



CAPILANO
UNIVERSITY



Capilano University

Institutional Accountability Plan and Report

2015/2016 Reporting Cycle

Accountability Statement

July 15, 2016

Honourable Andrew Wilkinson, Minister
Ministry of Advanced Education
PO Box 9870 Stn Prov Govt
Victoria BC V8W 9T5

Dear Minister Wilkinson,

We are pleased to submit Capilano University's Institutional Accountability Plan and Report (IAPR) for 2015/2016. The Board of Governors and the university administration endorse the content of this IAPR for the reporting cycle, and affirm that, in accordance with Capilano's governance structure, we are accountable for this report.

This report provides the context within which Capilano operates, some of our challenges and many of our accomplishments. Central to this document is our strategic direction and its alignment with the goals of the Ministry, including how we have supported the BC Skills for Jobs Blueprint, International Education Strategy, Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan, and Taxpayer Accountability Principles.

Among our many achievements, we highlight our work in sustainability and stewardship, as well as our curricular support of BC's creative industries. Additionally, this report addresses areas where we look for growth and development as we strive to achieve or exceed provincial targets.

Capilano University continues to welcome the opportunity to work with the Ministry of Advanced Education on our common mandate to provide the highest quality education and student success to the region we serve, and looks forward to ongoing collaborations within the sector and beyond.

Yours sincerely,



Soon Kim
Chair, Board of Governors



Richard Gale
Acting President

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About Capilano University

Capilano was initially created as a college through the efforts of the North Shore, Howe Sound Corridor, and Sunshine Coast communities, and our programs will always serve this traditional catchment area. We acknowledge that our campuses stand on traditional territories of the Lil'wat, Musqueam, Sechelt, Squamish, and Tsleil Waututh Nations and we continue to work closely with these peoples, building on our long collaborative history. Our main campus is located in North Vancouver BC, but we also have campus facilities in Squamish and Sechelt. In 2008, the provincial government re-designated Capilano College as Capilano University, including it in a new category of teaching-focused universities. While the designation as a university was new, Capilano had been in fact offering applied baccalaureate degrees since 1990—initially in collaboration with the Open University, and then independently since 2003.

Capilano University is named after Chief Joe Capilano, an important leader of the Squamish (Skwxwú7mesh) Nation of the Coast Salish people. Our campuses are located on the traditional and ancestral territory of the Squamish, Tsleil-Waututh, Musqueam, Lil'wat and Sechelt (shíshálh) Nations.

Capilano University offers baccalaureate degrees, associate degrees, diplomas, certificates, citations, as well as graduate and post-baccalaureate diplomas. Areas of baccalaureate programming include Applied Behaviour Analysis-Autism, Business Administration, Communication Studies, Early Childhood Care and Education, Legal Studies, Liberal Studies, Motion Picture Arts, Jazz Studies, Music Therapy, Performing Arts (in partnership with Douglas College and Langara College), and Tourism Management. Other credential areas range from Animation and Arts/Entertainment Management to Human Kinetics and Rehabilitation Assistant and many more. Almost eight thousand students attend Capilano University. We employ 597 faculty and 290 non-faculty staff (as of July 2016). Our signature programs include Animation and Motion Picture Arts, Early Childhood Care and Education, Legal Studies and Paralegal, Liberal Studies and Global Stewardship. We are one of only a few Canadian universities, and the only BC institution, to be accredited by a United States accrediting organization, the Northwest Commission on Colleges and Universities (NWCCU).

One important aspect that sets Capilano apart from other BC post-secondary institutions is its commitment to sustainability (<http://www.capilanou.ca/sustainability/>). This falls under two general categories: sustainability education and sustainable operations. Student engagement in topics related to sustainability occurs through a fabric of co-curricular programs, two of which serve to exemplify how campus life becomes intertwined with academic pursuits: CapU Works & Earth Works. Coordinated by staff, but led by a team of student organizers, CapU Works is an action and engagement program that focuses on environmental conservation and awareness. Earth Works is a collaboration of students, staff, management, and faculty that holds a series of co-curricular

environmentally-themed lectures and films to educate and inspire change. Both programs offer alternative paths for individuals to develop skills, prepare for responsible citizenship and be part of ecological and social responsibility at Capilano University.

