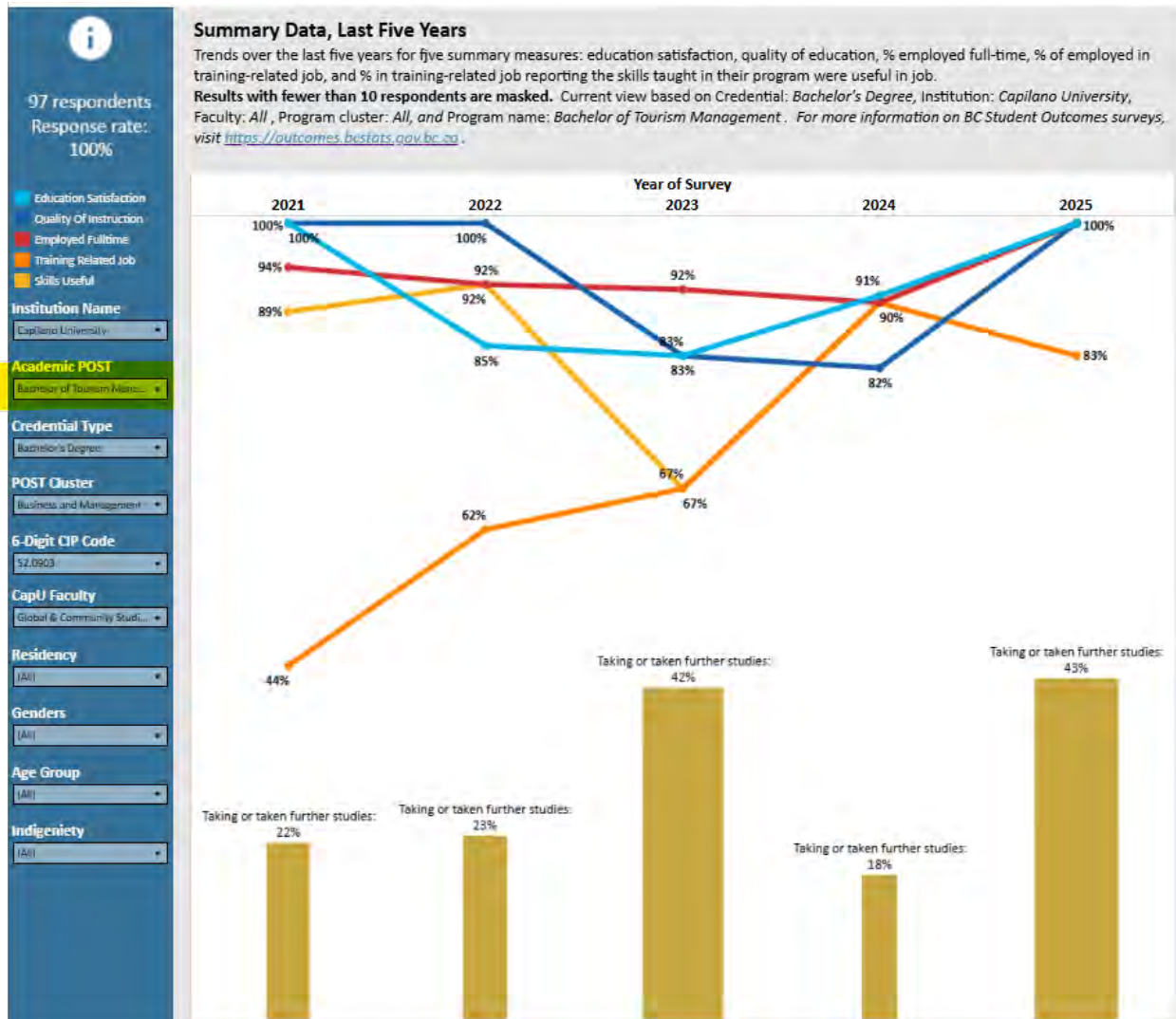
Data Source: [BC Student Outcomes Surveys](#)

- Education Satisfaction
- Quality of Instruction
- Full-time Employment

100% in 2025 in all three categories speaks to our highly credible faculty and program




