



Comprehensive Self-Evaluation Report

prepared for

Northwest Commission on Colleges and Universities
in preparation for interim candidacy evaluation visit

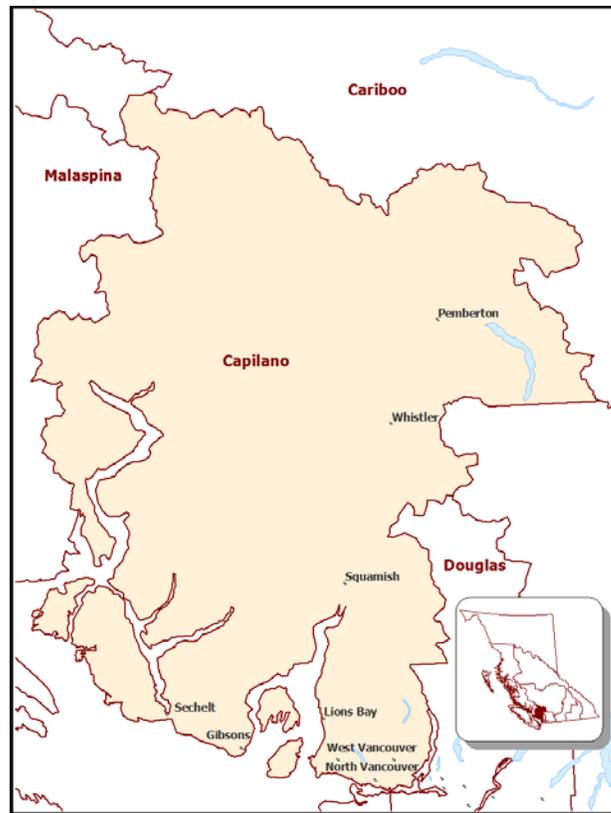
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Introduction

Capilano University is a publicly funded institution in British Columbia with a 40-year history as a community college and as a degree-granting college prior to being re-designated as one of five new teaching-intensive universities created through provincial legislation in the fall of 2008. The University serves a region covering the north shore of Burrard Inlet, which separates North Vancouver from Vancouver, and extending north through Squamish and Whistler to Mt. Currie and west across Howe Sound to include the Sunshine Coast. The defined region has a population of 253,786, according to the most recent figures from [BC Stats](#). Three campuses serve this region, one in Squamish, one in Sechelt on the Sunshine Coast, and the largest on the wooded slopes of North Vancouver.



The University has a strong reputation; students who transfer from here historically perform well in subsequent studies, and graduates of career-oriented programs are much sought after. Capilano has been offering applied baccalaureate degrees since 1990, initially in collaboration with the B.C. Open University, and independently since 2003.

As a teaching-intensive university, Capilano's mandate is expanded to include non-applied baccalaureate degrees and masters degrees. The legislation also mandates the continued offering of preparatory studies, vocational, and career training. Of the approximately 7000 students enrolled in credit programs at the University, approximately 10% are in preparatory programs, 35% are taking academic courses with the intent to transfer, and 55% are in one of our distinctive certificate, diploma or degree programs.

Institutional Context

In Canada education falls under provincial jurisdiction, and Capilano University is one of 25 publicly funded post-secondary institutions in British Columbia. Eleven of those 25 are universities, another 11 are colleges and three are institutes. Colleges and institutes are authorized to offer applied degrees, and the province makes a distinction between research universities (referred to in legislation as universities) and teaching-intensive universities (referred to in legislation as special purpose, teaching universities). The research universities have a clear research mandate and are authorized to award degrees up to and including doctoral degrees; the teaching-intensive universities are authorized to offer degrees up to and including masters degrees and to engage in applied research and scholarly activities “so far as and to the extent that its resources from time to time permit.”¹

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

Under the current government organization, the Ministry of Advanced Education and Labour Market Development (ALMD) has responsibility for public post-secondary education. Working with the Ministry, BC Stats annually collects information on former students that is used by the Ministry and by individual institutions to improve post-secondary education in BC. Surveys used by BC Stats include the [Diploma, Associate Degree, and Certificate Student Outcomes \(DACSO\) Survey](#), the [Baccalaureate Graduate Survey \(BGS\)](#), and the [Developmental Students Outcomes \(DEVSO\) Survey](#). Capilano University uses the Student Outcomes data in the annual review of programs.

All new programs in BC are subject to peer review through an online review process. In addition, baccalaureate degrees from most institutions go through a rigorous provincial approval process before implementation. After a period of time, universities may apply for exemption from this external review process. Capilano is not yet eligible for exempt status, but we have been successful in having all four of our degree submissions recommended for approval by the provincial [Degree Quality Assessment Board](#). More degrees are in the process of development.

Funding from the provincial government accounted for 59% of our operating budget in 2009/10 and 58% in 2010/11. Another 31% came from tuition in 2009/10 and 30% in 2010/11. The remaining 10% of revenue comes from contracts, ancillary services, and investment income. British Columbia currently has a tuition increase limit of 2%.

¹ [University Act](#)

Preface

As Capilano prepares to host this comprehensive evaluation visit we are coming to the end of a series of significant changes. The institution was originally established through a grass-roots community process, attracting young and idealistic faculty and staff who invested themselves in the building of the institution. Instructors, and many staff, have tended to stay at Capilano through to retirement, resulting in a strong sense of community and ownership. Forty years later, the institution has been transformed into a university and long-time employees are beginning to retire. The leadership of the university is changing as well, with the president of the past 15 years retiring at the end of July 2010. Increasing complexity is forcing us to change the ways we do things, but the culture of collaboration and commitment to helping students succeed remains strong.

From a small college operating out of space at one of the nearby secondary schools, Capilano grew into a degree-granting college offering programs at three campuses and then into a teaching-intensive university. Our last report noted our change from college to university and described the transition process. At this point, the governance transition is complete, with Board of Governors and Senate working under the new legislation as described later in this report. The change to university designation necessitated a review of our vision, mission, values and strategic directions that, fortuitously, happened to coincide with the revision to NWCCU's accreditation standards. That coincidence allowed us the opportunity to articulate our core themes in conjunction with the revision of our mission, values and strategic directions. Revisions to the structure of reporting to our Ministry at the same time afforded us an opportunity to create a single set of goals and objectives that line up with reporting requirements for the Ministry and for accreditation purposes.

This is the third Comprehensive Evaluation Report prepared by Capilano University since beginning the process of seeking accreditation through NWCCU, and the second since being granted candidacy in January 2008.

Recommendations from previous visits

There were four recommendations from the [2007 Evaluation Report](#) after which Capilano University was granted candidacy:

1. The committee recommends that all applied or specialized degrees, or programs of an academic year or more in length, contain a recognizable body of instruction in program-related areas of communication, computation, and human relations.
2. The committee recommends that the College provide adequate student services for the Sechelt and Squamish campuses taking into account the nature of student populations at each site.
3. The committee recommends that the College develop and implement a comprehensive, ongoing plan for deployment of technologies and user support services for students and faculty to ensure seamless use of technology in teaching and learning.
4. The committee recommends that the College develop and implement a well-organized internal audit function or stronger internal financial controls. The committee also recommends timely resolution of audit findings by College management.

The [Interim Candidacy Comprehensive Evaluation](#) in 2009 noted that significant steps had been taken to address the first recommendation, but that further action on general education related instruction was required in order to comply with Policy 2.1. As of October 2009, we have in place a set of institutional student learning outcomes that includes communication, computation, and human relations. As program areas complete their assessment plans, these outcomes are being articulated and assessed in the context of each program. This is discussed further in Chapter Two.

The 2009 evaluation committee commented that the institution had acted decisively to implement the recommendation for increased student services at the regional campuses.

The committee rightly noted that the institution has taken significant steps to address the recommendation of comprehensive and seamless support for the use of technology in teaching and learning, but that the implementation of the plan is incomplete. Since that time we have restructured our educational technology resource centre; personnel supporting faculty use of technology will now report to a Director of a new Teaching & Learning Centre (Exhibit P1), who is tasked with integrating our faculty development and support with our audio/visual and educational technology services. The director and teaching and learning centre services will be co-located with our student computer learning centre and IT Helpdesk.

Over the last few years the University has taken significant steps to organize and exercise an internal audit function and to put in place stronger internal financial controls. The positive impact of these steps is evidenced by the external auditor's change from a substantive audit to a controls based audit this year. The 2009 committee recommended further action with respect to financial controls, specifically documentation of the processes now in place. An Internal Audit Plan is developed, carried out, and recommendations implemented each year, along with all the recommendations from the Management Letter. Documentation of procedures and processes is available as Exhibit P1.1.

The 2009 evaluation committee made four additional recommendations:

1. The Committee recommends that Capilano University prepare a progress report on the implementation of status as a Special Purpose Teaching University under the terms of the University Act of the provincial legislature. This report should include a summary of the changes that have been fully implemented as required by that Act and a list on ongoing implementation activities.
2. The Committee recommends that the University utilize a planning process to inform resource allocations and master planning for physical development consistent with its mission and long-range educational plans. The master plan should be updated periodically.
3. The Committee recommends that the University develop and implement its process for assessing all educational programs on a regular basis. Educational assessment must be integrated into an enhanced and systematic planning process and the University must identify and publish expected learning outcomes for each of its academic programs.
4. The Committee recommends that the institution integrate its evaluation and planning processes to identify institutional priorities for improvement and systematically reviews its institutional research efforts, its evaluation processes, and its planning activities to document their effectiveness.

A progress report on our transition to university status was prepared and a draft submitted November 5, 2009; an updated progress report is included in Appendix 7. Next steps are to continue to increase degree offerings and to ensure the organizational structure supports our mission as a teaching-focused university.

The University's plan for campus growth is described in the Five-Year Capital Plan (Exhibit P2) submitted to the Ministry; all projects in the plan are directly related to our mission, vision, and strategic directions.

Although our Continuous Assessment Plan is not fully implemented, we have made significant progress in faculty understanding of the value of learning outcomes based assessment. An Assessment Steering Committee was formed in September, 2009 and has been meeting monthly. The committee is chaired by the VP Education-Academic and Arts, and has faculty representatives from all of the major program divisions. The Deans and the Manager of Institutional Research also attend meetings. The purpose of the committee is to develop and support a team of faculty members who have the understanding and enthusiasm to support the development and implementation of assessment plans in

their divisions (see Exhibit P3 for terms of reference, membership, and minutes). At the request of the committee, a Moodle-based [Assessment at Capilano](#) site has been created for easy access to resource materials including a new Assessment Handbook (Exhibit P4). Program Assessment Plans and Assessment Reports are also being posted on the site. A workshop on student learning outcomes was included in the fall 2010 new faculty orientation, and several program-specific workshops have been held. Almost all programs have now articulated their program-level expected student learning outcomes and have developed a plan for assessing those outcomes. Some areas have completed their assessments and made recommendations for changes to the program on the basis of the student outcomes. Of particular note is the School of Motion Picture Arts, in which all programs filed assessment reports this year. Assessment Plans and Assessment Reports are available as Exhibit P5. We are developing a new program information format for the University website that will include program learning outcomes as one of the tabs for each program to make this information readily available to students and potential students.

As will be discussed in Chapter One and Chapter Three, we have made significant progress in integrating our planning processes.

We are pleased to structure this report using the new accreditation standards and our new institutional mission and core themes that were approved by our Board in October 2009.

Chapter One—Mission, Core Themes, and Expectations

Mission

On October 26, 2009 the Capilano University Board of Governors passed Board Policy 101, [Vision, Values, Mission, Goals, and Strategic Directions](#) (Appendix 1).² This policy is the result of a months' long consultation process in which the University community re-evaluated our mission, vision, goals, values, and strategic directions. The consultation process is summarized in *The Creation of the new Board Policy: Vision, Values, Mission, Goals, and Strategic Directions* (Exhibit 1.A.1.3).³ Our mission statement, while very similar to the previous one, is slightly changed to acknowledge our recent designation as a special purpose teaching university and to make explicit the previously implicit reference to offering educational programs.

We are a teaching-focused university offering a wide range of programs and services that enable students to succeed in their current studies, in their ongoing education, in their chosen careers, in their lifelong pursuit of knowledge, and in their contribution as responsible citizens in a rapidly changing and diverse global community.⁴

The new vision statement is a more dramatic departure from the old, and focuses more explicitly on the transformative effect we expect Capilano University to have on students.

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

Mission Fulfillment

We have identified two overarching goals that underlie our mission and vision:

1. Students are drawn to Capilano University.
2. Students are successful.

These two goals provide an organizing framework for our Ministry-defined performance measures and our newly defined core theme indicators of achievement. Collectively these measures define mission fulfillment for the University, and they frame the recent revision to our [Institutional Accountability Plan and Report](#) (IAPR, Appendix 2) which is referenced in this report. The IAPR is an annual report to the BC Ministry of Advanced Education and Labour Market Development in which we report on our performance relative to Ministry targets and show how our institutional goals and objectives align with Ministry goals. Within the framework of the two overarching goals we define institutional objectives, performance measures and targets, some of which are set internally and some of which are set by the Ministry. This year's report to the Ministry uses the indicators of achievement for student success within each core theme as part of our internally identified performance measures.

Goal number one—students are drawn to Capilano University—is included in part because it helps frame some of the Ministry-required measures. But, it is also included because we believe it is not

² Board minutes are available as Exhibit 1.A.1.2.

³ Notes from the consultation sessions and drafts of the policy are available as Exhibit 1.A.1.4.

⁴ Posted online at <http://www.capilanou.ca/about.html>; copy as Exhibit 1.A.1.5.

enough to show that students who attend the University are successful; we want our reputation to be a magnet that draws students here. Performance measures and targets for this goal are identified and set, at least for the time being, for the institution as a whole. Performance measures and targets for goal number two—students are successful—are predominantly identified and set in the context of our core themes. Though still partially under development, the assessment of our institutional results against these targets will serve as our measure of mission fulfillment. We use the Ministry levels of assessment—not achieved, substantially achieved, achieved, or exceeded—for each of the performance measures in assessing mission fulfillment⁵, and set the acceptable threshold of mission fulfillment as substantially achieving 90% of our targets.

The following table summarizes the objectives and indicators of achievement for goal one: Students are drawn to Capilano University.

