

ká lax-ay | Sunshine Coast Campus

ACTION PLAN 2018 – 2023





EXECUTIVE SUMMARY

Since 1977, the kálax-ay Sunshine Coast campus of Capilano University has served the communities of the Sunshine Coast by providing quality post-secondary education in the community. With Capilano University's 50th anniversary year, the faculty and staff of the kálax-ay campus have undertaken an environmental scan and, through subsequent planning workshops and follow-up sessions, have created an Action Plan for 2018–2023. This serves as a foundation for development of annual operational plans and will also contribute to the next stage of university planning, Envisioning 2030.

Drawing on research conducted by Southcott Strategy in the fall of 2017, five overarching themes will inform and guide planning and actions at the kálax-ay Sunshine Coast campus of Capilano University, in the context of overall university planning. These include:

1. expanding technology-supported learning opportunities;
2. Indigenizing the campus and continuing to build on the affiliation agreement with the shíshálh Nation;
3. enhancing community relationships;
4. creating new educational pathways; and
5. building the welcoming campus brand.

As a university with a regional mandate, there is a commitment to continue to evolve activities and approaches that contribute in a positive way to the social capacity and capital of the Sunshine Coast through education, training, community involvement and research. The five themes identified through the planning process undertaken in 2017–2018 will assist in meeting this regional mandate and afford additional opportunities to contribute positively to the vibrancy of communities on the Sunshine Coast.



ACTION PLAN HIGHLIGHTS

THEME 1 TECHNOLOGY-SUPPORTED LEARNING

OBJECTIVE 1: Audit the physical space on campus. Set up WebEx accounts and provide training to campus employees.

OBJECTIVE 2: Assure student access to seats/registration in online and remote-access courses and programs.

THEME 2 INDIGENIZATION

OBJECTIVE 1: Develop a First Nations core competencies course.

OBJECTIVE 2: Liaise with First Nations student services in North Vancouver, including bringing representatives to campus to support course design.

THEME 3 COMMUNITY RELATIONSHIPS

OBJECTIVE 1:
Establish a Community Advisory Board.

OBJECTIVE 2:
Develop a 1/3/5-year community strategy.

OBJECTIVE 3:
Enhance local business outreach.

OBJECTIVE 4:
Map community connections.

OBJECTIVE 5:
Hold a 50th anniversary celebration including campus strategic plan launch.

THEME 4 EDUCATIONAL PATHWAYS

OBJECTIVE 1: Develop a series of visual pathway documents for students.

OBJECTIVE 2: Launch Pathways to Higher Learning (P2HL) program in collaboration with shíshálh Nation.

THEME 5 WELCOMING CAMPUS

OBJECTIVE 1: Audit the physical space on campus.

OBJECTIVE 2: Update signage, including the way we communicate campus activities.

OBJECTIVE 2: Develop a communication and marketing strategy for the campus.

METHODOLOGY

Methods of data collection and analysis for this action plan include the following:

- an internal online survey with key stakeholders;
- external community consultation (via interviews and PlaceSpeak, a public consultation tool);
- workshops with staff and faculty; and
- secondary research to understand the full scope of the current and future educational landscape.

A summary of the research findings can be found in Appendix A.



KEY THEMES

The following themes were identified through workshop activities undertaken after the majority of the primary research had been conducted.