The success of these programs is largely measured by participation, which continues to grow year by year. In addition to opening alternative learning pathways of peers, community and external experts, both programs build awareness of environmental and social responsibility exhibited in the operation of our campus. For example, both CapU Works and Earth Works have events planned that leverage announcement of CapU Works greenhouse gas reduction achievements.

Operational initiatives that allow Capilano University to lead by example include:

- **Ecosystem preservation**
- **Energy conservation**
- **Invasive species management**
- **On-site composting**
- **Paper use reduction**
- **Waste diversion program**
- **Zero waste stations**

Capilano University is part of the Carbon Neutral Government initiative and has been carbon neutral since 2010. In keeping with the Provincial mandate to reduce all GHG emissions (not just government emissions) by 33% in 2015, 67% in 2020 and 80% in 2050, Capilano has been steadily reducing its reliance on fossil fuel and paper. We achieved amazing results in 2015, reducing our emissions by 53% since 2007 (41% since 2010). Our press release on these results in conjunction with the Climate Action Secretariat is pending, and our actions and results are prominently featured in their soon-to-be-released annual carbon report. While we strive for continuous improvement by reducing our carbon footprint, leveling social inequalities, and optimizing our resource use, sustainability at Capilano is more than doing the right things well. Sustainability initiatives at Capilano create opportunities for everyone to learn while leading by example.



Strategic Direction

The University is guided by its vision, mission, goals, and core themes, as well as its student learning outcomes (all guiding statements are available online at <http://www.capilanou.ca/Vision-Values-Mission-Goals-Strategic-Directions/>). Our vision states: “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.” The Cap mission is: “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.” Our institutional goals are student success in: ongoing education, chosen career, lifelong pursuit of knowledge, and contributions as responsible citizens in a rapidly changing and diverse global community.

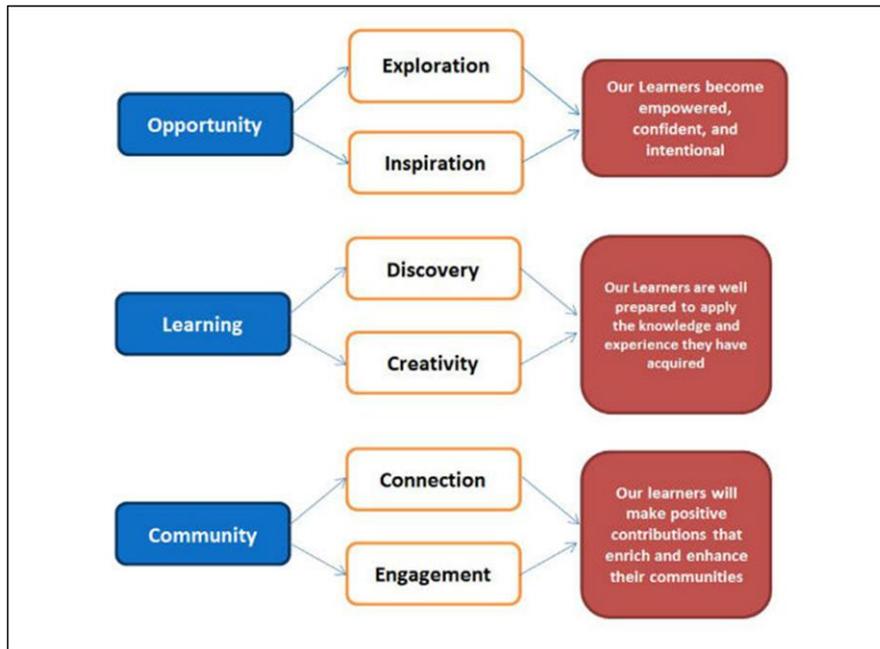
In support of the specific knowledge, understanding, and skills developed in individual programs, the institution has identified seven broad learning outcomes for all students. Student achievement of these outcomes is defined within the context of each program. While different programs of study will have a different emphasis on each of these outcomes and differing levels of expected competence, all programs are expected to address every outcome. These general student outcomes, along with the program specific outcomes, are the basis for measuring the success of the institution.