Students are drawn to Capilano University			
Objective		Indicator of Achievement⁶	
Reputation	Programs are recognized for their high quality.	Satisfaction with education (DACSO, BGS)	≥ 90%
		Assessment of skill development (DACSO, BGS)	≥ 85%
		Assessment of usefulness of knowledge and skills (DACSO, BGS)	≥ 90%
	Quality of instruction is perceived as excellent.	Assessment of quality of instruction (DACSO, BGS)	≥ 90%
		Instructor is available outside of class	≥ 90%
Campus climate is perceived as supportive and engaging.	NSSE	TBD	
Enrolment	Eliminate barriers and foster access to learning.	Number of Aboriginal students	≥ 444
		Number of students in developmental programs	528
	Overall student enrolments are at the level set and funded by the Ministry.	Total FTE	5450
		FTE in provincially targeted programs	138
		Open enrolment course %full	≥ 85%
		Cohort program %full	≥ 95%
	International student enrolments are at the targeted level.	Number of international students	536
Continuing Education offerings support the interests of the community.	Number of Continuing Education enrolments	7000	

⁵ Exceeded = 110% or more of the target, achieved = 100% - 109% of the target, substantially achieved = 90%-99% of the target, and not achieved = less than 90% of the target.

⁶ Percentage targets for surveys refer to percent of former students giving responses in the positive range. Details of the questions and response options are available on the [Ministry website](#) and as Exhibit 1.A.2.

Two sets of objectives underlie the goal of drawing students to Capilano University, one set related to reputation of the institution and the other related to enrolment. The first set, which includes three objectives, is based on the belief that the reputation of our programs, instructors, and environment is an important factor in attracting students who have a range of choices available to them. Three performance measures are associated with the first of these objectives—programs are recognized for their high quality. The three performance measures—satisfaction with education, assessment of skill development, and assessment of usefulness of knowledge and skills—are all components of provincially administered surveys, and targets on these measures are set by the Ministry. The second objective—assessment of quality of instruction—is also assessed through questions on the provincial surveys with a target set by the Ministry. The third objective—campus climate is perceived as supportive and engaging—will be assessed via the National Survey of Student Engagement, which Capilano University used for the first time this year.

The second set, which includes four objectives, includes direct measures of enrolments for specific populations of students, particular program areas, and the institution as a whole. The first objective—eliminate barriers and foster access to learning—has three performance measures, all set by the Ministry. They are number of Aboriginal students, percent of Aboriginal students, and number of students in developmental programs. The second objective in this set—overall student enrolments are at the level set and funded by the Ministry—has four performance measures. They include total student FTE and student FTE in provincially targeted programs, both set by the Ministry, and two internal measures of seat utilization. The third objective in this set—international student enrolments are at the targeted level—is an internally set target. The last objective—continuing education offerings support the interests of the community—is also an internally set target.

The objectives and indicators of achievement for goal two—students are successful—are primarily defined in the context of the University's core themes. Two additional performance measures related to student success at the institutional level—total credentials awarded and unemployment rate—are set by the Ministry.

Core Themes

Our core themes partition the “wide range of programs and services” referred to in our mission statement into the four types of programming the institution has traditionally delivered to serve the different needs of the region: General Arts & Sciences, Specialized Programs, Preparatory Studies, and Community Engagement. We have deliberately identified our traditional program areas as our core themes to emphasize their continued importance under our new mandate. The balance of programming in the core themes may change over time, but these are the areas of programming that we have traditionally offered and that are specified under legislation. We have deliberately not included research as a core theme, even though many faculty members do engage in research, because our focus is on teaching.

General Arts & Sciences

Part of the original push to establish Capilano College on the North Shore was to increase access to university-level courses. The purpose of the general arts and sciences offerings is to serve the regional need for general education by providing the foundation of a broad liberal arts education in a supportive learning environment that encourages high aspirations through close faculty-student interactions. We continue to offer a strong core of arts and sciences courses that transfer to other BC Universities and that provide much of the general education for our specialized programs. Students may complete an Associate of Arts or Associate of Science degree, with or without a concentration, but at this time the majority of students in Arts & Sciences transfer without completing a credential. We plan to offer a general academic degree with a broad cross-disciplinary approach beginning in 2011. Current credentials approved to be offered within the General Arts & Sciences core theme are listed in Appendix 5.

The following table summarizes the objectives and indicators of achievement for student success in General Arts and Sciences.

Students are successful			
Objective		Indicator of Achievement	
General Arts & Sciences	Students successfully complete their courses.	Course completion ⁷	95%
		Attainment of course SLOs ⁸	80%
	Students successfully complete their programs.	Program completion	80%
		Attainment of program SLOs	TBD
	Students are prepared for further study.	Extent prepared for further studies (DACSO)	Institution as a % of provincial average ≥ 100%

Objective: Students successfully complete their courses.

Most students currently enrolled in Arts & Sciences are taking courses with the intention to earn credits for transfer. Success for these students is completion at the course level. We have identified two indicators for this objective, course completion and attainment of course-level student learning outcomes. The target for course completion is set at an average of 95% of students enrolled in each

⁷ Defined as not withdrawing or auditing.

⁸ Defined as passing the course.

course. The target for attainment of course SLOs is set at an average of 80% of students completing each course.

Objective: Students successfully complete their programs.

Some students are admitted to specific concentrations, and for these students success may be better described as completing the program. Based on historical data about program completion within the Arts & Sciences, the target for program completion is initially set at 80% of students enrolled in specific programs. Once we have program-level student outcomes assessment data for these programs, attainment of expected SLOs will become another measure of successful completion of programs.

Objective: Students are prepared for further studies.

For students who transfer to other institutions to complete a program, success is being prepared for further studies. At this point we are using former students' responses to a question in the DACSO survey as our indicator of student preparation for further study. We hope to eventually have access to data that will allow us to use students' actual performance in further study as an indicator of how well they have been prepared, but this requires the cooperation of the destination institutions. So far we have been unable to achieve the level of cooperation necessary to regularly receive useful data, though we have received periodic reports in the past.

Specialized Programs

Capilano is known for offering specialized certificate, diploma, and degree programs focused on community needs, regional industries, and aesthetic engagement. These programs tend to be unique and innovative in content and/or delivery. The purpose of this core theme is to work with industry and community to develop and deliver programs that prepare graduates with the up-to-date knowledge, creative and technical skills, comportment, and professional connections that will enable them to make economic and cultural contributions to the region and beyond. A list of the credentials approved to be offered within the Specialized Programs core theme is included in Appendix 5.

The following table summarizes the objectives and indicators of achievement for student success in Specialized Programs.

Students are successful			
Objective		Indicator of Achievement	
Specialized Programs	Students successfully complete their programs.	Program completion	80%
		Attainment of program SLOs	TBD
	The learning outcomes of career and employment-related programs are well aligned with the needs of the relevant industries.	Employed in training-related job (DACSO)	65%
		Education useful in performance of job (DACSO, BGS)	TBD
		Graduates achieve licensure or certification where applicable	TBD
	The learning outcomes of programs related to aesthetic engagement enable students to make cultural contributions.	Documentation of the visible presence of graduates in the cultural community	TBD

Objective: Students successfully complete their programs.

Success for students in specialized programs is generally completing the program rather than completing courses. The target is set in the context of historical data; a certain proportion of students can be expected to find employment and leave prior to completing their programs. We do not yet have enough historical data to set the target for attainment of program student learning outcomes.

Objective: The learning outcomes of career and employment-related programs are well aligned with the needs of the relevant industries.

The goal of many of our specialized programs is to prepare graduates to work in local industries. We use program advisory committees to help ensure that our programs are preparing students with the knowledge, skills, and attitudes needed to work in their respective fields. If our program learning outcomes are well aligned with industry, our graduates should find employment in related fields and find their education has prepared them well for performance in their jobs. Where licensure is a requirement for employment, graduates should pass the licensing exams. Again, the targets are, or will be, set in the context of historical data and the varying goals of students.

Objective: The learning outcomes of programs related to aesthetic engagement enable students to make cultural contributions to their communities.

Some of our specialized programs have intended outcomes that are not necessarily related to employment, but to contributing through artistic and aesthetic works. These include developing a creative practice which is often self-funded, grant-based or sponsored work. Graduates may support themselves through other work while building their artistic reputations. Nevertheless they enrich their communities through their creations and performances. We are building a portfolio of public work of our Fine and Applied Arts alumni as an indicator of achievement for this measure of student success. This indicator is necessarily a judgment of available evidence rather than a numerical target.

Graduates of diploma programs such as Music, Studio Arts, Textile Arts and Animation may also continue their studies to the degree level by transferring to other institutions locally and abroad.

Preparatory Studies

The purpose of this core theme is to provide programming from community access up to university level that enables adult learners from diverse backgrounds to gain the knowledge, skills, strategies, and confidence to be successful in the next level of studies, or to satisfy personal or career goals. We provide access to persons who have been out of school for extended periods of time, or who have not yet completed high school, or who require specific academic preparation. We also offer English language support courses and services for students who are not yet able to enter programs of study or who require concurrent support in order to succeed in their studies. All three campuses actively support the local communities through community outreach and other applied learning targeted at assisting transition to higher learning. A list of credentials offered within the Preparatory Studies Core Theme is included in Appendix 5.

The following table summarizes the objectives and indicators of achievement for student success in Preparatory Studies.

Students are successful			
Objective		Indicator of Achievement	
Preparatory Studies	Students successfully complete their courses.	Course completion	90%
		Attainment of course SLOs	70%
	Students are prepared for further study.	Extent prepared for further study	90%
	Students acquire increased confidence.	DEVSO Survey response	90%

Objective: Students successfully complete their courses.

Success in preparatory studies is frequently course based because students often need to complete particular courses as preparation for a university course or program. We have set the indicator for course completion at 90% of students enrolling in developmental courses. Collectively, the percentage of students achieving the learning outcomes in developmental courses is an indicator that the programs are achieving the purpose of enabling learners to gain specific knowledge, skills, strategies, and /or confidence. A target of 70% has been set for this indicator. The target is a balance between a realistic appreciation of the differing life circumstances and goals of learners in these programs and the need to improve the success rate of these students.

Objective: Students are prepared for further studies.

For some students in developmental courses, a major purpose is to prepare themselves for success at the next higher level in a course sequence. A good indicator of how well prepared a student is for a subsequent course is his or her success in the subsequent course. We are working on indicators of subsequent success, but in the meantime are using former students' responses to the DEVSO survey as an indicator of their preparation. We have set the target at 90% positive responses of those answering the survey.

Objective: Students acquire an increased confidence.

For some programs in the developmental area a major objective is to increase the learners' confidence and feelings of self efficacy. We have set this indicator at a 90% positive response to the DEVSO survey question on increased confidence.

Community Engagement

The University is an active participant in our communities, identifying and responding to community needs and collaborating in joint initiatives. Commitment to our communities is an institutional *value*, and community/global consciousness and responsibility is one of our institutional *learning outcomes*. The purpose of Community Engagement as a *core theme* is to enrich our communities with cultural, sport, and educational opportunities through partnerships and through offering, on a cost-recovery basis, programming that complements the University's other three core themes and helps integrate the University with its communities. The two primary components of the Community Engagement core theme are [Continuing Education](#) and the [Performing Arts Theatre](#). Both areas aim to offer programming that reflects the diversity of our communities, and both include programming intended to challenge and educate participants.

The following table summarizes the direction we are taking in establishing indicators of achievement for this core theme.

Students are successful			
Objective		Indicator of Achievement	
Community Engagement	Participants in the University's non-credit programming and performances are engaged and challenged.	Feedback on Continuing Education courses	TBD
		Feedback on Performing Arts Theatre events	TBD

Objective: Participants in the University's non-credit programming and performances are engaged and challenged.

Part of our purpose as a regional university is to provide ongoing learning opportunities to members of our communities. We do this through continuing education offerings and through programming offered at the Capilano Performing Arts Theatre. The number of individuals who take advantage of these opportunities is one measure of how well we are engaging the community. We have those numbers. But we think a better measure would be feedback from attendees.

Continuing Education serves ages two to 92 in its many, and varied, community and contract programs. At the present time, there is no aggregate by program area or by the Division as an annual measurement of program or course or student success. The Division will examine means to gather this data for accountability and measurement purposes as one of its goals for 2010/2011.

The Performing Arts Theatre has developed a questionnaire for attendees at events, with a plan to implement its use in the coming year. Currently the quality of performances is judged by the Director of Programming for the Performing Arts Theatre.

Chapter One Summary

Capilano University has a revised mission statement that reflects our new designation as a teaching-focused university and maintains our emphasis on student success. Core themes have been identified within this mission, and core theme indicators of achievement have been developed. Mission fulfillment has been defined in the context of measures already in use and the new core theme indicators of achievement. Many of our indicators at this point are indirect, self-reported assessments of learning,

and not all indicators have fully developed measures. As we more fully develop program assessment plans for all of our programs, we will be able to add more direct assessment measures. Our overall strategy for developing additional core theme indicators is to use data we are already collecting, identify gaps in assessment, create meaningful indicators on which we can relatively easily collect data, and to build a culture in which the collection and use of indicator data is part of our regular workflow.

Chapter Two—Resources and Capacity

Governance

The governance structure of Capilano University is set by the [University Act](#) (Exhibit 2.A.1.1), which describes the governance of research universities and special purpose teaching universities in British Columbia. Under this legislation, Capilano University has two governing bodies—a [Senate](#), responsible for academic matters, and a [Board of Governors](#), with responsibility for management and administration of the University. Both bodies include representation from faculty, staff, administrators, and students. Senate by-laws are available as Exhibit 2.A.1.4 and Faculty terms of reference are available as Exhibit 2.A.1.5. Senate minutes are available as Exhibit 2.A.1.6.

The University monitors and is in compliance with the Commission’s standards for accreditation.

Governing Board

The Board of Governors of Capilano University consists of the Chancellor, the President, two faculty members, two students, one University employee who is not a faculty member, and eight members appointed by the provincial government, two of whom are from nominations by the alumni association. Exhibit 2.A.4.3 includes a list of current Board members. The appointed members have no contractual, employment, or financial interest in the institution. The two faculty representatives to the Board and the non-faculty employee representative are elected by their respective constituencies and serve a three-year term. The two student representatives are elected by the students and serve one-year terms. All elections are conducted by the Registrar. The government appointed members serve up to a three-year term. The University develops and maintains a list of competencies and experiences that are desirable to have among Board members, and submits names to the government for consideration; the appointed members may or may not be from this list. The chair and vice-chair of the Board are elected annually from the government appointed members. Board By-laws are available as Exhibit 2.A.4.