1. Address the technological need for a more mixed-mode approach to educational program delivery. This includes online delivery and access to a greater suite of courses. An experiential/blended approach could be worthwhile as the traditional educational landscape evolves to become more experience-based.
2. Nurture and strengthen the relationship between the *k̓álaḡ-ay* Sunshine Coast campus and the *shísháhlh* and other First Nations to help bridge the education gap that exists for potential students and ensure appropriate indigenization of the campus.
3. Respond to changing educational pathways for youth, including First Nations youth, by redefining the high school to post-secondary transition. This includes:
 - exposing this population to role models/mentors;
 - incorporating more hands-on experience-based learning; and
 - reimagining the "gap year" break between high school and university.
4. Remain responsive to the communities of the Coast by demonstrating adaptability to a changing educational landscape and listening to ongoing community needs in order to proactively navigate opportunities. Plan more effectively for the varying demand for key course offerings.
5. Leverage the current brand character and build awareness for the campus. Utilize the welcoming and helpful nature of the staff to influence community perception and build a positive feeling of connection while creating a welcoming physical environment.
6. Develop new educational opportunities for B.C.'s aging population. With more people living into older years and staying in the local communities there is an opportunity to partner, mentor or create a relationships in new ways with older adults who seek meaning and connection through university activities such as continuing education.
7. Explore the opportunities arising from the growth in the cohort of 30- to 40-year-olds on the Coast. With housing costs rising on the Lower Mainland, it is anticipated that this group will change the demographic of the area and potentially need or desire new types of job skills.
8. Consider that coastal self-sufficiency, sustainability and maintaining a healthy work-life balance are notions of importance. An increasing number of people want to have a positive impact through where they live, how they live, and what they do for work. There is an increasing need to consider this mindset.
9. Support immigrants who would benefit from a stronger integration process as they take on a more active role in the community. Rising immigrant populations and a goal for B.C.'s Business Council to encourage immigrants to settle outside of metro areas could continue to affect the Sunshine Coast area.
10. Provide support for small businesses. There is a gap in soft-skills development, which is a focus of the Sunshine Coast Regional Economic Development Organization (SCREDO). There is potential to capitalize on this as a shared goal moving forward.
11. Embrace a future-forward technology strategy that is within the reach and resources for the campus. The Sunshine Coast Tech Hub is a group of 90 or more, many of whom could act as a potential resource or partner.
12. Develop and support the blending of community and campus life while remaining true to the educational mandate as a university; consider ways to provide a consistent mutually beneficial relationship with the community.

STRATEGIC INITIATIVES & ACTION ITEMS

To ensure ideas are viable as Strategic Initiatives take shape, the guiding principles/filters below were used as a lens.

- Is the initiative **attainable** in terms of resources required (i.e. costs, materials, instructors, etc.)?
- Is the initiative **sustainable** in the long term (i.e. is it an ongoing program or a special event)?
- Does the initiative create **optimism**?
- Does the initiative have potential to **attract new students** to campus offerings?
- Is the initiative **executable** under the institution's current mandate?

All proposed initiatives have been considered within the two overarching operational goals of the university:

- To build institutional capacity
- To attract more students to the University



THEME ONE

Expanding Technology-supported Learning

There is a perceived gap between availability of current distance-education delivery modes and expectations. With an increasingly changing digital ecosystem and shifting modes of learning, it is critical to have the proper infrastructure in place, so that students have the capability to do what they need, when they need it.

A core expectation is greater connectivity to the North Vancouver campus. Making online and/or real-time-streaming North Vancouver course offerings available from the *kálaḡ-ay* Sunshine Coast campus is a priority. It will be crucial to consider options such as real-time delivery in order to create a unified educational experience.

By ensuring technology is a driving force behind student learning, the campus can remain current to assist in meeting educational interests of students.

ACTION ITEMS

Theme	Year 1	Year 3	Year 5
Technology-supported learning	<ul style="list-style-type: none">▪ WebEx accounts in place and training provided for campus employees▪ Assure student access to seats/registration in online and remote-access courses and programs	<ul style="list-style-type: none">▪ Computer lab completely outfitted as needed for full utilization	<ul style="list-style-type: none">▪ Students have full access to all available CapU courses and pathways▪ Campus is a destination portal and is the first choice for local students▪ Online learning communities fully functioning



THEME TWO

Indigenizing the Campus and Building on the Affiliation Agreement with the shíshálh Nation

The relationship with the shíshálh Nation is a core pillar to both the campus and the community. It is vital to ensure the momentum generated following the signing of the affiliation agreement continues.

By better understanding and supporting current and future needs of the shíshálh Nation, the campus can uniquely play a larger role in turning education into action. Connecting the Campus, shíshálh Nation and greater community together is an excellent strategy in support of true reconciliation. Further to this objective, prioritizing the partnership with the shíshálh Nation could result in courses being developed for non-Indigenous students including, for instance, a holistic course blending key themes with relevance on the Coast (i.e. Language, Culture, and Reconciliation for non-Indigenous people).

