

Capilano University

Institutional Accountability Plan and Report 2024-2025

July 2025, approved October 2025



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1. Accountability Statement



Accountability Statement

October 1, 2025
Minister Jessie Sunner
Ministry of Post-Secondary Education and Future Skills
Government of British Columbia

Dear Minister Sunner,

We are pleased to submit Capilano University's (CapU) Institutional Accountability Plan and Report for 2024–2025. Our efforts in implementing Ministry's priorities and ongoing strategic initiatives are outlined in our responses to the Mandate Letter. Our commitment to the learners of the Capilano catchment area are detailed throughout this report.

This commitment is reflected in our continued growth of our Squamish campus—which saw its first intake of students, and hosted its first major university sports event, this year—and in our continued development of innovative programs tied to labour market and societal needs, such as the BA, Major in Writing and Literature and the Bachelor of Environment and Society, both of which are taking applications for their first intake of students. CapU has been developing such new programming steadily over the last several years, and this has likely been a major factor in the surge of domestic students that registered this year in Capilano, the second increase in the last five years and the largest increase in over a decade.

The federal government's changes to international student visas, including changes to post-study work visas, has sharply affected the number of international students attending CapU this year, as it has affected PSIs across the province and country. However, our Centre for International Experience has been active in building international partnerships and augmenting recruitment resources to maximize the pool of remaining persuadable international learners.

CapU has built on its support for work-integrated learning this year, with CapU's activities in this area now being coordinated by the new Work-Integrated Learning Unit. Now students and faculty have a single team to distribute resources and information, as well as promote WIL activities within the CapU community and among the business communities of its catchment area.

CapU has continued to honour its commitments to being a welcoming and safe place for Indigenous students. This year, the Indigenous Education and Affairs team worked steadily with all units at CapU to develop concrete action plans to implement Chénchenstway, a living document outlining the University's commitment to truth and reconciliation.

Yours sincerely,



RJ Wallia
Chair, Board of Governors



Laureen Styles
Interim President and Vice Chancellor





2. Capilano University: Who We Are



Capilano University: Who We Are

Capilano University (CapU) serves the growing populations of the North Shore, the Sea-to-Sky corridor and the lower Sunshine Coast. CapU 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 səliłwətał (Tsleil-Waututh), Shishálh (Sechelt), Skwxwú7mesh, and xʷməθkʷəy̓əm (Musqueam) Nations.

Founded as Capilano College in 1968, Capilano University became a provincially designated, special-purpose teaching university authorized by the *University Act* to offer baccalaureate- and graduate-level degrees in 2008.

Our mandate is to serve the communities of the Capilano College Region, but domestic students at CapU come from all over the Lower Mainland. Our largest international student populations are from East Asia, South America and Western Europe. We are one of the largest employers on the North Shore, with almost 1,500 employees, including over 800 instructors.

Capilano University served 11,009 academic students¹ in the 2024-25 fiscal year, representing 3,775 domestic full-time equivalent (FTE) students and 3,589 international FTEs. International students at the University include citizens of 92 countries. The number of students enrolled in baccalaureate programs grew for the second year in a row (3,863), representing 35% of CapU's headcount, while another 43% were enrolled in two-year programs (associate degrees and diplomas) and 12% in developmental and certificate-type programs.

This fiscal year's 3,775 domestic FTEs represents a remarkable increase, up from 3,473 in the 2023-24 fiscal year to, an increase of over eight per cent. One result of this increase is that CapU's utilization rate has increased from 61% to 67%.² The FTE increase is the first since the 2020-21 fiscal year, when FTEs increased by slightly over one per cent over the previous fiscal year. It is only the second year-over-year increase in domestic FTEs since the 2012-13 fiscal year and the first increase in utilization rate in over ten years.

Highlights for 2024-25

While the 2024-25 year has seen some major challenges, it has also seen significant achievements. These include the increase in domestic FTEs for the 2024-25 fiscal year, mentioned previously. The increase reflects faculty's continued push to develop high-quality, in-demand academic programming, supported by CapU's Office of Academic Initiatives and Planning. In the first four months of 2024, CapU obtained the approval of three more innovative baccalaureate programs, the Bachelor of Environment and Society (Environmental Studies), the Bachelor of Environment and Society (Environmental Sciences) and the Bachelor of Arts with a Major in Creative Writing and Literature.

These new programs join several others that have launched in the last five years, including the Bachelor of Kinesiology, Bachelor of Science – General, Bachelor of Arts with a Major in Psychology, Bachelor of Arts (Honours) with a Major in Psychology, Diploma in Kinesiology, Diploma in Tourism Management International, Interaction Design Diploma, Indigenous Digital Filmmaking Diploma, and the Visual Effects for Film, Streaming & Immersive Media Diploma, along with seven new minors.

In 2024-25, CapU began preparing to launch its Bachelor of Environment and Society degrees. The Environmental Science option provides learners with the scientific and technical skills to develop new ways of doing business and dealing with environmental hazards. The Environment and Society option focuses on the skills supporting the social dialogues needed to foster changes leading to a sustainable society. Over 90 applicants have been admitted for the program, which will begin teaching its first intake of students in September 2025.

The Bachelor of Arts with a Major in Writing and Literature will also welcome its first students in September 2025. The new program, approved by the Ministry in the fiscal year 2024-25, is the only program in B.C. that intentionally integrates literary study and creative writing within a single degree. The program also includes experiential learning and applied components, including practicums, and allows students to specialize in one of two concentrations, Critical and Creative Writing or Literature and Culture. An Indigenous Writer-in-Residence program will host a new visiting writer in the faculty each year. Land-based learning opportunities will connect story with land, and history with culture, so that degree students do more than

¹ 'Academic students' refers to students enrolled in courses and programs of study linked to, or potentially contributing to, academic credentials, and excludes students in Continuing Studies programming. For more details on FTEs, including Continuing Studies (i.e., cost-recovery) FTEs, see Table 7 on page 32.

² 'Utilization rate' is the percentage of domestic FTE enrolment targets a publicly funded post-secondary institute has achieved.



step outside to learn about Indigenous ways of knowing; they are invited to embody them as they analyze, create and form communities.

The BA – Writing and Literature program is a pathway to professional careers in academia, the law, human resources, government and research organizations, and has labour market connections to occupations in teaching, writing and editing, journalism and publishing, and advertising and marketing.

This has also been a busy year for CapU's Office of Indigenous Education and Affairs, with the team led by Director Miranda Huron and Manager Stephanie Merinuk guiding the rollout of CapU's Indigenous framework, Chéhchenstway. The rollout activities, described in more detail in our response to [Priority Three](#) of the Mandate Letter, include discussions with different groups and constituents, resulting in over 70 specific projects across the University. Discussions began shortly after the formal introduction of the living document in the 2023-24 fiscal year and continue as of this writing. Some discussions are ongoing conversations, such as the discussions that began in Summer 2024 between CapU faculty members and representatives from the host nations around building CapU's capacity to maintain the ceremonial obligations of a canoe family.

This fiscal year has also brought with it some difficulties. Although the jump in domestic FTEs is encouraging, there has been a substantial decline in international FTEs of roughly three per cent over the 2023-24 fiscal year. This marks the first decline since the two pandemic years, 2020-21 and 2021-22, although on a much smaller scale. The decline can be attributed to the federal government's changes to student visas, which brought in restrictions to the numbers of visas issued and restrictions upon what programs yield work visas after graduation. These changes have sparked much activity; some aimed at minimizing the impact by finding greater efficiencies and cost savings and others aimed at maximizing recruitment from the remaining pool of persuadable international learners. These activities are outlined in our response to [Priority Two](#) of the Mandate Letter.

Our Programs

Capilano University has several signature programs. These include Animation, Early Childhood Care and Education, Applied Behaviour Analysis, Bachelor of Motion Picture Arts, Bachelor of Tourism Management, Bachelor of Music in Jazz, Bachelor of Legal Studies, Bachelor of Music Therapy and Canada's only Indigenous Digital Filmmaking program. These programs offer unique and industry-relevant educational experiences that attract students from across Western Canada and beyond.

Our University One for Indigenous Learners Certificate program is particularly important, providing critical bridging support for Indigenous learners to meet the academic demands of university. This helps address systemic barriers that may prevent Indigenous learners from pursuing advanced education. We continue to provide Elder support for the program and support the Indigenous-focused Adult Basic Education program (ABE) at our [kálaḡ-ay](#) | Sunshine Coast campus. The [kálaḡ-ay](#) | Sunshine Coast campus also saw the Pathways to Higher Learning programming continue in its fourth year, in partnership with the shíshálh (Sechelt) Nation.

These are part of the 104 academic programs that CapU offered in 2024-25. These programs range from standalone courses for film and television technicians to post-baccalaureate programs in applied behaviour analysis focusing on autism. The programs span five faculties and 19 schools, and include 16 bachelor's degrees, seven minors and eight post-baccalaureate programs.



Quality Assurance and Program Development

The Office of Academic Initiatives and Planning (AIP) is responsible for leading and supporting university-wide academic quality assurance activities and strategic initiatives central to the ongoing expansion and renewal of our academic programs. AIP's portfolio includes program development, assessment and review, as established in university policies and procedures and in alignment with external accountability requirements.

Capilano University's policies and procedures abide by the principles and standards of the University Act, the Ministry of Post Secondary Education and Future Skills and its Degree Quality Assessment Board, the Capilano University Board of Governors and the Capilano University Senate.

CapU received exempt status at the baccalaureate level in Fall 2023 and completed its most recent Quality Assurance Process Audit process in Fall 2022. The [summary report for the audit](#) can be read on CapU's public website. The 2023-24 academic year marked the start of CapU's current program review process. Program review at CapU is aligned with the university's annual assessment and cyclical review activities.



3. Strategic Direction



Envisioning 2030: A Strategic Plan Inspired by Imagination

At the beginning of 2019, Capilano University began a year of discussion, debate and dialogue among students, administration, faculty and community members to understand how best to align our purpose, vision and values with the conditions and challenges of the coming decade. The result of this collaborative process is a new ten-year strategic plan, *Envisioning 2030*.

The new plan calls for the University to cultivate life-enhancing learning experiences in diverse and inclusive environments. CapU programs proactively respond to a rapidly evolving world by sharing and creating relevant knowledge and timely skill development opportunities. The University is committed to partnering and working with our communities for the greater good and generations to come.

Our Vision

We transform the lives of learners, employees and communities with experiences and engagement opportunities to actualize their passion and potential. We are a dynamic and accountable place of thought and action that inspires imagination, prioritizes health and well-being, and positively contributes to people and the planet.

Our Purpose

At Capilano University, we cultivate life-enhancing learning experiences in diverse and inclusive environments. Our programs proactively respond to our fast-evolving world by sharing and creating relevant knowledge and timely skill development opportunities. We are committed to partnering and working with our communities for the greater good and for generations to come.

In our journey to grow, lead and innovate, we will embrace imagination as a foundational capability to discover new and better approaches to what we do. We will continuously reflect and learn from our decisions and achievements to effectively advance our commitment to co-create a distinct university experience. In this way, we will improve learning and research opportunities and the health and well-being of learners and employees.

Our Values

- Innovation as a result of curiosity and imagination
- Commitment to Truth and Reconciliation, Indigenization and decolonizing approaches
- Collaboration, authenticity and belonging
- Health and well-being as a cornerstone of our culture
- Transparency and honesty in everything we do
- Sustainable actions towards a better place for our descendants

Envisioning 2030 Goals

In a world of accelerating change, CapU must become increasingly agile to continue in its relevance and purpose. To achieve this, University leaders will focus their efforts on three key components of *Envisioning 2030*: Imagination, Distinct University Experience and Community.

The synergy between the transformative power of imagination and engagement with our communities will allow us to co-create a distinct university experience for our learners, employees and communities. By enhancing what we mean by the CapU experience, we are positioned to achieve better levels of health and well-being for all, further elevating our status as one of the most appealing places to work in the region. The relations among these plan components are illustrated in the figure below. The full plan, including specific action priorities, can be found at [Envisioning 2030](#). A summary version is [here](#).



Imagination—?A?ITUT (“Have Dreams”)

Imagination stimulates our thinking, ideas and appreciation of new realities beyond our immediate experience. It provides a limitless sense of freedom, as assumptions are challenged when we are open and collaborating with each other. At Capilano University, imagination is seen as an individual and collective ability that enables continuous growth.

Imagination carries us through an exciting journey where possibilities become reality.

Goal 1: Learners, employees, alumni and communities embrace imagination as the foundational driver of positive change and innovation

Goal 2: Use imagination to drive CapU’s digital transformation

Community

CapU’s local mandate is to serve the North Shore, the Sea-to-Sky corridor and the Sunshine Coast, home of five First Nations traditional and unceded territories. Surrounded and shaped by nature, this region, with its vibrant and growing communities, presents simultaneous opportunities and challenges. In the years to come, we will commit time and resources to reducing the boundaries that have separated the University from the communities it serves, collaboratively closing the space between to improve our relationships and service through engagement, relevant programming and effective problem-solving.

Goal 1: Identify and implement novel approaches to build closer connections and engagement with the communities we serve

Goal 2: Imagine and develop sustainable actions to minimize our ecological footprint

Goal 3: Instil a culture of equity, diversity and inclusion in all our operations and outreach

Distinct University Experience

An exciting synergy between imaginative approaches to everything we do and deepened engagement with our communities will enable Capilano University to deliver a valuable, relevant and distinct university experience. Innovative educational approaches, relevant programming, collaborative community projects, and creative physical and virtual spaces will contribute to a culture of health and well-being. Supported by ground-breaking processes and new financial support, we will change the ways in which we relate to people, knowledge and resources.

Goal 1: Collaboratively instil a new CapU culture around the set of values outlined in the 2020–2030 Plan

Goal 2: Provide learners with imaginative, unique and life-enhancing learning experiences that give them the opportunity to actualize their passion and potential

Goal 3: Fulfil Capilano University’s health and wellness commitments as outlined in the Okanagan Charter

Goal 4: Indigenize and decolonize education and campuses, including First Nations language, culture and knowledge

Goal 5: Implement CapU’s Campus Master Plan

Goal 6: Instil a culture of reflective practice and continuous improvement for learners and employees



Other Major Plans

In addition to the Strategic Plan, CapU's development over the last year has been guided by several foundational planning documents. *Illuminating 2030* guides CapU's academic planning, and the *Internationalization Plan* outlines our priorities and goals for international education. In addition, planning efforts are guided by the *Campus Master Plan*; [Chéichenstway](#); *People Plan*; and the annual integrated planning efforts.

Illuminating 2030 Academic Plan

Capilano University's ten-year academic plan, *Illuminating 2030*, articulates our evolving commitment to learners, communities, knowledge development and knowledge sharing. The plan, approved in February 2021, serves to create a shared understanding of academic directions and provides guidance to other CapU plans and our annual integrated planning activities. The full *Illuminating 2030* can be found on the [CapU website](#), along with a [plan summary](#).

Illuminating 2030 has emerged respectful of our regional context on the unceded territories of the səliłwətał (Tsleil-Waututh), Shíshálh (Sechelt), Skwxwú7mesh (Squamish), and xʷməθkʷəy̓əm (Musqueam) Nations and our commitment to Indigenization and decolonization of our practices and programming. We recognize that engagement with local territorial rights holders and community partners is key to enhancing the well-being of diverse communities.

Guided by *Envisioning 2030*'s commitment to transformative learning experiences, *Illuminating 2030* values the creation of rich opportunities for the learning and unlearning that precedes new learning. Appreciating learners as imaginative co-participants and co-creators of their educational experience and future paths is central to our thinking. Within the context of the plan, transformative learning is conceived as the creation of opportunities for fundamental change that occurs through examination, reflection, and questioning mindsets. This can shift how learners see themselves in relation to the interconnected structures of the world (e.g., built environment, nature, relationships, and the societal interplay of beliefs).

In setting forth the University's academic direction for the decade ahead, the plan will inform the types of learning opportunities and academic contributions that we will foster, as well as how we will cultivate imaginative and transformative learning.

In the three sections that follow, our desired academic future is described. Initial actions for the next two to five years are identified to enable us to begin delivering on the plan's priorities. We focus on *Where We Are: Community*; *Who We Are: Imagination*; and *What Learning Looks Like: Distinct University Experience*. The University's departments, academic offices and centres, faculties and associated academic units will collaborate on the development and prioritization of actions and identification of actions still to be imagined, through our annual integrated planning activities and academic governance and decision making.

Where We Are: Community

Inspired by imagination, we thrive in the intersections and possibilities that lie between land and sea, forest and city, urban and rural, theory and application, learning and making, knowledge and action, learners and communities. Our community-engaged learning, teaching, creative activity, research and scholarship take place throughout British Columbia's Howe Sound region and beyond, in collaboration with local and global partners.

We believe in the foundational importance of:

- Reciprocity and mutually beneficial learning through dialogue
- The exchange of knowledge and resources for the health and well-being of our learners, our communities and the land
- Taking actions for a sustainable healthy planet

Inspired by our community college origins, our diverse learners and community partners connect us to local and global networks and opportunities for the reciprocal exchange and development of ideas, knowledge, and skills.

We believe learning is grounded in our connections to the planet, people and place. The University's virtual platforms and its physical locations on the North Shore, the Sunshine Coast and in the Sea-to-Sky corridor combine as places of learning, rediscovery, sharing, and mobilizing knowledge. As an inquiry-based learning community, we co-create possible approaches and solutions in response to local and global concerns, questions and challenges in collaboration with campus and community partners.

Who We Are: Imagination

Thoughtfully adopting land- and place-based learning practices will inform academic programming, learning



opportunities, creative activity, research and scholarship in the decade ahead. Drawing on the diverse bodies of knowledge and skills embedded across the University and attending to potential regional applications, we will participate in imagining and co-creating a more equitable and sustainable future for all people and the planet.

We are a collaborative university committed to community-engaged learning. With a purposeful blend of engaged learning approaches, including experiential learning and work-integrated learning, we are situated for impact. Through the creativity and ingenuity of learners, faculty, the University community and external partners, we collaborate to address key concepts and the pressing issues of our time, and to imagine new futures through established and emerging bodies of knowledge.

Imagining, reimagining, creating and sharing extends to Capilano University's participation in the global open education movement. Through our teaching, learning, scholarship, research and creative activity, we will contribute to the democratization and acceleration of knowledge development and mobilization.

Imagining new ways of being and doing in community is paralleled by our commitment to community-based action and research. Learning through reflecting, imagining and doing will provide opportunities for learners to generate compelling evidence of their critical abilities to think and act through the knowledge, skills and experiences acquired during their studies.

This commitment to learning through reflecting and doing extends to the University as a whole. In addition to the specific disciplinary and professional expertise of the wider university community, we draw on a growing body of scholarly work and research, inviting learners and faculty to attend to imagination in education to expand an individual and collective sense of what is possible.

What Learning Looks Like: Distinct University Experience

To contribute as a university in an era of profound societal, cultural and global challenges and opportunities, we are dedicated to renewal and reinvention. Our social and environmental responsibilities extend to a climate in crisis, reconciliation with Indigenous Peoples, honouring diversity, addressing inequities, and thriving amid rapid technological change and disruption.

Evolving a university ecosystem characterized by regional engagement and opportunities for transformative learning

will entail reimagining our credential architecture. Review, renewal and redesign of our credentials will involve expanding learning options, including the expansion of flexible program pathways. We will increase opportunities to combine different fields of study to ensure that learners can pose timely complex questions for investigation and exploration from diverse perspectives.

In turn, we will strengthen our approach to prior learning recognition and competency assessments, which will increase learner access to programs and accelerate time to completion.

Alongside the University community, learners will be invited to engage as emerging knowledge mobilizers and makers. Their experiences will be influenced by land- and place-based learning, Indigenous world views, and ways of knowing in their academic and creative work. In turn, these approaches will also guide development and renewal of academic programming and learning opportunities. This will include expanded community engaged programs, which will incorporate thoughtfully scaffolded experiential and work-integrated learning opportunities.

Ché̓nchenstway

This year, CapU introduced [Ché̓nchenstway](#), a living document that guides the University's continued commitment and progress towards reconciliation. The name [Ché̓nchenstway](#) was gifted to the University by the Skwxwú7mesh (Squamish) Elder Latash, Maurice Nahanee, and means 'to support and respect each other and to work together with a light heart that lifts everyone up to get the work done' in the Skwxwú7mesh language.

[Ché̓nchenstway](#) is shaped by CapU's commitment as a canoe family, which began with the carving of the canoe Skw'cháys by Skwxwú7mesh carvers Ses siyam and Xats'alanexw siyam in the winter of 2019.