The Board committee structure is such that most of the meetings occur as a committee of the whole. The exceptions to this are the audit committee, whose members are from government appointees only, the labour relations committee, whose membership is all of the government appointed members, and the investment management committee, whose membership is drawn from the Board as a whole.

The Board has established institutional policies within the context of provincial regulations. The Board is in the process of a comprehensive review and revision of policy, and moving to a standard format and numbering system. [Board approved policies](#) (Exhibit 2.A.6) and [minutes of Board meetings](#) (Exhibit 2.A.1.8) are available on the Capilano University website.

The Board delegates authority and responsibility to the President to implement and administer board-approved policies. The President’s responsibilities are described in [Board Policy 23](#) (Exhibit 2.A.7); the Board evaluates the President on an annual basis (see Exhibit 2.A.7.1 for minutes of last President’s evaluation). In the past year the Board has completed the search process for a new president to replace Dr. Greg Lee on his retirement. Dr. Kris Bulcroft assumed the duties of president on August 1, 2010 and will be installed as vice chancellor at the fall convocation.

The Board performs an annual self evaluation, and recently decided to revise its self-evaluation instrument to provide more useful information. The self evaluation completed in 2008/2009 (Exhibit 2.A.8) was discussed at the Committee of the Whole June 2, 2009. The Board held a facilitated retreat in January 2010, focusing on the role and the effectiveness of the Board (Exhibit 2.A.8.1). A revision of the self-evaluation form was recently completed and used this summer. The results of that self-evaluation were reviewed at the September 7th meeting of the Board Committee of the Whole, and an action plan was prepared to address the results.

Leadership and Management

The chief executive officer of Capilano University is its President and Vice-Chancellor. In the current structure, the President meets weekly with the Executive team, consisting of the five Vice-Presidents, the five Deans, and the Director of Development and Alumni Relations. The entire administrative team (Executive and Management) meets monthly. Alphabetical listings of members of [Executive and Management](#) are available on the University public website (Exhibit 2.A.9). The listing includes educational qualifications of all members of management and short biographies of the members of Executive; all administrators are appropriately qualified. Organizational charts are included in Appendices three and four. With the addition of a Manager of Buildings & Grounds and a Director of a Teaching & Learning Centre in this year's budget, the management team is sufficient for University operations, though it would be helpful to have an additional manager in IT for project management.

Policies and Procedures

Academics

Policies on academic matters are within the jurisdiction of Senate. Senate policies are developed and reviewed by the Senate Planning and Policy Committee; recommendations from the committee are subject to Senate approval. Senate policies are published on the University intranet, and available as Exhibit 2.A.12. The Senate Planning & Policy Committee is completing a comprehensive review and revision of Senate policy; the University is in the process of a systematic renumbering and reformatting of policies from Senate, Board, and Executive. When completed, all policies will be available on the public internet. The University library has established policies for use of library resources by students, instructors and other potential users; these policies are available on the [Capilano University Library website](#).

British Columbia has a well-established comprehensive system for the transfer of first- and second-year courses, coordinated by the [BC Council on Admissions and Transfer \(BCCAT\)](#). Requests for transfer credit or articulation of courses from other institutions are received by the Registrar's Office, and equivalency of courses is evaluated by faculty members in the appropriate area. This process is described in the University [Calendar](#). After a course has been articulated for transfer, the information is entered into the BCCAT database. Students can go to the BCCAT website to find out how a particular course transfers to other institutions in BC.

Students

Policies relating to students are collected into a single document and made available on the University website under [Academic Policies](#). These policies are included in the annual Timetable & Registration Guide, available both [online](#) and in print (Exhibit 2.A.15). Any non-routine student issues are handled by the VP, Student and Institutional Support.

Capilano University's admission and placement requirements are published on the internet and are available as Exhibit 2.A.16. In addition to specific program admission requirements, applicants intending to enrol in any courses offered by the English department must write an English diagnostic test. Senate policy 2003-03 describes the determination of good academic standing, academic probation, and circumstances in which students will be required to withdraw; this policy was recently revised to give students earlier warning of poor performance and sufficient time for improvement before being required to withdraw from courses. Policy 1999-03 describes the procedures for academic appeal. Both of these policies are included in Exhibit 2.A.16.

Board policy 18 (Exhibit 2.A.17) describes the relationship between the University and the [Capilano Students' Union](#) and the student newspaper, the [Capilano Courier](#). Both the Student Union and the

Capilano Courier Publishing Society are independently incorporated societies; the Board authorizes the chief financial officer to assist the societies by collecting fees on their behalf at the time of registration.

Human Resources

Capilano University policies, including those related to human resources, are reviewed regularly by the Executive Committee and available to all employees on the University intranet site⁹. E-mail notifications are sent out when policies are revised or added. Examples of recently added policies include E504 on cell phone usage (added to emphasize the new provincial legislation prohibiting cell phone use while driving), E506—Code of Conduct for Capilano University employees, and E505—a policy prohibiting offensive weapons on campus. University administrative policies are available as Exhibit 2.A.18.

Conditions of employment, work assignments, and rights and responsibilities of employees are defined for faculty and staff in the Agreement between Capilano University and Capilano University Faculty Association and the Agreement between Capilano University and Canadian Office and Professional Employees Union local 378¹⁰ respectively (Exhibit 2.A.19). Also included in the faculty collective agreement are the procedures for evaluation. A few staff positions are excluded from the union; the conditions of employment and evaluation requirements for these employees are described in Board Policy 24. The appointment and evaluation of administrators is covered by Board Policy 25. All of these documents are accessible to employees through the University intranet. Potential employees receive an appointment letter that outlines in detail their workload and the expectations of the position; Exhibit 2.A.19.1 includes a sample letter. Faculty and staff receive comprehensive handbooks when they are hired (Exhibit 2.A.19.2). The benefits coordinator works with employees to select from the appropriate flexible benefit plan. We provide an extensive orientation for new faculty (Exhibit 2.A.19.3).

The Human Resources department maintains some files, such as employee records, in paper form and others, such as payroll information, electronically. Both forms of records are maintained securely and confidentially, with access limited to personnel with clearance to use the files. Paper-based files are kept in locked file cabinets, and electronic files are protected by appropriate security measures as detailed in policy. IT security and systems access policies E.704, ARM 1118, and ARM 1122 ensure that electronic files and access to those files is restricted as necessary (Exhibit 2.A.20).

Institutional Integrity

Individual responsibility for the integrity of the institution is embraced by members of the Capilano University community, and is included as one of the core values of the institution (Appendix 1). Information about programs is available in print and on the web, and is regularly updated. Print materials are produced by our Marketing and Communications Department (Exhibit 2.A.21) and news releases by our Media Relations Office (see [Capilano University Newsroom](#)). These areas work closely with each other and with the Registrar's Office to maintain accuracy and consistency of information. Wherever possible, information available on University websites is linked to one source or database that is kept updated.

Transparency and an ethic of fairness is another of the core values of the University. This commitment to high ethical standards is further articulated in codes of conduct for Board members, for employees, and for students; all of these policies are made available on the intranet. The Board adopted a whistleblower policy in 2009 (see Exhibit 2.A.22 for these policies). The University also has policies on conflict of interest for Board members and for faculty members (Exhibit 2.A.23). The Faculty

⁹ <http://frontlines.capilanou.ca/admin/policies.html>

¹⁰ <http://frontlines.capilanou.ca/Assets/COPE+378+Collective+Agreement.pdf>

– Student conflict of interest policy was revised in 2010. Ownership and use of materials created by faculty members is defined within Article 12 of the faculty collective agreement and Board Policy 11 (Exhibit 2.A.24).

Capilano University publishes information about our accreditation status on our public website under [Accreditation](#). Our candidacy status is stated here, and our submissions to NWCCU and the reports from the evaluation committees are posted here (Exhibit 2.A.25).

Contractual agreements with external entities must conform to the BC Government Procurement & Supply Services standards, including the [New West Partnership Trade Agreement](#). The University works with the BC Risk Management Branch to acquire written acceptance of indemnification clauses in contracts and to help mitigate any potential risks. Contracts must also comply with [Board Policy 9, Tenders-Acceptance](#), Senate Policy S2009-07, and the Contract and/or Grants Routing Process (Exhibit 2.A.26). These policies and procedures ensure accuracy, the ability to deliver services as outlined, a budget for the proposed work, conformity with the laws of BC, and acceptance by the provincial government.

Academic Freedom

Academic freedom is covered by Senate Policy 2003-01 (Exhibit 2.A.27); this policy was recently updated and is due to be reviewed again in the coming year. Core institutional values articulated as part of Board Policy 101 (Appendix 1) include:

- A culture of inquiry and evidence-based decision making,
- Academic integrity, and
- Open engagement with ideas and respectful engagement with each other.

Faculty members model the academic integrity that the University values, and make every effort to present scholarship fairly and accurately, acknowledging the contributions of others and inviting examination of personal perspectives.

Finance

Oversight of financial resources is governed by Board policy in alignment with provincial legislation. Existing Board policy includes [Financial Operations and Control](#), [Designation of Funds](#), [Expenses-Reimbursement](#), and [Investment](#). All of these policies are due for review and need updating. The Audit Committee of the Board oversees the management of financial resources and the Investment Committee oversees the Investments that are managed by Genus Capital Management, a professional investment firm. In addition to Board policy, several Executive policies guide day-to-day management of financial resources. All of these policies are available as Exhibit 2.A.30.

The University Act guides the overall financial powers of the university, but in addition there are a number of other Financial Acts and Regulations that guide the management of finances in BC's public universities: the Financial Administration Act, the Financial Disclosure Act, the Auditor General Act, the Budget Transparency and Accountability Act, the Interpretation Act, and the Financial Information Regulation. The Ministry of Advanced Education and Labour Market Development oversees the financial management of the University through a variety of reports. The list of the reports and samples of the reports themselves are available as Exhibit 2.A.30.

Human Resources

Capilano University instructors are hired to teach a specific number of sections, up to a full-time load of eight sections per year. Program budgets may be adjusted annually, based on student demand, needs of the program, and competing institutional needs. Thus, the faculty complement is continually reshaping itself. Increases to or reductions in instructors' section loads are based on competency and

seniority. In the current year the University employs an equivalent of 342.3 full-time faculty members. Minimum faculty qualifications are set by Senate (Policy EC2006-02); generally, faculty must have a minimum of a master's degree in an appropriate area or substantial experience in an applied field for skills-based programs. Many faculty, particularly within Arts & Sciences, hold doctorate degrees.

Faculty workloads and responsibilities are described according to faculty type in Article Six of the faculty collective agreement. Full-time instructors are expected to teach eight sections per year with an average limit of 35 students per section. All regular faculty are expected to submit a professional development plan and a professional development report each year to account for their PD time (Article 6.9).

The procedure and timelines for faculty evaluation are described in Article 11.5 of the faculty collective agreement. Non-regular employees are evaluated at least once per academic year and regular faculty are evaluated every five years unless there is a valid reason for an out-of-sequence evaluation. Evaluations include student questionnaires and a report from the area coordinator, and may include a peer report. Evaluation reports must address specific criteria as outlined in the collective agreement Article 11.5.2. These criteria include the employee in relation to students, in relation to assignments, in relation to subject of area of specialty, in relation to other members of the University community, and in relation to the University. Evaluation files are reviewed by an evaluation committee, and end with a recommendation of satisfactory performance, alerting and guidance needed, or termination. The Dean of the area receives the recommendation from the committee and makes the final recommendation to the President. Evaluation files are housed in Human Resources. Capilano has a relatively robust evaluation system. In the past year 115 probationary evaluations were completed; six evaluations resulted in alerting and guidance, and one resulted in termination. Approximately 77 continuing faculty were evaluated, with one resulting in alerting and guidance and one recommendation for termination (the employee retired).

Capilano University has budgeted for 239.08 full-time-equivalent staff positions and 42 full-time-equivalent administrator positions for the 2010/2011 fiscal year; these numbers include a new full-time staff position in Institutional Research, a new full-time director for a teaching and learning centre, and a new manager in Building and Grounds. The University employs five professional accountants and three other employees, who are working towards an accounting designation, plus three professional purchasing agents. All of these employees adhere to professional codes of conduct and must maintain their professional designation in order to fulfill their job requirements. In addition, there are a number of certified trade professionals (e.g. Interprovincial Trades Qualification (red seal) electricians, carpenters, plumber, power engineer, etc.) and certified IT professionals (e.g. MCP, CCNP, CNE, MCSE, CNA, A+, I.S.P.). Exhibit 2.B.1 includes a list of number of personnel by functional unit.

The process for hiring staff is outlined in Article 25 of the staff collective agreement, and specifies that postings for positions will include class specification information, job title, nature of position, required qualifications, required knowledge and skills, salary range, and work day and work week. Vacancies are posted on our public [website](#); class specifications for all positions are posted on the intranet. A similar process is used for hiring administrators. Exhibit 2.B.1.1 includes sample postings, sample class specifications and job descriptions, and the documentation for the HR procedures on recruitment and selection of personnel.

Board Policy 25 describes the conditions of employment for administrators and Board Policy 24 describes the conditions of employment for excluded staff (Exhibit 2.B.2). Both administrators and excluded staff are required to receive written evaluations at least twice during an initial probationary period and at least one per year thereafter. Conditions of employment for staff are described in the staff collective agreement. Article 25.08 describes the requirements for evaluation of staff during the probationary period.

Article 19 of the staff collective agreement outlines professional development opportunities and processes for staff. Professional development for administrators is covered by Board policy 25. Faculty professional development is covered by several articles in the faculty collective agreement. Full-time instructors have two calendar months annually for professional development activities (Article 6.9); a limited number of paid educational leaves is funded by the University (Article 10.4). A Faculty Professional Development Committee administers a fund in support of in-house professional development activities and individual attendance at conferences, with priority for faculty who are presenting.