Institutional Student Learning Outcomes

- **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**



So too are our Core Themes which frame our institutional identity: opportunity, learning, and community.



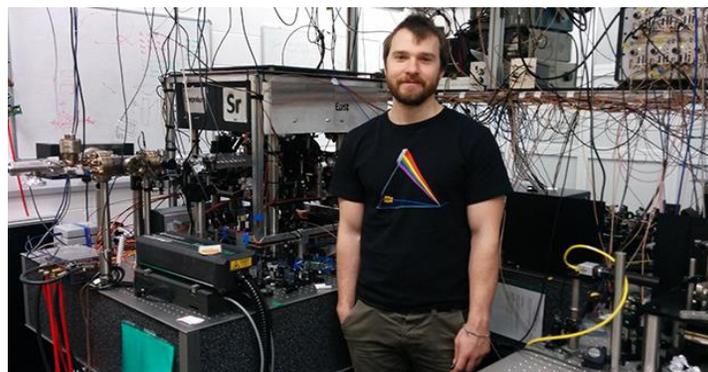
Capilano University has been involved in an ongoing, participatory planning process that has included all stakeholder communities and yielded two important documents: the 2014-2018 Academic Plan and the 2015-2018 Strategic Plan (both available online at <http://www.capilanou.ca/about/academic-strategic/>). These documents build on the work surrounding the development of our mission and core themes, and were forged through open forums, individual and collective material submissions, and the collaborative development of language and direction by a small committee with individuals representing students, staff, faculty and administration.

[The Academic Plan] began with a great deal of listening, learning, and consideration; it was crafted collectively and collaboratively, taking into account the ideas, thoughts, suggestions, and dreams of our community. It is a declaration of hope; not a mirror, but a telescope that looks ahead so we can move forward. Because it is a living document, this plan must be made real on a daily basis through hard work and good faith effort. Indeed, the most important aspect is not any single element, but the collective will of our community to embrace change and participate in growth toward a goal that is different from and perhaps more challenging than any experienced. (4)

The Academic Plan goes on to address academic principles, programming, support structures and closes with a promise that Capilano University will provide “a supportive place where students learn how to succeed in post-secondary education,” “a clear path that students can follow to post-secondary success and completion,” and “real-world preparation for all students in all credential programs.” Shortly after adopting the Academic Plan, Capilano crafted its Strategic Plan, which articulates student success as the ultimate institutional goal. In support of student success, we also provided a strategic direction for future programming: “Capilano University’s way forward will provide our learners with an education that helps them become engaged, informed and committed citizens who are well prepared for success through career-related and professional degree pathways.”

Capilano University is committed first and foremost to student success. It is our defining feature, the standard by which all things will be measured. During the next three years, Capilano will organize its activities to maximize the opportunity for all students to succeed in their educational objectives. This will happen not only in academic areas, but also across the university as a whole. While students themselves will have the final responsibility in this regard, everything we do as a teaching-centered institution will foster, support, and celebrate our students’ success while attending Capilano and beyond. (7)

To help us move in this direction, Capilano University initiated an institution-wide academic program assessment process in 2008, with the first reports being submitted in 2009. The ultimate goal of Program Assessment at Capilano is to improve student learning and facilitate student success. We place strong emphasis on continuous improvement in our program assessment. All programs are required to have program student learning outcomes that describe what successful students will know, do and value at the end of the program. Each year in September, programs are required to create a plan to help them collect and analyze data that will determine how well students are achieving these learning outcomes. Throughout the academic year, all programs collect and analyze student work in order to determine how well students are meeting their learning outcomes. In June, programs submit reports outlining the findings of their data collection and suggesting program improvements. Within programs, there is one assessment coordinator who is responsible for organizing the assessment activities for that program and for ensuring all faculty members are involved in the process.