Work on [Ché̓nchenstway](#) has been going on since 2021, largely under the guidance of the Office of Indigenous Education and Affairs (IEA) and the Elders of CapU. The IEA team, led by its director, Miranda Huron, invited University learners and employees to imagine what decolonization and Indigenization could look like at CapU, beginning a six-months conversation that elevated the voices of Indigenous learners and students, local host nations, CapU staff, academic units and members of CapU's five faculties. The host nations consulted included Líl'wat, xʷməθkʷəy̓əm (Musqueam), shíshálh (Sechelt),

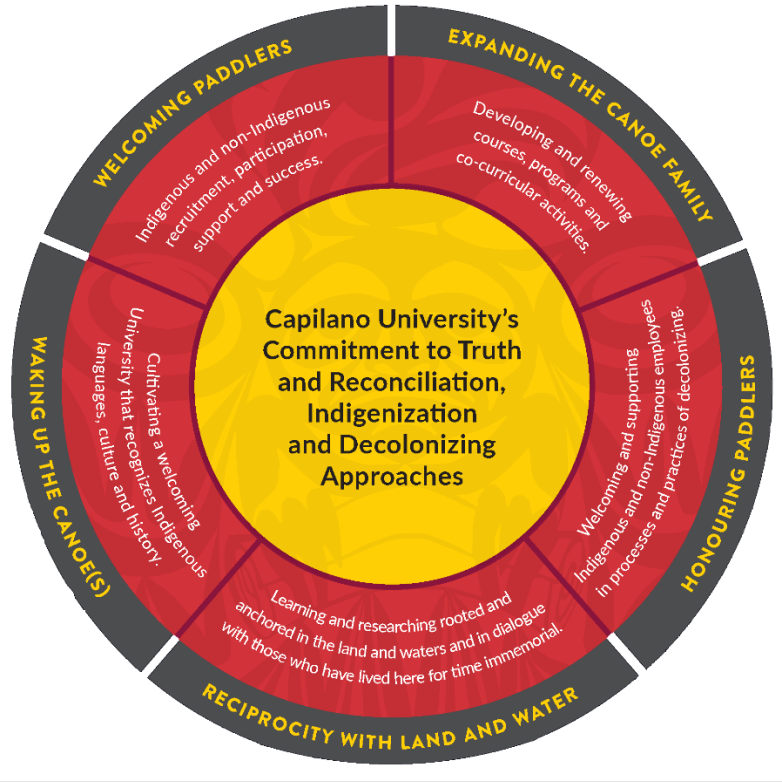


Skwxwú7mesh, Səlílwətaʔ/Selilwitulh (Tsleil-Waututh) and Métis.

These initial discussions allowed the IEA team to map out aspirations and actions to advance reconciliation through Indigenous education and Indigenization and decolonizing approaches. This mapping was developed further under the leadership of Micki McCartney, acting director of IEA while the dialogue continued with multiple community members from across CapU's catchment. Dialogue was also facilitated by Donna Cole, Capilano Students' Union director of Indigenous initiatives.

The culmination of the extensive consultation resulted in a framework with the following five themes. Each theme is paired with a specific goal and a set of actions, including their respective intersections with *Illuminating 2030*.

- Welcoming Paddlers
- Honouring Paddlers
- Waking Up the Canoe(s)
- Expanding the Canoe Family
- Reciprocity with Land and Water



Purpose

Capilano University is committed to decolonizing education at our campuses and learning locations, and to including First Nations language, culture and knowledge. This document guides the University in supporting Indigenous ways of knowing and strengthening its relationship with host nations and Métis. It also aligns the University's actions with its overall goals and those of the Ministry of Post-Secondary Education and Future Skills related to truth and reconciliation.

Canoe Family

At CapU, each person is part of a canoe family—whether as a learner or alumni, staff or faculty member, administrator or community partner. All are paddling together towards healing, understanding and learning. This framework is built on the insights gathered from talking with members of our canoe family, including Indigenous learners and employees, Capilano Students' Union, Capilano Faculty Association and host nations and Métis.

Welcoming Paddlers

- Guided by specific definitions of key related terms that centre and privilege Indigenous dignity, increase the number of Indigenous representations in faculty, learners, Elders and youth.
- Develop and offer relevant Indigenous learner supports and services including bursaries, internships and scholarships along with enhanced work-integrated learning opportunities.
- Plan and implement ongoing awareness and education to address anti-Indigenous racism.

Honouring Paddlers

- As part of the *People Plan*, create a plan for Indigenous recruitment, hiring, compensation and retention, including equity, diversity and inclusion (EDI) practices. Provide an onboarding session for every new employee that outlines efforts to decolonize the University.
- Implement supports and resources for Indigenous learners, employees, youth, women, two-spirit, CapU and Community Elders, host nations and Métis reflective of reciprocity and mutuality in community, learning and development that enable contributions to Indigenous Education Circles.
- Celebrate and showcase successful Indigenous learners and alumni to inspire others.

Waking Up the Canoe(s)

- Establish protocols and engagement processes to develop relationships with CapU Elders and for the use of Indigenous language and signage on campus and online. This process incorporates an Indigenous arts purchase plan, including Coast Salish and Métis art, with the guidance of an Indigenous Education Circle to promote the expression of Indigenous identity within our campuses. CapU encourages a permanent presence on campus of Indigenous artists.
- Develop a capital plan and timeline to build a canoe house(s).
- Explore appropriate ways to honour Chief Joe Capilano.

Expanding The Canoe Family

- Collaborate with local host nations and Métis on an annually updated community needs and aspirations assessment that informs short- and long-term programming and learner supports as we undertake dialogue and processes to establish model(s) for

increasing Indigenous participation and representation.

- Enhance Indigenous learner access to academic programs, including Indigenous universities and colleges, through community-based programs, laddering programs and pathway agreements. Also, review Cap Core learning outcomes for expanded opportunities to embed Indigenous ways of knowing.
- Guided by a land- and water-based learning framework, develop regular and high-flex courses for Indigenous and non-Indigenous learners to improve understanding of Indigenous history and culture, establish connections with Indigenous collaborators and develop relationships, including an Indigenous Studies course.
- Explore options for an academic department such as Critical Indigenous Studies, Indigenous Leadership Studies and a Centre for Indigenous Studies & Well-being.
- Create and sustain teaching and learning formative supports and strategies with Indigenization of courses/curriculum, Indigenous knowledge, decolonizing practices and Skw'cháys (canoe) cultural programming for learners and employees.
- Establish and maintain partnership and applied research agreements as desired by host nations and the Métis.

Reciprocity With Land and Water

- Develop and establish protocols, guiding principles, policies and procedures for respectful engagement and community-based research projects conducted with host nations and Métis, inclusive of Indigenous knowledge and cultural artifacts.
- Encourage research and learning grounded in ancestral, contemporary tools and OCAP (Ownership, Control, Access, Possession) training modules, offering courses on leadership to address systemic injustices, and integrating Indigenous perspectives into modern academia and using culturally reflective classrooms with private meeting spaces for Indigenous learners. Ensure the development of guidebooks and resources for faculty and student researchers partaking in community-based projects.
- Establish adjunct faculty positions that will enable Indigenous entrepreneurs, Elders and scholars with specific areas of knowledge/expertise to co-teach in our courses and to provide insights around how First Nations culture and language fit into modern academia and vice versa.



Internationalization Plan

The *Internationalization Plan 2021* is the first internationalization plan for Capilano University. It maps out a journey to be engaged, relevant and globally progressive. It will help us fulfil our commitments to transformative and community-engaged learning at a local and global level and achieve our purpose of positively contributing to people and the planet. Building on the *Envisioning 2030* themes of imagination, community, and a distinct university experience, with health and well-being at the core, this plan identifies a range of strategies and actions that respond to a fast-evolving world, and can help us build a prosperous, connected and resilient future.

Themes and Vision of the Internationalization Plan

Although CapU's *Internationalization Plan* must fulfil an array of needs and intersects many areas of operations, the *Envisioning 2030* goal of enabling imagination for positive change and innovation in our University resonates closely with the opportunity and promise of internationalization. The engagement of our entire University and wider communities in global affairs and global activities can contribute to a freedom of thought, broadening of perspectives and investigation of globally advanced practices in teaching, research, student success, health and well-being and other factors that constitute our purpose. This knowledge and these experiences can help us reflect, imagine and identify new opportunities and contribute to our communities through a truly distinct and transformational university experience.

With an internationalization vision of enabling imagination through a globally engaged university, we will help fulfil goals of a distinct university experience and a strong community connection for learning and living, while helping us fulfil the health and well-being needs of our international and university-wide community. We will accomplish this vision by ensuring all initiatives and actions align with the principles for internationalization we collectively identified in the process of building this plan. These principles are:

- Achieving high-quality standards and high-quality experiences
- Ensuring integrity in what we promise and what we deliver
- Contributing to a healing planet
- Achieving equity, diversity, and inclusion for, and amongst, our global learners
- Ensuring well-being of learners and employees
- Generating innovative global practices to learn and grow as an institution
- Contributing to our local and global communities
- Ensuring sustainable actions in all facets of international education

The key ingredients of the internationalization plan are outlined below. The full plan can be [downloaded](#).

Imagination

- Global Engagement of University Global Collaborations in Education and Industry
- Transformative Project Experiences
- Global Enterprises
- Global Recognition
- Contributions to People and the Planet

Community

- Global Community Network
- Dynamic and Diverse Global Study Experiences
- Connections to Cultural Communities



Health and Well-being

- Effective Transition
- Assured Learning Success
- Supporting Teachers and International Learners
- Assessment and Continuous Improvement

Distinct University Experience

- Diverse and Resilient Global Enrolment
- Intercultural learning
- Globally Progressive Practices and Programs
- Interculturalization

Campus Master Plan

Capilano University's *Campus Master Plan* for the North Vancouver campus is shaped by aspirations embedded in the plan's Future Campus Statement. Capilano University is inspired by nature and honours the spirit of the surrounding forest and mountains. CapU locations respect the history of the First Nations relationship to these lands and celebrates their continued presence here.

The main campus' physical form assists CapU to deliver on its academic mission. It responds to the context of the Pacific Northwest, and the built form integrates seamlessly into the lush surrounding landscape. The campus is highly walkable, connected year-round and is welcoming and accessible to all. The campus is a lab with outdoor classrooms and learning opportunities that help to embody a commitment to sustainability and wellness and enhance the academic experience.

Helping to animate this vision are seven key principles. The first two support the *Community* component of *Envisioning 2030*, the next three support the *Distinctive Experiences* component, while the last three support *Envisioning 2030*'s emphasis on health and wellness. One principle, preserving natural areas, supports both the provision of distinctive experiences and the promotion of health and well-being.

Collaboration: Capilano University has strong connections to its surrounding neighbours, businesses and other institutions and is an engaged participant of the community. Strategic partnerships are explored to help enable new development.

Academic Community: Capilano University honours local Indigenous communities and actively works to incorporate Indigenous values and heritage into its physical places.

Initiatives such as the provision of places for ceremony and gathering, and highly visible Indigenous place-naming embody a commitment to reconciliation and respect for Indigenous culture.

Academic Priorities: CapU campuses and locations are places of pedagogy. Buildings, open spaces, paths and interior spaces support experiential learning, the pursuit of academic excellence and a rewarding academic experience.

Accessibility: Locations are accessible to all. The physical campus provides a space that breaks down physical, economic, social and cultural barriers. CapU provides a

sense of welcome for the internal and external community through physical spaces that enhance a feeling of security and well-being.

Natural Areas: The natural areas on and around the main campus are one of Capilano University's and North Vancouver's greatest assets. Future interventions respect and enhance the natural heritage, biodiversity and functioning of natural systems, and seek to retain the feeling of being a "campus in the forest".

Wellness: Capilano University takes a comprehensive and holistic approach to wellness on campus, considering wellness through a social, environmental, economic and cultural lens. Health and vitality are supported on the main campus by through-paths for active modes of transportation, places for socialization and connection, access to conserved natural and cultural heritage, and other initiatives.

Sustainability and Resilience: Sustainability is a core value of Capilano University, and its physical spaces embody this value. Future development of buildings, open spaces and movement networks on campus embody sustainable best practice and provide opportunities for pedagogy. Future development is resilient and able to adapt to potential hazards and long-term change, including changes in climate, demographics, technology, the economy and other areas.

This leads to four core priorities: reinforce and protect existing green spaces, strengthen the north part of the main campus as a centre of animation, strengthen the quality of the existing public realm and prioritize pedestrians. These priorities are made concrete through three planning frameworks. The frameworks, their goals, action areas and implementation targets are described in detail in [the full plan, available here](#).

People Plan

Purpose

The *People Plan* provides a roadmap for Capilano University's people, culture and diversity journey into 2030. It is important to recognize that while the University's people, culture and diversity department is the custodian of the plan, the ability to move this plan forward is reliant on the work and activities of all employees at CapU.



At its core, the *People Plan* and its five pillars of employee engagement support the values, goals and strategic priorities in both *Envisioning 2030* and *Illuminating 2030*, and it commits the University to a set of actions over three years. By listening to all employees at CapU, we will work together to determine the best strategies to achieve the successful outcomes put forth in this plan.

To everyone who works at CapU, the *People Plan* represents the University's commitment to support all employees to create a distinct university experience for all learners.

The Five Pillars of Employee Engagement at CapU

The *People Plan* will focus its priorities and actions on the following five essential pillars of employee engagement.

PILLAR 1	PILLAR 2	PILLAR 3	PILLAR 4	PILLAR 5
Trust in the University	Positive Work Environment	Meaningful Work	Growth Opportunities	Great Leadership
<p>CapU will deepen employee trust in the University by:</p> <ul style="list-style-type: none"> communicating in a transparent and honest manner aligning the University's actions with its values in everything we do continuously investing in the employees who work at CapU 	<p>CapU will ensure employees experience a positive work environment by:</p> <ul style="list-style-type: none"> promoting and supporting health and wellness initiatives and sustainable practices improving the comfort and functionality of physical workspaces creating a culture of recognition weaving EDI and a commitment to Truth and Reconciliation into the foundation of everything we do 	<p>CapU will prioritize creating meaningful work for employees by:</p> <ul style="list-style-type: none"> encouraging autonomy, imagination, continuous learning and empowering of teams placing best fit candidates in best fit roles promoting healthy work-life rhythm 	<p>CapU will enhance employee opportunities for growth by:</p> <ul style="list-style-type: none"> investing in training and on-the-job support establishing succession and development planning offering diverse learning and development opportunities 	<p>CapU will strive to develop great leadership throughout the University by:</p> <ul style="list-style-type: none"> encouraging continuous learning through professional development opportunities creating a culture of curiosity, imagination and reflective practice developing a modern and agile performance management program

Details of the People Plan can be found [here](#).

Other Initiatives

Squamish Campus

In Summer 2023, CapU's ability to provide quality post-secondary education to residents of the CapU catchment underwent a major development. Supported by a \$48 million grant from the provincial government, CapU was able to purchase an 18-acre, purpose-built campus in Squamish. This will serve the 24,000 residents of Squamish, and many more communities along the Sea-to-Sky Corridor.

The overall enrolment for Year One was light but not surprising given the late announcements of housing and limited launch of programs. Forty-five students enrolled in the Fall 2024 term. This grew to 61 students in Spring 2025, 29 of whom were new to the Squamish campus. As of the writing of this report, 29 students are registered for Summer 2025, three of whom are new to the campus.

Three summer intensive destination programs were piloted on campus in Summer 2025. Summer intensives are rich learning experiences designed to allow individuals to immerse themselves in specific subjects within a condensed timeframe, useful for those who want to get ahead or upskill quickly. The programs are:

- Environmental stewardship and responsible tourism
- Learn to code
- Environmental field studies

Fall 2025 will see a full launch of programs on campus including:

- Adult Basic Education (upgrading and university preparation)
- Bachelor of Interdisciplinary Studies
- Education Assistant Certificate
- Bachelor of Environment and Society (Environmental Studies)
- Kinesiology Diploma
- Sustainable Economics Certificate
- Tourism Management Co-operative Education Diploma.

By Fall 2025, the restaurant on campus will re-open in full under the new name, Routes Eatery. The restaurant is an important resource to the community and campus, and its

name refers to both the region's many spectacular hiking trails as well as the paths leading from education to careers

Campus and community

The soft launch of 2024-25 has encouraged ongoing community engagement and opened facilities to community use and knowledge transfer. The campus hosted its first conference in February 2025, bringing to Squamish over 150 practitioners and faculty in the field of early childhood care and education from around BC. In partnership with the Squamish Chamber of Squamish, CapU Squamish hosted two youth entrepreneur events in the 2024-25 academic year. These events brought together business community mentors, senior high school students, and CapU faculty.

The new campus is supported by both the District of Squamish and the Sḵw̱x̱wú7mesh Úxwumixw (Squamish Nation). "We are pleased to support the return of in-person learning to the District of Squamish. The new campus will provide opportunities for our youth in Squamish to seek post-secondary education close to home," said Sxwíxwtn (Wilson Williams), a spokesperson for the Sḵw̱x̱wú7mesh Úxwumixw, shortly after the official announcement of CapU's acquisition.

Since the official announcement of the return to Squamish, CapU has signed several Memorandums of Understanding (MOUs) with local government and community groups. The MOUs allow CapU to coordinate with community leaders in both Squamish and Whistler, not only to address community education needs but also to foster community-based applied research throughout the Sea-to-Sky region.

A MOU was signed with the Whistler Film Festival Society in Spring 2025 in support of the Sea-To-Sky film industry and the Faculty of Fine and Applied Arts. In January 2024, CapU entered a MOU with the Sea-to-Sky School District (SD #48). The MOU formalizes their shared commitment to advance opportunities for learners in the Sea-to-Sky corridor, further enhancing the ability of CapU to provide Squamish-area learners with quality education through the new campus. MOUs related to the Squamish campus have also been signed with the District of Squamish and the Whistler Institute last year. As part of the MOU with the District of Squamish, CapU's faculty and administrators serve on several committees of the district.

During Summer 2024, CapU installed a FIFA-grade turf field at its new campus in Squamish. The turf field



replaced the existing soccer field and has been designed to meet the certification standards required for professional-level play. In November 2024, the field was christened when CapU Squamish hosted the [2024 Canadian Collegiate Athletic Association \(CCAA\) Women's Soccer National Championship](#), featuring eight teams coming from as far afield as Halifax, including CapU's own Blues squad. The tournament brought together a total of 236 athletes, coaches and administrators, and entertained roughly 500 spectators. The event was such a success that CapU was a recipient for the 2025 CCAA Innovation Award in recognition for its "exceptional and forward-thinking [event] execution".

Work-Integrated Learning Unit

Built on the resources and community partnerships developed with the support of provincial funding in 2021-22, the [Work-Integrated \(WIL\) Learning](#) Unit made its debut at CapU in the 2022-23 fiscal year as WIL Co-Lab, and began to build opportunities for students, faculty and community partners to engage in experiential and work-integrated learning. Last year the WIL Co-Lab upgraded its ability to provide WIL experiences by hiring a manager in Spring 2024. This fiscal year saw the work of that senior manager and other senior administrators build the group into a full administrative team, the Work-Integrated Learning Unit.

The WIL unit works to support curricular work-integrated learning engagement across the university and focuses on the following long-term goals:

- To identify structural solutions and new revenue streams that lead to a sustainable alignment between academic coursework, program learning outcomes, and labour market trends.
- To create and nurture relationships with external partners in the region, including businesses, non-profit community organizations, chambers of commerce, and local governments.

In the 2024-25 fiscal year, CapU's WIL Unit successfully launched the following with external collaborators to build awareness:

- *Let's Talk WIL*. These café style conversational sessions have the goal of creating new collaborations between faculty members teaching courses that have a WIL component and external partners in our region. Held every February, June, and October, the sessions have already generated over 20 new ideas and WIL-applied projects.

- *CapU WIL External Advisory committee*. The committee plays an important role in maintaining a close relationship with the community and advising on labour-market trends. Chaired by the WIL senior manager, the committee includes two CapU alumni.
- *University-wide CapU WIL Committee*. This committee provides updates and advice to both the WIL Unit and the Vice-Provost & AVP Academic, the senior administrator overseeing WIL at CapU. Meeting four times a year, the committee includes one representative from each faculty and oversees the annual CapU WIL Awards.
- *CapU WIL Awards and the Month of WIL*. Every March, the WIL Unit leads CapU's celebration of the Month of WIL by featuring student success stories on social media channels and promoting WIL throughout the CapU region, as well as supporting the activities of provincial and national WIL groups, such as ACE-WIL and CEWIL Canada. At the end of March, the WIL Unit announces CapU WIL Awards winners. Details for the March 2025 awards can be found on [this web page](#).