Education Resources

Capilano University programs are developed in accordance with guidelines established in Senate Policy 2009-03, Requirements for Credentials (Exhibit 2.C.1), and Board Policy 101. Senate policy sets a minimum number of credits for each level of credential, as well as appropriate levels of breadth and depth, and minimum grade point average for graduation. General education and related instruction requirements are specified in Senate policy. Board policy 101 identifies seven institutional-level student learning outcomes (including the general education related instruction of communication, computation, and human relations) and requires all programs to identify expected student achievement of these outcomes in the context of the program. These institutional-level outcomes were introduced in the fall of 2009; program areas are in the process of integrating them into their program outcomes and assessment plans.

Course objectives/outcomes have been required on course outlines at Capilano for many years (Exhibit 2.C.2). The implementation of new curriculum management software will enable instructors to more easily link course student learning outcomes to program student learning outcomes and institutional student learning outcomes. As of 2010, program learning outcomes are required to be included on any new programs or program revisions before approval. All programs have either developed or are developing student learning outcomes, and these will soon be available through the University web site. As part of our web redevelopment project we are developing a new format for presenting program information that includes program-level student learning outcomes.

Both courses and programs require approval through the Senate Curriculum Committee¹¹. For courses, this committee reviews content, learning outcomes, hours and credits, evaluation profile, and grading profile. Individual instructors are responsible for adhering to the course outline, evaluating student achievement of course outcomes, and submitting grades to the Registrar. For programs, the curriculum committee reviews proposals to ensure consistency with mission and goals of the University, to ensure that all programs meet acceptable standards, and to ensure that the programs conform to Senate policy. Once programs are implemented, the Registrar is responsible for ensuring that students have completed all requirements before recommending that Senate grant the credential.

Degree programs at Capilano must conform to Senate policy and must also be approved by the provincial Degree Quality Assessment Board. Both institutional and provincial processes address breadth, depth, sequencing of courses, and synthesis of learning. Exhibit 2.C.4 includes our most recent degree proposals and the DQAB review panel reports; all proposals were approved. Admission and graduation requirements are published as part of the program description in the [calendar](#).

Faculty have a major role in the design, approval, implementation, and revision of curriculum. These roles are outlined in Senate policy 2009-05, Program Approval Process (Exhibit 2.C.5). Program faculty take collective responsibility for developing and assessing student learning outcomes with assistance from the Institutional Research Office. The hiring of new faculty is governed by collective agreement Article 11.3.5, which states that search committees for faculty hires shall include the Dean and at least three faculty members appointed by the Coordinator of the area.

The Library is involved early in the process of new course and program development so that librarians can work with program faculty to ensure that adequate library resources are in place to support the courses. Librarians are available during library opening hours to assist students with individual research requests and to teach and encourage research self-sufficiency. Students receive a library orientation and basic research methods class during first year English, Psychology and Communications courses. Other courses often include subject-specific library research classes when

¹¹ See exhibit 2.C.3 for Senate Curriculum Committee mandate & structure and minutes of past meetings.

requested by individual instructors. The library provides handouts and online [research guides](#) for particular subject areas, highlighting University holdings relevant to the discipline.

Assessment of prior learning at Capilano is covered by Senate policy EC2002-03 (Exhibit 2.C.7); this policy is under review. Awarding of credit is dependent upon the student's ability to demonstrate the learning outcomes of the course. Students must be admitted to the University to apply for PLA; faculty members in the program area in which the student is seeking credit are responsible for assessing the student's demonstration of the learning outcomes.

Virtually all of the lower-level arts and science courses and many other lower-level program courses in BC are articulated through BCCAT. This articulation process is supported by annual discipline-specific meetings attended by faculty representatives from all of the public post-secondary institutions in the province. Requests for transfer credit for non-articulated courses are evaluated by faculty members in the appropriate areas.

Undergraduate Programs

Senate policy 2009-03, Requirements for Credentials (Exhibit 2.C.1), requires that all programs of 30 credits or more include a minimum of three credit-hours of English or Communications courses, 45 hours of instruction in computation, and 45 hours of instruction in human relations. Any programs that don't include specific courses related to computation and human relations have documented the embedded instruction in these areas (Exhibit 2.C.9). Programs with embedded instruction in these areas are now in the process of identifying the content and its assessment on course outlines. See Exhibit 2.C.11 for examples.

In addition to the above Senate policy, as of October 2009 Board Policy 101 requires all programs to identify expected student learning outcomes in the following broad areas:

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

Program areas are defining these outcomes in the context of each program and building the assessment of the defined outcomes into their assessment plans. The inclusion of institutional-level student learning outcomes in programs has been most successful so far with new programs. See, for example the program proposal for a B.A., General Studies, available as Exhibit 2.C.10. The broad general education outcomes are published in the [2010-2011 calendar](#).

Continuing Education and Non-Credit Programs

Our Continuing Education program is a key component of our Community Engagement core theme, and its non-credit courses and programs are developed and offered in response to community need and interest. Continuing Education courses and programs are subject to the same review process as credit programs, with review by Senate Curriculum Committee and final approval by Senate. Continuing Education offerings are described in annual brochures distributed to the community, and registration is through Banner. Information about [Continuing Education](#) offerings and instructors is also available online.

Student Support Resources

Capilano University has a strong reputation for the quality of the learning environment for students. Our historical commitment to small class size (35 and under) helps to create a highly interactive learning environment characterized by a balance of care and challenge, optimal for many, if not all, of the students who choose to attend Capilano.

Our students vary in their educational maturity, academic preparation, and clarity of purpose, and so we offer a full range of support services. Specific services which support learning include [Advising](#), [Financial Aid](#), [Counselling](#), [Disability Services](#), [First Nations Students' Services](#), [Career Resource Centre](#), [Student Employment Services](#), [International Students' Centre](#), [Writing Centre](#), [Mathematics Learning Centre](#), and [Computer Learning Centre](#). In addition we have a Queer Resource Room, a Women's Centre, a First Nation's Student Lounge, and a recently designated prayer/meditation space. Our ministry provides a grant to provide assistance to students with disabilities, should they require additional services, such as a person who can sign. A full list of [services](#) available to students, faculty and staff is accessible from the Capilano University home page (Exhibit 2.D.1).

Even though we have been fortunate to have a history of very few incidents, Capilano University has initiated major improvements in the area of safety and security over the past fifteen months. First, we engaged an experienced threat and risk management consulting firm (Intrepid Risk Group) to conduct a thorough physical threat analysis and vulnerability study of our three campus sites. This resulted in a report for each campus that assessed what we were doing well and rated a number of inherent and residual risks that were rated from High to Low. All of the ratings for Capilano were Medium or Low risk (Exhibit 2.D.2.1). The Emergency Preparedness and Response Management Committee addressed all 27 of the risks as projects to be further investigated and/or completed. Two were policy issues: a weapons policy has now been developed and approved, and a video surveillance policy is in the final stages of approval. A number of on-going maintenance, testing and training issues have been addressed and will be reviewed on a regular basis.

We have also increased the security budget to provide an additional security guard on the North Vancouver campus from 9:00 a.m. to 1:00 a.m. Monday to Friday. The remainder of the time we have one security guard on duty. Any campus incidents are posted so that all employees are aware of thefts and other incidents.

We have instituted a regular monthly meeting with the School Liaison Officer of the RCMP, the police force responsible for North Vancouver and the first of the major detachments in the Lower Mainland to have completed the [School Action for Emergencies \(SAFE\) Plan](#). A significant outcome of our partnership with the RCMP has been the inclusion of detailed architectural and landscape plans for Capilano University campus sites and buildings in the RCMP's emergency response database. The RCMP is now providing patrols of the campus; thefts, graffiti and other events are monitored. The exchange of information has helped to create a more aware and secure campus.

A much more significant initiative was to begin work on the creation of a *Capilano University Emergency Management Plan* (Exhibit 2.D.2.2), which outlines the steps for responding to emergencies using an all-hazards approach that is consistent with the framework of the [BC Provincial Emergency Management Program](#). All first responders in the province, such as the RCMP and Fire Department, are trained using the same protocol. An initial training session was held with representatives from all areas of the University including the faculty, unions, students, and administrative staff. The University is in the process of further developing this plan, and specific training is scheduled for the fall to train the people who could be called to work in an Emergency Operations Centre. The Emergency Call Out plan has been modified so that the VP's and President are called immediately upon being alerted to an emergency (Exhibit 2.D.2.3). Training for all employees and students will be developed and implemented over the next year.

Another recent initiative was holding a comprehensive two-day workshop: *Post Secondary Violence Threat Risk Assessment Training Level I* for some 100 staff and faculty including division chairs, program coordinators, counsellors, librarians, front-line workers from Enrolment Services and Student Accounts, and the entire Executive Management Team. In addition, six members of the RCMP, including one from each from the Squamish and Sechelt detachments, attended as part of our collaborative services and information sharing protocol. Kevin Cameron, Executive Director, Canadian Centre for Threat Assessment and Trauma Response conducted the workshop and remains a behavioural consultant to the University. The University has created a Violence Threat/Risk Assessment Team (V-TRA) that serves the institution by guiding process, acting as a sounding board for decisions, and recommending action. The primary purpose of the multidisciplinary V-TRA protocol is to identify indicators that suggest a person of concern may be moving on a pathway towards violence against him/herself or others and intervene to decrease that risk, prevent injury, and support the individual in receiving the help he or she needs to address the issues contributing to the high-risk behaviour.

Admission requirements and processes at Capilano University are tailored to specific programs. Most Specialized Programs include interviews, auditions, or portfolio reviews as part of the application process to help gauge the potential for the student's success in the program. A University [orientation](#) is held at the beginning of each fall semester for all new students. Many programs add their own specific orientation for their students; these programs tend to be those that admit a small number of students who take all of their courses together as a cohort.

Program cancellations, when they occur, are implemented on a timeline that allows current students to complete the program. Disruption due to program changes is rare due to the fact that most programs are run as cohorts, so all students beginning the program in the same year have completed the same courses at any point in time. Changes to program requirements include new profiles for students at each point in the program.

Capilano University publishes a calendar (catalog) online once a year and also provides updates online so that students have access to the most recent information. The calendar may be accessed from the University home page as well as other access points, or directly at www.capilanou.ca/calendar. The calendar itself includes information about services for students (e.g., advising and financial aid), program information (e.g., admission requirements and process, program profile), and course descriptions. Admissions information and course descriptions are linked directly to a database in the Registrar's Office to ensure currency and consistency of information. The calendar also has links to information available elsewhere on the University site, including the [academic schedule](#), [academic policies and procedures](#) (including the grading policy), [tuition and other fees](#). In addition, the course [schedule and fees search](#) tool will calculate the total program or term cost for students. The University also publishes an annual viewbook for distribution to potential students that includes program descriptions, admission requirements, application procedures, and web addresses and phone numbers for more information on programs and services (Exhibit 2.A.21).

Administrators' names and credentials are published on the web under [Administration](#). Faculty names and credentials are published on the web within the programs in which they teach (see e.g., [Philosophy Faculty](#)).

The University's mission statement is available from the home page by clicking on [About Capilano University](#). Core themes are accessed from this page under the heading of [Vision, Values, Goals, Mission, and Strategic Directions](#). The Marketing and Communications Department is currently developing a poster campaign to better inform the campus community about our core themes.

Programs intended to prepare students for specific employment include on their web pages information about licensing, registration, and career opportunities. See, for example, [Early Childhood Care and Education](#), [Music Therapy](#), [Health Care Assistant](#) (Exhibit 2.D.6).

Student records management is covered by University Policy 1092 (Exhibit 2.D.7), and is compliant with the [BC Freedom of Information and Protection of Privacy Act](#). All paper documents that contain personal identifiers are destroyed through a confidential waste management process once they have been scanned, and electronic records are secured, backed up, password-protected, and firewall-protected. University computer records, including student records, are secured by the IT Services department. University data is stored in a centralized, enterprise level data backup system consisting of large scale disk and tape archival subsystems. All onsite backup media is saved in another building, and off-site media is stored in a storage facility managed by Iron Mountain Security Services.

University employees who need to access students records are required to sign a confidentiality agreement; access to scanned documents and electronic student records are assigned by security levels within various applications dependent on an employee's job category and need to know.

The University has a variety of awards available to help students offset the costs of their education. Financial assistance is available through federal, provincial, and institutional resources. Information is available online under [Financial Aid and Awards](#); a printed student guide to financial aid and awards is also published annually. Financial aid statistics are available as Exhibit 2.D.8.

Student loans are administered provincially through [StudentAid BC](#). The University's Financial Aid and Awards office provides information on this joint federal-provincial program, including links to the online application form. The office also provides information on financial planning, including budget worksheets and discussion of a variety of approaches to financing an education. In recent years a few students with U.S. student loans have attended Capilano University. These loans are audited separately with the audit reports going to the appropriate U.S. offices.

Advising services at Capilano University are available in the Advising Centre and International Student Centre at the North Vancouver campus. In addition there is a part-time Admissions & Academic Advising Officer (AAAO) at the Sunshine Coast campus as well as a visiting AAAO to the Squamish campus twice per month. The AAAO position is the result of the merger between Admissions and Advising Services. These two functional areas merged in January 2010 after several months of cross training. In total there are now 15 Admissions and Academic Advising Officers (AAAO). The AAAOs are responsible for advising for specific programs, responding to telephone and email inquiries regarding the admissions process, finalizing admissions for program students, assessing and processing transfer credit and assessing their eligibility at the time of graduation. The job description with required qualifications for the AAAOs is available as Exhibit 2.D.10; individual AAAOs rotate duties everyday to include advising, admission, transfer credit, graduation audit, and articulation in their week's work.

General admission and registration information is provided to students at the counter by Admissions, Registration and Advising Assistants (ARAA), and the AAAOs provide in-depth academic and admission advice to current and prospective students.

The North Vancouver campus provides advising by appointment, drop-in and phone every day. The office also provides information to students via e-mail which accounts for a significant component of their workload. For example, in the first six months of the merge, the AAAOs responded to approximately 4100 e-mails which consisted of course planning questions, status/changes to applications, and general inquiries about programs at Capilano University. Previous to the merge, readily available statistics indicate that the Advising-only emails numbered at approximately 2000 in a six-month period.