Additionally, during the last academic year, all non-academic functional units have been engaged in a parallel assessment process, which has as its goal the same annual review and re-evaluation of data, analysis and opportunities for improvement. While this has been a difficult process for some areas not directly linked to the student experience, it continues to be fruitful for our ongoing institutional conversation about the many facets of student success and the ways in which we seek to achieve it.



Furthermore, in the coming year we are looking to a more integrated approach to the gathering, analysis and sharing of information across academic and non-academic areas in an effort to build synergies and increase our capacity for accountability and improvement. In these ways, we are striving as an institution to combine the micro-level course, program and unit approaches to outcomes assessment with the macro-level indicators and methods of institutional accountability, all within the meta-level frame of regional, provincial, national and international benchmarking and evaluation. The result of all the foregoing effort has been a group of strategic actions, planned over the course of the next three years, and undertaken to move the institution towards its goal of student success.



Strategic Priority Actions

- **Aboriginal, Community, and Industry Connections** – building on already strong foundations, Cap will significantly expand its outreach to Aboriginal populations and organizations, community partners, and industry collaborators
- **Common Experiences** – an interdisciplinary general education core curriculum will become part of all Cap credentials, and an integrative first year experience will be made available to all entering students
- **Community Engagement** – over the next three years, Cap will build on and develop its community connections to establish a program of service learning and community based research
- **Expanding Program Pathways** – although not all students come to Cap for a degree, all students will have a variety of clear program pathways that make baccalaureate credentialing a possibility
- **Experiential Learning** – already a hallmark of the Cap experience, and a strong part of our professional programming, experiential learning will be a central feature of all credential programs
- **Integrated Academic Support** – focusing more intentionally on student success means a more coordinated approach to academic support systems, from basic writing and math skills to the complex needs of an educated citizenry
- **Learning and Teaching Development** – from the rebuilding faculty development initiatives to the creation of a centre for learning excellence, Cap is looking to foster, promote, and conduct research on learning and teaching excellence
- **Managing Student Enrolment** – this includes being more targeted in our recruiting practices, more coordinated in our advising, more vigilant in our support of retention and completion, and more responsive to student financial need

Capilano University is also vigorously addressing the needs of the [BC Skills for Jobs Blueprint](#) through a review of existing programming and the development or expansion of areas that address employment that will be most important to the province and its population. These areas include the creative industries such as animation, gaming, motion picture production, music, and arts management, all of which are slated to expand in the coming year. Capilano is also looking to expand its role in the preparation of health care workers and the early education of future engineers. Of course our largest program, Business Administration, is also working to respond to the needs of the province, the nation, and the international marketplace.

Our expansion of international recruitment and retention works in concert with the government's [International Education Strategy](#). Academic offerings serve to provide students with a globally oriented approach to their post-secondary education and institutional structures facilitate success through small classes and personalized

attention. In this way we are ensuring that all students receive a high quality learning and life experience at Capilano. This contributes significantly to the social, cultural, and economic benefits obtained by international students, and provided to the campus and Lower Mainland community. Recruitment of international students is also consistent with the goals and trends of the province as a whole.

Capilano University has undertaken a number of Aboriginal initiatives (on campus and in the community) during the last year, an effort which is modeled on [BC's Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan](#). Specifically, we are building curricular and co-curricular programming that will support learner success through greater integration and relevance. Initiatives include expansion of our successful language and culture programs, formalizing of our commitments to promote indigenous content and practices within courses and programs, expansion of Aboriginal representation in our leadership structures, and most important the creation of new approaches to supporting retention and graduation of our Aboriginal students.