Since 2019, the jointly funded CityStudio North Vancouver partnership supported 638 applied research and community service-learning projects within 102 course collaborations involving over 2,400 students, 75 municipal partners, and 64 faculty champions. This five-year partnership began as an experimentation and innovation hub where CapU students collaborated with staff from the City of North Vancouver (CNV) and affiliated partners to co-create and carry out projects for the community. Although the five-year agreement ended in August 2024, it goes on in spirit as the collaboration with the CNV and its partners continues, as do its curricular applied projects, now managed by the WIL Unit.

More details of the activities coordinated by the WIL Unit are outlined in the [Strategic Initiatives](#) subsection of the Mandate Letters Priorities section.

Fulmer Family Centre for Childhood Studies

Construction on the \$25 million [Fulmer Family Centre for Childhood Studies](#) began on the North Vancouver campus in September 2023. CapU received more than \$11 million in funding for the project from the Government of BC, with support from both the Ministry of Education and Child Care and the Ministry of Post-Secondary Education and Future Skills. CapU contributed more than \$8 million toward the project, with nearly \$6 million from donors. The



building is named in honour of Chancellor Yuri Fulmer and his family, in recognition of their generous support for early childhood education and their \$2-million donation to the centre.

Beginning with a partial opening in June 2025, the Fulmer Family Centre will ramp up to full capacity by the Fall 2025 term. The purpose-built facility houses 74 childcare spaces, accommodating 20 practicum students and integrating innovative early learning and care, research, and lab school education in one consolidated two-level building. The main floor contains four classrooms for children with access to forested outdoor play areas and a large atrium for group activities including exhibits and public events. The second floor houses collaboration spaces, a studio, classrooms, large, flexible lab space, and faculty offices. The overarching goal of the project is to create a one-of-a-kind hub for thought leadership, community engagement and innovative practice and inquiry in the field of early childhood care and education.

Student Housing Project

CapU's student housing will expand this coming academic year as the on-campus housing project is expected to complete in Fall 2025 and begin housing students in January 2026. The new six-storey, 8,250 square-metre complex on the North Vancouver campus includes 360 beds, a dining hall building with 250-seat capacity, a kitchen on each floor, resident support offices, a multipurpose room, an Indigenous-focused reflection space, laundry facilities, student study areas, lounge space and secure bike storage. The housing replaces CapU's off-campus student housing, which provides accommodation for approximately 290 students in single and shared rooms.

The project help addresses the high demand for student housing at the University, which saw nearly 50 per cent more applicants than spaces available in Fall 2019 for its off-site leased accommodations. Designated for first- and second-year students, there is priority access for Indigenous students. There will be a mix of single- and double-occupancy rooms, 12 of which will be accessible units.

As part of our commitment to inclusivity, CapU continues to expand gender-inclusive housing options. Students have the choice to live on single-gender or gender-neutral floors in the residence buildings. This flexibility has become a top preference for housing applicants, ensuring

that all students feel supported and comfortable in their living arrangements.

The project was announced in 2022 by the Ministry of Post-Secondary Education and Future Skills. The province is providing \$41.5 million towards the \$58.2-million project and CapU is investing \$16.7 million. Construction began in early summer 2023, with an anticipated opening in January 2026.

In addition to helping student success and reducing barriers to enrolment, the new student housing offers part-time student employment as residence advisors. The building is sustainably designed and aligns with the Province's CleanBC priorities and climate action goals. The new housing supplements additional off-campus student housing.

The newly acquired Squamish campus currently offers 333 student beds, with the recent acquisition of three purpose-built student housing buildings, thanks to a \$48 million provincial investment. With this acquisition, CapU is now able to guarantee housing for all students for the 2024/25 and 2025/26 academic years. This will reduce barriers for students wishing to study in Squamish and ease the pressure on the local rental housing market.

Indigenous Digital Accelerator

The [Indigenous Digital Accelerator](#) (IDA) helps Indigenous-led businesses to scale up, increasing business revenue, job creation and community-based social impact as well as ensuring Indigenous businesses hold an equitable share in the screen, tech and cultural sectors. The University formally launched the IDA program in April 2019 through an agreement with Western Economic Diversification Canada³.

The IDA has been active in supporting film and television developers, creating training workshops including the Filmmakers in Indigenous Leadership Management & Business Affairs Program (FILMBA), NBC IDA Indigenous Screenwriting Program, and Indigenous Film Intensives. FILMBA offers a masterclass for mid-career Indigenous filmmakers focused on the business side of film productions, from funding proposals to film distribution. Industry leaders shared their expertise with Indigenous producers. Past deliveries of FILMBA have resulted in over 20 Indigenous producers go through the program. IDA administrators are currently working on a new curriculum which aims to include new FILMBA offerings, a

³ Now Pacific Economic Development Canada.

screenwriting program and a program in production management.

Near the start of this fiscal year, TD Bank renewed its commitment to the program with an additional \$500,000 donation to support the IDA's programming over the next three years. TD Bank's *Ready Commitment* grant provides significant funding to the IDA, and those funds are already having an impact, with the IDA mounting a successful Indigenous Business Incubator in Spring 2024 with participation from 11 Indigenous creators and entrepreneurs.

The [Indigenous Business Incubator](#) highlights a critical aspect of IDA's mission, to help build Indigenous businesses. The IDA helps with marketing and operational advice, mentorship and guidance on incorporating digital tools to build an online presence, sometimes offering help in designing, or redesigning, web sites. Such work has helped companies such as Bangin' Bannock grow from a startup to an established company with fulfilment centres in Richmond and Regina and a hiring program aimed at Indigenous youth.

Currently, the IDA's strategy is focused on group program delivery, such as the Indigenous Business Incubator mentioned above, and group marketing efforts. In April 2025, the IDA organized a pop-up sale in CapU's BOSA building, home to CapU's design and visual arts programs, to promote their clients. The IDA is working with Google to secure another workshop series like what they provided and funded two years ago. Where funds permit, the IDA continues to support individual business, such as providing travel funds to promote their work at trade shows.

Current business supported by the IDA include [Vancouver Indigenous Fashion Week](#), [famed xʷməθkʷəy̓əm weaver Debra Sparrow](#), artisanal soap producers [Raven Song Soap](#), and the [New School of Fundraising](#), providing training in fundraising and organization



4. Strategic Context



Community Context

As a special-purpose, regionally defined teaching university, Capilano University has been mandated by the provincial government to meet the post-secondary needs of learners in the Capilano College Region. CapU is also expected to serve learners throughout the province, country and beyond. CapU's region is large and diverse, and the needs of its learners are complex. As shown in Figure 1, the region embraces the North Shore of the Lower Mainland, the Sunshine Coast, and the municipalities of the Sea-to-Sky Highway. Communities range from the Lil'wat First Nation in the north to the southern estates of Lions Bay. The region is one of socio-economic contradictions. It is a community recovering from colonization, Indian residential schools, ongoing poverty, and inequities. At the same time, its demographic includes a disproportionate percentage of citizens who earn incomes of \$90,000 or more (34 per cent vs. 23 per cent provincially). The region places a high value on education, and the percentage of residents with a degree above bachelor's is higher than the provincial aggregate (15 per cent vs. 9 per cent provincially).

Figure 1: Capilano College Region



Source: BC Stats, College Region 2—Capilano Socio-Economic Profile, 2012.

For many teaching-intensive universities, students in their catchment areas must move to attend a research-intensive university, which can aid local recruitment efforts. Compared to other Lower Mainland teaching-intensive universities, however, Capilano University is situated closer to both of BC's largest research-intensive universities: the University of British Columbia (UBC) (Vancouver) and Simon Fraser University. This pressure is illustrated in Table 1, which provides a comparison of the distances between UBC and SFU and the urban centres of the three college regions hosting the Lower Mainland's three teaching universities: the Capilano College Region, Kwantlen College Region (hosting Kwantlen Polytechnic University), and the Fraser Valley College Region (hosting the University of the Fraser Valley).

Table 1 gives the shortest driving distance from the city hall of each of the cities hosting the main campus of their college region university, used as a proxy for population centre. However, this proxy measure may underestimate actual distances, particularly for the Kwantlen College Region as Surrey city hall is in the far north of the college region. This location puts Surrey city hall out of the population centre of the region, which includes Delta and Langley, and even likely outside of the population centre of Surrey itself. Furthermore, Table 1 focuses only on the two research schools' main campuses, although both universities have downtown satellite campuses that are closer to the North Shore.

Table 1: Shortest driving distances between city halls of the main urban centres of the Lower Mainland college regions' hosting teaching universities and the main campuses of the Lower Mainland's research universities.

City Hall	Minimum Driving Distance in km	
	To UBC (main gates, W. 16th Ave.)	To SFU (Gagardi Way & Burnaby Mtn. Pkwy.)
N. Vancouver, Lonsdale Ave. & 14th St.	20	17.5
Surrey, 13450 104 Ave.	38.5	16.3
Abbotsford, 32315 S. Fraser Way	75.7	56.5

Note: "Minimum driving distance" is the shortest driving distance in kilometres computed by Google Maps. North Vancouver City Hall is used as a proxy for the urban centre of the Capilano College Region, despite the city's smaller population than that of the District Municipality of North Vancouver because of its central location between the three major urban areas of West Vancouver, City of North Vancouver and District Municipality of North Vancouver. West Vancouver and the City of North Vancouver combined have a larger census population (102,242) than the District Municipality of North Vancouver (88,168).

Table 2 shows the 2021 Census population numbers for the main communities of the CapU catchment area. The data illustrates how concentrated the population is in the North Shore area, which includes not only West Vancouver, the City of North Vancouver and the District Municipality of North Vancouver, but also the communities of Səlílwətaʔ/Selilwitulh First Nation, along with several of the Skwxwú7mesh communities. Together, these communities make up over 195,000 of the nearly 286,000 people living in the Capilano College Region, spread out over 13,000 square kilometres.

Table 2: 2021 Census population estimates for Capilano College Region communities

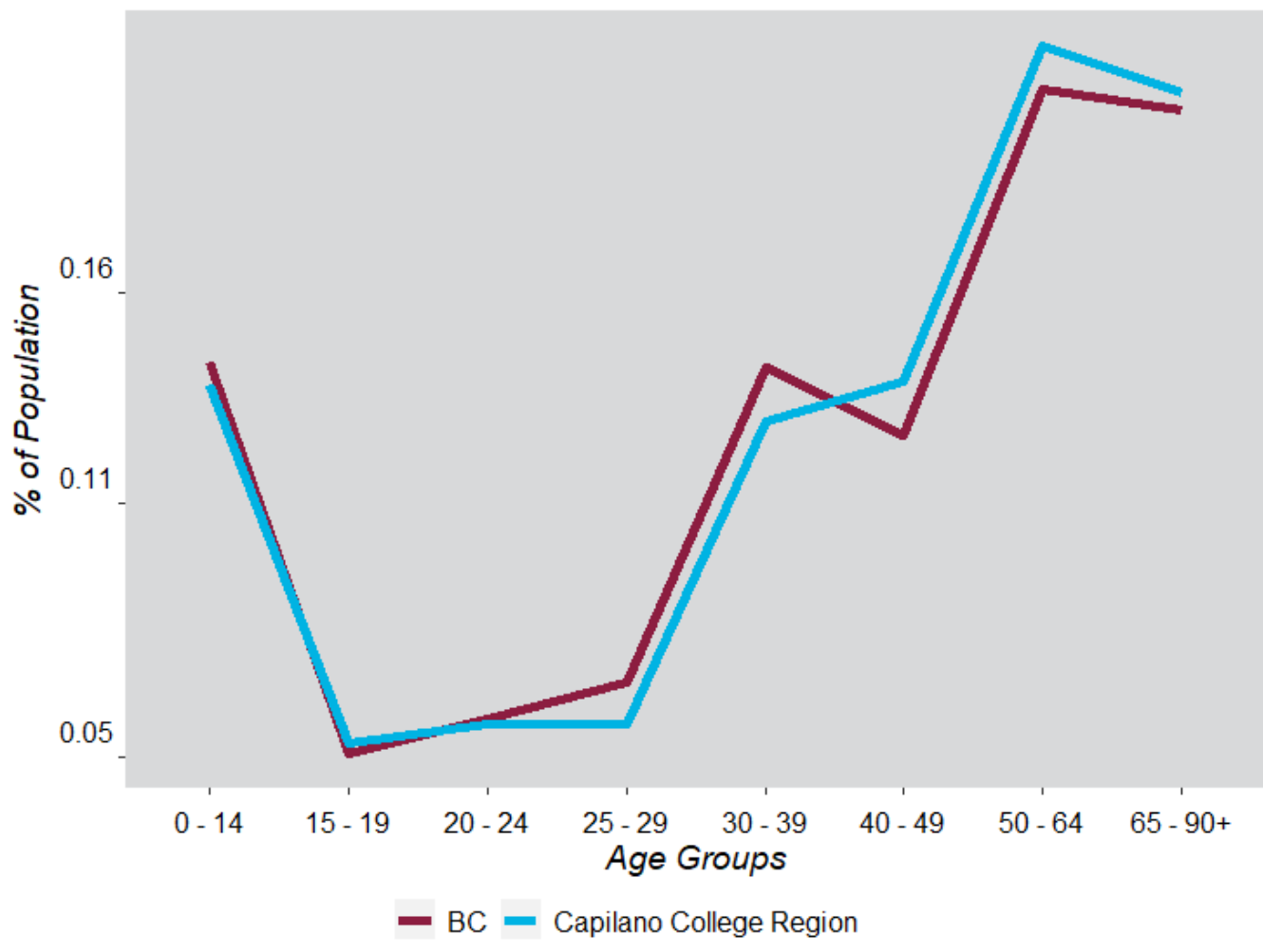
Major communities	2021 Population	% Change from 2016	Area, sq. km
North Vancouver, District municipality (DM)	88,168	2.9%	161
North Vancouver, City (CY)	58,120	9.9%	12
West Vancouver, DM	44,122	3.9%	87
Squamish, DM	23,819	22.2%	105
Whistler, DM	13,982	19%	240
Sechelt, DM	10,847	6.2%	39
Gibsons, Town (T)	4,758	3.3%	4
Bowen Island, Island municipality (IM)	4,256	15.7%	50
Skwxwú7mesh FN (9), Indian reserve (IR)	4,082	28.3%	22
Pemberton, Village (VL)	3,407	32.4%	61
Səlílwətaʔ/Selilwitulh FN, IR	2,373	10.8%	1
Lílwat FN (3), IR	1,492	-40%	31
Lions Bay, VL	1,390	4.2%	3
shíshálh (Part 2), Indian government district (IGD)	744	10.1%	11
<i>Rest of Region</i>	<i>24,077</i>	<i>--</i>	<i>--</i>
<i>Total Region</i>	<i>285,637</i>	<i>5.0%</i>	<i>--</i>
Total BC	5,000,879	7.6%	920,687
Region as % of BC population	5.7%		

Notes: "Rest of Region" = Region total - sum of listed municipal populations. "Total Region" is from BC Stats Population Estimates & Projections website, <https://bcstats.shinyapps.io/popApp/>, accessed Dec. 6, 2022. Where more than one First Nation community exists within the catchment, we have aggregated the communities. The number of communities combined is given in parentheses. Only the Sunshine Coast part of the Sechelt Indian Government District (Part 2) falls within the Capilano College Region.

Sources: Statistics Canada. 2022. (table). Census Profile. 2021 Census of Population. Statistics Canada Catalogue no. 98-316-X2021001. Ottawa. Released November 30, 2022. Accessed 2022-12-05 via the *cancensus* R package, using data vectors: v_CA21_3.

As Figure 2 shows, the age distribution for the Capilano College Region is quite similar to that of BC as a whole, except that it is skewed slightly older, with a slightly smaller proportion of population in the ages from 25 to 39 and a larger proportion of its population between the ages of 40 and 64. Although this older skew is modest, it does suggest a relatively smaller proportion of the domestic, late-college-age (25-29) population.

Figure 2: Age distribution across the Capilano College Region (blue line) or BC (red line), as a percentage of total population of geographic region.



Note: Data in this table represent estimates based on a 25 per cent sample of 2021 census data, and from population projections for the Capilano College Region for 2021 from BC Stats' PEOPLE database

Sources: PEOPLE Database (<https://bcstats.shinyapps.io/popApp>), Census Profile. 2021 Census. Statistics Canada Catalogue no. 98-316-X2021001. Ottawa. Released April 27, 2022. Downloaded April 28, 2022. <https://www12.statcan.gc.ca/census-recensement/2021/dp-pd/prof/index.cfm?Lang=E>.

In recent years, Capilano University has been focused on decolonizing its curriculum and University culture, not only to address the Truth and Reconciliation Commission's Calls to Action, but also to serve the needs of its communities. Table 3 shows how diverse catchment communities are in terms of the proportion of citizens who are Indigenous. The proportion of people identifying as Indigenous varies from 96 per cent for the Lílwat communities to one per cent in West Vancouver. This diversity is not a simple matter of differences between Indigenous and non-Indigenous communities.

Table 3: Proportion of populations identifying as Indigenous in major Capilano College Region communities.

Community	Indigenous population	% of community population	Registered, Treaty Indigenous	% of Indigenous population	Non-Indigenous Population
Bowen Island	120	2.8%	45	38%	4,105
Gibsons Town	265	5.8%	110	42%	4,305
Lílwat FN (3)	1,445	96.3%	1,425	99%	55
Lions Bay	20	1.4%	0	0%	1,375
North Vancouver, DM	1,580	1.8%	585	37%	85,805
North Vancouver, CY	1,230	2.1%	575	47%	56,275
Pemberton	205	6.0%	60	29%	3,190
Sechelt, DM	525	4.9%	145	28%	10,085
Səlílwətaʔ/Selilwitulh FN	310	13.1%	235	76%	2,065
shíshálh (Part 2)	470	63.9%	440	94%	265
Skwxwú7mesh FN (9)	1,985	49.0%	1,885	95%	2,070
Squamish	920	3.9%	435	47%	22,625
West Vancouver	425	1.0%	115	27%	42,955
Whistler	145	1.1%	40	28%	13,280
<i>Total, catchment communities</i>	<i>9,645</i>	<i>3.7%</i>	<i>6,095</i>	<i>63%</i>	<i>248,455</i>
BC	290,210	5.9%	136,875	47%	4,625,735
Region as % of BC population	3.3%		4.5%		5.4%

Sources: Statistics Canada. 2022. (table). Census Profile. 2021 Census of Population. Statistics Canada Catalogue no. 98-316-X2021001. Ottawa. Released November 30, 2022. Accessed 2022-12-05 via the *cancensus* R package, using data vectors: v_CA21_4204, v_CA21_4225, v_CA21_4231. Data drawn from a 25% sample of the 2021 Census

Within both Indigenous and non-Indigenous communities, there is considerable geographical variation. Indigenous communities include the urban, North Shore communities of the Skwxwú7mesh and Səlílwətaʔ/Selilwitulh First Nations, which have an Indigenous population as low as 13 per cent. In contrast, the rural communities of Lílwat Nation are almost exclusively Indigenous. Even within the Skwxwú7mesh First Nation we can see similar diversity, with members living in rural reserve communities north of Skwxwú7mesh and others in urban reserve communities along the North Shore. Non-Indigenous communities range from rural district municipalities such as Pemberton to the City of North Vancouver, and from resort municipalities such as Whistler to the island municipality of Bowen Island.

Education, Employment and Income

The communities of the college region are well educated, as illustrated in Table 4, with median municipal education levels equivalent to and slightly above provincial levels. Table 4 suggests that, for most communities, there is a smaller percentage of community members with a high school diploma or less when compared to the provincial norms, and slightly higher levels of undergraduate and post-baccalaureate education than in BC.

However, the median municipal results mask some significant differences.

Table 4: Distribution of highest education levels in major Capilano College regions among persons aged 15 and older in private households.

Community	High school diploma, equivalency or less	Apprenticeship or trades certificate or diploma	Undergraduate credential	Credentials above Bachelor degree
Bowen Island	30%	5%	46%	19%
Gibsons	33%	8%	50%	10%
Lílwat FN (3)	63%	11%	26%	1%
Lions Bay	30%	4%	47%	18%
North Vancouver, DM	29%	5%	50%	16%
North Vancouver, CY	29%	6%	51%	15%
Pemberton	28%	11%	54%	6%
Sechelt	25%	7%	53%	15%
Səlílwətaʔ/Selilwitulh FN	53%	11%	36%	0%
shíshálh (Part 2)	38%	9%	45%	9%
Skwxwú7mesh FN (9)	43%	7%	38%	11%
Squamish	32%	8%	49%	11%
West Vancouver	30%	3%	46%	21%
Whistler	31%	7%	51%	11%
Municipal Median %	30%	7%	48%	11%
Aggregate %	31%	6%	49%	15%
BC	40%	7%	44%	9%

Sources: Statistics Canada. 2022. (table). Census Profile. 2021 Census of Population. Statistics Canada Catalogue no. 98-316-X2021001. Ottawa. Released November 30, 2022. Accessed 2022-12-05 via the *cancensus* R package, using data vectors: v_CA21_5820, v_CA21_5823, v_CA21_5832, v_CA21_5829, v_CA21_5850, v_CA21_5853, v_CA21_5856, v_CA21_5859, v_CA21_5862. Data accessed: 2022-12-05. Data drawn from a 25% sample of the 2021 Census

North Vancouver, including both city and district municipality, and West Vancouver have at most 30 per cent of their members without any post-secondary education, compared to the provincial level of 40 per cent. Similarly, between 46 per cent and 51 per cent of the three communities' adult populations have an undergraduate credential, compared to 44 per cent provincially. The level of post-baccalaureate education—including professional degrees and doctorates—varies between 16 per cent and 21 per cent across the three communities, versus nine per cent across the province.