The Advising Centre has three to four AAAOs available daily for appointments and drop-in. The office sees approximately 380 students on drop-in and 320 students on appointments each month. During online registration or the start of term these numbers increase exponentially. The majority of students seen for course planning advice are in the Faculty of Arts & Sciences and the School of Business programs. Because of this, Enrollment Services hosts summer course planning workshops in June/July of each year, before fall registration begins for newly admitted students to these programs. These

workshops allow the office to see a larger number of students in a condensed amount of time. Most recently in 2010 five workshops were held at various times of the day/week and approximately 150 students attended (there were approximately 900 new students in A&S and Business for fall).

In addition, Enrollment Services also offers “Transfer Tips” workshops each spring and fall to assist students in the Arts & Sciences area with transferring to other institutions. Various course planning sheets are written by the AAAOs for popular programs at the University of British Columbia and Simon Fraser University, such as Arts, Business, and Teacher Education programs. Visits are also made by AAAOs to local high schools to meet with potential students. Marketing and Recruitment hosts monthly “Explore Capilano” evenings and at least one AAAO attends as a resource person. AAAOs also attend program information evenings where they act as a resource person for both program coordinators and potential students.

Enrollment Services is currently testing a new appointment scheduling system that will allow for students to book appointment themselves via the website and will also allow for easier tracking of students, including the ability for AAAOs to enter advising comments directly onto the students Banner record. The office is also in the progress of implementing a new phone system to track the volume of calls the office gets at various times of the day/year.

Several student clubs are supported by the Capilano Students’ Union following their Club Policy. A list of existing clubs, the Club Policy, and an application for club status form are available on the [CSU website](#).

The [University Bookstore](#), located in the Birch building, provides easy access for students to purchase textbooks, electronic books, software, and other course materials. Required course materials can be looked up and purchased online or in person. The bookstore also offers a variety of Capilano University merchandise, the proceeds of which contribute to the operation of the University. A Bookstore Committee with faculty, staff and student representatives whose role is to advise on products and services is currently being assembled. Food services on the North Vancouver campus are provided by [Aramark](#); the University has a Food and Beverages Services Committee with faculty, staff, and student representatives whose role is to liaise between the food services provider and the University community.

Parking Services are provided Vinci Park, with revenues that cover the cost of lot maintenance and a fund to pay for the land that is currently leased from the District of North Vancouver; work is underway to purchase the lots from the District. The University has a Transportation Committee, with student, faculty and staff representation. It meets on a regular basis to discuss a wide variety of issues related to public transportation, cycling, car pooling, and parking. Bike racks and car pool spots are available throughout the campus. Transit services are provided by Translink and students have elected to have the [U-Pass](#) program at Capilano University. This program provides a low cost transit pass to students (\$31 per month versus \$151). The [Translink Employer Pass](#) Program is a discount program that is available for employees.

Capilano University operates three centres that illustrate the close connection between University and community, and between learning and working in the area of study. The Children’s Centre, Performing Arts Centre, and Film Centre contribute jointly to our core themes of Specialized Programs and Community Engagement.

The fee-based [Children’s Centre](#) on the North Vancouver campus is highly integrated with the [Early Childhood Care and Education](#) programs. The Centre has spaces for infants, toddlers, and three- to five-year olds; priority space is given to children of Capilano University students. The partnership between the Centre and the ECCE programs provides rich educational experiences for the students, resourceful inquiry-based curriculum for the children, current and challenging professional development for the childcare teachers, and extensive learning opportunities for local and regional ECCE communities.

The Capilano University [Performing Arts Centre](#) provides a venue for students to hone their performance, technical, and entertainment management skills, and it offers a number of opportunities for community members to attend theatre, musical performances, and film and speaker series. The Theatre program has priority on use of space for student productions. The venue is used for performances by other Fine & Performing Arts programs, for screening films of students in the Motion Picture Arts program, and the remaining availability is used to bring in professional performers. Students are involved in all productions, including students in the Arts & Entertainment Management program, Technical Theatre, IDEA, and Costuming. The Cap Jazz Series brings in several well known jazz performers each year, some of whom have current jazz students join them for portions of the performance. The Performing Arts Centre partners with several other performance venues in Vancouver and on the North Shore and also has several sponsors and funders.

The [Capilano Film Centre](#) is both a physical and conceptual entity. As a physical entity, the Film Centre provides the space and tools required to deliver the many film-related courses offered by the Capilano School of Motion Picture Arts. A new home for the Centre is currently under construction on the North Vancouver campus with funding from the federal and provincial governments and a substantial private donation. As a conceptual entity, the Film Centre acts as the locus for the considerable lines of intersection and communication that exist between faculty members, students, and the key stakeholders in BC's film industry. It is through the Film Centre that many film projects are developed and produced by current students and grads alike in conjunction with film industry partners.

The department of Athletics and Recreation is included in the University's operational budget; the budget provides funding for all staff and coaching positions, administrative operations and team programs. Revenue generated from athletic events such as ticket sales, are used to help offset the event costs (e.g., officials, announcers, scorekeepers, and student event workers). The financial operations of the Athletics and Recreation department are subject to the same auditing standards and procedures as all other areas of the University. The same level of funding is provided for both our women's and men's programs. All financial aid and awards provided to athletes are managed and processed through the University Financial Aid and Awards office under the scrutiny of the supervisor and in compliance with the policies of the University and the Canadian Colleges' Athletic Association.

Our student-athletes are subject to the same admissions requirements and procedures as all other students. They are also subject to rigorous eligibility rules and regulations set by the Canadian Colleges Athletic Association (see article 5 of the CCAA Operations manual at <http://www.ccaa.ca>) and the British Columbia Colleges' Athletic Association (see article 12 of the BCCAA Operations manual at www.bccaa.ca). Compliance of athletic eligibility is the responsibility of the Director of Athletics and the Registrar at each institution and is enforced by the Vice President - Administration of the BCCAA and the Executive Director of the CCAA. Of the one hundred or so athletes participating in Capilano's intercollegiate programs, well over one third consistently achieve a GPA of 3.0 (B average) or better each year. Our athletes are consistently prominent in the recipients of the Canadian Colleges' Athletic Association National Scholar Awards, which requires a GPA of 3.5 for the year. Capilano had 10 recipients in 2009/10, 21 in 2008/09, and 16 in 2007/08.

Students sign a declaration when they apply for admission to the University that the information they are providing is true and complete. Students are given a secure login to register for all courses and to access online courses once they are registered. Exams for distance courses (including online) are proctored. A letter is sent to students to inform them of their user account and default password that they are requested to change immediately. The declaration statement, web registration tutorial, and Student Use of Information Technology Facilities and Services – Statement of Appropriate Use (E.704) are contained in Exhibit 2.D.14.

Library and Information Resources

Capilano University Library holds a strong print, electronic and audiovisual collection to support the University's mission and goals. The Library's holdings include over 117,000 books, over 400 print periodical titles, nearly 4,000 electronic periodical titles, 5,000 videos, 50 periodical indexes and full-text databases, as well as DVDs, CDs and LPs. The goal is to build and maintain a collection that supports and anticipates the educational goals of the University's individual courses and programs, provides students with the necessary resources to complete course requirements, and fosters the intellectual and cultural development of the students. Criteria for selection of materials are outlined in the Library's Collection Development Policy (Exhibit 2.E.1). The collection can be searched via our [online catalogue](#). Capilano University students and employees also have access to materials from other libraries through the interlibrary loan process. Books held by other BC libraries can be found and ordered online through [BC Libraries Combined Catalogue \(OUTLOOK Online\)](#). Reciprocal borrowing arrangements allow direct access to some other University and college libraries, including the University of British Columbia and Simon Fraser University libraries.

Each program area in the University has one of five liaison librarians assigned to communicate with faculty members, nurture faculty awareness, provide training on library services and resources, determine needs, and handle collection development and weeding. This liaison role is designed to be a direct conduit to and from the Library, and a venue for sharing requests, concerns, and policies. The collection development librarian, primarily responsible for the overall collection, works closely with the liaison librarians.

Collection development for ongoing courses and programs is guided by circulation statistics of print and audiovisual materials, use statistics of electronic sources, professional reviewing journals, liaison librarian recommendations, and teaching faculty input. Also, in the case of periodicals, the decision to start a new subscription is influenced by whether or not the periodical is indexed. Teaching faculty submit suggested titles for the Library's collection through established forms or by contacting their liaison librarian or the collection development librarian. Additionally, the library has a permanent seat on the Senate Curriculum Committee, which reviews new and significantly revised programs and courses.

Library assistance is available in person from librarians at the reference desk, by telephone, or by e-mail through the [Ask-A-Librarian](#) link on the Library's website. Reference Services are offered whenever the Library is open, i.e. seven days per week, for a total of 70.5 hours per week during the fall and spring terms; five days or 42.5 hours per week in the summer terms. The Library website also offers online [research guides](#) that act as information pathfinders for a variety of topics and provide clear procedures for locating materials of all kinds on specific themes in the library and beyond. Librarians provide library research skills classes for every English 100 and Psychology 100 level courses at the University as well as a wide variety of other Academic, Career, Vocational, ESL and Continuing Education programs. The library has its own 36-seat teaching classroom and in 2008/2009 conducted 125 classes for over 4200 students. Students and faculty also can request one-on-one consultations on an ad hoc or by-appointment basis. The library website also provides a link to [Research 101](#), an online tutorial for research skills developed by the University of Washington. An IT support staff person is situated in the Library to assist students accessing the wireless network, using software, printing and a variety of other computer related issues. IT also provides help to students by phone, email, drop-in or on the web.

The Library's circulation statistics reflect consistently high use by students with 13.99 circulations per student FTE in 2008/2009.

The Library has continued to license and acquire full-text electronic databases wherever feasible and affordable in accordance with the Library's Collection Development Policy. During term, the library's website, which serves as the gateway to its databases and online articles, is the heaviest used website in

the University. These databases are available to faculty and students both on and off-campus through the Library’s proxy server. The table below shows the number of times the Library’s 42 databases were accessed, on a yearly basis, since 2006. Such usage clearly indicates that access originating from off-campus locations has not only consistently grown at an accelerated pace but more than tripled in the past year.

	On campus	Off campus	Total
Nov 2006	415,441	1,355,286	1,770,727
Nov 2007	513,576	1,088,726	1,602,302
Nov 2008	465,607	1,246,797	1,712,404
Nov 2009	804,336	2,615,636	3,419,972

Figure 1-1 Access to the Library’s databases and articles

Financial Resources

Board Policy 27 (Exhibit 2.F.1) describes the objectives of the budget planning process used to maintain financial stability. The policy includes the direction to hold any surplus and international tuition revenue accumulated in one year for designation in the subsequent year. This practice provides a buffer to minimize the impact of dramatic changes caused by situations outside the University's control, such as an epidemic causing a dramatic decline in international students. In addition, a number of funds have reserves or fund balances that provide stabilization from year to year. In total, our method of accumulating revenues one year and bringing them into the subsequent year's budget provides a reserve of approximately \$10 million dollars per year or about 15% of the operating budget. As the provincial government provides strong oversight and does not permit running an all-funds deficit without permission, the financial stability of the University must be, and is, strong. See Exhibit 2.F.1.1 for the list of reports provided to the Provincial Government on an annual basis.

The University is restricted in its ability to borrow money without permission of the BC Government, and Capilano is debt free. All long-term obligations must be funded before being entered into and all expected future liabilities are funded.

On a rotating basis, the Office of the Auditor General provides direct oversight of the Audit process. For Capilano this meant that a representative of the Auditor General participated on the Audit Committee. This was last done during the 2007/08 and 2008/09 fiscal years.

The University's investment portfolio was established in February 2008, and the Foundation's investment portfolio was established in June 2009. Both are managed by Genus Capital Management in accordance with the Board investment policy (Exhibit 2.F.1.2). The following table shows the cash and cash equivalents plus investments (including endowments) for the past four years as detailed on the audited financial statements (Exhibit 2.F.7).

	2007	2008	2009	2010
Cash and cash equivalents	\$27,762,161	\$17,714,170	\$21,503,126	\$17,800,562
Investments	\$3,185,156	\$18,131,632	\$16,539,909	\$24,791,165

For the past several years provincial funding has comprised a decreasing proportion of the revenue needed to operate the University as there is no provision in the funding established for increases due to inflation. Some of the gap can be made up with increases in student tuition, but the province has capped tuition increases at 2% ([BC Tuition Limit Policy](#)). In addition, the University has established a strategic initiative to increase the number of international students as the province doesn't limit the tuition charged to international students, nor does it provide any subsidy for them. Capilano's tuition rate for international students is similar to other institutions in BC.

Over the past few years we have become tighter in budgeting, removing instructional reserves from individual Faculties and keeping a smaller central reserve. Instructional budgets are based on anticipated revenues, so enrolments are monitored closely to ensure appropriate enrolment levels are being met. Resource planning and development includes ongoing tracking of enrolment trends, both at the institutional level and the level of individual programs.

Annually the Ministry sends a budget letter detailing the projected grant for the year. In the last few years the only modification has been to make adjustments when a labour settlement is reached or to provide some additional funding for a specific purpose. All donations are received through the Foundation and are carefully overseen to ensure the donor is adequately recognized and that the funds are spent as requested. Contract revenue is collected throughout the year and then brought into the operating budget in the next year.

The budget development process is an iterative process that begins in the fall with development of the as-is budget, which brings the budget back to where it was before temporary adjustments during the year. This process removes one-time adjustments and then adds known salary and benefit changes and other inflationary changes such as increases in janitorial and security contracts. This provides the derivation of our as-is position.

Requests for additional funding for programs or services are submitted to the Executive through the area's senior administrator. All budget requests are accompanied by a rationale that links the request to the institutional mission or strategic plan, and it includes a projection of any revenue that may be associated with the program or service. The as-is budget and tabulated requests for additional funding are presented to Senate and the Board for consultation. At this point assumptions about the government grant, changes in tuition, changes in enrolment and any other anticipated changes in expenses or revenue are identified and their impact calculated in the unbalanced draft budget. Budget requests are prioritized by the Executive based on their contribution to the mission and strategic directions of the University. Simultaneously, senior administrators work with their areas to identify any potential reductions.

Once the budget letter is received from the Ministry, a draft balanced budget is produced and shared with the Board, the faculty union, staff union, student union, and Senate via the Senate Budget Committee. The Senate Budget Committee (Exhibit 2.F.3) reviews programs against the budget criteria identified in Board policy 43. The final proposed budget is presented to Senate, then to the Board for approval. Exhibit 2.F.3 includes a diagram of the budget process, Board Policy 43—Budget Criteria, and Senate Policy 1995-07—Senate Budget and Finance Committee Mandate and Structure.