Job Related to Credential

Usefulness of Skills Learned






<p>Capilano University Program of Study (POST)</p>	<p>Bachelor of Tourism Management Degree POST</p>			
<p>Government of Canada: Classification of Instructional Programs (CIP), Canada 2021 Version 1.0</p>	<p>52.0903 - Tourism and travel services management</p>	<p>CapU note: The Government of Canada has r</p>		
<p>Government of Canada: five-digit National Occupation Code (NOC), 2021 Version 1.0</p>	<p>62022 – Accommodation, travel, tourism and related services supervisors</p>			
<p>Government of Canada: five-digit NOC code description</p>	<p><i>Accommodation, travel, tourism and related services supervisors supervise and coordinate the activities of hotel accommodation service clerks, casino workers, reservation clerks and other travel and accommodations workers. They are employed by service establishments throughout the public and private sectors.</i></p>			
<p>WorkBC: sample of job titles</p>	<table border="1" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Airline sales and service agents supervisor • Baggage handler supervisor • Bell captain • Casino pit boss • Casino shift manager • Gaming tables supervisor • Head baggage porter • Hotel clerk supervisor • Lodging house managing supervisor • Night clerk supervisor - hotel • Passenger service coordinator - railway • Railway station clerk supervisor • Reservations supervisor - airline • Reservations supervisor - travel agency • Slot supervisor • Travel clerk supervisor </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Assistant passenger service coordinator - railway • Baggage porter supervisor • Casino dealer supervisor • Casino section head • Customer relations supervisor - casino • Guest service supervisor - casino • Hotel clerk head • Hotel managing supervisor • Motel managing supervisor • Night supervisor - hotel • Pit boss gaming • Reservations supervisor • Reservations supervisor - hotel • Slot machines section head • Tour guide supervisor </td> </tr> </table>		<ul style="list-style-type: none"> • Airline sales and service agents supervisor • Baggage handler supervisor • Bell captain • Casino pit boss • Casino shift manager • Gaming tables supervisor • Head baggage porter • Hotel clerk supervisor • Lodging house managing supervisor • Night clerk supervisor - hotel • Passenger service coordinator - railway • Railway station clerk supervisor • Reservations supervisor - airline • Reservations supervisor - travel agency • Slot supervisor • Travel clerk supervisor 	<ul style="list-style-type: none"> • Assistant passenger service coordinator - railway • Baggage porter supervisor • Casino dealer supervisor • Casino section head • Customer relations supervisor - casino • Guest service supervisor - casino • Hotel clerk head • Hotel managing supervisor • Motel managing supervisor • Night supervisor - hotel • Pit boss gaming • Reservations supervisor • Reservations supervisor - hotel • Slot machines section head • Tour guide supervisor
<ul style="list-style-type: none"> • Airline sales and service agents supervisor • Baggage handler supervisor • Bell captain • Casino pit boss • Casino shift manager • Gaming tables supervisor • Head baggage porter • Hotel clerk supervisor • Lodging house managing supervisor • Night clerk supervisor - hotel • Passenger service coordinator - railway • Railway station clerk supervisor • Reservations supervisor - airline • Reservations supervisor - travel agency • Slot supervisor • Travel clerk supervisor 	<ul style="list-style-type: none"> • Assistant passenger service coordinator - railway • Baggage porter supervisor • Casino dealer supervisor • Casino section head • Customer relations supervisor - casino • Guest service supervisor - casino • Hotel clerk head • Hotel managing supervisor • Motel managing supervisor • Night supervisor - hotel • Pit boss gaming • Reservations supervisor • Reservations supervisor - hotel • Slot machines section head • Tour guide supervisor 			
<p>WorkBC: Education, Training, and Skills</p>	<ul style="list-style-type: none"> • <i>Completion of secondary school is usually required</i> • <i>Completion of college courses related to the area supervised may be required</i> • <i>Experience in the occupation supervised is usually required</i> 			

It is a Bachelors degree and qualifies for PGWP for international students It is in the Look West strategy and highly an in demand field of study for British Columbia.

<p>Direct entry, i.e. within 18 months, for fresh graduates of the POST ---- CapU note</p>	<p>Overeducated</p>	<p>The subjects addressed by the Bachelor of Tourism Management Degree POST and the 52.0903 - Tourism and travel services management CIP code directly connect to occupations associated with the 62022 – Accommodation, travel, tourism and related services supervisors NOC code; however, these occupations are only in the TEER 2 category. A baccalaureate degree is not usually required for TEER 2 positions:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>TEER 2 Occupations that usually require</p> <ul style="list-style-type: none"> a college diploma apprenticeship training of 2 or more years, or supervisory occupations </div> <p>source: Government of Canada URL</p> <p>Do students and alumni of the Bachelor of Tourism Management Degree POST aspire to hold TEER 2 positions that are associated with the 62022 NOC code? Are faculty training baccalaureate students for such occupations? Perhaps jobs and careers associated with this NOC code are more appropriate for alumni of an undergraduate diploma POST.</p>																						
<p>WorkBC: headline NOC code information</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Annual Earnings \$48,728 <small>(i)</small> </div> <div style="text-align: center;">  Training, Education, Experience and Responsibilities College Diploma or Apprenticeship, 2 or more years <small>(i)</small> </div> <div style="text-align: center;">  Job Openings (2025-2035) 300 <small>(i)</small> </div> </div>																							
<p>WorkBC: Labour Market Outlook 2025 - 2035 Forecast</p>	<p><u>Employment 2025</u> 830</p>	<p><u>Job Openings 2025-35</u> 300</p>	<p><u>Expansion 2025-35</u> 70</p>	<p><u>Replacement 2025-35</u> 230</p>																				
<p>WorkBC: High opportunity occupations (HOO) for the NOC</p>	<p>No —</p>																							
<p>Government of Canada, Job Bank: search results for positions in BC</p>	<p>36 results in British Columbia for the 62022 NOC code, excludes student jobs 10 April 2026</p>		<p><u>Positions by hourly pay</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>Min. to \$19.99:</td><td style="text-align: right;">0</td></tr> <tr><td>\$20.00 to \$29.99:</td><td style="text-align: right;">29</td></tr> <tr><td>\$30.00 to \$39.99:</td><td style="text-align: right;">7</td></tr> <tr><td>\$40.00 to \$49.99:</td><td style="text-align: right;">0</td></tr> <tr><td>\$50.00 + :</td><td style="text-align: right;">0</td></tr> </table>	Min. to \$19.99:	0	\$20.00 to \$29.99:	29	\$30.00 to \$39.99:	7	\$40.00 to \$49.99:	0	\$50.00 + :	0	<p><u>Positions by annual pay</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>\$ 20,000 to \$39,999:</td><td style="text-align: right;">7</td></tr> <tr><td>\$ 40,000 to \$59,999:</td><td style="text-align: right;">23</td></tr> <tr><td>\$ 60,000 to \$79,999:</td><td style="text-align: right;">6</td></tr> <tr><td>\$ 80,000 to \$99,999:</td><td style="text-align: right;">0</td></tr> <tr><td>\$100,000 + :</td><td style="text-align: right;">0</td></tr> </table>	\$ 20,000 to \$39,999:	7	\$ 40,000 to \$59,999:	23	\$ 60,000 to \$79,999:	6	\$ 80,000 to \$99,999:	0	\$100,000 + :	0
Min. to \$19.99:	0																							
\$20.00 to \$29.99:	29																							
\$30.00 to \$39.99:	7																							
\$40.00 to \$49.99:	0																							
\$50.00 + :	0																							
\$ 20,000 to \$39,999:	7																							
\$ 40,000 to \$59,999:	23																							
\$ 60,000 to \$79,999:	6																							
\$ 80,000 to \$99,999:	0																							
\$100,000 + :	0																							