However, substantive deviations from provincial education levels also occur in the opposite direction. First Nations communities suffer the greatest educational impoverishment. Among the Lílwat communities, 63 per cent have a high school diploma or less and only 26 per cent have an undergraduate credential, whether certificate, diploma or degree. Among both the shíshálh and Skwxwú7mesh Nations, however, education levels are closer to those of the provincial levels.

Table 5 presents a summary of top occupational categories and top industries, colour-coded to show the different occupational/industry clusters. Across BC, most employment is in sales and service occupations, with the top industry being health care and social assistance. Within the catchment, however, the most common industries are professional, scientific and technical services.

This dominance of professional, scientific and technical services changes in more rural regions. In Pemberton and Whistler, for example, accommodation and food services is the top industry. In the First Nations communities, public administration (Lílwat & shíshálh First Nations) and retail trade (Skwxwú7mesh First Nation) are dominant industries. In both West Vancouver and the nearby rural enclave of Lions Bay, the top occupations are business finance and administration occupations, with most employment happening in professional, scientific and technical services.

Table 5: Top occupations and industries across Capilano College Region communities, for population 15 years or older.

Community	Top Occupation	Top Industry
Bowen Island	Sales and service occupations: 20%	Professional, scientific and technical services: 15%
Gibsons	Sales and service occupations: 27%	Retail trade: 14%
Lílwat FN (3)	Sales and service occupations: 28%	Public administration: 19%
Lions Bay	Business, finance and administration occupations: 25%	Professional, scientific and technical services: 22%
North Vancouver, DM	Sales and service occupations: 22%	Professional, scientific and technical services: 16%
North Vancouver, CY	Sales and service occupations: 25%	Professional, scientific and technical services: 14%
Pemberton	Sales and service occupations: 32%	Accommodation and food services: 17%
Sechelt	Sales and service occupations: 30%	Health care and social assistance: 13%
Səlílwətaʔ/Selilwitulh FN	Sales and service occupations: 20%	Professional, scientific and technical services: 14%
shíshálh (Part 2)	Sales and service occupations: 29%	Public administration: 16%
Skwxwú7mesh FN (9)	Sales and service occupations: 30%	Retail trade: 18%
Squamish	Sales and service occupations: 26%	Professional, scientific and technical services: 12%
West Vancouver	Business, finance and administration occupations: 24%	Professional, scientific and technical services: 18%
Whistler	Sales and service occupations: 41%	Accommodation and food services: 28%
BC	Sales and service occupations: 26%	Health care and social assistance: 12%

Sources: Statistics Canada. 2022. (table). Census Profile. 2021 Census of Population. Statistics Canada Catalogue no. 98-316-X2021001. Ottawa. Released November 30, 2022. Accessed 2022-12-05 via the *cancensus* R package, using data vectors: v_CA21_6570, v_CA21_6573, v_CA21_6576, v_CA21_6579, v_CA21_6582, v_CA21_6585, v_CA21_6588, v_CA21_6591, v_CA21_6594, v_CA21_6597, v_CA21_6609, v_CA21_6612, v_CA21_6615, v_CA21_6618, v_CA21_6621, v_CA21_6624, v_CA21_6627, v_CA21_6630, v_CA21_6633, v_CA21_6636, v_CA21_6639, v_CA21_6642, v_CA21_6645, v_CA21_6648, v_CA21_6651, v_CA21_6654, v_CA21_6657, v_CA21_6660, v_CA21_6663, v_CA21_6666. Data accessed: 2022-12-05. Occupations reflect the broadest category of the National Occupational Category (NOC) 2021 classification system. Industries likewise are described at the broadest category in the North American Industry Classification System (NAICS) 2017. Data drawn from a 25% sample of the 2021 Census. Data exclude both the miscellaneous categories "Occupation - not applicable" and "Industry - not applicable".

Finally, income level in Table 6 reflects much of what Table 5 implies. Communities where the top industries are in professional, scientific and technical services—highly-skilled and often in high-demand areas—have income levels well above provincial levels. In all these communities, the percentage of citizens earning \$90,000 or more is twice the provincial average, with West Vancouver’s percentage double that of the BC rate. Those remaining communities show income distributions close to that of the BC distribution.

One exception is the Lílwat Nation communities, which are heavily skewed to the lower end of the income range. This low-income skew is also true for the Skwxwú7meshand shíshálh First Nation communities. The Səlílwətaʔ/Selilwitulh First Nation community shows a distribution much closer to that of the urban parts of the catchment, and like them, has professional, scientific and technical services as the top industry. The inclusion of a larger percentage of non-Indigenous community members may well lift the aggregate measures of community income.

Table 6: Distribution of 2020 total income groups in Capilano College Region communities, for population aged 15 years and older.

Community	< \$10,000 (including loss)	\$10,000 to \$29,999	\$30,000 to \$59,999	\$60,000 to \$89,999	\$90,000 & >
Bowen Island	9%	19%	22%	14%	36%
Gibsons	7%	26%	33%	15%	20%
Lílwat FN (3)	21%	38%	34%	7%	1%
Lions Bay	9%	17%	20%	13%	41%
North Vancouver, DM	9%	18%	21%	13%	39%
North Vancouver, CY	7%	20%	27%	16%	30%
Pemberton	6%	16%	34%	21%	22%
Sechelt	6%	28%	32%	15%	20%
Səlílwətaʔ/Selilwitulh FN	6%	15%	23%	16%	40%
shíshálh (Part 2)	14%	38%	32%	8%	8%
Skwxwú7mesh FN (9)	14%	35%	31%	9%	11%
Squamish	6%	17%	28%	18%	32%
West Vancouver	11%	19%	19%	11%	40%
Whistler	7%	17%	37%	14%	24%
Aggregate %	8%	19%	24%	14%	34%
BC	9%	24%	29%	15%	23%

Sources: Statistics Canada. 2022. (table). Census Profile. 2021 Census of Population. Statistics Canada Catalogue no. 98-316-X2021001. Ottawa. Released November 30, 2022. Accessed 2022-12-05 via the *cancensus* R package, using data vectors: v_CA21_674, v_CA21_677, v_CA21_680, v_CA21_683, v_CA21_686, v_CA21_689, v_CA21_692, v_CA21_695, v_CA21_698, v_CA21_701, v_CA21_704, v_CA21_707, v_CA21_710.

This brief survey reveals the diversity of economies and resulting educational demands of CapU's catchment communities. Finding the programming mix that can address the employment needs and career aspirations of learners living in communities with such varied economies is part of the challenges Capilano University is rising to meet.

University Context

Capilano University served 11,009 students in the 2024-25 fiscal year, marking an increase in enrolment of just under two per cent from 2023-24 despite a decline in international headcount of just over five per cent. Domestic academic headcount⁴ increased over eight per cent from the previous year, rising to 6,356 from 5,897.

The total domestic and international headcount corresponds to 7,364 FTEs, an increase of 2.6 per cent over total FTEs in the previous fiscal year. Domestic FTEs for students in academic programs increased in 2024-25, as shown in Table 7 and Table 8, with cost recovery programming suspended since the 2023-24 fiscal year. Academic domestic FTEs increased by 302 FTEs, or 8.7 per cent, of last year's total domestic FTEs. International FTEs, in contrast, decreased by 113 FTEs over last year's FTEs, a 3.1 per cent decrease. Domestic students made up nearly 51 per cent of the university's total 2024-25 FTEs, up from 48 per cent last year.

Table 7: FTEs by fee type, last five fiscal years.

Fee Type	2020-21	2021-22	2022-23	2023-24	2024-25
Domestic	3,789	3,724	3,577	3,473	3,775
Domestic, cost recovery	26	35	28	NA	NA
All Domestic	3,814	3,759	3,605	3,473	3,775
International	2,153	1,707	2,191	3,702	3,589

Source: CDW, as of Banner download June 4, 2025. All students, including PLA and Continuing Studies.

The increase in FTEs is remarkable: it is over twice the decline in international FTEs, offsetting the decline such that total FTEs increased by over two per cent. More importantly, this is the first increase in domestic FTEs since the 2020-21 fiscal year, and only the second increase in domestic FTEs since 2012-13. As a percent change from previous fiscal year, it is several times the size of 2020-21's increase, which was just over one per cent.

CapU faculty, staff and administration have been working hard to bring in new academic programming and to mature our strategic enrollment management program. Since the 2020-21 academic year, CapU has brought in seven new baccalaureate programs, six new diploma programs and added seven minors. These efforts, promoted by CapU's recruitment team, seem to be paying off.

CapU is well positioned to expand on these gains. With its new Squamish campus, CapU is offering more educational opportunities to catchment and Lower Mainland students than at any time in its history. The Fulmer Family Centre for Childhood Studies, opening in summer 2025, will enrich the experience of CapU's Early Childhood Education students and offer more childcare spaces to students and staff. By Fall 2025, students will be able to live on campus, making studying and living easier and more enjoyable.

Table 8: Percent change in domestic headcount and FTE from previous year, last five fiscal years.

Measure	2020-21	2021-22	2022-23	2023-24	2024-25
FTEs	1%	-1%	-4%	-4%	9%
Headcount	-2%	2%	-6%	-15%	8%

Source: CDW, as of Banner download June 4, 2025. All students, including PLA and Continuing Studies. Headcount change based on unique headcount.

As shown in Table 9 below, Capilano University students enrol in programs distributed over 12 credential types, ranging from programs with no credential, such as Engineering Transfer, to post-baccalaureate diplomas, such as the Applied Behaviour Analysis program. Enrolments in baccalaureate programming continued to grow in 2024-25, with 3,863

⁴ This is unique domestic headcount excluding Continuing Studies enrolment, which is indefinitely suspended as of the 2023-24 fiscal.



students enrolled in a bachelor program. This is the second fiscal year in a row that CapU has set a baccalaureate enrolment record.

Table 9: Headcount by credential, last five fiscal years.

Credential	2020-21	2021-22	2022-23	2023-24	2024-25
None	1,445	1,303	1,110	1,031	1,161
Developmental	39	43	44	64	55
Short Certificate	8	64	65	1	19
Certificate	1,018	1,006	1,051	1,023	1,210
Advanced Certificate	1	1	0	0	0
Diploma & Advanced Diploma	1,683	1,559	1,764	2,300	2,314
Associate Degree	1,698	1,310	1,383	2,441	2,424
Baccalaureate Degree	3,081	3,393	3,614	3,759	3,863
Post-degree Certificate & Diploma	406	346	440	442	275
Graduate Certificate & Diploma	36	17	0	0	0
Total	9,415	9,042	9,471	11,061	11,321
Unique Total	9,121	8,725	9,216	10,804	11,009

Source: CDW, as of Banner download June 4, 2025. All students, including Prior Learning Assessment (PLA), excluding Continuing Studies.

Like last fiscal year, the number of both full-time and part-time students increased over that of previous year, as shown in Table 10. The increase in full-time students was quite modest compared to the increase in the 2023-24 fiscal year. However, last year's increase took place in the context of a very large increase in international students⁵ while this year's increase takes place in the context of a modest decrease in international students.

Table 10: Headcount and distribution across full-time, part-time status, last five fiscal years.

Status	2020-21	2021-22	2022-23	2023-24	2024-25
Full-time	12,366	11,113	12,198	16,204	16,291
	69%	67%	70%	75%	73%
Part-time	5,527	5,552	5,207	5,443	6,121
	31%	33%	30%	25%	27%

Source: CDW, as of Banner download June 4, 2025. All students, including PLA, excluding Continuing Studies. 'Full-time' refers to a term course load of nine or more credits.

As Table 11 indicates, the relative distribution of enrolments across terms in the fiscal year of 2023-24 continued its usual pattern, with Fall terms being the most highly enrolled, followed by Spring and then Summer terms. However, the change from previous year differed across terms.

The Summer term saw both domestic and international enrolment increase, resulting in a substantive increase in Summer headcount. For both the Fall and Spring terms, in contrast, domestic enrolment increased over the same terms last year while international enrolment fell. The Spring term witnessed a particularly large decrease in international enrolment. Fall enrolment rose overall, with the domestic increase offsetting the small international decline. Spring enrolment fell compared to last year as substantial international losses could not be offset by domestic gains, robust as those domestic gains were.

⁵ With 68% increase in international FTES over the 2022-23 fiscal year.

Table 11: Academic headcount distribution across terms, last five fiscal years.

Term	2020-21	2021-22	2022-23	2023-24	2024-25
Summer, domestic	1,788	2,209	1,780	1,653	1,854
Summer, international	1,803	1,323	1,267	2,502	2,946
Summer Total	3,591	3,532	3,047	4,155	4,800
Fall, domestic	5,063	5,017	5,014	4,850	5,165
Fall, international	2,315	1,780	2,183	4,063	3,932
Fall Total	7,378	6,797	7,197	8,913	9,097
Spring, domestic	4,924	4,681	4,572	4,491	4,983
Spring, international	2,000	1,655	2,589	4,090	3,532
Spring Total	6,924	6,336	7,161	8,557	8,515

Source: CDW, as of Banner download June 4, 2025. All students, including PLA, excluding Continuing Studies.

The number of CapU's credentials awarded increased by more than 400 over the last fiscal year, as seen in Table 12, with increases occurring in almost all credential categories. Baccalaureate credentials increased by 40 to 492, a number matched in 2021-22 but not surpassed in the previous four fiscal years. Associate degrees awarded more than doubled over the previous fiscal year, from 133 to 316, and the number of undergraduate diplomas awarded increased by 165 to 635, the second-highest number in the last five years. The number of post-degree diplomas rose by 26 awards, from 192 last fiscal year to 218 this year. Developmental credentials increased from 34 in 2023-24 to 60 in 2024-25.

Table 12: Graduates by credential type, last five fiscal years.

Credential	2020-21	2021-22	2022-23	2023-24	2024-25
Short Certificate	13	13	5	4	4
Certificate	338	359	313	289	277
Diploma	564	715	454	470	635
Advanced Certificate	0	0	0	0	0
Advanced Diploma	5	2	2	1	2
Associate Degree	307	493	156	133	316
Baccalaureate Degree	463	492	457	452	492
Post-degree Certificate	9	6	5	6	7
Post-degree Diploma	302	147	145	192	218
Graduate Certificate	2	0	0	0	0
Graduate Diploma	10	15	1	0	0
Developmental	24	37	36	34	60
Total	2,037	2,281	1,574	1,581	2,011

Source: CDW, as of Banner download June 4, 2025. All students, including PLA, excluding Continuing Studies. "Student Credentials" defined using CDW CTYP code. See Data Definitions and Standards, Elements Definitions. URL: <https://www2.gov.bc.ca/assets/education/post-secondary-education/data-research/ddef-student-standards.pdf>



5. Mandate Letter Priorities



Following Ministry guidance, this report uses the priorities from the Mandate Letter sent to the Ministry of Post-Secondary Education and Future Skills in the absence of a PSI-specific Mandate Letter at the time of this report's data collection. This report provides details on how CapU is meeting the Ministry Mandate priorities, and the activities relevant to the Ministry's ongoing strategic initiatives, as outlined in the 2024-25 Accountability Framework: Standards and Guidelines.

The first and second of the Ministry Mandate Letter priorities are not immediately relevant to CapU, but both share a focus on the closer coordination of education programming and labour-market needs along with increasing the efficiencies of post-secondary education and lowering costs. We combine these Ministry priorities into this report's first priority.

Examination of the Ministry Mandate Letter reveals that its final priority relates to partnerships between PSIs and private landlords to provide student housing. CapU has no such partnerships, and so this priority is not relevant to this report and is not responded to. The rest of the Ministry Mandate Letter priorities are responded to as they are in the letter, reframed to refer to CapU's activities.

Priority One

Enhance coordination of education programming and labour market needs, and increase efficiencies of post-secondary education and lower costs

The alignment of program development and labour-market outcomes has been a concern of CapU faculty for several years. Aided by the Office of Academic Initiatives and Planning (AIP), they have been generating a host of new programs in recent years. One of the newest programs, the Bachelor of Environment and Society, was motivated by the growing labour-market demand for people with the skills in environmental stewardship. The program has two options: an Environmental Science option, providing learners with the scientific and technical skills to develop new ways of combating environmental threats or conducting industry; and an Environmental Studies option, focusing on driving the social changes that move us to a truly sustainable future.

Faculty program development is also supported by the Office of Institutional Research (IR). IR has created analytic tools to help AIP staff and faculty in program development and unit review, including a labour-market

analysis conducted at national, provincial and local levels. The provincial level references the Province's Labour-Market Outlook report, while the local level makes use of employment and industry trends from census data. IR's program-gap analysis includes a scan of programs in CapU's academic landscape, zeroing in on those academic areas that have low supply and which CapU has strengths in. IR provided a third document that links the two analyses, making use of the CIP-NOC mapping tool developed by BC Stats to do this synthesis.

Two recent developments highlight CapU's commitment to delivering education more efficiently and cost-effectively. When designing the new Bachelor of Arts with a Major in Writing and Literature, faculty prioritized creating clear entry pathways for students. As a result, block transfer options were built into the program from the start. Graduates of CapU's Creative Writing Associate of Arts Degree can transfer directly into the third year of the program, which launches in Fall 2025. Additionally, discussions are underway with the Vancouver Film School to allow graduates of its one-year writing program to enter directly into the second year. CapU faculty and administration are also exploring similar transfer agreements with other institutions.

This academic year saw CapU take a big step forward to hugely streamlining and automating a great many processes in the Payroll, Finance and People, Culture and Diversity (PCD) units when it initiated an Enterprise Resource Planning (ERP), purchasing Workday as its ERP system. The objective of the ERP project is to provide an integrated platform on which to perform end-to-end processes for CapU's PCD, Finance and Payroll departments. The Workday implementation will replace multiple legacy, unsupported, and manual processes and systems, reducing the risk to the university of system failure occurring with these legacy systems.

By replacing manual processes and systems with the ERP system, CapU saves money by both speeding the time taken to make and implement decisions and by reducing the errors with which that work is done. Replacing aging legacy systems that lack ongoing tech support not only prevents catastrophic failures but also reduces the burden imposed on workers struggling with outdated software or systems, saving time and reducing workers' stress. By integrating systems across units, information flow and collaboration are enhanced, helping staff to do more and do it more quickly. The integrated flow of information will also significantly boost strategic decision-making of senior administrators, helping CapU achieve its goals and Ministry's priorities more efficiently.



Priority Two

“...[E]valuate and advocate federally in relation to the funding challenges caused by the federal government’s changes related to international students. Support schools in identifying structural solutions, new revenue streams, and cost reductions”

CapU has implemented key strategic enrollment management (SEM) initiatives to help offset some of the funding challenges caused by recent federal policy changes affecting international students. Since the full impact of these changes will unfold over several years, the university is taking a proactive approach—identifying areas where it can pause or adjust activities and exploring new revenue opportunities to navigate the situation. Further details have been provided to the Ministry as part of the budget approval process. Several more specific changes that will foster cost efficiencies and cost reductions have been outlined in discussion of [Priority One](#).

CapU is perhaps better prepared for the IRCC changes than many BC PSIs, as its Internationalization Plan, formally announced in 2021, has as one of its key strategic goals *Diversified and Sustainable Recruitment*. The teams working on international education, coordinated by the Centre for International Education (CIE), have been treating robustness in CapU’s international recruitment and retention as a high priority for at least two years. This work is aimed at maximizing the international student activity available to CapU.

Work supporting the goal of *Diversified and Sustainable Recruitment* has focused on three broad themes:

1. developing multiple-year international enrolment and financial targets;
2. maintaining a three-year outlook with effective leads management; and
3. enhancing regional offices or representatives in South Asia, South America, South-East Asia, Eurasia / MEA, and China. Such enhancement involves building regional presence, support-agency networks, and partnerships; supporting international learner transition; identifying in-demand global programming and fostering learner readiness for study at CapU.