Capilano University uses Microsoft Dynamics as its main financial system. The use of this system follows generally accepted accounting principles (GAAP). System controls, including system generated reports, program processing and logic, access to sensitive information, and systems interfaces, have been evaluated and verified.

Capilano produces financial statements in accordance with public sector GAAP, and an annual independent assurance audit is conducted using a risk-based auditing process. This ensures that the design and implementation of internal controls has been evaluated and the operating effectiveness of internal controls has been tested.

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

The above practices at Capilano University contribute to the delivery of timely and accurate financial information.

Long-range capital plans and large capital requests are normally submitted annually to the Ministry at its request. The Board is required to approve the list before it is submitted to the Government and the list is updated annually (see 5-Year Capital Plan in Exhibit P2). Generally, one or two items are funded each year, however special funding by application is announced occasionally. Special circumstances, such as the Cedar building envelope failure, have been funded by our Ministry. Initial funding for our new Centre for Film and Animation was provided through a joint Federal/Provincial economic stimulus grant called the Knowledge Infrastructure Program. The project has subsequently received additional funding through a private donor.

Parking, the bookstore, the Children's Centre and contract revenue are kept in separate funds. Parking, the bookstore and contract revenue are auxiliary services that are used to fund general

operations in the following fiscal period. The University financially supports the Children's Centre, and Continuing Education, with these supported transfers built into the annual budget (Exhibit 2.F.6).

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

The Board's audit committee receives an annual audit presentation and report from KPMG as well as our Financial Statements and auxiliary reports. The Chair of the Audit Committee reports to the full board. The [audited consolidated financial statements](#) for the past four years are available on the University web site and are included in Exhibit 2.F.7.

Results from the audit are included in the Finance, IT and/or HR project plans and are addressed before the next audit cycle. Over the last few years the University has taken significant steps to organize and exercise an internal audit function and to put in place stronger internal financial controls. The positive impact of these steps is evidenced by the external auditor's change from a substantive audit to a controls based audit this year.

Capilano University fundraising activities are managed by the University's Development Office, which also manages the Capilano University Foundation. All employees in the Development Office with responsibility for donor solicitation and stewardship hold professional memberships in the [Association of Fundraising Professionals](#), which promotes high ethical standards in the fundraising profession. The [Capilano University Foundation](#), established in 1970, operates as a charitable organization registered with the Canada Revenue Agency for the sole purpose of assisting Capilano University in fulfilling its mission. We have contracted an independent consultant to work with the Development Office on raising additional funds for the Centre for Film & Animation. All prospective donor visits are coordinated with a Capilano University employee.

Capilano University separately manages all the finances of the Foundation and reports annually to the Foundation Board. The operating agreement between Capilano University and the Capilano University Foundation is available as Exhibit 2.F.8.

Physical and Technological Infrastructure

Physical Infrastructure

Capilano University maintains three campuses, one in Sechelt, one in Squamish, and the largest in North Vancouver. One of the strengths of the North Vancouver campus is its beautiful setting; the campus has a number of species of trees that are quite unusual and has a natural area with paths between the south and north campuses. A [map of the North Vancouver campus](#) is included in Appendix Six that identifies buildings, parking lots, pay phones, emergency phones, and wheelchair access. The campus is located near the highly used Lower Seymour Conservation area. The forest draws people from around the world to walk or bike its 10 kilometre long paved path to the fish ladder, and it also provides sites for the University's summer archeological field schools. The regional campuses similarly take advantage of their natural surroundings for programs. The Sunshine Coast campus uses nearby ocean and mountainous areas for its scuba instructor and mountain bike programs; in addition the diverse community of artists that make the Sunshine Coast home provides a rich backdrop for the wide range of continuing education and eldercollege courses that attracts hundreds of community members to the campus. The Squamish campus is ideally situated for the Wilderness Leadership program with its close proximity to world class natural resources for rock climbing, backpacking, kayaking and other outdoor adventure activities. The Squamish campus is also a short drive to the internationally recognized resort community of Whistler, a support to its two-year destination resort management program.

The 17 buildings (15 on the North Vancouver campus and one each on the Squamish and Sunshine Coast campuses) are maintained by qualified staff, and health and wellness concerns are overseen by an Occupational Health and Safety Officer. Access for students with disabilities is overseen by a Disabilities Officer and there is a small capital fund set aside annually to ensure the campus remains safe and accessible for all students. All buildings meet or exceed BC Fire and Building safety codes.

The University's security staff provide first aid services, with a first aid room located in Arbutus. The University's janitorial staff perform maintenance on a regular schedule; the contracted security and janitorial services are overseen by the Facilities Department. Exhibit 2.G.1 includes the University safety policy, the after-hours access policy and procedures for students, the policy on crisis/emergency communications, the University closure policy, the University policy on liability insurance, and a diagram of the policies and procedures in place to support a safe working and learning environment.

The ordering, receiving, storage, use, and disposal of hazardous materials are covered by University policy 1030 (Exhibit 2.G.2.1). Staff, faculty and students working with hazardous materials receive training in [Workplace Hazardous Materials Information System](#) (WHMIS), a federally and provincially legislated system regarding the safety, handling and storage of hazardous materials. Receiving Dock staff, the first point of contact for many dangerous products, are trained in WHMIS and Transportation of Dangerous Goods (TDG) (Exhibit 2.G.2.2). The Human Resources Department provides information about WHMIS on the intranet under Health & Safety (Exhibit 2.G.2.3).

Small interactive classes are a focus of the University, and so most of the classrooms have a capacity of 30 to 40 students. Classrooms with a computer equipped instructor podium and overhead digital projectors (Ultralite classrooms) are in increasing demand, and classrooms are being converted as resources allow. Exhibit 2.G.3 contains the list of existing ultralite rooms and the priorities for conversion.

Annually the university reviews and updates the five-year capital plan. The plan encompasses those capital projects that best support the strategic plan for each of its three campuses. The university has relied on the Ministry to acquire new buildings in the past; however, the economic stimulus plan of the Federal and Provincial governments has provided the funding required to build the first phase of a new

Centre for Film and Animation to support the new Motion Picture Arts Degree and other programs. Phase one is expected to be completed by March 31, 2011, with phase two waiting for the securing of additional funding.

If funding can be secured for a Centre for Learning & Teaching Excellence, our plan is to transform the lower level of the Library building into a learning and teaching commons that includes individual and group study space, student and faculty support resources, and informal social space. Plans are to co-locate the new Student Union and Aboriginal Gathering Space along with the Women's Centre and Queer Resource Centre to create a "lively gathering environment".

We are currently in negotiation with the [Squamish Oceanfront](#) Development Corporation to exchange land that was secured along the waterfront in Squamish for land that will be in the centre of the new downtown development. This downtown will include a library, community centre, coffee shops, a hotel and living spaces that will provide vibrant environment for student life and play. Squamish is located close to Vancouver and is a hub of outdoor recreation such as mountain climbing, wind surfing, rafting, kayaking, fishing and skiing.

Work is underway to secure land for a new Sunshine Coast campus. Rapid growth and development in this region continue to increase the demand for the University's services and facilities. The existing site offers limited potential for further physical expansion and there is no opportunity for expansion through acquisition of surrounding properties. With the expectation of continued population growth, particularly among mid to later life learners, the university will ultimately require a new campus on the Sunshine Coast. The university is working to acquire land that is centrally located within the Sunshine Coast, close to public transportation and of sufficient size to allow for long term development.

A number of other initiatives are also being discussed such as a presence at the foot of Lonsdale in North Vancouver. [Lower Lonsdale](#) includes a major transit hub with the Seabus terminal and a number of high-rises in the area.

The operating capital budget is developed annually, using an online capital requisition process (Exhibit 2.F.5). Submissions are made by a number of authorized persons within each department, and are available for viewing by all university employees. Submissions require a rationale, and are initially ranked by the senior administrator responsible for the area. Final allocations are determined by the Capital Funds Committee based on relevance to the mission and strategic priorities. In addition, the Film program has a separate operating budget for equipment. Equipment may be purchased from other operating accounts during the year upon authorization from an administrator.

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

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

Exhibit 2.G.4 includes policies governing IT equipment management, security, and off-campus use.

[Technological Infrastructure](#)

The SunGuard Banner school administration system is the core application to which all other infrastructure systems are interconnected for authoritative information and identity management and access control. This education industry standard product is supported directly by university IT staff as well as within the support agreement from SunGuard.

The University's information systems are consistently connected and managed via a ubiquitous Cisco wired and wireless network which interconnects all areas of the University's campuses including the remote sites in Sechelt and Squamish. Each layer of the information network is access controlled and monitored to ensure security and consistent service level delivery. Availability of administrative and academic systems is assured through fault resilient architecture and virtualized environments whereby failing systems can be moved to a stable environment within minutes of issue detection. Exhibit 2.G.5 includes a schematic of the University network.

The University's IT Services department's design goal is to standardize the technologies deployed as much as possible while meeting the requirements of the students, faculty and staff. The four guiding principles for IT Infrastructure are high-availability, redundancy, manageability and stability. IT Services employs a systems lifecycle management program to ensure equipment and software is kept current and meets the requirements of the University.

At the core of our systems applications risk is our reliance on internally engineered, purpose-built software applications. In 2005 we migrated to our first major packaged software system, Banner. Strategically, we have made a commitment to migrate to packaged software applications where possible. The next major focus will be on migrating our faculty workload, scheduling, HR and Payroll systems to Banner. This will happen over the next three to five years and will significantly reduce our risk exposure and staff time in managing these functions.

Inadequate staffing within the IT Applications area is significantly hindering our ability to meet current needs as well as refresh the applications that were built over time. It is also hampering our ability to adapt and change and to implement new technologies. To close the gap in skills and resources we still need to increase the staffing in the Applications area by fifty percent (5 people) based on an independent consultant review completed last year. Since then, we have added \$100,000 per year in consulting dollars and have completed an IT Infrastructure Library (ITIL) assessment. The retirement of our Director of IT Operations has created an opportunity to assess the Operations area in terms of structure and the ITIL assessment will be used to help provide the basis to make more significant changes in the department.

The IT department runs a service desk that provides phone help to students and faculty 5 days per week from 7:30 am to 5 pm with office hours from 9am to 5pm. Necessary outages are planned and communicated with input from all areas of the University. The web site also provides information and assistance at any time.

IT offers all employees training and support when Microsoft Office and Novell Groupwise are upgraded. The last significant upgrade was supported by a half-day class offered in one of the computer labs on site, with a faculty member providing training. The Educational Technology department assists faculty in using teaching technology; this department will fall under the new Director of the Teaching and Learning Centre to better coordinate support. We are also planning to move the Educational Technology department closer to the Computer Learning Centre to facilitate sharing of resources and expertise. The Learning and Teaching Technology Committee provides a forum for faculty to discuss innovations in using technology for learning; requests from this committee go to IT for evaluation and recommendation of specific solutions. Terms of reference for the IT Technical and Operational Committee and the Learning and Teaching Technology Committee are included in Exhibit 2.G.7. Other committees are described in Appendix Eight.

IT infrastructure planning is supported by the Information Technology Technical and Operational (ITTO) Committee, the lab support staff, and the Closest to the Action (CTAG) Committee. Annually the projects for the year are reviewed and planned for with more significant shifts in infrastructure generally being evaluated and planned for on a longer term horizon. Currently a potential migration from Novell to Microsoft is being evaluated. This decision will be based on input from the ITTO and CTAG

committees, the Learning and Teaching Committee (which includes the new Director of the Teaching and Learning Centre), faculty consultations, and the Executive Committee.

Faculty and the lab support staff request computer and software upgrades on an annual basis that they work with IT to specify, order and implement. An example of this is in our new Centre for Film and Animation that is providing the opportunity to specify the infrastructure required. Voice over IP will be used for phones and fibre network connections will be used in the film and animation studios. The Director of the Film Centre and the faculty and support staff involved are working with IT to implement the network and systems required to meet the future needs of the film and animation programs.

IT has identified all the equipment and its lifecycle so that regular upgrades can occur. Labs are updated as required and most computers are upgraded every 3 years. Printers are replaced approximately every 5 years with servers being cascaded down through a life span of about 5 years. Network gear is replaced as required. This plan is reviewed annually and adjustments made where necessary. Faculty and lab supervisors request changes as necessary to suit the needs of their courses and programs.

Chapter Two Summary

Overall, we believe Capilano University has adequate resources to fulfill our mission. We have a well-functioning governance system with qualified leadership and sound policies and procedures, though several policies still need to be updated. With the addition of a few positions this year we have adequate human resources, though IT continues to be a challenge.

We have sound policies and procedures in place to ensure that our educational programs are coherent, with appropriate breadth and depth of content. All four of our degree proposals that have been submitted to the rigorous provincial review process have been approved. New policies are in place to ensure that all programs include a core of general education or related instruction; these policies give guidance to programs, but allow related outcomes to be defined in the context of each program. Next steps are to ensure the policies are implemented in all programs.

We have adequate student services and library resources, and are moving toward more integration in the development of a learning and teaching commons. Our own library holdings are supplemented through access to the libraries of other near-by institutions.

Sound systems are in place for planning and monitoring the use of financial resources. Our physical infrastructure is adequate, though maintenance is becoming an issue with reductions in targeted funding from the Ministry. Staying up to date with technology continues to be challenging; internal administrative structures have been modified to provide more integrated training and support to faculty and students.

Chapter Three—Institutional Planning

At the time of our last interim candidacy visit we were in the midst of a highly participatory planning process¹² that culminated in our revised mission, vision, and values; identification of our core themes and a set of institutional-level student learning outcomes; a new, more focused, strategic plan; and, most importantly, an integrated planning framework. Near the end of that process several forums were held in which a PowerPoint presentation illustrated each component of the draft plan in the context of the entire planning framework (Exhibit 3.A.1). As the framework shows, one of our goals was to integrate our strategic planning and budget planning with our annual planning and reporting to the Ministry and our reporting requirements for accreditation. This year's IAPR submitted to the Ministry includes targets and reported performance on objectives related to the institutional goals that define mission fulfillment.

A further goal of the planning process was to reduce the number of our strategic directions to make the plan more focused and useable. Through an iterative distillation process we were able to reduce the number of strategic directions from 35 to seven high level directions closely tied to our mission and vision.