<p>Capilano University Program of Study (POST)</p>	<p>Bachelor of Tourism Management Degree POST</p>			
<p>Government of Canada: Classification of Instructional Programs (CIP), Canada 2021 Version 1.0</p>	<p>52.0903 - Tourism and travel services management</p>	<p>CapU note: The Government of Canada has not designated this CIP code as an in-demand field of study.</p>		
<p>Government of Canada: five-digit National Occupation Code (NOC), 2021 Version 1.0</p>	<p>60031 – Accommodation service managers</p>			
<p>Government of Canada: five-digit NOC code description</p>	<p><i>Accommodation service managers plan, organize, direct, control and evaluate the operations of an accommodation establishment or of a department within such an establishment. They are employed by hotels, motels, resorts, student residences and other accommodation establishments, or they may be self-employed.</i></p>			
<p>WorkBC: sample of job titles</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> • Bed and breakfast operator • Guest-house operator • Hotel director • Motel manager • Seasonal resort manager • Tourist home operator </td> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> • Front desk manager - accommodation services • Hotel assistant manager • Hotel manager • Reservations manager • Ski resort manager </td> </tr> </table>		<ul style="list-style-type: none"> • Bed and breakfast operator • Guest-house operator • Hotel director • Motel manager • Seasonal resort manager • Tourist home operator 	<ul style="list-style-type: none"> • Front desk manager - accommodation services • Hotel assistant manager • Hotel manager • Reservations manager • Ski resort manager
<ul style="list-style-type: none"> • Bed and breakfast operator • Guest-house operator • Hotel director • Motel manager • Seasonal resort manager • Tourist home operator 	<ul style="list-style-type: none"> • Front desk manager - accommodation services • Hotel assistant manager • Hotel manager • Reservations manager • Ski resort manager 			
<p>WorkBC: Education, Training, and Skills</p>	<ul style="list-style-type: none"> • <i>A university degree or college diploma in hotel management or other related discipline is usually required for managers employed by hotel chains or large accommodation establishments</i> • <i>Several years of experience within the accommodation industry are usually required and may substitute for formal educational requirements</i> 			
<p>Direct entry, i.e. within 18 months, for fresh graduates of the POST ---- CapU note</p>	<p>Somewhat Strong</p>	<p>The 60031 – Accommodation service managers NOC code is, indeed, associated with <i>managerial</i> positions – see TEER 0, the highest TEER category. However, there are reasons to be optimistic about <i>fresh</i> graduates of the Bachelor of Tourism Management Degree POST securing occupations associated with the 60031 NOC code <i>directly</i> (i.e. within 18 months) after graduating from the POST:</p> <p>A. The subjects addressed by the Bachelor of Tourism Management Degree POST and the 52.0903 - Tourism and travel services management CIP code speak rather directly to occupations associated with the 60031 NOC code. Job titles listed in WorkBC for this NOC code contain a plethora of POST- and CIP-related words, such as “hotel”, “resort”, “guest”, and “tourist”.</p> <p>B. About NOC code 60031 job options, WorkBC states, “[a] university degree or college diploma . . . is usually required”. This implies that POST alumni do and will regularly compete with holders of undergraduate diplomas. As such, a baccalaureate education and credential should prove advantageous.</p> <p>C. Differing from many other TEER 0 NOC codes, WorkBC states the following concerning the 60031 NOC code:</p> <p style="padding-left: 40px;">“Several years of experience within the accommodation industry are usually required and may substitute for formal educational requirements”.</p> <p>If years of experience can act as a <i>substitute</i> for formal education requirements, then it seems logical to presume that formal education may, in certain cases, act as a substitute for years of experience.</p>		

<p>WorkBC: headline NOC code information</p>	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  Annual Earnings \$59,909 </div> <div style="text-align: center;">  Training, Education, Experience and Responsibilities Management </div> <div style="text-align: center;">  Job Openings (2025-2035) 3,000 </div> </div>																							
<p>WorkBC: Labour Market Outlook 2025 - 2035 Forecast</p>	<p><u>Employment 2025</u> 6,960</p>	<p><u>Job Openings 2025-35</u> 3,000</p>	<p><u>Expansion 2025-35</u> 700</p>	<p><u>Replacement 2025-35</u> 2,300</p>																				
<p>WorkBC: High opportunity occupations (HOO) for the NOC</p>	<p>Yes ★</p>	<p>Median Hourly Earnings: \$39.94 Occupational Interest: Enterprising</p>																						
<p>Government of Canada, Job Bank: search results for positions in BC</p>	<p>63 results in British Columbia for the 60031 NOC code, excludes student jobs 9 April 2026</p>		<p><u>Positions by hourly pay</u></p> <table style="margin-left: auto; margin-right: auto;"> <tr><td>Min. to \$19.99:</td><td style="text-align: right;">4</td></tr> <tr><td>\$20.00 to \$29.99:</td><td style="text-align: right;">2</td></tr> <tr><td>\$30.00 to \$39.99:</td><td style="text-align: right;">40</td></tr> <tr><td>\$40.00 to \$49.99:</td><td style="text-align: right;">17</td></tr> <tr><td>\$50.00 + :</td><td style="text-align: right;">0</td></tr> </table>	Min. to \$19.99:	4	\$20.00 to \$29.99:	2	\$30.00 to \$39.99:	40	\$40.00 to \$49.99:	17	\$50.00 + :	0	<p><u>Positions by annual pay</u></p> <table style="margin-left: auto; margin-right: auto;"> <tr><td>\$ 20,000 to \$39,999:</td><td style="text-align: right;">3</td></tr> <tr><td>\$ 40,000 to \$59,999:</td><td style="text-align: right;">14</td></tr> <tr><td>\$ 60,000 to \$79,999:</td><td style="text-align: right;">33</td></tr> <tr><td>\$ 80,000 to \$99,999:</td><td style="text-align: right;">13</td></tr> <tr><td>\$100,000 + :</td><td style="text-align: right;">0</td></tr> </table>	\$ 20,000 to \$39,999:	3	\$ 40,000 to \$59,999:	14	\$ 60,000 to \$79,999:	33	\$ 80,000 to \$99,999:	13	\$100,000 + :	0
Min. to \$19.99:	4																							
\$20.00 to \$29.99:	2																							
\$30.00 to \$39.99:	40																							
\$40.00 to \$49.99:	17																							
\$50.00 + :	0																							
\$ 20,000 to \$39,999:	3																							
\$ 40,000 to \$59,999:	14																							
\$ 60,000 to \$79,999:	33																							
\$ 80,000 to \$99,999:	13																							
\$100,000 + :	0																							