Concrete steps were taken in early 2025 at addressing the third theme when CapU added two new positions to the

International Student Transitions Team focusing on helping newly admitted international students and working on improving conversion rates for international enrollment. Other resources helping maximize international students’ retention and recruitment include the presence of five regional representatives in SE Asia, China, North Asia, Latin America, and Africa and eight RISIA-designated Admissions Advisors to provide international students with timely expert support.

CapU has also been harnessing the power of student-exchange partnerships to raise CapU’s international profile, as well as enriching the lives of CapU’s domestic students and employees. In 2025, CapU internally released its Partnership Plan. CapU has added two global engagement officers and one manager to its Global Engagement to help expand its exchange partnerships. As of the writing of this report, the university has 24 active Exchange Partnerships in 18 countries. Over the course of these current exchange relationships, the university has received over 550 short-term international students and enabled international exchanges for over 440 CapU students across a range of bachelor’s degree programs. The number of partnerships set to expand by 40% over the next two years.

Priority Three

“...[E]nsure that Indigenous learners can achieve their higher educational goals in ways that reflect a diversity of Indigenous cultures and values”

Chéñchenstway rollout

CapU took a major step forward this year towards incorporating an Indigenous perspective and understanding of learning as part of its culture with the emergence of Chéñchenstway. Details of this [living document](#) are provided in the Strategic Direction section.

The 2024-25 year saw CapU’s Office of Indigenous Education and Affairs (IEA) lead the implementation activities, which will bring Chéñchenstway to life. IEA has followed up from the launch of Chéñchenstway by reviewing what-we-heard information from gatherings of CapU students, staff, faculty, the Students’ Union and the Territorial Rightsholders. These perspectives were then translated into approximately 70 projects held in a Project Monitor document. Each project has been assigned to a member of CapU’s Senior Leadership team to organize internal partnerships, develop timelines, assess costs and



human resources required, and to plan for alignment in CapU's integrated planning activities.

During the 2024-25 academic year, IEA introduced the Project Monitor to

- the member of the Senior Leadership Council (SLC),
- the members of Academic Leadership group,
- the Indigenous Education Steering Committee (IESC), made up of the Education Directors from all the Territorial Rightsholder Nations,
- the Students' Union,
- MoveUp, CapU's staff union
- and the Capilano Faculty Association.

The next steps involve collecting feedback from these groups to ensure that there are no missing or misaligned activities and to gauge timing priorities. IEA has also asked the Territorial Rightsholders to determine what level of engagement or consultation they would like to have within each project.

By the early summer of 2025, IEA will meet with IESC to summarize input and do the same with the SLC. The IEA team will focus on consultations with the Indigenous student body in September 2025 to make any final revisions before the official launch during Truth and Reconciliation Week. Some of the projects listed are already underway.

More activities related to providing a culturally sensitive and safe learning environment, including recruiting members of the [San'yas](#) organization to lead workshops on Indigenous cultural safety, are detailed either in the Appendix or in the following subsections.

Chénchenstway builds on and builds in CapU's commitment to being a canoe family. In the summer of 2024, members of CapU faculty began meeting with representatives from the host nations to determine how best to strengthen CapU's ability to hold up the ceremonial obligations that come with being a canoe family.

Other IEA activities

The Office of Indigenous Education and Affairs is at the forefront of CapU's efforts to create an educational community that Indigenous students find welcoming and supportive of their knowledge journey, a community that makes room for their cultures and values. In the 2024-25

academic year, IEA worked on several areas in support of these goals.

The IEA staff devoted much effort to enhancing student engagement and communication. The team increased Indigenous student engagement in the Kéxwusm-áyakn Student Centre by about 20% since September 2024. They engaged in non-Indigenous student outreach, welcoming non-Indigenous students to the Centre either as full classes or as individual students. Finally, they created a feedback channel between the IEA team and Indigenous students to address needs and improve the supports and services available within the Centre.

The IEA office has also been working to increase Indigenous staffing in several forms. Hires resulting from these efforts include an additional Indigenous student support advisor to ensure consistent access to one-on-one support for our Indigenous learners, two Indigenous student ambassadors to foster peer support and engagement, and an Indigenous student recruitment advisor. The team has also been working with the newly hired Indigenous student recruitment advisor to create a customized Indigenous student recruitment strategy.

Enhancing Indigenous student employment prospects has also been a focus this year of the IEA team. The team has partnered with Indigenous organizations to create student employment opportunities for Indigenous students. IEA has also partnered with the Career Development Centre to create bi-weekly work drop-in career preparation support sessions in the Kéxwusm-áyakn Student Centre, providing guidance on job searching, resume writing, interview preparation and other employment skills. The team has also been instrumental in hosting CapU's first Indigenous vendor market in the Fall 2024, support Indigenous economic prosperity for local communities

IEA has also spent a significant amount of 2024-25 collaborating across CapU to foster a more understanding and caring environment for Indigenous students. Those collaborations including holding discussions with the Registrar's Office and Campus Security around racial profiling concerns, ensuring that Indigenous voices are present in the work of the Accessibility Committee, Change Education Committee, Sexual Violence and Awareness Committee, Food Security Committee, Squamish Initiatives and Operating Committee, and the Centre for Teaching Excellence Symposium Committee. Team members also joined committees held within the Student Life and Health & Safety departments to ensure inclusion of Indigenous perspectives in these units' activities.



Supporting Indigenous economic development

As reported on in the Other Initiatives section, CapU's [Indigenous Digital Accelerator](#) has been helping Indigenous-led businesses, and Indigenous filmmakers build up their business skills and make use of available resources. This has helped increase their reach, growing the productivity of their brands and enabling their artistic vision to reach wider audiences.

Research collaborations with First Nations

CapU is involved in several research projects with local First Nations. Two of these are collaborations between the leadership at the ká lax-ay campus and the shíshálh Nation to develop items of cultural significance that will continue to build the cultural richness and strength of the people of the shíshálh Nation. The third collaboration is with the Skwxwú7mesh Nation and is focused on understanding the impacts of tourism of the Shannon Basin, which straddles the traditional territories of the xʷməθkʷəy̓əm, shíshálh, Skwxwú7mesh and Səlíl̓wətaʔ/Selilwítlh First Nations.

- *Paddling Together: Preparing for the shíshálh Canoe* (funded by CARS-Unifed and NSERC Grants)
 - *Who:* CapU faculty member Megan Smetzer, the shíshálh Nation & the ká lax-ay campus
 - *What:* The ká lax-ay campus in partnership with the shíshálh Nation is developing research capacity and funds to build the Nation's first S-néS-néxwílh (ocean going hunting canoe) in over 100 years. This canoe will contribute to language reclamation and cultural resurgence by addressing the historical injustices brought about by colonialism. This research project entails gathering primary and secondary source materials to create an annotated bibliography related to the history of canoes in the region as well as more recent Tribal Canoe Journeys and their significance.
 - *Where:* ká lax-ay and North Vancouver campuses (traditional territories of the xʷməθkʷəy̓əm, shíshálh, Skwxwú7mesh and Səlíl̓wətaʔ/Selilwítlh peoples)
 - *When:* Ongoing research started in Spring 2024 and continues into Fall 2025
- *Wood Carving and Plant Medicine with shíshálh Nation* (funded through House of Welcome Arts Centre - Evergreen State College Grants)

- *Who:* CapU Director Micki McCartney, the shíshálh Nation and the ká lax-ay campus
- *What:* This research project represents the first step in CapU's long-term goal that ká lax-ay shares with the shíshálh Nation: to build and run a carving shed on campus. The carving shed provides space for Indigenous students and shíshálh artist-instructors to work together on projects in a range of media.
- *Where:* ká lax-ay campus (traditional territories of the shíshálh and Skwxwú7mesh peoples)
- *When:* September 2023 to July 2025
- *Managing Recreation Impacts on Species at Risk in the Shannon Basin, Howe Sound Biosphere* (funded through an NSERC grant)
 - *Who:* CapU faculty member Tom Flower & the Shannon Basin Management Plan, including the Squamish Nation and Ministry of Forests
 - *What:* The Shannon Basin Management Plan is a collaborative research initiative established in 2018 by the Ministry of Forest and Squamish Nation in response to increasing recreational activity in the traditional territories of the Squamish Nation around the Shannon Basin. Unmanaged recreation was impacting the Squamish Nation's cultural heritage and ongoing use of the area as well as hurting biodiversity, a diversity that includes federally protected Species at Risk (SAR). This research project will collect eDNA samples in the Shannon Basin to identify the presence of two SAR.
 - *Where:* North Van campus and the Shannon Basin (traditional territories of the xʷməθkʷəy̓əm, shíshálh, Skwxwú7mesh and Səlíl̓wətaʔ/Selilwítlh peoples)
 - *When:* Spring 2024 - Spring 2025

Other Indigenous-related research

- *Paddling into Shifting Waters: Exploring Contemporary Communications Credentials and Intended Career Outcomes in B.C.* (funded through a CARS Unified Grant 8)
 - *Who:* CapU faculty Adam Vincent
 - *What:* This research explores Communication program offerings and credential, and particularly Indigenous-specific Communication programming, across universities in BC and how these credentials link to entry level and mid-level



work requirements. The aim is to identify gaps in Indigenous-centred Communication credentials that would support graduates' careers and to identify what credentials students need to enter their chosen area of Communications.

- *Where:* North Vancouver campus (traditional territories of the xʷməθkʷəy̓əm, Skwxwú7mesh and Səlílwətaʔ/Selilwiltulh peoples)

Hiring Indigenous faculty

As of the 2024-25 fiscal year, CapU has four self-identified Indigenous faculty members. CapU also has a total of 15 Indigenous non-faculty workers.

Supporting language revitalization

CapU has two programs focused on protecting and promoting First Nations' languages: the Lil'Wat Nation Language and Culture Certificate, and the Sechelt Nation Language and Culture Certificate programs.

Breaking down barriers to Indigenous learners

The section discussing [research collaborations with local First Nations](#) introduced the Carving Shed and plant medicine project running at the kálax-ay campus. These activities are not just research projects; they are also designed to foster traditional shíshálh cultural knowledge while creating a culturally safe university experience for shíshálh learners. These goals particularly apply to learners with no prior post-secondary experience.

The Carving Shed provides a space and resources to bring in shíshálh Knowledge Keepers to share knowledge about traditional carving techniques with shíshálh learners. The non-credit courses on medicinal plants take place across the shíshálh land and are open to any Nation member, regardless of whether they are enrolled at CapU. In the 2024-25 academic year, a basket weaving course was added to the course set.

Leaders of the kálax-ay campus received permission from the shíshálh Nation to fly both the First Nations and shíshálh Nation flags, bringing a recognition of shíshálh Nation within the campus space. Both have been marking the campus as part of shíshálh Nation since the Spring 2024 term. The campus is also creating a physical expression of shíshálh history and temporal perspective with a campus-wide mural depicting not only the shíshálh Nation territories with shíshálh place names, but also a historical timeline from the perspective of the shíshálh

people. The shíshálh timeline is a partnership between CapU, shíshálh Nation and Emily Carr.

Since 2021-22, CapU's Registrar's Office (RO) has implemented a process allowing Indigenous students from the United States to register as domestic students, honouring the Jay Treaty. In 2024-25, the manager of IEA spent time working with the RO and Centre for International Education (CIE) teams to make sure that all members on the teams understood the policy. New training on policy has been implemented among both teams to ensure understanding of the policy is maintained.

As noted in the [Financial Supports subsection of Priority Four](#), CapU provides 31 scholarships, awards, and bursaries that are either targeted to Indigenous students or specifically includes them within their scope. A complete list is available on the CapU's [Financial Aid and Awards website](#).

Cultural and social engagement activities

CapU has been working with members of local First Nations, as well as Indigenous students, staff and faculty to make CapU a space that fosters a willingness to engage with the history and challenges of the Indigenous members of our community.

In Sechelt, shíshálh Nation weaver and kálax-ay campus faculty advisor Jessica Silvey and CapU Elder Robert Joe led a team of CapU students and Emily Carr designers to ground our understanding of 'traditional territories' by creating a map of the shíshálh swiya (homeland) from a shíshálh perspective. The map presents shíshálh knowledge about the land, including village sites and place names in the shashishalhem language. The knowledge has come from oral recollection, family stories and settler documents that the group has been piecing together since 2022. The work was publicly celebrated in May 2024 at the Sechelt Arts Festival.

Sechelt's syiyaya Days began in 2022 with a partnership between the District of Sechelt, the shíshálh Nation, and the syiyaya Reconciliation Movement. The multi-day event starts on June 21 (National Indigenous Peoples Day) and wraps up with a community parade on July 1 (Canada Day). kálax-ay campus hosted a research team from Huron University in Ontario consisting of faculty and two RA students to observe syiyaya Days as part of their research on the changing nature of 'Canada Day.' The researchers in turn provided CapU and community members with an overview of their research.

CapU has hosted a ceremony marking the 2024 Missing and Murdered Indigenous Women, Girls, and Two-Spirit People (MMIWG2S+) National Awareness Day (May 5) at the Kéxwusm-áyaḱn Student Centre on the North Vancouver campus. The ceremony drew members from across the CapU community. The ceremony featured the words of Doreen Manuel (Secwepemc/Ktunaxa), an instructor and director of the Bosa Centre & Inclusive Community Programs, and CapU Elder Christine Leo (Líl'wat). At kálay-ay campus, Bella Casey curated a red dress installation to honour the National Awareness Day.

Educating settler learners

Educating settlers is often understood in terms of adding information about Indigenous experiences, history and perspectives into existing courses, or creating new courses to provide Indigenous-based knowledge. Such decolonization of curriculum has been underway for some time and continues this year as outlined in the Appendix. In 2023-24, the cultural understanding of settler students, faculty, staff and administrators was strengthened with the release of a document intended to guide them in working respectfully with Elders.

The Elder Protocol document outlines how to invite, host and work with dedicated Elders at CapU, drawn from all five host nations and Métis. The living document is grounded in a commitment to cultural safety. The protocol should also ensure Indigenous students will see Elders and their cultural values treated with respect on a consistent basis, fostering more positive interactions between settler members of the CapU canoe family and Elders.

Teaching future researchers—both settler and Indigenous—the appropriate way of handling data collected in collaboration with Indigenous partners is critical to ensuring the cultural integrity of Indigenous knowledge taught at CapU and other universities and to maintaining trust between university researchers and Indigenous communities. Since January 2023, over 25 faculty have successfully completed the Ownership Control Access and Possession of Indigenous Data (OCAP) program. This program trains faculty and students in the best practices and principles of Indigenous data collection methods. The principles of OCAP can be found on the [First Nations Information Governance Centre website](#). Funding for faculty to take part in this program is provided by CapU's 5-year [\\$1.5 million NSERC Mobilize](#) applied research grant.

Priority Four

“...[E]nhance employment services and skills training for people facing multiple and complex barriers.”

Academic outreach and support

Community outreach

CapU's Community Development and Outreach Department (CDO) has been working for years to reach learners not served by campus-based programs, many of whom are socially excluded. The department members support learning through upgrading opportunities, language development, student success strategies, community leadership and volunteerism.

CDO's learners are newcomers to Canada, low-income residents, parents, seniors, workers in entry level jobs, Indigenous people both on- and off-reserve and people looking to make a positive change in their lives. CDO learners live in communities across CapU's catchment area in urban areas, inner cities, small towns, and remote villages. Many of the learners face financial, health, and language barriers; some are struggling against the stigma of adult illiteracy.

The department's instructors take their learner-centred approach to where the learners are, offering programs through public libraries, Neighbourhood Houses, Friendship Centres, community centres, and other welcoming public spaces. Using these spaces, the department offers programs throughout the North Shore, in Vancouver's inner city, and in the communities of the Sunshine Coast, the Sea-to-Sky corridor and Pemberton Valley. The communities served include five rural Indigenous communities. A complete listing of the projects and programs is available on the [department's webpage](#).

Academic access for non-traditional students

Supporting non-traditional university learning on campus is the purview of the [School of Access and Academic Preparation](#). The School provides not only upgrading courses for learners needing to fill gaps in their high school education but also courses and programs for students facing a variety of barriers. The School's English-as-a-second-language (ESL) courses help students facing language barriers. The Provincial Dogwood program helps adult learners complete their high-school education.



The School also provides programming for students with cognitive disabilities through the Discover Employability Certificate. This certificate program combines coursework and workplace learning to give students the skills to transition to an independent working life, with instruction covering job preparation, health and safety, and computer skills, along with social skills and personal finance. The [Education and Employment Access Certificate](#) supports students in overcoming barriers related to learning differences, as well as social, physical or mental health challenges.

The work done by faculty, staff and administrators through these two programs attracted the attention of a North Shore MLA, Susie Chant, and moved her to publicly praise their work during a [February 2024 sitting of the Legislature](#).

Academic support for all learners

Learning Support Services (LSS) at CapU helps students develop essential academic skills, strengthen executive functioning, and build resilience. Through workshops and one-on-one appointments, students gain personalized strategies including time management, study techniques, note-taking, and exam preparation. LSS also helps students navigate challenges like procrastination, fear of failure, and academic setbacks.

Support is available in multiple formats, including in-person, video, and phone-based ensuring flexibility and accessibility so students can actively engage in skill-building and achieve their academic goals.

Table 13: Appointments by appointment type, April 1, 2024 – March 24, 2025

Appointment Type	Attended
In-person	145
Remote (video or phone)	38
Total	183

Support for students with disabilities

In the 2024-2025 fiscal year, approximately 769 students with disabilities received academic accommodations. This represents an increase of approximately 14% compared to the previous fiscal year. In the 2024–2025 fiscal year, students scheduled a total of 1,315 appointments with the [Centre for Accessibility Services](#). Students scheduled 50-60 appointments per week between CapU's three Accessibility Services advisors during the Fall 2024 and Spring 2025 terms, with additional appointment times

scheduled in August, leading up to the start of the Fall term. To date, 1,825 unique accommodated exams have been scheduled at the Centre in the 2024-2025 fiscal year, with this number expected to rise by the end of CapU's Spring 2025 final exam period. This reflects a record number of students requesting accommodated test invigilation, leading to increased staffing and space constraints.

Students can schedule appointments in-person or online, and appointments themselves can be done remotely or in-person. Drop-in appointments are also available. Through the Accessibility Services website, students can make online accommodation requests, upload documents and arrange for accommodated exam invigilation as well as schedule appointments.

The [Centre for Sport and Wellness weight room](#) equipment accommodates users with mobility challenges. As well, the Centre's fitness activity leaders are certified instructors whose training include knowledge of adaptations and modifications for varying abilities and levels. Beginning in Fall 2022, CapU Rec implemented a new approach aimed at increasing accessibility, with 20 per cent of recreation classes involving non-standard participation or operation conditions. Classes restricted to women and women-identifying members were added, as were noise-free periods for members with auditory or stimulation sensitivities.

CapU's [School of Performing Arts](#) began implementing relaxed performances at theatre productions, with one show of each production being performed under relaxed performance conditions. Relaxed performances are aimed at opening the theatre experience up to neurodivergent audience members, as well as those with anxiety disorders and others who may find standard productions to be overwhelming or stressful.

In a relaxed performance, sound and lights are brought down a level or two, so that the show is slightly darker and quieter, while the house lights are usually kept up. Other supports are introduced. Common supports include a sensory guide who gives an overview of the show prior to the performance and is available to the public, a chill-out room where people can go to get some quiet time, and sometimes the actors will introduce themselves to the audience before the show begins.

Mental health supports

CapU's [counselling services](#) provide crucial support for students with mental health challenges. CapU provides counselling in several formats: in-person, video and phone-based. Although most students prefer in-person appointments, video and phone appointments allow greater flexibility.

Table 14: Number of appointments by appointment type, April 1, 2024 – March 24, 2025

Appointment Type	Attended
In-person	644
Remote (video or phone)	485
Total	1129

Among the 394 students using counselling services during this time, 212 used the services before and 182 were new to the services. The number of returning students showed it to be of valuable support for them. Many students required more than two appointments.

The most common issues, in order of concern amongst students who sought help were anxiety, trauma, depression, relationships, family, and stress. Urgent issues with immediate impacts on student safety were also encountered; these are detailed below.

Table 15: Breakdown of counts of students by type of help sought.

Type of Help	Count
Mental-health hospitalization	12
Partner violence	4
Sexual violence	2
Stalking	4
Suicide risk	26
Psychosis	1
Non-partner & non-sexual violence	4

Students can also seek urgent contact with a counsellor without a scheduled appointment during office hours. These drop-in contacts are usually about 20 to 30 minutes long. The total drop-in contact hours during this period was 197.5 hours.

YES program

An important tool for how CapU supports students in distress and those dealing with mental health challenges is the [Your Early Support](#) (YES), which launched in the

2022-23 academic year. When CapU employees enter an alert to the system, the platform is flexible enough to indicate the nature and seriousness of their concerns. The alert allows a student-support advisor to follow up with the student directly and offer confidential support, information and referrals to relevant services. Students are not required or pressured to respond to alerts.