Our new vision statement describes what we collectively see as Capilano University at its best, and we hold it as the standard to which we aspire at all times. At the highest level, our strategic plan outlines seven broad directions for drawing students to the University and sending them out prepared to contribute responsibly and effectively to their communities:

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

Each of these seven broad directions is further elaborated in Board Policy 101 and provides the framework for our institutional strategic priorities for 2010 – 2012 (Exhibit 3.A.4). All of our other plans, including our Five-year Capital Plan, department plans, budget plan, and institutional accountability plan, link back to these strategic directions and priorities, which link back to our mission. Our performance relative to mission fulfillment is assessed and reported in the IAPR.

A number of departments have developed Departmental Strategic Plans based on the University's Strategic Plan. Exhibit 3.A.1.1 contains the HR, Finance and IT Strategic Plans. Annually Finance and IT review and reprioritize where necessary on-going projects to align with the achievement of strategic priorities. New projects result from recommendations from all departments via the Closest to the Action Committee (CTAG), the Information Technology Technological Committee (ITTO), the Executive, Auditors, departments and from work on reviewing the departmental strategic plans. The IT projects are prioritized by the CTAG and Executive Committees and reviewed and monitored on a monthly basis. Finance projects are prioritized by the Audit Committee and the Executive and both IT and Finance Plans are aligned with each other.

¹² Notes from this process are included in Exhibit 1.A.1.4.

As we continue to face resource challenges we are exploring ways to integrate resource allocation more tightly with strategic planning. We brought in an outside facilitator for a one-day workshop on strategic resource allocation for Senate members, other faculty leaders, and the Executive management group on August 31, 2010. The workshop was based on an integrated planning, allocation, and assessment framework, and included the exploration of models for strategic resource allocation. The next step for the University is to decide whether to use or adapt one of the models to help resource our strategic priorities.

Following on recommendations from a risk management consultant report, the University has recently developed a comprehensive Emergency Management Plan (Exhibit 2.D.2.2) based on an all-hazards approach. As described in Chapter Two, this approach is based on the BC Emergency Response Management System used by all first responders in BC (Fire, Police, Municipalities, and Emergency Operations Centres). We have held initial training sessions for those who would be involved in an Emergency Operations Centre, and work on the plan continues. Alternative Emergency Operations staff will need to be identified and trained and a variety of training for Emergency Wardens, Faculty, employees and students will be developed over the next year.

Chapter Three Summary

Our new strategic plan provides a clearer picture of future directions for the University and is being used to guide and integrate other planning processes. There is still a need to sharpen some goals into measurable objectives. A great deal of progress has been made to ensure the University is prepared for potential emergencies.

Chapter Four—Core Theme Planning, Assessment, and Improvement

The University has historically assessed all programs annually, using a set of performance measures intended to gauge the program's relevance to the University's mission, its quality, its efficiency, and its responsiveness to changing needs. The performance measures are described in Board Policy 43, and include data from the provincial surveys as well as internal data. When this policy was implemented, targets were set for all programs for satisfaction with studies, satisfaction with instruction, satisfaction with skills development, and seat utilization. Student retention has been assessed for Specialized Programs with graduation rates and for General Arts & Sciences and Preparatory Studies with course completion rates. Student success has been assessed for Specialized Programs with employment measures and for General Arts & Sciences and Preparatory Studies with course success. The data for General Arts & Sciences and a few programs intended as vehicles for transfer include measures of successful transfer. The Performance Measures Summary data, posted on the Institutional Research website, is reviewed by the Senate Budget & Finance Committee. Representatives of programs not meeting the performance measure targets are asked to make a submission to the committee, indicating their plans for improving their outcomes. Performance data for the past several years are included in Exhibit 3.B.3, along with minutes of Senate Budget Committee meetings, and documentation of requests for program submissions to the committee.

Core theme areas were identified as part of the strategic planning process that was completed in October 2009. Following the adoption of Board Policy 101, work began to further elaborate the descriptions of the core themes. The development of the indicators of achievement for core themes began with the existing performance measures. As we articulated the purpose of each core theme, we also started identifying additional potential indicators. Given the short time frame in which we have been working in terms of core themes, we do not yet have data for all of the suggested core theme indicators. Nor are we sure at this point that we have identified the best indicators. This development work will continue.

In the coming year it is expected that the institution may be developing a new process of program prioritization with expanded participation and a revised and expanded set of performance measures. Exploration of potential processes began with the workshop on strategic resource allocation described previously. As programs implement and revise their assessment plans, it is expected that the assessment data will be increasingly used as part of the annual program review.

General Arts & Sciences

As stated earlier, the purpose of the general arts and sciences core theme is to serve the regional need for general education by providing the foundation of a broad liberal arts education in a supportive learning environment that encourages high aspirations through close faculty-student interactions. For many students, we provide a small-class-size, close-to-home alternative to taking first-year courses in an auditorium filled with hundreds of other students. Some students complete an Associate of Arts, Associate of Science, or Diploma in Academic Studies at Capilano University. Most students in Arts & Sciences take individual courses and then transfer to another institution.

Planning

Short-term planning for this core theme focuses on adjusting offerings to meet demand and identifying needs that are not being met. Course offerings within Arts & Sciences are continuously adjusted to meet demand within resources and to maintain class enrolment at an average minimum of 85% of capacity. Low enrolled sections are cancelled unless there is a compelling case to offer one despite low enrolment. There is usually a small budget reserve to add sections in high demand courses.

Long-term planning focuses on actively considering what it means to be an educated person in a changing world, identifying emerging needs for courses and programs, adjusting to changes in the secondary and post-secondary education systems, and ensuring the quality of the education is maintained. The Faculty of Arts and Sciences completed the development of a Bachelor of Arts in General Studies this past year (Exhibit 2.C.10). This degree will be the first of our degrees developed from the beginning with the institutional-level student learning outcomes integrated into the program. The proposal has completed the internal review and approval process and is at the time of this writing in the provincial review process. The Bachelor of Arts in General Studies degree differs from traditional discipline-based degrees in its effort to enable students to have the breadth and depth of knowledge generated by several disciplines, all of which will enhance the students' understanding of the world around them. It is built around a set of program-level expected student learning outcomes, and it includes a tutorial advisor system that will provide the opportunity for faculty and students to closely assess the acquisition, integration, and application of knowledge, skills, and attitudes. This degree will allow students to complete an arts degree in the personal environment to which they have become accustomed during their studies at Capilano. This personal attention gives students the support to truly integrate their education with their lives. The addition of upper-level arts and sciences courses will also provide sources of additional breadth for students in our Specialized Programs.

Assessment

Because the majority of students in General Arts & Sciences currently transfer without completing a credential, an important indicator of achievement for this core theme at this time is course based. Ninety-six percent of the students enrolled in Arts & Sciences in the past year completed their courses, and 85% of those who completed their courses achieved the course-level student learning outcomes. Another important indicator of achievement for students who transfer is how well prepared they are for further study. The average rating from former students of Capilano's Arts & Sciences programs of how well they were prepared for further study was 102% of the provincial average for responses to this survey question. We appear to be serving students who intend to transfer very well.

Eighty-two percent of the students in Arts & Sciences who were enrolled in a specific program completed their programs. Each of the Associate of Arts concentrations now has program-level student learning outcomes. Faculty in those areas have submitted assessment plans (Exhibit 4.A.3), but are now struggling with implementation. Not atypically, faculty are finding they need to revisit the expected outcomes as they devise assessment measures. There has, as yet, been no assessment of program

learning outcomes for the Associate of Arts degrees, though great strides have been made in increasing the understanding of the process of establishing program-level expected student learning outcomes and assessing those outcomes. A workshop is planned for October for all the coordinators in Arts and Sciences to help them develop meaningful and useable assessment tools.

Enrolments have been steadily increasing in the Arts & Sciences for the past three years, and seat utilization is well above the minimum of 85%. Waitlists for the fall 2010 semester are unusually large, particularly for courses in the social sciences.

General Arts & Sciences: Students are successful			
Objective	Indicator of Achievement		Actual
Students successfully complete their courses.	Course completion ¹³	95%	96%
	Attainment of course SLOs ¹⁴	80%	85%
Students successfully complete their programs.	Program completion	80%	82%
	Attainment of program SLOs	TBD	Not assessed
Students are prepared for further study.	Extent prepared for further studies (DACSO)	Institution as a % of provincial average ≥ 100%	102%

Arts & Sciences students make use of the variety of services available to them, but in particular the Writing Centre, which is closely aligned with the English Department, and the Math Centre, which is closely aligned with the Math Department. These students are also significant users of Advising Services; Enrollment Services offers “Transfer Tips” workshops each Spring and Fall to assist students in General Arts and Sciences with transferring to other institutions.

Improvement

We believe the implementation of the Bachelor of Arts in General Studies will improve this core theme area by offering further general education opportunities to students in our region, by improving the breadth options available for students in our other degree programs, and by raising the level of educated discourse within our student body. Improvement to existing programs awaits the completion of program-level assessments.

¹³ Defined as not withdrawing or auditing.

¹⁴ Defined as passing the course.

Specialized Programs

The stated purpose of the Specialized Programs core theme is to work with industry and community to develop and deliver programs that prepare graduates with the up-to-date knowledge, creative and technical skills, comportment, and professional connections that will enable them to make economic and cultural contributions to the region and beyond. This area of programming began with traditional applied programs, but has expanded over the years to include certificate, diploma, and degree programs housed in the Faculties of Health & Education, Fine & Applied Arts, Business, Tourism & Outdoor Recreation, and Arts & Sciences. What these programs have in common is a close connection with a specific industry or community, usually including a program advisory committee, and an aim to prepare students with the most current knowledge, skill, and attitude to contribute in their field of choice. The majority of instructors in these programs are currently working in their field as well as teaching, and most of these programs include practicum courses, public performances, public exhibits or other avenues for facilitating the transition from student to professional.

Planning

Planning for Specialized Programs is focused on the intersection of student interest, industry/community support, employment opportunities, and other indicators of the need for individuals with a specific knowledge/attitude/skill set. Our general approach is to offer programs that are not available elsewhere and those which build on our existing strengths. Programs within this core theme revise their curriculum frequently (many annually) to keep up with industry standards. Faculty members are beginning to create more structured assessments of student learning outcomes to supplement the anecdotal feedback from industry and students and the data provided by Institutional Research in their annual curriculum review processes.

Proposals for new programs generally start with Faculty members and move through the curriculum approval process, with the final decision to offer the program as part of the annual budget process. New program proposals are required to have an accompanying balanced budget. Reduction or suspension of programs is generally initiated at the administrative levels, but final decisions are also part of the annual budget process and include review of a set of standard criteria for the program.

A proposal for a Bachelor of Communication Studies (Exhibit 3.B.1) is currently undergoing review by the Degree Quality Assessment Board. This program builds on our existing diploma in communication studies. There are plans to introduce a diploma in visual effects in fall 2011, to complement our motion picture and animation programs. There is also a proposal in development for a degree building on our successful advanced diploma in Illustration/Design: Elements & Applications (IDEA).

Assessment

Eighty-two percent of students in the final year of a specialized program completed their programs this year. Of the students responding to the DACSO survey, 70% reported working in a training-related job. Programs in the Specialized Programs core theme have been relatively successful in completing their assessment plans and filing assessment reports, using external advisory boards or certifications as part of their assessment process. Assessment reports with plans for improvement have been submitted by all nine programs within the School of Motion Picture Arts, one program from the School of Media Arts, three from the School of Visual and Performing Arts, and two from the Faculty of Health and Education (Exhibit 4.A.3).

The target for attainment of program-level student learning outcomes within this core theme will be determined in the coming year.

Specialized Programs: Students are successful			
Objective	Indicator of Achievement		Actual
Students successfully complete their programs.	Program completion	80%	82%
	Attainment of program SLOs	TBD	
The learning outcomes of career and employment-related programs are well aligned with the needs of the relevant industries.	Employed in training-related job (DACSO)	65%	70%
	Education useful in performance of job (DACSO, BGS)	TBD	
	Graduates achieve licensure or certification where applicable	TBD	
The learning outcomes of programs related to aesthetic engagement enable students to make cultural contributions.	Documentation of the visible presence of graduates in the cultural community	TBD	

Improvement

Improvement efforts are primarily focused on fine-tuning the curriculum for existing programs so that students achieve the expected levels of performance on the program outcomes. The majority of programs filing assessment reports noted acceptable performance on all outcome measures, with room for improvement in one or two areas. Improvement efforts are also being directed toward the assessment methods. As the Chair of Motion Picture Arts phrases it, “We are now assessing our assessments.”

Faculty continue to identify new areas for niche programs that complement existing programs and take advantage of existing strengths.

Preparatory Studies

The purpose of this core theme is to provide programming from community access up to university level that enables adult learners from diverse backgrounds to gain the knowledge, skills, strategies, and confidence to be successful in the next level of studies, or to satisfy personal or career goals.

Planning

Planning for the core theme of Preparatory Studies is focused on four types of activities: mounting the appropriate number and level of ESL courses each year to serve the needs of International students, responding to requests for proposals for contracts to deliver basic literacy and community development training, offering programs to serve special needs individuals in the community, and offering adult basic education. Within this core theme, only International students pay tuition. The ABE department is currently working on significant changes in how its courses are scheduled and delivered in order to manage resources and improve service to students.

Assessment

Former students in Preparatory Studies reported that their courses improved their confidence and prepared them for further study. However, while 95% of students enrolled in ABE completed their courses, only 44% successfully achieved the expected learning outcomes.

Preparatory Studies: Students are successful			
Objective	Indicator of Achievement		Actual
Students successfully complete their courses.	ABE course completion	90%	95%
	Attainment of course SLOs	70%	44%
Students are prepared for further study.	Extent prepared for further study	90%	81%
Students acquire increased confidence.	DEVSO Survey response	90%	89%

Improvement

Adult Basic Education (ABE) and College and University Preparation (CUP) are bridging programs for many students transitioning into professional programs, post-secondary studies, and technical training. Both departments are committed to strengthening their connections with other faculties in the University community.