Tourism Management Co-operative Diploma

Program of Study Data Package for Board of Governors

April 2026

Source: CapU Analytics

Chart 1: Applications and Conversion to Registrations and Enrolment

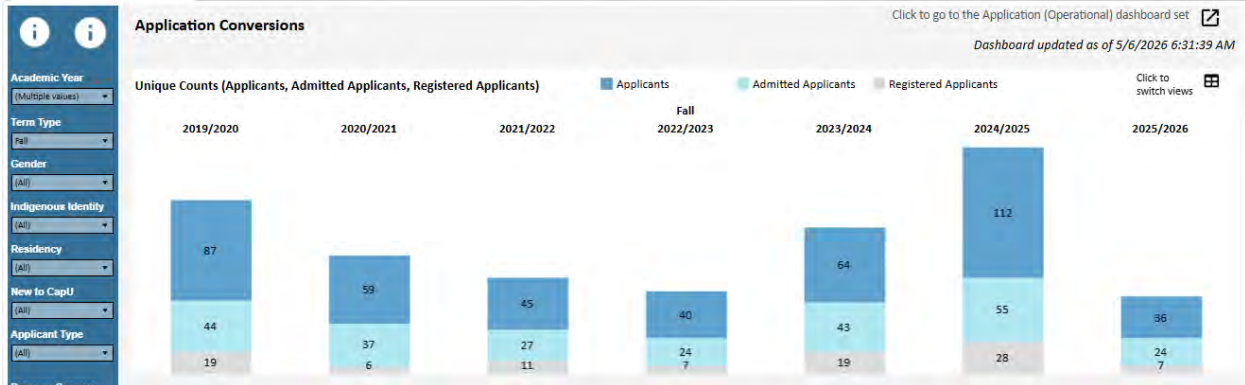


Chart 2: Program Enrolment Trend



Chart 3: Fall-to-Fall Retention



Chart 4: Graduation Count

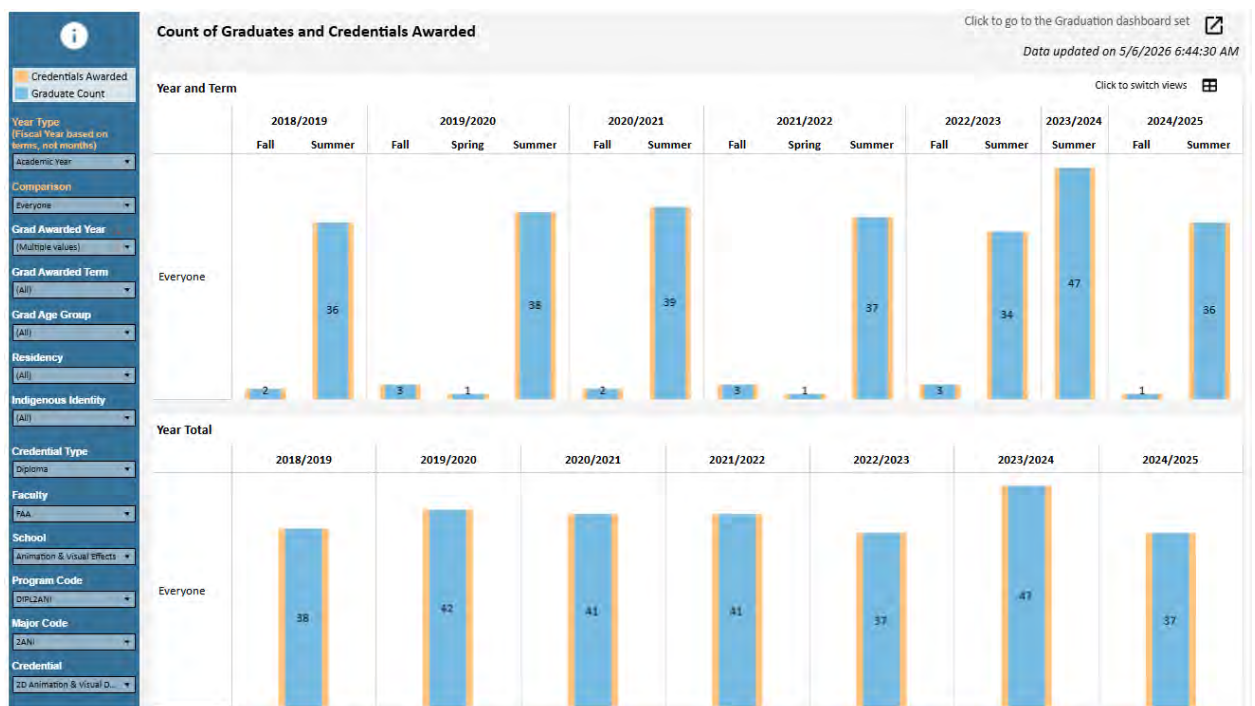


Chart 5: Graduate Outcomes: 2018 – 2025

Data Source: [BC Student Outcomes Surveys](#)