A Community Advisory Board (detailed next) is recommended to help bridge the gap and identify insights that will help authentically indigenize the campus over time.

ACTION ITEMS

Theme	Year 1	Year 3	Year 5
Indigenization and working with shíshálh Nation	<ul style="list-style-type: none"> Develop a First Nations core competencies course Liaise with First Nations student services in North Vancouver, including bringing representatives to campus to support course design 	<ul style="list-style-type: none"> The majority of classes include teaching and learning through an Indigenous lens Enhanced outreach to younger students Priority hiring of First Nations campus employees Pilot First Nations core competency course 	<ul style="list-style-type: none"> Campus is fully indigenized campus including faculty Elder on-site



THEME THREE

Enhancing Community Relationships

According to the majority of people interviewed and surveyed for this report, the k̓álay-ay Sunshine Coast campus should be fundamental to the community. Community groups that have worked alongside the campus staff and faculty praise the institution and understand that the campus employees do their best to partner with community and respond to their needs. Of those surveyed, this was not the same perception for those who had not had direct experience with the campus. This image is a core area of focus, as there is a lack of consistency in perceptions across the community overall.

It will be important to engage communities in planning by proactively listening to and preparing for educational shifts and future gaps/opportunities. Establishing a diverse Community Advisory Board would help inform the actions, priorities and directions of the campus (e.g. representatives of SD46, shísháhl Nation, ElderCollege, Community Futures, etc.).

Potential knowledge gaps and opportunities for stakeholders to provide advice include many of the themes uncovered from the research: monitoring demographic shifts (e.g. 30-something-year-olds; aging population, immigrants), general business skills gaps, sustainability and overall ongoing assessment of short program needs. An example output might be a “mentor a student” program (an opportunity to engage an aging population), regionally-focused niche programs (sustainability opportunity) or coding camp (technology opportunity).

ACTION ITEMS

Theme	Year 1	Year 3	Year 5
Enhancing community relationships	<ul style="list-style-type: none"> Establish Community Advisory Board Develop a 1/3/5-year community strategy Enhance local business outreach Map community connections e.g. SCREDO Hold a 50th anniversary celebration including campus strategic plan launch 	<ul style="list-style-type: none"> Implement programming that is responsive to community need in terms of credit/non-credit Explore options for student work placements, including paid co-ops 	<ul style="list-style-type: none"> Provide programming that is fully responsive to changing community needs within the mandate of Capilano University Implement student work placements/co-ops

THEME FOUR

Creating New Educational Pathways

There is a growing gap between high school and traditional pathways to university. This has been driven in part by the differing perceptions and expectations of the millennial population versus previous cohorts. It is also as a result of the economic realities facing youth as they plan for the future. Taken together, a new mindset appears to be emerging amongst youth who tend to value an opportunity to explore and evaluate future educational opportunities before enrolling fully into a degree program. This new form of 'gap year' offers opportunities for the kálax-ay Sunshine Coast campus. As a result, the campus needs to remain flexible in order to respond to changing needs as they emerge.

This shift away from a traditional path to post-secondary also means it is critical to engage students at an earlier age to understand their interests and needs, including communicating earlier about the unique campus life and academic opportunities that make completing a first year at the kálax-ay Sunshine Coast campus appealing.

There is potential to develop a credit- and cohort-based program with experiential and place-based learning that would draw interest from both local and international students. Such a program could help local students transition from high school to post-secondary by spending a year studying at home. Over time, and with the implementation of technological supports, these students will be able to complete baccalaureate and other undergraduate credentials without leaving the Sunshine Coast.

Such a program might also be a draw for international students eager to experience life on the Coast, particularly if it were to ladder into a second year and culminate in a diploma credential.

ACTION ITEMS

Theme	Year 1	Year 3	Year 5
Building educational pathways	<ul style="list-style-type: none"> Develop a series of visual pathways documents for students Launch Pathways to Higher Learning (P2HL) program in collaboration with shíshálh Nation 	<ul style="list-style-type: none"> Develop a "Cap Year" or "First Year Here" or bridge year program including experiential learning Available online information regarding awards, scholarships and funding for students 	<ul style="list-style-type: none"> Students have full access to all available CapU courses and pathways

THEME FIVE

Building the Welcoming Campus Brand

The welcoming and friendly staff and faculty, along with the personal/tailored educational support that comes with small class sizes are clear differentiators for the campus. The strong relationship with the shishálh Nation is also a unique and important differentiator.