The total number of students referred through alerts in the first year was 259, with 25 per cent choosing not to respond, and four per cent declining support. The challenges reported by these referrals included mental health and academic concerns, along with wide variety of other issues, including financial problems, food security, immigration and medical difficulties.

In 2024-25, the YES early alert service experienced a slight increase in the number of students referred, with 313 students entering the system. The challenges reported by these 313 referrals included:

- 169 mental health concerns, including mental illness disclosure and referrals support, general mental health support and referrals and suicide concerns
- 151 academic concerns, including learning struggles and missed classes
- 118 other category concerns, including behavioural, financial challenges, university transition challenges, extenuating withdraw requests, medical health concerns, immigration or study permit issues, legal issues, hospitalization, food insecurity and housing challenges.

Financial and food security supports

Since 2022, the CapU Foundation has created and maintained several financial supports for underrepresented groups. These include fifteen annual awards with a total value of \$557,878, seven endowments valued at \$814,933 and 22 scholarships, bursaries and awards with a total value of \$1,372,811.

Currently, CapU offers 31 awards that focus on or include Indigenous students, 30 awards that focus or include women students, three awards supporting single-parent students, and 11 awards targeting or including students with disabilities.

A complete list of financial awards is available [here](#).



Food security supports

CapU has been supporting students [facing food insecurity](#) with its Eat Care Share Fund since the 2022-23 academic year. Since then, the fund has supported 184 students, disbursing a total of \$52,200 to help enhance food security.

CapU's Student Affairs office and the Capilano Student Union (CSU) are working together to provide students with non-perishable food items, which students can access anonymously through either the CSU Community Cupboard housed in the Library building or the Food Security Table in the Student Affairs office. In partnership with CapU's Foundation office, the CSU has created this the CSU Community Cupboard Fund with a \$25,000 endowment to support food security initiatives at CapU.

Accessibility Plan

In the 2024-25 academic year, Capilano University began developing an Accessibility Plan detailing its strategies to identify, remove and prevent barriers. The work has led to the establishment of an [Accessibility Advisory Committee](#) (AAC), with members drawn from student, faculty and administrative communities, including representation from the Indigenous Education and Affairs department.

The committee is now in the stage of seeking community feedback to guide the development of the Accessibility Plan. The plan's initial form will progressively develop and evolve over time. A collaborative engagement process will remain ongoing, fostering continuous dialogue and input. CapU is committed to enshrining six principles in the Accessibility Plan:

- Inclusion,
- Adaptability,
- Diversity,
- Collaboration,
- Self-determination, and
- Universal design

Priority Five

“...[E]nsure that post-secondary institutions that have identified opportunities in relation to using housing as an economic tool.”

CapU currently provides 290 beds for students at its North Vancouver campus in a leased facility off-campus. This will be replaced in January 2026 when the [new on-campus housing complex](#) opens to students, providing 360 student beds. This provides an increase in housing for CapU students of roughly 25 per cent over existing capacity. For the community, however, it means that the housing that is being taken up by CapU's North Vancouver students will be available to the non-student public.

During the summer term, our student housing spaces are utilized effectively to support both students enrolled in courses and external groups, such as summer camps. This dual-use approach optimizes the use of our housing facilities during the summer and helps to support the local economy by reducing pressure on community short-term housing.

In Squamish, the campus now has [333 student beds housed in three buildings](#), with accessible units. This not only reduces barriers for students wishing to study in Squamish, but it also eases the pressure on the Squamish rental housing market as Squamish students can move out of their current units for more convenient, and possibly cheaper, on-campus housing.



Ongoing Ministry Strategic Initiatives

Progress on the Truth and Reconciliation Calls to Action and UNDRIP

Capilano University's progress on implementing the Truth and Reconciliation Commission's Calls to Action and the UN's Declaration of the Rights of Indigenous Peoples are provided in the Appendix, along with CapU's responses to the PSI-relevant recommendations of the In Plain Sight report.

Sexualized Violence Prevention and Response Initiatives

Capilano University is committed to creating a safe and supportive campus community. As part of that, the Office of Student Affairs works toward prevention and education related to sexual violence. Philosophically and practically, CapU's current sexual-violence policy and procedures reflect a harm-reduction approach understood through an intersectional, decolonial, survivor-centered and trauma informed lens. CapU's approach recognizes the Truth and Reconciliation Commission's Calls to Action and the Missing and Murdered Indigenous Women and Girls' Calls to Justice as central components to the response to sexual violence and education initiatives.

The Office of Student Affairs continues to prioritize the promotion of CapU's sexual-violence support services to ensure that members of the university community are aware of the resources available to them. This priority is informed by the 2022 Sexual Violence Perceptions Survey, which found that the majority of CapU students do not know where to find on-campus resources to support them with experiences of sexual violence. During the last year, the Office of Student Affairs provided information about sexual-violence support services to over 3,500 CapU students through engagement at new-student and program-specific orientation events.

Following provincial mandates, CapU revised its Sexual Violence Policy and supporting Sexual Violence Procedures. After a robust triennial review process that included robust community consultation and student feedback, the revised policy and procedures received Board approval in November 2023. The key policy updates included an overhaul of the Definitions section to ensure relevant language was defined in alignment with the scope and application of the policy, and to

acknowledge that online components of sexual violence are now within the University's jurisdiction. The policy also now mentions an online reporting option and the assessment and availability of interim safety measures to survivors who disclose, as well as report, sexual violence.

In January 2025, CapU's Student Life team hosted the fourth annual Sexual Violence Awareness Month (SVAM) with SVAM activities drawing in 266 participants. The theme, *Building a Culture of Consent at CapU*, highlighted that safety and the fostering of a culture of respect, accountability, and empowerment is a collective responsibility requiring participation from all campus members. SVAM offered an Opening and Closing event, two asynchronous training modules, a faculty workshop and an in-person event. Programming included:

- an integrated marketing campaign including posterage, digital signage, Instagram reels, SVAM-specific e-newsletter, CapU intranet promotion.
- a SVAM opening ceremony with a resources fair, an in-person kickoff event to introduce SVAM activities, and an information fair with student speakers.
- *Consent Kahoot*, an interactive game event focusing on consent education.
- a weekly discussion series promoting consent awareness.
- *Yoga Nidra*, yoga session for survivors and allies to promote healing and well-being.
- A faculty and staff workshop on how to respond to disclosures.
- A library display showcasing different literature related to healthy relationships, and consent.
- *Pop-Up Consent Chats*, a booth with different activities, including *Consent Jeopardy*, to encourage conversations about consent in a low barrier environment.
- *Community Voices*, a panel discussion featuring diverse voices on consent and safety.
- *CapU Safer Campuses*, an online asynchronous module for employees and students. The module was completed in January with record completions from 21 students and 62 employees.
- *Ask Anything*, a campaign to encourage students to submit anonymous questions to be answered in the panel session.



Other learning events involving educating members of the CapU community about sexual violence and sexual safety took place throughout the 2024-25 fiscal year, including:

- Residence advisor sexual violence disclosures and response training
- *Consent Week*, launched in September 2024
- Sexual Violence Advisory Committee meetings (quarterly)
- Sexual violence prevention training for all student staff/leaders

In consultation with CapU's Sexual Violence Advisory Committee, CapU developed a three-year Sexual Violence Prevention and Education Plan which was completed in August 2024. The Education Plan details relevant research, leading practices, and context- and culture-specific recommendations. The Education Plan includes an action plan for implementing and enhancing sexual-violence prevention programming and education.

Former Youth in Care

CapU continues to support former youth in care (FYIC) with tuition waivers. In the 2024-25 fiscal year, CapU saw 58 former youth in care students benefit from the BC Government's tuition waiver program. This is nearly double the 30 students who participated in the waiver program in the 2023-24 fiscal year. The total disbursement in the 2024-25 fiscal year came to \$216,629.74, an increase of just under 70 per cent over last year. CapU's financial aid office has been providing outreach to students to access the tuition waiver program since 2019.

Eligibility for FYIC status and tuition waivers is set by the StudentAid BC and the Ministry of Post-Secondary Education and Future Skills (Ministry), which inform CapU of eligible students. Other funding resources available to FYIC include the [Youth Futures Education Fund](#) and the [Strengthening Abilities and Journeys of Empowerment](#) (SAJE) program.

CapU has adopted several measures to encourage students eligible for FYIC status to identify themselves to access the resources, including:

- Providing a [Financial Aid & Awards website](#)
- Sharing information related to FYIC programs with those student-service areas providing one-to-one support: Accessibility Services, Indigenous Student Services, Student Affairs and the YES program. As a

student's care history is personal, private and can be traumatic, these service points provide students with the space to disclose this type of information. If the student discloses, they are referred to Financial Aid and given general information about FYIC resources.

- Working with both Accessibility Services and local organizations and social service partners such as Foundry North Shore and Hollyburn Family Services, supporting clients in care to refer them to Financial Aid at CapU if the student is interested in pursuing post-secondary education with the University. This collaborative outreach includes workshops for clients at Foundry.
- Providing self-disclosure opportunities on CapU scholarships, bursaries, and awards applications through questions such as, "[a]re you or were you a Former Youth in Care?" When Financial Aid officers find a student who answers positively and does not have a FYIC funding record at CapU, the Financial Aid office will connect with them directly to see if they are accessing these resources, in addition to assessing them for FYIC specific awards and bursaries.

The Financial Aid office also received a variety of promotional material provided by the Ministry and SAJE. These posters, information cards, and promotional materials have been placed around campus and in the offices or the above-mentioned service areas. The substantial increase in participating students over the previous fiscal year suggests that CapU's communication efforts may be working to inform more students.

K-12 Transitions and Dual Credit Programming

During the 2024-25 academic year, three faculties had dual-credit agreements in place, either with school districts or catchment high schools. The Faculty of Fine and Applied Arts had a dual-credit agreement with Elphinstone High School in the Sunshine Coast School District (#46) to allow their students to take MOPA 115, which introduces students to communication, protocol, and entry-level job skills to begin a career in the motion picture industry. Two students took part in Spring 2025.

The Faculty of Arts and Sciences has two dual-credit offerings. Students in the Sunshine Coast School District are eligible to enrol in ENGL 100, and so far, 27 students have taken part, all in the Spring 2025 term. Students in the Sea-To-Sky School District (#48) can enrol in COMP 115, an introductory computing course. Four students



attending two private schools leasing space on the Squamish campus took part in Spring 2025.

The Faculty of Business and Professional Studies has a unique dual-credit offering with the North Vancouver School District (#44) and YELL (Young Entrepreneur Leadership Launchpad), a Canadian charity that partners with school districts to support entrepreneurial learning. Students in SD #44 who graduate from the YELL Entrepreneurship 12 program and enter CapU's Bachelor of Business Administration program are given a generalized three credits at the 100 level of BADM coursework. YELL Entrepreneurship 12 program is a course delivered in partnership with schools across BC.

CapU has been helping new learners make the transition to university in several ways in the 2024-25 academic year. A pair of open houses at CapU's North Vancouver campus saw 502 current high-school students visit the campus, along with 153 adult learners. Another pair of open houses at CapU's Squamish campus introduced CapU to 12 high-school students and 21 adult learners.

CapU's recruitment team made 214 high school visits around the catchment area and Lower Mainland in 2024-25. These visits yielded a total of 1,394 requests for information from the host students. During the academic year, CapU hosted 148 campus tours; during these tours 66 high school students filled in the voluntary information form indicating they were attending a local high school. Similarly, of the students who volunteered their home school as part of an academic advising appointment, 42 indicated they were high-school students.

Work-Integrated Learning (WIL)

University wide, CapU offers one co-op course in tourism management, 16 professional practicums, 17 practicums, seven work experiences, two entrepreneurship, several community service learning and applied projects options in over 75 courses. These types of WIL are organically coexisting with a variety of experiential learning options, such as field trips, job shadowing, teaching labs, music interactive simulations, on-campus show and film productions, and costume design labs. The new BA - Writing and Literature program, slated to begin instruction in September 2025, will add to these counts as it includes practicums as part of upper-level instruction.

During 2024-25 academic year, the WIL Unit supported 57 courses offering a WIL applied project involving collaboration with an external partner. Several new

partnerships have been solidified, including with Cedar Springs Retirement, Life Space Gardens, North Van School District, North Shore Community Resources, Summerhill Residences Parc, Coast Consignments, View Optometry, North Shore Sports Medicine, Lower Mainland Humane Society, Ginger Jar Furniture, Listify, Mt. Seymour Resort, Chef Agathe, Presentation House Theatre, Native Courtworkers Association of BC, Reglan Bistro, and Silver Harbour.

These WIL applied projects have engaged 1,242 students, out of which 177 came out of CapU's Growthhub referral program hosted by the North Vancouver Chamber of Commerce.

CapU's WIL Unit and faculty with the Music Therapy program successfully applied for a [\\$46,000 grant](#) from Co-operative Education and Work-Integrated Learning Canada (CEWIL Canada), a national nonprofit embracing WIL-involved faculty and staff from post-secondary institutions across Canada. This grant paid stipends to all students registered in an unpaid professional Musical Therapy practicum during Fall 2024.

The WIL Unit worked on developing a better communication system to promote knowledge of WIL and its impact on our students and the regional economy throughout the Lower Mainland. The unit's [LinkedIn](#) and [Instagram](#) social media channels keep connections among WIL organizers, students, faculty members, and external partners.

Work Study

The [Career Development Centre](#) (CDC) is creating WIL opportunities on campus, with its Student to Employment Program (STEP). The program provides funding to CapU departments to hire students as peer tutors, Student Advisory Committee members and peer-assisted learning leaders. During their work terms, students develop competencies related to CDC's competency framework, which is aligned with the competency framework of WorkBC. Successful STEP applicants are also expected to integrate the high-impact reflection activity, CapU GROW, which provides a structured framework for students to reflect on their learning outcomes.

From April 1, 2024, to March 31, 2025, STEP disbursed \$155,814 to fund 13 unique student positions across nine departments and programs, providing employment opportunities for 42 students: Centre for International Experience, Student Life, Department of Athletics & Recreation, University Relations, School of Humanities,



School of STEM, School of Business, School of Communications, and Faculty of Global and Community Studies.

Practicum participation

All programs in the [School of Allied Health](#) have had practicums embedded within their curriculum. In the 2024-25 fiscal year, a total of 145 students in Allied Health programs enrolled in at least one practicum.

University-wide, a total of 898 students from 33 programs across all five faculties enrolled in one or more of 38 practicums during the same time. Of these 898 students, 74 per cent identified as female, 24 per cent identified as male, one per cent identified as non-binary, and one per cent did not disclose their gender identity. Domestic students composed 71 per cent of the practicum students in the 2024-25 fiscal year, while international student made up 29 per cent. Most of the practicum's students (96 per cent) did not disclose their Indigeneity, but 2.6 per cent identified as Indigenous and 1.2 per cent identified as non-Indigenous.

The [Tourism Management Co-operative Education Diploma](#) at CapU has been providing co-op-based WIL for many years. The program was recognized in 2022 for its quality by the United Nations World Tourism Organization (UNWTO) with their [TedQual certification](#). This certification creates opportunities for CapU students and faculty to engage in global competitions, joint research projects, partnerships in curriculum development, access to international jobs, and mentorship with other tourism education institutions in less-developed countries. From Fall 2021 through Spring 2024, 119 students have started in the program; during the same time, 39 have graduated.

Developing and implementing protections for international students that support their fair treatment

Ensuring that international students are supported and treated fairly is part of the purpose of CapU's Internationalization Plan 2021. The plan builds on the themes of the University's strategic plan, *Envisioning 2030: imagination, community, and a distinct University experience*. These themes are themselves connected with a fourth, central priority, health and well-being. The specific strategies and actions linked to each theme are outlined in the Internationalization Plan 2021 subsection of the Strategic Direction section.

This academic year saw CapU hire two international student transition officers, and funding is available for a third officer. The officers have set up a program where they are creating one-to-one connections with incoming students to ensure that they transition in safely and successfully to living and learning in Canada and at CapU. Every incoming student is provided the opportunity for a Zoom or Teams call to share information and/or concerns as part of their transition to the university. This is an opportunity to share information on housing, understanding their rights, how to access services and resources they may need in the university and the community, understanding related working and living rules and conditions, and receiving advanced tutoring and support on how to learn and study successfully. The Transition officers are all RISIA certified and experienced in international education in a variety of fields and services.

In 2024-25, CapU added a fifth regional representative in Africa to our existing network in Asia and Latin America. These regional representatives provide support to incoming students to ensure that they transition successfully and safely to living and learning in Canada and at CapU. They also support our agency network by providing support and training to ensure there is up to date and accurate information to prospective students.

Additional details regarding CapU's commitment to supporting international students can be found in our Internationalization Plan.



6. Performance Plan



Alignment of Ministry and University Goals and Objectives

The tables below show how Capilano University's goals align with the objectives of the Ministry of Post Secondary Education and Future Skills. The tables also identify the relevant performance measures for each goal.

The selected goals are a subset of the full *Envisioning 2030* goals that directly impact students' academic experience. The full set of goals and actions to achieve them can be found in Appendix B. Note that CapU Performance Measures (column two in tables) are not intended to directly align with System Performance Measures (column three in tables).

Envisioning 2030 Goal: Learners, Employees, Alumni and Communities Embrace Imagination as the Foundational Driver of Positive Change and Innovation.

Ministry Objectives	CapU Performance Measure	System Performance Measure
Access, Quality, and Relevance	Canadian University Survey Consortium	Indigenous student spaces
	Departure Survey	Transition rate of high school students to public post-secondary education
	Welcome Back Survey	Participation rate
	Welcome Survey	Loan repayment as a percentage of income
	Course outcomes report	Undergraduate tuition and fees as a percent of median household income
	Institutional KPIs: application transition; enrolment; and graduation rate	Student Outcomes Survey satisfaction measures
	Departure Survey	Unemployment rate
		Student assessment of the usefulness of knowledge and skills in performing job

Envisioning 2030 Goal: Use Imagination to Drive CapU's Digital Transformation.

Ministry Objectives	CapU Performance Measure	System Performance Measure
Quality	Canadian University Survey Consortium	Student Outcomes Survey satisfaction measures
	Alumni Survey	
	Departure Survey	



Envisioning 2030 Goal: Indigenize and Decolonize Education and Campuses, Including First Nations Language, Culture and Knowledge.

Ministry Objectives	CapU Performance Measure	System Performance Measure
Access, and Quality	Indigenous student enrolment	Indigenous student spaces
	Canadian University Survey Consortium	Transition rate of high school students to public post-secondary education
	Alumni Survey	Participation rate
	Welcome/Welcome Back Surveys	Loan repayment as a percentage of income
	Course outcomes report	Student Outcomes Survey satisfaction measures

Envisioning 2030 Goal: Provide Learners with Imaginative, Unique and Life-Enhancing Learning Experiences that give them the Opportunity to Actualize their Passion and Potential.

Ministry Objectives	CapU Performance Measure	System Performance Measure
Quality, Capacity, and Relevance	Indigenous student enrolment	Student spaces
	International student enrolment	Credentials awarded
	Leadership development	Sponsored research funding
	Alumni Survey	Credentials awarded to Indigenous students
	Canadian University Survey Consortium	Student Outcomes Survey satisfaction measures
	Welcome/Welcome Back Surveys	Unemployment rate
	Departure Survey	Student assessment of the usefulness of knowledge and skills in performing job
	Institutional KPIs: application transition; enrolment retention; FTEs; waitlist length; and seat utilization	

Envisioning 2030 Goal: Instil a Culture of Equity, Diversity and Inclusion in all our Operations and Outreach

Ministry Objectives	CapU Performance Measure	System Performance Measure
Access, Capacity, and Relevance	Indigenous student enrolment	Indigenous student spaces
	Course outcomes reports	Transition rate of high school students to public post-secondary education
	Welcome/Welcome Back Surveys	Participation rate
	Alumni survey	Loan repayment as a percent of income
	Departure Survey	Undergraduate tuition and fees as a percent of median household income
	Institutional KPIs: application transition; enrolment retention; FTEs; waitlist length; and seat utilization	Student spaces
	Alumni Survey	Credentials awarded
	Departure Survey	Sponsored research funding
	Welcome/Welcome Back Survey	Credentials awarded to aboriginal students
		Student assessment of the usefulness of knowledge and skills in performing job
		Unemployment rate

Performance Measure Reporting

System Measures⁶

This section reports the 2024–25 Institutional Accountability Plan and Report framework performance measures and results provided by the Ministry of Post Secondary Education and Future Skills. Ministry assessments are based on the following scale.