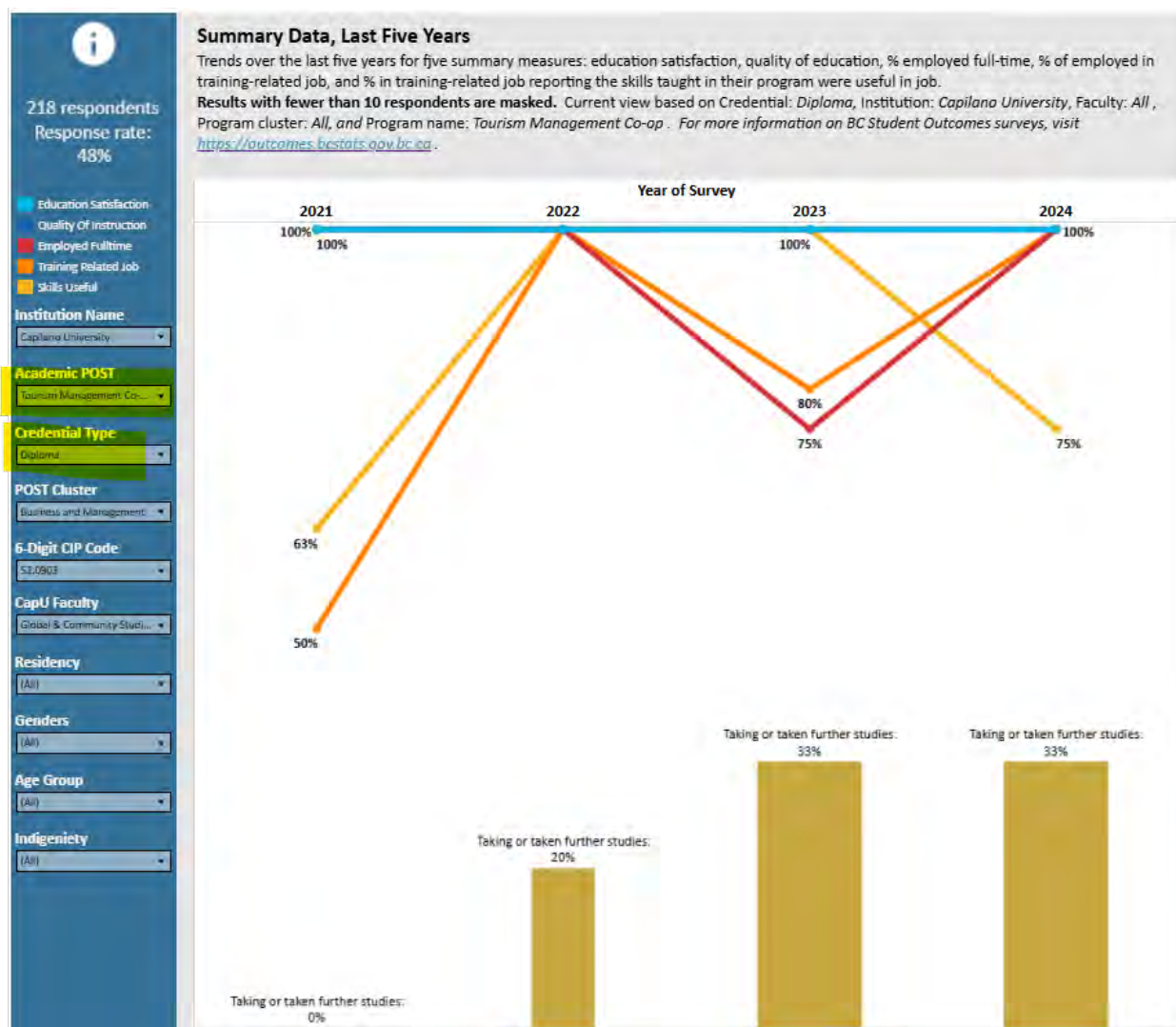
Education Satisfaction

Quality of Instruction




Full-time Employment


Job Related to Credential


Usefulness of Skills Learned



<p>Capilano University Program of Study (POST)</p>	<p>Tourism Management Co-operative Education Diploma POST</p>			
<p>Government of Canada: Classification of Instructional Programs (CIP), Canada 2021 Version 1.0</p>	<p>52.0903 - Tourism and travel services management</p>	<p>CapU note: The Government of Canada has not designated this CIP code as an in-demand field of study.</p>		
<p>Government of Canada: five-digit National Occupation Code (NOC), 2021 Version 1.0</p>	<p>62022 – Accommodation, travel, tourism and related services supervisors</p>			
<p>Government of Canada: five-digit NOC code description</p>	<p><i>Accommodation, travel, tourism and related services supervisors supervise and coordinate the activities of hotel accommodation service clerks, casino workers, reservation clerks and other travel and accommodations workers. They are employed by service establishments throughout the public and private sectors.</i></p>			
<p>WorkBC: sample of job titles</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Airline sales and service agents supervisor • Baggage handler supervisor • Bell captain • Casino pit boss • Casino shift manager • Gaming tables supervisor • Head baggage porter • Hotel clerk supervisor • Lodging house managing supervisor • Night clerk supervisor - hotel • Passenger service coordinator - railway • Railway station clerk supervisor • Reservations supervisor - airline • Reservations supervisor - travel agency • Slot supervisor • Travel clerk supervisor </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Assistant passenger service coordinator - railway • Baggage porter supervisor • Casino dealer supervisor • Casino section head • Customer relations supervisor - casino • Guest service supervisor - casino • Hotel clerk head • Hotel managing supervisor • Motel managing supervisor • Night supervisor - hotel • Pit boss gaming • Reservations supervisor • Reservations supervisor - hotel • Slot machines section head • Tour guide supervisor </td> </tr> </table>		<ul style="list-style-type: none"> • Airline sales and service agents supervisor • Baggage handler supervisor • Bell captain • Casino pit boss • Casino shift manager • Gaming tables supervisor • Head baggage porter • Hotel clerk supervisor • Lodging house managing supervisor • Night clerk supervisor - hotel • Passenger service coordinator - railway • Railway station clerk supervisor • Reservations supervisor - airline • Reservations supervisor - travel agency • Slot supervisor • Travel clerk supervisor 	<ul style="list-style-type: none"> • Assistant passenger service coordinator - railway • Baggage porter supervisor • Casino dealer supervisor • Casino section head • Customer relations supervisor - casino • Guest service supervisor - casino • Hotel clerk head • Hotel managing supervisor • Motel managing supervisor • Night supervisor - hotel • Pit boss gaming • Reservations supervisor • Reservations supervisor - hotel • Slot machines section head • Tour guide supervisor
<ul style="list-style-type: none"> • Airline sales and service agents supervisor • Baggage handler supervisor • Bell captain • Casino pit boss • Casino shift manager • Gaming tables supervisor • Head baggage porter • Hotel clerk supervisor • Lodging house managing supervisor • Night clerk supervisor - hotel • Passenger service coordinator - railway • Railway station clerk supervisor • Reservations supervisor - airline • Reservations supervisor - travel agency • Slot supervisor • Travel clerk supervisor 	<ul style="list-style-type: none"> • Assistant passenger service coordinator - railway • Baggage porter supervisor • Casino dealer supervisor • Casino section head • Customer relations supervisor - casino • Guest service supervisor - casino • Hotel clerk head • Hotel managing supervisor • Motel managing supervisor • Night supervisor - hotel • Pit boss gaming • Reservations supervisor • Reservations supervisor - hotel • Slot machines section head • Tour guide supervisor 			