This welcoming character is not clearly reflected across all brand touchpoints, however. For example, the campus can appear unapproachable or uninspired in terms of its physicality, and there is a need to address some misconceptions about the campus in terms of its “remoteness.”

The campus needs clear wayfinding and an inspiring first impression to showcase the kálax-ay character and vision. A recommendation is to continue to Indigenize the campus, further facilitating a sense of welcome for all communities.

The campus has been identified as the site of a mural to be created in partnership with the Vancouver Mural Festival and funded by donations in support of the University’s 50th anniversary “Great Ideas” initiative.

Lastly is the suggestion to create higher awareness of the kálax-ay Sunshine Coast campus overall by being even more “loud and proud” about what the campus already does. Consider holding an open house (perhaps annually) to showcase programming and increase awareness.

ACTION ITEMS

Theme	Year 1	Year 3	Year 5
Creating a welcoming campus through enhancing the campus brand	<ul style="list-style-type: none"> Audit of the touchpoints on campus (physical space) Update signage, including the way we communicate campus activities Develop a communication and marketing strategy for the campus Celebrate the installation of the 50th anniversary mural 	<ul style="list-style-type: none"> Improve directional signage Implement second-to-none admissions and registration processes for all campus students 	<ul style="list-style-type: none"> Ongoing communication and content planning Strategic plan in place Campus is fully indigenized

IMPLEMENTATION

To achieve the above objectives for 2018–2019, the kálax-ay Sunshine Coast campus intends to reallocate its existing operational sections as follows:

ACTION ITEMS



- Establish the position of **Chair of the kálax-ay Sunshine Coast campus**
- Themes: Enhancing community relationships and welcoming brand



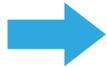
- Establish the position of **Student Success Convenor**
- Theme: Tech and supported learning and educational pathways



- Support the **Indigenization of the kálax-ay Sunshine Coast campus and curriculum**
- Theme: First Nations relationship



- Build a program of **Community Responsive Education**
- Theme: Community relationships



- Establish the position of **Program Developer for First Nation Initiatives and Special Projects**
- Themes: Community relationships and First Nations relationship



CONCLUSION

The kálax-ay Sunshine Coast campus of Capilano University is well respected and has much support from community members who are already familiar with the campus and its activities; however, there remains room for growth in several areas, as identified through multiple forms of data collection including consultation. In particular, the campus has identified five themes on which to focus their strategic attention over the next five years:

1. Expanding technology-supported learning opportunities
2. Indigenizing the campus and building on the affiliation agreement with the shishálh Nation
3. Enhancing community relationships
4. Creating new educational pathways
5. Building the welcoming campus brand

Working collaboratively, the campus faculty and staff have developed action items in response to the needs thematically identified, and have allocated existing resources in a new way, such that the campus is well positioned to respond to the gaps identified and to continue working to enhance the already strong connection with both the rest of the institution and with the Sunshine Coast community.



APPENDIX A

Summary of Research

ONLINE SURVEY

- Twenty-seven respondents

EXTERNAL INTERVIEWS

- Four students
- Six organizations
- One Member of Parliament

PLACESPEAK ONLINE CONSULTATION

- Thirty-eight survey respondents
- Thirty-two poll respondents
- Seven unique discussion participants

DOCUMENTS CONSULTED

- Sunshine Coast Regional Economic Development Report
- Destination BC Destination Development Situation Analysis
- Connecting Self-Employed Women for Success Education Report
- Campus as a Hub 2015-2020
- Sunshine Coast Development Feasibility Study
- Capilano University SE Campus Operational Plan
- Ministry of Education Post-Secondary Transition Data
- Aboriginal Services Plan – Focus Group with shíshálh Nation (Capilano University Summary Notes)
- We Envision (One Coast: Together in Nature, Culture, and Community - a discussion paper)
- South Vancouver Island Partnership
- Capilano University Whistler Centre Concept Paper 2011
- Sunshine Coast Life Magazine



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