Target assessment	System Performance Measure
Achieved	100% or more of target
Substantially achieved	90%–99% of target
Not achieved	Less than 90% of target
Not assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures and measures without targets

System Objective: Capacity

Student Spaces⁷

Number of full-time equivalent (FTEs) student enrolments delivered overall, in health and in developmental programs.

	2023–24 Actual	2024–25 Target	2024–25 Actual	Assessment	2025–26 Target	2026–27 Target	2027–28 Target
Domestic student FTE	3,473	5,640	3,775	Not Achieved	5,585	5,555	5,555
Nursing and allied health programs	139	192	127	Not Achieved	168		
Developmental programs	235	273	238	Not Achieved	273		

Note: “TBD” = “To be determined”

Capilano University did not meet its domestic FTE targets. However, domestic student FTEs surged by almost nine percent. This is the largest increase in over a decade, despite being in an era in which domestic enrolments seem to be declining across a majority of publicly funded PSIs in BC, particularly among teaching-intensive universities.

Although further increases of this magnitude are unlikely, several factors suggest some level of growth may continue. CapU has brought in three new baccalaureate programs that have been developed both with a view to contributing value to society and to meeting labour-market needs, and awareness of these programs will continue to build over the next few years. Further, CapU has brought in several new associate and bachelor’s degrees in the last four years, and public profile of these young programs have plenty of potential to grow. Similarly, awareness of CapU’s offerings at its new Squamish campus is likely to build across the Sea-to-Sky region, drawing in more domestic students from Squamish and communities to its north.

⁶ Please consult the 2024-25 Standards Manual at <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/accountability-framework> for a current description of each measure.

⁷ Results from the 2024-25 reporting year are based on data from the 2024-25 fiscal year; results from the 2023-24 reporting year are based on data from the 2023-24 fiscal year. Only Ministry funded Full-Time Equivalents are included.



Domestic Credentials Awarded ⁸

The average number of credentials awarded over the most recent three years.

	2023–24 Actual	2024–25 Target	2024–25 Actual	Assessment	2025–26 Target	2026–27 Target	2027–28 Target
Bachelor	378	400	369	Substantially Achieved	389		
Certificate	274	302	250	Not Achieved	283		
Diploma	321	369	287	Not Achieved	343		
Developmental	33	27	34	Achieved	34	TBD	TBD
Graduate, First Professional and Post- Degree	*	*	*	Not Assessed	Not Assessed		
Short Certificate	*	*	*	Not Assessed	Not Assessed		
Total	1,016	*	952	Not Assessed			

CapU achieved its targets for developmental credentials awarded in the fiscal year of 2024-25. The university also substantially achieved its bachelor target. However, the remaining targets were not achieved. This reflects the same result as the reported in the previous IAPR and may reflect a continuation of the depression of student enrolment in the pandemic.

Indigenous Student Spaces⁹

Number of full-time equivalent enrolments of Indigenous students delivered in all program areas.

	2023–24 Actual	2024–25 Target	2024–25 Actual	Assessment	2025–26 Target	2026–27 Target	2027–28 Target
Total Indigenous FTEs	260	≥ 241	227	Substantially achieved	≥ 241	≥ 241	≥ 241
Ministry (PSEFS)	260	≥ 241	227	Substantially achieved	≥ 241	≥ 241	≥ 241

CapU substantially achieved its Indigenous Student Spaces target but dropped from last year's Indigenous FTEs by 12 per cent (33 FTEs). This is disappointing given last year's increase over 2022-23. Hopefully, CapU's continued efforts to

⁸ The total number of credentials awarded are reported but only the Credentials awarded for each credential type are assessed. The credential target assessment is based on the number of credentials awarded in the most recent fiscal year as a percentage of the average number of credentials awarded in the previous three fiscal years. Targets are set in the previous reporting year for the next reporting cycle.

Prior to the 2023-24 reporting cycle, the credential target was based on the average number of credentials awarded in the last three fiscal years and the year over year change in FTEs.

"Certificate" includes certificate and advanced certificate credentials. "Diploma" includes diploma, advanced diploma and associate degree credentials. "Developmental" includes all credentials granted below post-secondary level such as English as a Second Language certificates, high school graduation diplomas, and career and employment readiness certificates.

"Graduate, First Professional and Post-Degree" includes doctorate, master's degree, graduate diploma, graduate certificate, first professional degree, post-degree diploma and post-degree certificate.

⁹ For Indigenous Student Spaces, results for the previous fiscal year are reported. Results from the 2024-25 reporting year are based on data from the 2023-24 fiscal year; results from the 2023-24 reporting year are based on data from the 2022-23 fiscal year. Both Ministry and Skilled Trades BC (formerly the Industry Training Authority) funded Full-Time Equivalents are included. Institutions provide their own target and assessment for Indigenous Student Spaces. Institutions provide their own target and assessment for Indigenous Student Spaces. The Ministry may report a higher number of Indigenous students at CapU than the University usually does, as the University's numbers are based on self-identification of Indigenous status while at CapU, but the Ministry data is based on self-identification at any point in students' BC public education history, including K-12.

develop programming that meets both the career and cultural needs of Indigenous members of the catchment communities—along with *Ché̓nchenstway* implementation, growth in CapU's commitment in being a canoe family and the many other initiatives and activities aimed at decolonizing the campus outlined in our response to [Priority Three](#) in the Mandate Letter—encourage more Indigenous learners in from the Rightsholding Nations to join CapU and prove this decline to be a short-term setback. CapU's expansion in Squamish should also help reach Indigenous learners, as many of them live in the Sea-to-Sky region.

System Objective: Quality

Student Outcome Measures¹⁰

Capilano University participates in two of the Ministry- generated student outcome surveys: the Diploma, Associate Degree and Certificate Student Outcomes Survey (DACSO) and the Baccalaureate Graduates Survey (BGS). As CapU has no trades programming, the University does not participate in the Apprenticeship Student Outcome Survey or the Trades Foundation Student Outcome Survey.

Both the DACSO and BGS datasets are widely used at CapU. The survey results are widely disseminated to academic departments and faculties and to senior administrators. Decision-makers at CapU from the chair or manager level upwards can access an online dashboard that summarizes five years of these surveys. Individual departments and faculties examine these results as part of their regular unit review process designed to refine and improve their programs.

Student Satisfaction with Education

Percentage of students who were very satisfied or satisfied with the education they received.

	2023–24 Actual	2024–25 Target	2024–25 Actual	Assessment	2025–26 Target	2026–27 Target	2027–28 Target
Former diploma, associate degree & certificate students	89.7% +/- 2.0%	≥ 90	89.7% +/- 2.1%	Achieved	≥ 90	≥ 90	≥ 90
Baccalaureate degree graduates	92.1% +/- 3.3%	≥ 90	86.5% +/- 5.0%	Achieved			

Overall satisfaction amongst our graduates of baccalaureate, diploma, associate and certificate programs continue to meet or exceed Ministry targets. However, although the satisfaction level among DACSO respondents remained almost identical with the previous year, the drop in reported satisfaction among BGS respondents is substantial and concerning, declining by slightly over five percentage points.

Satisfaction levels on the BGS have been stable over the last several years at CapU, and generally no lower than the provincial aggregate level. In contrast, the provincial aggregate level of satisfaction expressed by BGS respondents was 90.0 per cent, well above this year's results.

Also notable is a substantial increase in the margin of error, rising from 3.3 per cent to 5.0 per cent. The decrease in the percentage of BGS respondents expressing satisfaction with their education and the increase in the margin of error, which is a reflection in part of the degree of variance in this measure, suggests not just a shift in opinion, but an increase in the diversity of opinion. That in turn could reflect that while students from some CapU programs were not as satisfied

¹⁰ Results from the 2024-25 reporting year are based on 2024 survey data; results from the 2023-24 reporting year are based on 2023 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.



with their education, others remained at CapU's usual levels. Such a change in a subset of students would explain both the overall decline and the increase in the margin of error.

The students in the 2024 Student Outcomes surveys would have graduated from their programs in 2022 and thus spent their last two years of the program under pandemic instruction conditions. It may be that a subset of CapU's baccalaureate programs did not adjust well to pandemic teaching conditions. If the problems were confined to just some of CapU's bachelor programs, this would also explain why the respondents in the DACSO showed no change in satisfaction, even though their entire period of study would have taken place during the pandemic for many in the one- and two-year programs covered by the DACSO survey. However, as CapU does not have access to the full data for the two surveys at the time of this report, we cannot explore this hypothesis much further, except to note that the responding to the next three measures seems consistent with the hypothesis.

Student Assessment of the Quality of Instruction

Percentage of students who rated the quality of instruction in their program positively.

	2023–24 Actual	2024–25 Target	2024–25 Actual	Assessment	2025–26 Target	2026–27 Target	2027–28 Target
Former diploma, associate degree & certificate students	95.5% +/- 1.4%	≥ 90	93.4% +/- 1.7%	Achieved	≥ 90	≥ 90	≥ 90
Baccalaureate degree graduates	94.0% +/- 2.9%	≥ 90	88.8% +/- 4.6%	Achieved			

When examining former students' assessments of the quality of instruction in their program, we see the same pattern as in the assessment of their satisfaction with education above. Again, the DACSO students are similar in their level of positivity as in their previous year, with a similar margin of error across both years as well. BGS respondents, however, again yield a substantive reduction in their positivity with a larger margin of error. Once again, the level of positivity for CapU students is lower than for that of the province-wide rate (92.2 per cent positive)¹¹. Nonetheless, CapU continues to achieve Ministry targets regarding former students' assessment of the quality of instruction they received in their program.

Student Assessment of Skill Development

Percentage of students who indicated their education helped them to develop various skills. This measure is an average of seven components skills assessments

	2023–24 Actual	2024–25 Target	2024–25 ctual	Assessment	2025–26 Target	2026–27 Target	2027–28 Target
Former diploma, associate degree & certificate students	85.2% +/- 2.0%	≥ 85%	85.3% +/- 2.2%	Achieved	≥ 85%	≥ 85%	≥ 85%
Baccalaureate degree graduates	87.9% +/- 3.1%	≥ 85%	82.5% +/- 4.4%	Achieved			

Capilano University achieved Ministry targets for student assessment of its contribution to student skill development and did so for both DACSO and BGS respondents. The pattern shown in the previous two questions is again manifested here: CapU's BGS respondents show a notable drop in the positivity of assessment compared to the last year along with an increased margin of error. DACSO respondents, however, are very similar in both years, not only in the rate of positivity in their assessment of the extent to which their program developed their skills but also in margin of error for this

¹¹ 2024 BGS Performance Measures – CAPU.xlsx. (March 2025). BC Stats, BC Student Outcomes.

question. And again, CapU's BGS respondents' rate of positive assessment was lower than was true for the province-wide aggregate response (84.6 per cent)¹².

System Objective: Relevance

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

Percentage of employed graduates who indicated the knowledge and skills they acquired through their education was useful in performing their job.

	2023–24 Actual	2024–25 Target	2024–25 Actual	Assessment	2025–26 Target	2026–27 Target	2027–28 Target
Former diploma, associate degree & certificate students	85.7% +/- 3.5%	≥ 90%	83.0% +/- 3.9%	Substantially Achieved	≥ 90%	≥ 90%	≥ 90%
Baccalaureate graduates	89.1% +/- 4.4%	≥ 90%	90.3% +/- 4.8%	Achieved			

CapU met its target for the graduate assessment of skill relevance among BGS respondents and substantially achieved targets for DACSO respondents. Importantly, responses to this question does *not* follow the same pattern as that of the last three questions. BGS responses are slightly higher than last year's, with a very similar margin of error. DACSO responses are slightly lower than last year, but with also a similar margin of error. CapU's BGS students, moreover, are notably *more positive* in their assessment of the relevance of what they had learned that were BGS respondents overall (86.1 per cent).

That the pattern of responding across years on this question looks different from the previous three questions is consistent with the hypothesis that the reductions were driven by a subgroup of students in baccalaureate programs that had difficulties in adjusting teaching to pandemic conditions. This question, unlike the three previous, does not ask them to reflect on their pandemic-era educational experiences, but on their post-pandemic work experience. Given how positive they were in thinking about the relevance of their skills gained at CapU, it is unclear what aspects of their program were disappointing to them.

Unemployment Rate

Percentage of graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or lower.

	2023–24 Actual	2024–25 Target	2024–25 Actual	Assessment	2025–26 Target	2026–27 Target	2027–28 Target
Former diploma, associate degree & certificate students	6.8% +/- 2.4%	≤12.7%	13.8% +/- 3.3%	Achieved	≤ unemployment rate of the population aged 18-29 with high-school credentials or less		
Baccalaureate graduates	10.4% +/- 4.0%	≤12.7%	8.8% +/- 4.3%	Achieved			

The unemployment rate among CapU respondents to both Student Outcome surveys was below that of the target, or within it given the margin of error in the case of respondents to the DACSO survey. The unemployment rate for the DACSO respondents is higher than that of last year's results, but the target itself is substantially higher than last years

¹² 2024 BGS Performance Measures – CAPU.xlsx. (March 2025). BC Stats, BC Student Outcomes.

target of 8.8%, suggesting that unemployment, at least among adults 18-29 has risen over the last year. That the unemployment rate of CapU's BGS respondents is not only below the target rate, but lower than last year's 10.4% is encouraging.

Internal Surveys

In addition to the surveys of graduates conducted provincially, CapU conducts a series of internal student surveys every year. Students new to CapU are surveyed in the Welcome Survey, while returning or continuing students are surveyed in the Welcome Back Survey. Both surveys run each Fall term.

Welcome Survey (new students)

The Fall 2024 survey focused on students who first enrolled at CapU in the Fall 2024 term. CapU invited 2,111 students to participate, with 281 responding (13 per cent response rate) and 160 completing the survey (8 per cent completion rate). When asked how likely they were to recommend CapU to a friend or family member, the average response was just under eight on a scale of zero to ten.

About half of respondents (49 per cent) were enrolled in a degree program, with 37 per cent enrolled in a baccalaureate program and 12 per cent enrolled in an associate-degree program. Diploma program enrolment was also popular with new students, representing 24 per cent of respondents. Graduate students accounted for 2 per cent of new student enrolments in 2024.

A third of new students surveyed in Fall 2024 were first-generation post-secondary students. Just over half (53 per cent) of new students were unemployed at the time of the survey, with 37 per cent working part-time and 10 per cent working full-time while studying. A quarter of CapU's new students said they did not expect to work at all during the academic year, while 39 per cent expected to work between eight and 24 hours per week over the course of the academic year. During the same time, 51 per cent expected they would spend ten hours or less studying or preparing for class outside of class time over the course of the academic year.

Most new students surveyed had clear career plans, with 40 per cent having a specific career in mind and 22 per cent considering several possible careers.

Welcome Back Survey (returning students)

In Fall 2024, CapU invited 6,366 students who had completed at least two terms at CapU to participate in the *Welcome Back Survey* (the terms need not be consecutive). Of this population, 576 students responded (9 per cent response rate), with 344 complete responses (5 per cent completion rate). CapU's returning students gave an average rating of seven on a zero to ten scale when asked how likely they were to recommend CapU to a friend or family member.

Like the *Welcome Survey* respondents, 40 per cent of *Welcome Back* respondents were enrolled in a bachelor program and 22 per cent were enrolled in diploma programs. Conversely, 24 per cent of Welcome Back respondents were enrolled in associate-degree programs. Graduate students represented three per cent of respondents.

Most (83 per cent) of returning fall students planned on graduating at CapU. Five per cent of students planned to transfer at some point, with the University of British Columbia being the most popular destination institution, selected by 50 per cent of those planning to transfer.

Four out of ten *Welcome Back* respondents were first-generation post-secondary students, and a much larger portion were employed at the time of the survey (73 per cent) than in the *Welcome Survey*. Fewer were employed full-time (21 per cent) with five per cent working full-time at CapU, and 16 per cent working full-time elsewhere. Only four per cent did not plan to work at all during the academic year, while 58 per cent planned to work between eight and 24 hours per week

during the 2024-2025 academic year. Just under half (45 per cent) estimated they would spend ten hours or less per week studying or preparing for class outside of class time.

Most (84 per cent) indicated that they intended to find a job in Canada after graduation, and most had clear career plans (72 per cent), with 38 per cent having a specific career in mind, and 34 per cent having several possible careers in mind.

External Surveys

CUSC 2024— Graduating Students

CapU also participates in external surveys as a supplementary source of information. Beginning in spring 2017, CapU began participating in the annual survey of baccalaureate students run by the Canadian University Survey Consortium (CUSC). The CUSC surveys rotate the population surveyed every year, surveying first-year students, then middle-years students, then graduating students and then first-year students again.

In 2024, 38 universities, including CapU, participated in the CUSC survey of graduating students. The survey organizes universities into three groups, based primarily on programming. Group 1 (G1) universities are primarily undergraduate schools, including CapU; in 2024, 25 of the 38 participating universities fell into the G1 category. Group 2 (G2) universities have substantial graduate programming (e.g., Simon Fraser University) and Group 3 (G3) universities have at least one professional program (e.g., McMaster University). These groupings allow CapU to compare its results both to the national results and to those of other undergraduate schools (i.e., the G1 schools).

The 2024 CUSC graduating-students survey reveals several findings of note. First, evaluations of graduating students' satisfaction with the quality of their teaching—as measured by the percentage who agree¹³ with the statement, "Generally, I am satisfied with the quality of teaching I have received"—reveals that CapU's respondents seem more positive than comparator groups, with 86 per cent agreeing or strongly agreeing (G1: 84 per cent, All: 85 per cent).

Perhaps not surprisingly from that, CapU's 2024 graduating respondents are also especially positive regarding how their expectations of university has aligned with their actual CapU experience. 80 per cent of CapU respondents said their expectations have been met or exceeded (G1: 77 per cent, All: 80 per cent).

CUSC respondents assess their instructors across a range of instructor properties by indicating their level of agreement with a set of positively worded statements about their instructors (e.g., "Seem knowledgeable in their fields"). There are some areas that CapU's instructors do particularly well, and some areas where there can be improvement. There are four areas in which CapU's 2024 respondents are particularly positive, and they seem to cluster around statements related to student engagement.

1. In response to the statement their instructors "[t]ake a personal interest in academic progress," 80 per cent agreed or strongly agreed (G1: 63 per cent, All: 56 per cent).
2. In response to the statement their instructors "[e]ncourage students to participate in class discussions," 96 per cent agree or strongly agree (G1: 88 per cent, All: 88 per cent)
3. In response to the statement that their instructors "[p]rovide useful feedback on academic work," 86 per cent of CapU respondents agreed or strongly agreed (G1: 79 per cent, All: 76 per cent).
4. In response to the statement their instructors "[a]re intellectually stimulating in their teaching," 86 per cent agree or strongly agree (G1: 77 per cent, All: 76 per cent)

There are only three areas in which CapU's respondents are less enthusiastic than peers at other universities, and the differences between CapU's ratings and it's G1 peers are at most four percentage points.

¹³ Strongly agree/agree/disagree/strongly disagree

1. In response to the statement that their instructors "[t]reat students the same regardless of race," 89 per cent of CapU respondents agreed or strongly agreed (G1: 93 per cent, All: 93 per cent).
2. In response to the statement that their instructors "[c]ommunicate well in their teaching," 80 per cent of CapU respondents agreed or strongly agreed (G1: 83 per cent, All: 82 per cent).
3. In response to the statement that their instructors "[a]re well-organized in their teaching," 80 per cent of CapU respondents agreed or strongly agreed (G1: 83 per cent, All: 81 per cent).

CUSC's graduating respondents are asked to assess whether their university has contributed to the development of a set of work-related skills. On these measures, CapU's 2024 respondents were mixed, being above the comparator groups for three skills and below on four skills. However, for several measures the differences between CapU's ratings and those of the most similar comparator, the G1 universities, were less than three percentage points, and these more substantive differences skewed more to areas in which CapU performed less well than its G1 peers, indicating areas in need of being addressed.

4. In regards to the skill of "[w]orking independently," 53 per cent of CapU's respondents said CapU contributed much or very much to their development, versus 73 per cent of G1 respondents, and 74 per cent of all respondents.
5. When it came to "[c]ooperative interaction in groups," 47 per cent of CapU's graduating respondents agreed CapU had helped to develop it, while 51 per cent of those attending a G1 school did so and 56 per cent of all respondents did.
6. A total of 35 per cent of CapU respondents indicated that CapU helped develop "[c]omputer literacy skills," versus 40 per cent of G1 respondents and 43 percent of all respondents

More positively, 39 per cent of CapU graduates agreed that CapU had helped develop "[e]ntrepreneurial skills," but only 23 per cent of G1 respondents did, and only 22 per cent of all respondents did.

Perhaps even more positively, 75 per cent of CapU's 2024 graduating respondents said they were debt free versus 53 per cent of G1 respondents and 55 per cent overall.