<p>WorkBC: Education, Training, and Skills</p>	<ul style="list-style-type: none"> • <i>Completion of secondary school is usually required</i> • <i>Completion of college courses related to the area supervised may be required</i> • <i>Experience in the occupation supervised is usually required</i> 			

<p>Direct entry, i.e. within 18 months, for fresh graduates of the POST ---- CapU note</p>	<p>Strong</p>	<p>The subjects addressed by Tourism Management Co-operative Education Diploma POST and the 52.0903 - Tourism and travel services management CIP code directly connect to the TEER 2 occupations associated with the 62022 – Accommodation, travel, tourism and related services supervisors NOC code. Furthermore, the education level and academic credentials obtained via this undergraduate diploma POST appear appropriate for occupations that are in the TEER 2 category:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>TEER 2 Occupations that usually require</p> <ul style="list-style-type: none"> a college diploma apprenticeship training of 2 or more years, or supervisory occupations </div> <p>source: Government of Canada URL</p> <p>In short, it seems that <i>fresh</i> graduates of the Tourism Management Co-operative Education Diploma POST are and will be well-positioned to meet requirements for <i>direct</i> entry into occupations associated with the 62022 NOC code.</p>																						
<p>WorkBC: headline NOC code information</p>	<div style="display: flex; justify-content: space-around; align-items: center; text-align: center;"> <div style="border: 1px solid #ccc; padding: 5px;">  Annual Earnings \$48,728 </div> <div style="border: 1px solid #ccc; padding: 5px;">  Training, Education, Experience and Responsibilities College Diploma or Apprenticeship, 2 or more years </div> <div style="border: 1px solid #ccc; padding: 5px;">  Job Openings (2025-2035) 300 </div> </div>																							
<p>WorkBC: Labour Market Outlook 2025 - 2035 Forecast</p>	<p><u>Employment 2025</u> 830</p>	<p><u>Job Openings 2025-35</u> 300</p>	<p><u>Expansion 2025-35</u> 70</p>	<p><u>Replacement 2025-35</u> 230</p>																				
<p>WorkBC: High opportunity occupations (HOO) for the NOC</p>	<p>No</p>	<p>—</p>																						
<p>Government of Canada, Job Bank: search results for positions in BC</p>	<p>36 results in British Columbia for the 62022 NOC code, excludes student jobs 10 April 2026</p>		<p><u>Positions by hourly pay</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>Min. to \$19.99:</td><td style="text-align: right;">0</td></tr> <tr><td>\$20.00 to \$29.99:</td><td style="text-align: right;">29</td></tr> <tr><td>\$30.00 to \$39.99:</td><td style="text-align: right;">7</td></tr> <tr><td>\$40.00 to \$49.99:</td><td style="text-align: right;">0</td></tr> <tr><td>\$50.00 + :</td><td style="text-align: right;">0</td></tr> </table>	Min. to \$19.99:	0	\$20.00 to \$29.99:	29	\$30.00 to \$39.99:	7	\$40.00 to \$49.99:	0	\$50.00 + :	0	<p><u>Positions by annual pay</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>\$ 20,000 to \$39,999:</td><td style="text-align: right;">7</td></tr> <tr><td>\$ 40,000 to \$59,999:</td><td style="text-align: right;">23</td></tr> <tr><td>\$ 60,000 to \$79,999:</td><td style="text-align: right;">6</td></tr> <tr><td>\$ 80,000 to \$99,999:</td><td style="text-align: right;">0</td></tr> <tr><td>\$100,000 + :</td><td style="text-align: right;">0</td></tr> </table>	\$ 20,000 to \$39,999:	7	\$ 40,000 to \$59,999:	23	\$ 60,000 to \$79,999:	6	\$ 80,000 to \$99,999:	0	\$100,000 + :	0
Min. to \$19.99:	0																							
\$20.00 to \$29.99:	29																							
\$30.00 to \$39.99:	7																							
\$40.00 to \$49.99:	0																							
\$50.00 + :	0																							
\$ 20,000 to \$39,999:	7																							
\$ 40,000 to \$59,999:	23																							
\$ 60,000 to \$79,999:	6																							
\$ 80,000 to \$99,999:	0																							
\$100,000 + :	0																							