The primary focus of the Adult Basic Education (ABE) faculty is to explore strategies which will ensure the ongoing engagement of students, timely completion of course work, and the highest degree of student satisfaction. As part of the department's commitment to student success, ABE has adopted mixed mode learning tools which have been successfully used in other ABE type programs like the College and University Preparation program (CUP). ABE will also increase the number of lecture-based, paced courses.

CUP students are currently involved in an inter-discipline team project (English, math, computer) with social media as part of their study skills course. The aim of this project is to engage students and help them create their learning network while at the same time explore web study tools to demonstrate knowledge, comprehension, and creativity across all subject areas.

In Summer 2010, ABE created a new Student Success Coordinator position. The coordinator's duties include exploring different methods for measuring and reporting student success, researching effective strategies and tools for tracking student success within the program, as well as tracking student mobility beyond the program. This coordinator will inform the Department of new teaching technology research and support faculty in creating and implementing 4th-hour activities.

In Spring 2011, ABE will establish a learning centre with instructors present from all subject areas to better meet the needs of students outside of the classroom. The learning centre will provide a space for one-on-one tutoring, small group activities, and workshops.

Community Engagement

The purpose of Community Engagement as a core theme is to enrich our communities with cultural, sport, and educational opportunities through partnerships and through offering, on a cost-recovery basis, programming that complements the University's other three core themes and helps integrate the University with its communities.

Planning

[Continuing Education](#) success depends on diversity of program areas and diversity of delivery methods. Annually, the mix of programming is reviewed by the programming faculty and with the Director's Advisory Committee (DAC). Programming faculty's selection of new and repeat courses and programs is dependent on listening to students and community, evaluating and reviewing existing program offerings, and researching and reviewing labour market information, personal development and lifelong learning trends. Continuing Education considers annual delivery options to include open enrolment, contract training, events/small conferences, seminars/workshops, customized training, online learning, and educational administrative services. Continuing Education planning is also dependent on the division having course and program ideas in many stages of development throughout the year. An annual enrolment target is set as part of the IAPR process.

With the transition to University status, Continuing Education is undertaking a review of the Division's vision and mission and strategic direction for 2011/2012. Two facilitated sessions are scheduled for this work, one in August and one in September. The 2009/2010 strategic directions for Continuing Education are included in Exhibit 3.B.1.5

Programming in the [Performing Arts Theatre](#) is intended to connect with our community by bringing in performers and speakers who collectively reflect the diversity of our community. It also aims to enrich, challenge and educate our wider community by presenting unique events emphasizing global diversity.

Short-term planning for the Performing Arts Theatre includes researching performers through word of mouth, attending conferences and showcases, reviewing history of performances in the surrounding area, and identifying performer preferences for venue size. Attention is paid to providing a good experience for the audience and the performer. This strategy has been successful in bringing in both well-known and up-and-coming artists, focusing always on artistic excellence. Doing everything possible to ensure that each performance is of the highest quality means that audiences can be drawn in for lesser-known performers on the quality of our reputation.

Long-term planning for the Performing Arts Theatre is focused on integrating its two functions of serving as an educational working lab for students in Visual & Performing Arts programs and as a centre of cultural excellence showcasing professional and emerging artists and thought-provoking speakers. The last strategic planning process for the theatre was undertaken in 2006; documentation of that process is available as Exhibit 3.B.1.4.

Assessment

Continuing Education enrolments for the 2009/10 year were 8,110, exceeding the IAPR target. In 2009/10 the Performing Arts Theatre sold 13,922 tickets across 45 events; 1709 of these tickets were sold to new patrons. Audience members are drawn from well beyond the North Shore.

At the conclusion of a continuing education program or course, information is generated that includes participant evaluations, instructor/presenter evaluation, and a performance analysis based on price, total registration, total withdrawals, total income and total cost of promotion and production to arrive at total direct cost of the event and a determination of its contribution to operating overhead. This analysis on performance is expanded from the program or course level, to the programming

department level, and then to the Division level. Sample evaluations for programs and courses offered through Continuing Education are available as Exhibit 3.B.1.5.

The Programming Director of the Performing Arts Theatre attends every show and independently evaluates the quality of each performance against a standard of artistic excellence. Patron feedback forms have been developed, but not yet implemented as part of the assessment process.

Students are successful			
Objective	Indicator of Achievement		Actual
Participants in the University’s non-credit programming and performances are engaged and challenged.	Feedback on Continuing Education courses	TBD	
	Feedback on Performing Arts Theatre events	TBD	

Improvement

At this stage, improvement efforts are focused on higher-level analysis of existing assessment data and development of additional assessment tools. Upgraded registration software and a new, more sophisticated reporting tool can improve the analysis of Continuing Education enrolment patterns. The Continuing Education department believes a community needs assessment would assist in planning courses and programs.

Chapter Four Summary

We are pleased with our identification of core themes within our mission and with the descriptions of the purposes of each. At a high level we have established the kinds of measures that would indicate achievement of each core theme, but further work needs to be done in identifying explicit and meaningful measures, especially for Specialized Programs and Community Engagement. We have tried, wherever possible, to use existing performance measures for core theme indicators of achievement so that there is continuity to our assessment data. We recognize, though, that we need to include more direct measures, and we are struggling with identifying meaningful measures of some of our less tangible goals.

Chapter Five—Mission Fulfillment, Adaptation, and Sustainability

Evaluation of Mission Fulfillment

Our performance relative to our revised mission was reported in our 2009/10 reporting cycle IAPR, which was submitted to the BC Ministry of Advanced Education and Labour Market Development July 15, 2010. The submitted IAPR is posted on the Capilano University website and on the Government of BC website. It is included here as Appendix 2. The data, which include our newly developed core theme indicators of achievement, show that Capilano University has substantially achieved the targets for all of the Ministry-set targets, and has exceeded targets for assessment of quality of instruction, satisfaction with education, number of students in government-priority programs, and employment. We met all internally set targets for which the data was available except for course success in Preparatory Studies. Of the 38 total targets, twenty-nine were at least substantially achieved, seven were not assessed due to lack of data in this period, one was not assessed due to Ministry review of the target, and one was not achieved. Of the 30 targets that were assessed, we at least substantially achieved 29 or 96.7%. This exceeds our threshold for mission fulfillment of 90% of our targets.

Summary of target achievement	
Exceeded target	8
Achieved target	15
Substantially achieved target	6
Target not achieved	1
Performance measure not assessed	8
Total targets at least substantially achieved	29

Adaptation and Sustainability

Our primary focus is to maintain the quality of the University in the face of multi-faceted change. We have traditionally been very nimble in adapting to change by continuously looking around, out, and ahead. Our Specialized Programs adjust and adapt their curriculum frequently to stay current with industry practice. New niche programs are developed as needs are identified. We currently offer a relatively large number of programs, many of them small. (Enrolments by program are shown in Exhibit 5.B.)

We maximize the use of instructional resources (instructional costs and classroom space) through close monitoring of enrolments and cancellation of low-enrolled sections; resources are reabsorbed into a central pot with a reallocation process within the current budget year.

Over a period of about three years from fall 2004 through fall 2007, decreasing demand for Arts & Sciences courses resulted in some reallocation of preferred instructional times to Specialized Programs. As enrolments picked up and space became tight two years ago, we made changes to the scheduling process and the scheduling grid that has relieved some of the congestion. We have recently hired a consultant to complete an analysis of existing space use (Exhibit 5.B.1). Information from the resulting reports will be used to help us plan for future programming and support needs, including space for the new teaching and learning centre.

Our annual budget development process involves projecting revenue (from the anticipated Ministry grant, tuition, and other revenue sources), projecting costs for existing programs and services, and projecting costs and revenue associated with proposed additions to programs and services. Proposed additions are evaluated against their contributions to the institutional mission and strategic directions.

Additions to programs generally have to be cost neutral. Non-instructional additions are ranked by the Executive, from critical needs to low priority. (See budget planning documents, Exhibit 5.B.2)

Currently, the Senate Budget Committee reviews existing programs according to the budget criteria, and makes recommendations on the budget. Although the committee may recommend that programs address their performance on any of the four criteria—relevance, quality, efficiency, and responsiveness—programs have generally only been cancelled due to lack of student demand. There is concern that the existing measures are not equally appropriate for all programs. With increasingly tight budgets and concern about the adequacy of existing measures, we have concluded we need to have a more comprehensive process for prioritizing programs and services; in order to continue doing some things well, we may need to stop doing some other things. We are beginning to develop a process for program prioritization that will include broad participation from the University community in developing an expanded set of criteria for program prioritization.

A group consisting of the new universities and institutes is currently examining the possibility of increasing efficiency through shared services. Our internal analysis of the prioritization process for services will await the completion of the investigation of sharing of services.

Analysis of our internal and external environments is part of our annual Institutional Accountability Plan and Report (IAPR). As reported there, a changing population demographic suggests we will be seeing fewer students coming through the K-12 system. However, it is also the case that nearly 70 percent of job openings over the ten-year period from 2009 to 2019 are expected to require some post-secondary or a higher level of education, and the greatest number of job openings is expected in occupations requiring some post-secondary education.

A recently completed survey of new applicants to the University gives us additional information about the characteristics of students who apply to Capilano and the factors influencing their choice (Exhibit 5.B.3). Of the respondents to this year's survey, 27% reported they would be the first in their immediate family to attend a post-secondary educational institution. This is an increase from the 2009 survey in which 23% reported being the first in their family. The majority of applicants said they were attracted to Capilano through recommendations of family/friends/employers (51%) or high school teacher/counselor (21%). Eighty percent said Capilano University was their first choice; the major factor in choice of institution was "offers the program I want" (83%), followed by "reputation of program/institution" (59%).

Chapter Five Summary

Capilano has a strong history of regularly evaluating adequacy of resources in our annual budget process, of setting institutional goals and reporting on progress through the Institutional Accountability Plan and Report, and of being nimble in responding to changing needs for post-secondary education. One of our challenges is to implement more integrated long-term planning without sacrificing our ability to respond quickly to changing needs.

Conclusion

Though there may still be a need for changes to its organizational structure, the stage is set for the next chapter of Capilano University.

After completing the required changes to our governance structure outlined in provincial legislation (see Appendix Seven for a description of those changes), the University community came together to consider how our mission should change as a university. The resounding conclusion was to continue to emphasize, and to build, our strengths in student-focused education as we take advantage of the new opportunities to offer non-applied degrees. The creation of a new position—the Director of the Teaching and Learning Centre—is one step towards our goal of being a leader in university teaching and learning. The hiring for this position, and the concomitant development of the centre, is both a commitment to support faculty in maintaining excellence and a signal to the community that Capilano University embraces our mandate as a teaching-intensive university.

We have the opportunity to extend the close-knit learning environments for which Capilano is known into more traditional types of degrees. Our first non-applied degree, and an example of our approach, is our new Bachelor of Arts in General Studies. This degree will give approximately 2500 students currently taking arts and sciences courses the opportunity to complete a bachelor of arts degree with faculty who already know their names and their aspirations. The degree has similar requirements to general degrees at other institutions, but is built around ten general learning outcomes that are each addressed in a variety of disciplinary contexts. At the upper-level, students will work one-on-one or in groups of two or three with a faculty member where they will be supported in integrating their learning and ultimately in demonstrating the learning outcomes in the context of a graduating project.

In contrast to some of the other new teaching-intensive universities, Capilano does not view our new status as a step towards becoming a research university. Many faculty members were very productively engaged in research when Capilano was a college, and they will, of course, continue to do so. Our focus, though, will be on encouraging the scholarship of teaching and learning and other scholarly activities integral to providing relevant, authentic and innovative education. The Faculty Professional Development Committee has supported this direction by offering small grants to support faculty projects related to the scholarship of teaching and learning.

Our traditional areas of programming have been re-affirmed as core themes, and the work of developing indicators of achievement for each of those core themes has helped to clarify their purposes. Work remains to be done on refining the indicators; we need to identify indicators of achievement that are meaningful *and* available. And, perhaps most importantly, we need to develop a process to help us determine the appropriate balance of programming across the core themes; we are at risk of attempting to be too many things for too many people. There is no shortage of excitement about potential new programs, but, at the same time, there is increasing awareness that there are not sufficient resources to support all ideas. The resulting restlessness is one of the forces urging us to develop a more strategic resource allocation process.

One of the most dramatic changes at Capilano University with respect to the accreditation standards since our last evaluation visit is the shift in attitude toward assessment. A significant proportion of faculty, particularly those leading the assessment work in their areas, are now seeing assessment of student achievement of expected program learning outcomes as a valuable process for improving programs rather than as a tedious chore that has been imposed on them. There are, of course, still struggles with the time involved in assessment, but on the whole faculty are engaged in the process. Significantly, faculty in many areas that have completed program assessments are not yet satisfied with their assessment processes, and they are now working on clarifying their expected outcomes and identifying meaningful assessments of those outcomes.

The accreditation process has, in some respects, shaken us out of complacency. Yes, we have a good reputation; we frequently hear about the successes of our alumni, and many testimonials from alumni attribute their success to their educational experiences at Capilano. Yet there is always room for improvement, and faculty are increasingly seeing the value in systematically documenting and communicating evidence of student learning beyond the course level. Clearly articulated expected learning outcomes and periodic assessment support the institutional efforts to help students become independent learners who take responsibility for their own learning. Documenting and sharing expectations and results contributes to transparency, one of our institutional values.

The past year has also seen increasing focus on integrating planning and assessment at the institutional level. A major step in this direction was the recent development of our strategic plan, which was developed and presented in the context of an overall planning framework. The new strategic plan sets a clear direction for the university, and the planning framework links the plan to assessment and reporting requirements. A significant achievement was the alignment of Ministry-required performance measures with our core theme indicators of achievement and measures of institutional effectiveness. Our next step will be revising and refining our measures to ensure we have the measures that best help us in decision-making. To this end, one of the vice presidents recently attended a workshop on collaborative strategic planning, resource allocation, and assessment of institutional effectiveness; this experience prompted the workshop on strategic resource allocation that was held on the North Vancouver campus for Executive, Senators and other academic leaders. Our next steps along this path will be determined over the next several weeks, but several forces are moving us toward using better data and transparent processes to evaluate effectiveness and guide decisions.

The new accreditation standards have helped us clarify our mission and values and start to develop processes and procedures that will provide evidence of actualizing our strategic objectives. In large part a result of NWCCU accreditation efforts, the culture of assessment is advancing and will greatly assist us in charting our progress as a teaching-intensive university.