7. Financial Information



Financial Information

Audited Financial Statements for Capilano University are at capilano.ca/about-capu/governance/budget-plans-reports/financial-reports/



8. Appendix



Report on Capilano University's Response to the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples

TRC Call to Action¹⁴ and UN Declaration on the Rights of Indigenous People Article

Progress	Initiatives and Partnerships
Identify whether the initiative is: <ul style="list-style-type: none"> • New¹⁵ • Planned vs In Progress vs Implemented or • Ongoing • If there is no relevant • program show as N/A. 	Provide key details initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution's relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required.

1: Social Work

We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ...

Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.

Progress	New and/or Continuing Initiatives and Partnerships
N/A	

12: Early Childhood Education

We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	Decolonization of all ECE diploma and bachelor's degree courses in partnership with BC Aboriginal Childcare Society and with support from Capilano University Office of Indigenous Education & Affairs and Centre for Teaching & Learning.

¹⁴ "..." represents omitted text not related to post-secondary education from the original Call to Action.

¹⁵ New initiatives start in the current reporting year and have not been previously reported on

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<p>CapU's ECCE Diploma program is in partnership with Kwantlen Polytechnic University (KPU) and the Métis Nation of BC (MNBC) to deliver its program at KPU. As part of the KPU delivery, both universities have partnered with MNBC to hire a Métis cultural specialist to Indigenize and deliver content. The collaboration launched Fall 2023 and is being supported with one-time funding from the Ministry of PSEFS. The program runs until Fall 2026.</p> <p>ECCE department hired two Indigenous faculty members in 2024-25.</p>

16: Indigenous Language Degree and Diploma Programs

We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.

Progress	New and/or Continuing Initiatives and Partnerships
Implemented	Faculty of Arts and Sciences offers Lil'wat Nation Language and Culture Certificate and Sechelt Nation Language and Culture Certificate program.
Implemented	Two courses: LING 206 (First Nations Languages of BC) and LING 208 (Indigenous Languages of the World and their Speakers) are focused on Indigenous Knowledge, Indigenous history, and Indigenous scholars' work.
Implemented	<p>BFNS 052 – First Nation Studies is a standalone Adult Basic Education course focusing on course providing a broad introduction to local and national issues related to the First Peoples, from the protocols used by host nations to family structures and child rearing practices. It was initially designed for the Skwxwú7mesh Úxwumixw for courses previously delivered by the North Vancouver School District.</p> <p>In 2021-22, the course was customized to focus on Skwxwú7mesh Úxwumixw (Squamish Nation) culture and history. In 2022-23, the course became a regular CapU offering. In 2024-25, a new version of the course focusing on Sechelt Nation history and culture began regular delivery at the ká lax-ay campus by a faculty member from the Sechelt Nation.</p>

23: Health-Care Professionals

We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	Decolonization of curriculum in Music Therapy (MT) degree program, Health Care Assistant (HCA) certificate program, and Rehabilitation Assistant (RA) diploma program, with support from Capilano University Centre for Teaching Excellence. These efforts include the development of specialized cultural safety and humility training for faculty and students in the HCA program



Progress	New and/or Continuing Initiatives and Partnerships
Implemented	An Indigenous advisor, who is also a faculty member, was hired in 2022, to complete a Decolonization audit for the RA program. The audit report and recommendations were received Fall 2023. Although the focus of the audit and report is on the RA program, expectations are that the recommendations will be applied to all programs in the School of Allied Health, where applicable.
Ongoing	Recommendations from the RA program audit by the School of Allied Health were implemented beginning in Fall 2024.
Ongoing	<p>In 2023-24, CapU completed delivery of RA Diploma program for students from the Northern Health Region. This delivery, done in partnership with the Ministry of PSEFS, was carried out under the expectation that several of the students would be Indigenous; two of the eight students were Indigenous. The students completed their practicums in the Northern Health Region and travelled to our campus to complete the skills portion. The Northern delivery involved an accelerated version of the diploma program, completing in 18 months.</p> <p>In 2024-25, a second delivery of this northern rehabilitation assistant program began with two additional Indigenous students enrolled.</p>
New	In Fall 2024, the Health Care Assistant program began a partnership with the Squamish Nation and Vancouver Coastal Health to deliver the Health Care Assistant Pathway Program to Squamish Nation members. The program runs from January to August 2025. The classroom content is being delivered in community on the Squamish Nation reserve in North Vancouver and the lab components are being delivered in health lab facilities on our North Vancouver Campus.

24: Medical and Nursing Schools

We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Progress	New and/or Continuing Initiatives and Partnerships
N/A	

28: Law Schools

We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.

Progress	New and/or Continuing Initiatives and Partnerships
Implemented	<p>One new Indigenous-focused course, LAW-331 (Indigenous Peoples & the Law), debuted in 2022-23. In February 2024, the Faculty of Business & Professional studies approved it as a CapCore course, becoming required for completion in the Bachelor of Legal Studies program.</p> <p>The course introduces Indigenous case law and is taught by an Indigenous instructor who incorporates storytelling and her lived experience into instruction.</p>
New	LAW 332 – Colonization, Aboriginal Rights, and Reconciliation. Offered in the 2024-25 Academic Year.
Ongoing	<p>The School of Legal Studies (SLS) is working to include additional Indigenous content into its current course including introductory, criminal, company and family law courses:</p> <p>LAW 340 – Company Law course contains a teaching module on Indigenous business models.</p> <p>LAW 210 – Legal Research course includes a teaching module on Indigenous accused and sentencing.</p> <p>LAW 140 — Family Law & Procedures course incorporates Indigenous case law.</p> <p>LAW 130 – Criminal Law course contains a module on Indigenous accused and sentencing and incorporates Indigenous case law throughout instruction.</p> <p>LAW 101 – Introduction to Law course includes a teaching module on Indigenous rights and history. Textbook revised to include a section on Indigenization.</p> <p>Instructors in SLS are encouraged to take Centre for Teaching Excellence courses on Indigenizing and decolonizing curriculum.</p>

57: Public Servants

We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Progress	New and/or Continuing Initiatives and Partnerships
Implemented	In summer 2020, the School of Public Administration—which has programs focused on local government—added a person who self-identifies as Métis to its Program Advisory Committee.



Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<p>The School of Public Administration has a program action plan that outlines a priority to decolonize the curriculum and include Indigenous perspectives and knowledge approaches.</p> <p>Faculty instructors within the School participate in professional development with the Indigenous Education Developer at the University and the First Nations Public Service Secretariat.</p> <p>The School is working to complete an inventory of current course curriculum that focuses on Indigenous governments and local municipal government relationships.</p>
New	<p>The School of Public Administration received funding in 2024-25 from the First Nations Education Steering Committee and Indigenous Adult and Higher Learning Association to adapt the coursework of the Local Government Administration Certificate to the create a custom version of the program for the Lil'Wat Nation. Faculty members are expected to be developing the custom courses over the 2025-26 academic year, with a first intake of Lil'Wat students beginning Fall 2026. However, program delivery will likely require additional funding.</p>

62: Teacher Education

We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<p>With the support of NSERC research grants, CapU began a training program on the Ownership Control Access and Possession of indigenous Data (OCAP) in January 2024. This program teaches faculty and students in data collection methods that support and recognize the right of Indigenous people to control data, and how to use data in a way that honours that right. The principles of OCAP can be found at fnigc.ca.</p> <p>In the 2023-24 academic year, over 25 faculty and one student had completed the training, while in 2024-25, 15 faculty have completed the training, as of the writing of this report.</p> <p>The training is voluntary, but CapU encourages all faculty to participate.</p>
Ongoing	<p>Beginning 2023-24, the English department hired an Indigenous faculty member who has been provided with some teaching release to allow them to provide peer mentorship for department peers on understanding Indigenous protocols, such as land acknowledgements and working with Elders. As well as educating the educators, the peer mentor is providing guidance related to decolonization of curriculum content.</p>
New	<p>The Faculty of Global and Community Studies held a workshop for 15 faculty members on decolonizing the content of course outlines. Reconciliation Pathways delivered the workshop, entitled <i>Connecting to Reconciliation</i>.</p>

86: Journalism and Media Schools

We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.

Progress	New and/or Continuing Initiatives and Partnerships
Implemented	<p>In 2021-22, Fine and Applied Arts (FAA) launched a program for Indigenous film professionals to reskill and upskill their knowledge in film business affairs, management and leadership. The Filmmakers in Indigenous Leadership & Management Business Affairs (FILMBA) consisted of eleven two-day workshops that take place on weekends. FILMBA deals with various aspects of Indigenous law (e.g., intellectual property and tax). As film is a storytelling digital medium, the program is anticipated to contribute significantly to the telling of Indigenous cultural and community-based stories, as well as developing Indigenous job creation and business growth. Over 20 Indigenous filmmakers participated in FILMBA.</p> <p>In May 2022, several members of the 2021 FILMBA cohorts were able to attend the 2022 Cannes Film Festival. FILMBA alumni Eva Thomas (Ojibwe), Kelvin Redvers (Deninu Kų́), Roger Boyer (Saulteaux/Ojibwe), Ryan Cooper (Ojibwe), Colin Van Loon (Blackfoot), and Dan Foreman (Métis) attended as a result of sponsorship provided by WarnerMedia and Creative BC, with Telefilm, Screen Pictures and the Indigenous Screen Office also helping.</p>
Ongoing	FAA has one program focused on Indigenous knowledge, history and the work of Indigenous filmmakers and scholars: Indigenous Digital Filmmaking (IDF).
Ongoing	Across the three FAA schools (Performing Arts, Design and Motion Picture Arts and Animation), 43 courses have Indigenous content. Decolonization of curriculum is supported through the FAA Dean's Advisory Committee, which has Indigenous committee membership. Many of these courses deal with the sharing of Indigenous knowledge, language and stories, as well as legal considerations (e.g., treaties, tax law, etc.).
Implemented	In 2020-2021, CapU's IDF and Motion Picture Arts (MOPA) programs worked closely with the Polygon gallery to develop the presentation, "Response: Our Land Narrative" which highlighted a series of short videos created because of workshops between Indigenous Knowledge Keepers and artists.

92: Business Schools

We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti- racism.

Progress	New and/or Continuing Initiatives and Partnerships
Implemented	<p>The School of Business hired an instructor in decolonization and Indigenization in 2023-24. The new position will instruct a broad range of courses within the School of Business, from lower-level to upper-level capstone courses, for a wide range of students. Instructors may be expected to teach courses such as Indigenous Entrepreneurship and Introduction to Management.</p> <p>This role is anticipated to assume administrative section release within the School of Business to advance program and curriculum development in support of Indigenous communities. In alignment with a Special Program approved by the BC Office of the Human Rights Commissioner, this position's duties are focused on delivering Indigenous content and as such, the University hired for applicants who self-identified as Indigenous or as having Indigenous ancestry.</p>
Implemented	<p>BADM 106 - Organizational Behaviour course, NABU 318 – Project Management course, NABU 504 – Strategic Management course. All courses include a presentation and group discussion on the findings and recommendations of the Truth and Reconciliation Commission as means of an "environmental analysis", particularly for the benefit of international students. Students are expected to reflect on how truth and reconciliation relates to business, workplace and themselves, and as new immigrants in general. The second activity (more so a teaching methodology) aimed at decolonization is to allow students to write one of their assignments in their native language and then translate it through group discussion.</p>
Implemented	<p>BADM 469 - Applied Understanding of Indigenous Entrepreneurship course offered since Spring 2022. Counts for CapCore Requirements.</p>
Implemented	<p>IBUS 255 Cross-Cultural Business – Formalized Indigenous content within the course, which is required for all Bachelor of Business Administration students. Includes a walk through the history of Indigenous peoples in Canada led by an Elder using the blanket exercise. Also recruits an Indigenous business professional to speak to challenges Indigenous businesses face.</p>

92: Business Schools, cont'd

We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti- racism.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	The School of Business delivered its Accounting Assistant Certificate to 15 Lil'Wat Nation members in 2022-23. This offering was continued in 2023-24.
New	<p>New BADM Certificate delivered in partnership with Sk̓wx̓wú7mesh Úxwumixw (Squamish Nation), for Sk̓wx̓wú7mesh Úxwumixw members. Memorandum is signed, with first launch in Fall 2024.</p> <p>A previous offering extended an existing BADM Certificate programming to Sk̓wx̓wú7mesh Úxwumixw members. This offering has been designed in consultation with the Sk̓wx̓wú7mesh Úxwumixw with the need of Úxwumixw members in mind.</p>
Ongoing	The Capilano School of Business (CSB) created a workshop Understanding Indigenization delivered to each orientation (Fall, Spring and Summer) in 2023-24. The workshop, delivered to both international and domestic students, explains what the CSB faculty and administrators mean by a commitment to Indigenization and decolonization. The workshops include a welcome by an Indigenous Business alumnus.
Ongoing	In 2023-24, the CSB also created an online training course for faculty delivering courses with Indigenous content or who are working with Indigenous people. Up to 30 members of faculty are expected to take the course.

United Nations Declaration on the Rights of Indigenous Peoples Implementation

How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:

Article 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education

Article 15

Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations, which shall be appropriately reflected in education and public information.

Article 21

Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

Progress	New and/or Continuing Initiatives and Partnerships
Implemented	<p>Indigenous Education & Affairs has three forums for meetings to ensure the Nations are given opportunities to provide input and contribute to CapU's commitment to Indigenization and decolonizing approaches.</p> <ol style="list-style-type: none"> 1. Indigenous Advisory Circle (IAC): These meetings are chaired by the University president and function to further CapU's relationship with the Nations to incorporate Indigenous priorities into CapU's long-term strategic vision. The IAC did not hold meetings in the 2023-24 academic year. 2. Indigenous Education Steering Committee (IESC): These meetings are chaired by the director of IEA and are in place to open strategic conversations between representatives from the territorial rights holder Nations and the Métis and the University in all academic and student-services-oriented affairs. 3. Monthly individual meetings with the five territorial rights holder Nations: These one-on-ones allow for individual input from each of the five territorial rights holder Nations. <p>CapU has housing prioritized for Indigenous students attending CapU.</p> <p>CapU has formally acknowledged the Jay Treaty by offering domestic tuition to US Indigenous students affected by colonial, imposed borders.</p>
Implemented	CapU has developed an Indigenous framework, <i>Ché'ichenstway</i> , to meet the needs of Indigenous students, faculty and staff as well as the five host nations going forward.
Implemented	CapU has developed an Elder Protocol to ensure its relationship with Elders and Knowledge Keepers are respectful and in balance.
Ongoing	CapU has begun a process of learning its responsibilities as a canoe family, and has begun to incorporate traditional, territorially linked teachings in its support services. Beginning in the Summer 2024 term, CapU academic partners and representatives of the host nations began holding talks to determine how to build CapU's capacity for the ceremonial obligations of being a canoe family.
Ongoing	In the 2021-22 academic year, Indigenized adult upgrading courses intended to help Squamish Nation students complete their BC Adult Graduation Diploma were designed and piloted through the Eslha7an Learning Centre in North Vancouver. Courses included Provincial Level English, Math, and Computer Studies. These are now regular course offerings.
Ongoing	CapU works with the Lílwat Nation to provide Nation-specific programming through the Nation's Ts'zil Learning Centre. This programming includes the Lílwat Nation Language and Culture Certificate, as well as Adult Basic Education offerings. The collaboration between the Nation and CapU is guided by an affiliation agreement signed in 2019. In Fall 2025, a traditional foods component will be added to the programming.
Ongoing	Nation-specific programming is offered through the ká'ax-ay campus. Campus leaders have worked with the shíshálh Nation to design both an upgrading program, Pathways to Higher Learning, and a Sechelt Nation Language and Certificate.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	In 2020-21, CapU received approval from the Human Rights Tribunal to initiate a five-year hiring process to increase its Indigenous employees. CapU hired San'yas , to provide a series of workshops for new and existing staff and faculty. San'yas is an organization that provides indigenous cultural safety training for institutions. These workshops will continue as part of CapU's onboarding process.
Implemented	The Office of Indigenous Education and Affairs hired a manager in the 2023-24 fiscal year. The manager directs the Kéxwusm-áyakn Student Centre.
In progress	CapU had filled the Indigenous counsellor position to address the specific needs of Indigenous students. At the time of this report, the position is again vacant.
Implemented	An Indigenous student advisor joined the Student Success team in Spring 2024. Their training includes advanced triaging skills to support students with complex issues.
Completed	CapU received permission in 2023-24 from the shíshálh Nation to fly the First Nations flag and the shíshálh Nation flag at the kálex-ay campus, and both have been added to the campus flagpole.
Completed	Beginning in 2022-23 academic year, CapU began a partnership with the shíshálh Nation and Emily Carr-Sunshine Coast Arts Council to create a campus-wide mural depicting the shíshálh Nation timeline at kálex-ay campus. This mural presents the shíshálh view of their land and history.
In progress	CapU received funding in the 2024-25 academic year to create an orange-shirt walkway commemorating the victims and survivors of the residential school system. The walkway is planned to go in front of the Fulmer Family Centre for Childhood Studies.

In Plain Sight recommendation #14 - The B.C. government, PHSA, the five regional health authorities, B.C. colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote system change.

For all health programs offered at your institution, please identify what new, ongoing, or completed actions have supported the recruitment of Indigenous individuals to senior positions to oversee and promote system change, and the quantitative impact of these actions.

Program	Progress	Actions
<i>Instructions: Please identify program area here.</i> <i>Example: Certified Medical Laboratory Assistant</i>	<i>Instructions: Identify whether the initiative is:</i> <ul style="list-style-type: none"> • New (new this academic year and is ongoing). • Ongoing (has been previously reported on and is ongoing) • Completed (completed this year) <i>Example: New</i>	<i>Instructions: Please provide key details on initiatives relating to In Plain Sight recommendation #14 for all health programs that are offered or being developed at your institution. If there are no new, ongoing, or completed initiatives for a program, comment N/A.</i> <i>Example: One Indigenous professor recruited that will begin in Fall 2023.</i>
Rehabilitation Assistant (RA)	Completed	<ul style="list-style-type: none"> • Indigenous faculty hired September 2022 and recruited to provide A decolonization audit.

In Plain Sight recommendation #18 - The B.C. government require all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.

Please identify any existing strategies your institution has, targets that have been identified by program area, and outcomes related to the identification, recruitment, and graduation of Indigenous students. Note - the B.C. government has not yet set mandatory strategies and targets related to recommendation #18. Information collected in the first year of In Plain Sight Reporting will be used to identify promising policies and practices that have already been implemented by post-secondary institutions.

Strategies	Targets by Program Area	Outcomes
Northern Health RA Diploma	No specific indigenous targets	<p>Two of the initial eight-member cohort that completed in 2023-24 were Indigenous.</p> <p>In 2024-25, a new cohort started that also included two Indigenous members.</p>
Partnership with Squamish Nation for HCA delivery at Squamish & NV Campuses	Discussions ongoing	Program launched in 2024-25



In Plain Sight recommendation #21 - All B.C. university and college degree and diploma programs for health practitioners include mandatory components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in the UN Declaration.

For all health programs offered at your institution, please identify whether mandatory cultural safety and humility training components are new this year, ongoing, or fully implemented. Under actions, please list and describe the mandatory training components. If there are none, please indicate N/A for that program.

Program	Progress	Actions
<p><i>Instructions: Please identify program area here.</i></p> <p><i>Example: Certified Medical Laboratory Assistant</i></p>	<p><i>Identify whether the initiative is:</i></p> <ul style="list-style-type: none"> • New (new this academic year and is ongoing). • Ongoing (has been previously reported on and is ongoing) • Completed (completed this year) <p><i>Example: Completed</i></p>	<p><i>Instructions: Please provide key details on initiatives relating to In Plain Sight recommendation #21 for all health programs that are offered or being developed at your institution. If there are no new, ongoing, or completed initiatives for a program, comment N/A.</i></p> <p><i>Example: Curriculum expanded to include a one-day course on Indigenous-specific racism.</i></p>
RA Diploma program	Completed	<ul style="list-style-type: none"> • Indigenization audit lead by Indigenous faculty. Reviewing report and recommendations to be implemented in the 2024-25 academic year.
RA Diploma program	Ongoing	<ul style="list-style-type: none"> • Implementation of recommendations began Fall 2024
Health Care Assistant program	Completed	<ul style="list-style-type: none"> • Cultural safety and humility training for students and faculty following guidelines and procedures laid out in Ministry directives is now standard practice.
Health Care Assistant program	Ongoing	<ul style="list-style-type: none"> • Planning for a cross-department cultural safety training workshop involving students and faculty from the Health Care Assistant, Music Therapy, and Rehabilitation Assistant programs continues. • The workshop is now expected to take place in Fall 2025 and will be run by a qualified facilitator in a way that encourages inter-professional learning and collaboration.

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