<p>Capilano University Program of Study (POST)</p>	<p>Tourism Management Co-operative Education Diploma POST</p>			
<p>Government of Canada: Classification of Instructional Programs (CIP), Canada 2021 Version 1.0</p>	<p>52.0903 - Tourism and travel services management</p>	<p>CapU note: The Government of Canada has not designated this CIP code as an in-demand field of study.</p>		
<p>Government of Canada: five-digit National Occupation Code (NOC), 2021 Version 1.0</p>	<p>12103 – Conference and event planners</p>			
<p>Government of Canada: five-digit NOC code description</p>	<p><i>Conference and event planners plan, organize and coordinate conferences, conventions, meetings, seminars, exhibitions, trade shows, festivals and other events. They are employed by tourism associations, trade and professional associations, convention and conference centres, governments and by conference and event planning companies, or they may be self-employed.</i></p>			
<p>WorkBC: sample of job titles</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Conference and meeting planner • Conference organizer • Conference services officer • Convention coordinator • Convention planning services officer • Event planner • Festival organizer • Meeting planner • Special events coordinator • Special events planner • Trade show organizer </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Conference coordinator • Conference planner • Convention and special events planner • Convention planner • Event coordinator • Exhibition coordinator • Meeting coordinator • Social events coordinator • Special events organizer • Special events program planner • Trade show planner </td> </tr> </table>		<ul style="list-style-type: none"> • Conference and meeting planner • Conference organizer • Conference services officer • Convention coordinator • Convention planning services officer • Event planner • Festival organizer • Meeting planner • Special events coordinator • Special events planner • Trade show organizer 	<ul style="list-style-type: none"> • Conference coordinator • Conference planner • Convention and special events planner • Convention planner • Event coordinator • Exhibition coordinator • Meeting coordinator • Social events coordinator • Special events organizer • Special events program planner • Trade show planner
<ul style="list-style-type: none"> • Conference and meeting planner • Conference organizer • Conference services officer • Convention coordinator • Convention planning services officer • Event planner • Festival organizer • Meeting planner • Special events coordinator • Special events planner • Trade show organizer 	<ul style="list-style-type: none"> • Conference coordinator • Conference planner • Convention and special events planner • Convention planner • Event coordinator • Exhibition coordinator • Meeting coordinator • Social events coordinator • Special events organizer • Special events program planner • Trade show planner 			
<p>WorkBC: Education, Training, and Skills</p>	<p><i>Planners usually need to complete a university degree or college diploma in marketing, sales, business, tourism or hospitality administration. Other training may include:</i></p> <ul style="list-style-type: none"> • <i>Certification relating to the management of special events, meetings or conferences, such as a Certified Meeting Professional (CMP) designation</i> • <i>Marketing, planning or tourism</i> <p><i>Several years of experience in hospitality, tourism administration, public relations or in a comparable position at a conference centre or hotel are usually required and may substitute for formal education requirements (up to two years is preferred in some instances). Additional assets which may benefit individuals include:</i></p> <ul style="list-style-type: none"> • <i>Strong customer service and computer skills</i> • <i>Experience in computer-aided design drawings</i> 			

<p>Direct entry, i.e. within 18 months, for fresh graduates of the POST ---- CapU note</p>	<p>Moderate</p>	<p>Occupations associated with the 12103 – Conference and event planners NOC code are categorized by the Government of Canada as TEER 2 jobs – they do not usually require more than an undergraduate diploma. Yes, Tourism Management Co-operative Education Diploma POST leads to an undergraduate diploma – however, subjects addressed by this POST and the unit-identified 52.0903 - Tourism and travel services management CIP code only moderately connect to occupations associated with the 12103 NOC code.</p> <p>One clear indication of a limited connection is the fact that the Government of Canada lists a different CIP code that has a more direct connection to occupations associated with the 12103 NOC code. See the 52.0907 - Meeting and event planning CIP code.</p> <p>Additionally, in contrast to the 12103 NOC code, the 62022 – Accommodation, travel, tourism and related services supervisors NOC code has a strong connection to subjects addressed by the Tourism Management Co-operative Education Diploma POST and the 52.0903 CIP code.</p> <p>On the WorkBC website, job titles listed for the 12103 NOC code do not appear to be as tourism-focused as job titles listed for the 62022 NOC code. On the Job Bank website, April 2026 job openings in British Columbia for the 12103 NOC code do not appear to be as tourism-focused as April 2026 job openings listed for the 62022 NOC code.</p> <p>For occupations associated with the 12103 NOC code, alumni of the Tourism Management Co-operative Education Diploma POST can expect job competition from individuals who hold academic and/or professional credentials that have a more direct connection to conference and event planning.</p>																						
<p>WorkBC: headline NOC code information</p>																								
<p>WorkBC: Labour Market Outlook 2025 - 2035 Forecast</p>	<p>Employment 2025 3,240</p>	<p>Job Openings 2025-35 1,290</p>	<p>Expansion 2025-35 390</p>	<p>Replacement 2025-35 890</p>																				
<p>WorkBC: High opportunity occupations (HOO) for the NOC</p>	<p>No</p>	<p>—</p>																						
<p>Government of Canada, Job Bank: search results for positions in BC</p>	<p>10 results in British Columbia for the 12103 NOC code, excludes student jobs 15 April 2026</p>		<p>Positions by hourly pay</p> <table border="0"> <tr><td>Min. to \$19.99:</td><td style="text-align: right;">0</td></tr> <tr><td>\$20.00 to \$29.99:</td><td style="text-align: right;">8</td></tr> <tr><td>\$30.00 to \$39.99:</td><td style="text-align: right;">2</td></tr> <tr><td>\$40.00 to \$49.99:</td><td style="text-align: right;">0</td></tr> <tr><td>\$50.00 + :</td><td style="text-align: right;">0</td></tr> </table>	Min. to \$19.99:	0	\$20.00 to \$29.99:	8	\$30.00 to \$39.99:	2	\$40.00 to \$49.99:	0	\$50.00 + :	0	<p>Positions by annual pay</p> <table border="0"> <tr><td>\$ 20,000 to \$39,999:</td><td style="text-align: right;">1</td></tr> <tr><td>\$ 40,000 to \$59,999:</td><td style="text-align: right;">7</td></tr> <tr><td>\$ 60,000 to \$79,999:</td><td style="text-align: right;">2</td></tr> <tr><td>\$ 80,000 to \$99,999:</td><td style="text-align: right;">0</td></tr> <tr><td>\$100,000 + :</td><td style="text-align: right;">0</td></tr> </table>	\$ 20,000 to \$39,999:	1	\$ 40,000 to \$59,999:	7	\$ 60,000 to \$79,999:	2	\$ 80,000 to \$99,999:	0	\$100,000 + :	0
Min. to \$19.99:	0																							
\$20.00 to \$29.99:	8																							
\$30.00 to \$39.99:	2																							
\$40.00 to \$49.99:	0																							
\$50.00 + :	0																							
\$ 20,000 to \$39,999:	1																							
\$ 40,000 to \$59,999:	7																							
\$ 60,000 to \$79,999:	2																							
\$ 80,000 to \$99,999:	0																							
\$100,000 + :	0																							

Data Definitions

Applications and Conversion to Registrations and Enrolment

- **Unique Counts:** The number of distinct individuals associated with each event type (e.g., applications, offers, and registrations). Each person is counted only once per event type per term, regardless of how many times they apply, get offers, or register.

Enrolment Headcount

- **Enrolment Headcount:** The number of unique students enrolled in a program and in at least one academic course (including registered or withdrawn status) during a given academic term or academic year.

Fall-to-Fall Retention

- **Fall-to-Fall Return:** Student return between one Fall term (“Base Term”) and the subsequent Fall term (“Return Term”). Students enrolled in the Base Term are classified into one of three statuses in the Return Term:
 - Returned: Re-enrolled in the Return Term
 - Graduated: Did not return but graduated by the Return Term
 - Non-Return: Neither returned nor graduated by the Return TermBased on these, Return Rates can be calculated in two ways: including graduates (“Return % (with Grad)”) and excluding graduates (“Return % (without Grad)”).
- **Return Level:** The level at which student return is measured. For example, when *Program* is selected as the Return Level, a student must return to the same program as in the Base Term to be classified as “Returned”. Students who did not return but graduated from the same program are counted as “Graduated”, and all other cases are classified as “Non Return”.
- **Comparison Group:** split students based on their demographics in the Base Term (e.g. year level).

Graduation Count

- **Graduate Count:** the number of individuals graduating in a given time period.
- **Credentials Awarded:** the number of credentials awarded by CapU to students in a time period. Because students can graduate from more than one program of study in a given time period, the count of credentials awarded may exceed the grad count for the same time period.



BOARD OF GOVERNORS REPORT

AGENDA ITEM 4.2: Leadership for Indigenous Learners Certificate	
PURPOSE:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Discussion
MEETING DATE: June 12, 2026	
PRESENTER: Lesley Brown, Interim Vice President, Academic & Provost	
APPROVED BY: Jason Dewling, President	

PURPOSE

The purpose of this briefing note is to provide an update to the Board of Governors regarding a recently Senate-approved credential: Leadership for Indigenous Learners Certificate.

BACKGROUND

The Leadership for Indigenous Learners Certificate program was created in partnership with the Squamish Nation to give their students the opportunity to learn individual, team, and organizational leadership skills required to work within the Nation.

Capilano University and the School of Business have a long-standing relationship with the Squamish Nation. The Nation has engaged with the School to design this certificate which will serve their Nation members and employees. Funded by the Squamish Nation, the program will be offered over two terms (3 courses per term). Funding details are established via a signed memorandum of agreement between the two parties.

This program is aligned with Capilano University's commitment to Reconciliation and will serve as a foundation for future developments in service to Indigenous learners.

The certificate was approved by Senate on May 12, 2026.

Attachment

#	Name
1	Leadership for Indigenous Leaders Program Summary

Leadership for Indigenous Learners Certificate

*One page summary based on the Senate approved program package
June 4, 2026*

Summary

This program was created at the request of the Squamish Nation for a Leadership Certificate that will give their students the opportunity to learn the individual, team, and organizational leadership skills required to work within the Nation on upcoming projects and developments that they currently have in the works. They have begun training students with basic leadership skills but would like a broader program to help build on those basics to create work ready leaders in the community. They would like to register thirty-five students per cohort in this program.

Program Learning Outcomes

Upon successful completion of this certificate, graduates will be able to:

1. Identify personal leadership philosophy informed by lived experience and theory
2. Apply leadership philosophy to lead effective teams within an Indigenous context
3. Lead inclusive team environments by applying leadership strategies and frameworks that support diverse perspectives and foster meaningful collaboration
4. Apply effective oral and written communication strategies to communicate ideas, navigate challenging conversations, and coach others
5. Analyze organizational and community systems that influence leadership and decision-making
6. Apply change strategies to implement and sustain change initiatives within an Indigenous context

Required Courses

- BADM 106: Organizational behaviour
- BADM 202: People Management
- BADM 218: Leading teams
- BADM 225: Leading with Emotional Intelligence in the workplace
- BADM 206: Independent study 1
- CMNS 220: Advanced business writing