Finally, the university continues to work under the [Taxpayer Accountability Principles](#) of cost consciousness, accountability, appropriate compensation, service, respect, and integrity, striving for not only an annual balanced budget but also an ever-improving approach to efficiency, transparency, and student support. All of this serves as a motivational force at Capilano University, where new initiatives and persistent commitments combine to create an academic and social environment rich in potential and ripe for progress.



Strategic Context

Capilano University's operating environment has been influenced by many internal and external factors, most of which have been out of the hands of the institution's administration. While these present significant challenges, they also represent opportunities for reflection and improvement. The following list is not exhaustive, but it is representative of the past year, and many items are in fact long-standing and persistent.



Some of the **internal factors** that have affected or may affect the institution include:

1. **NWCCU Accreditation mid-cycle review** – Capilano University is the only institution in BC that is accredited by one of the many US organizations charged with this task. We are in the middle of our first seven-year cycle of review and during the last year completed our mid-cycle evaluation and site visit, which required significant resources. As anticipated, the review was successful and recommended continuation of our ongoing commitment to the development of a general education curriculum.
2. **Bachelor in Jazz Studies redesign and DQAB review** – As a result of our ongoing program assessment process it was determined that Capilano's Bachelor's Degree in Jazz Studies required an extensive redesign in order to remain current and respond to the needs of students seeking employment in this rapidly expanding part of BC's creative industries. Jazz Studies underwent a complete DQAB review, including sight visit and external reviewers. The results were successful and the degree was approved.
3. **Overwhelming demand for admission into animation programs** – Capilano University's animation programs are considered by industry to be the "gold standard" of post-secondary options in Western Canada. As a result, demand has far outstripped supply and we have been forced to turn away many talented students, despite the need expressed by our industry partners in the lower mainland and across North America.
4. **Rapidly changing academic and administrative technology environments** – Capilano needs to upgrade technological support for our academic and administrative infrastructure. New ways of learning and teaching, new approaches to pedagogical innovation and curricular revision, often require entirely new environments for instruction, collaboration, assessment, and improvement. As systems change provincially

(common admissions, new assessment schemes in K-12, etc.), wholesale revisions are required. This has put enormous pressure on Cap to change its technological landscape, and its way of approaching training.

5. **Faculty and staff labour action at the end of the spring term** – At the end of the spring term, both our faculty and staff unions took labour action in response to contract negotiations. These actions resulted in disruption of final examination schedules and the canceling of Cap’s largest recruiting event. While it is difficult to draw direct correlation between these events and some of the challenges we are facing as an institution, it is safe to say that neither contributed to the university’s plans for student success.
6. **Employee recruitment and retention** – Capilano has been through a challenging period of recruitment and retention. There have been many high-level retirements, and we have lost key staff members to higher paying jobs elsewhere in the lower mainland, particularly the municipalities and other post-secondary institutions. This has had a significant impact of Cap’s ability to maintain student services and has even influenced some of the academic initiatives that had been underway, slowing and in some cases stopping forward momentum that would have been put toward student and institutional success.



These **internal factors** are being addressed through a number of actions and initiatives:

1. **NWCCU Accreditation mid-cycle review** – The accreditation process has been useful to Cap, providing an external standard for quality assurance that is often a factor for recruiting international students, especially from the United States. It has improved our institutional accountability measures and processes, and led to much stronger programming. In response to this ongoing initiative we have increased faculty time devoted to assessment, and have expanded our capacity for data gathering and reporting. The most recent review was instrumental in providing energy to our rapidly developing general education curriculum.
2. **Bachelor in Jazz Studies redesign and DQAB review** – The redesign and review has led to a sharp increase in the number of applicants to our Jazz Studies program and the full implementation will occur in Fall 2017. This requires a shifting of resources as we expand rehearsal spaces and revamp our attention to areas such as world music and its influence on jazz in the twenty-first century.

3. **Overwhelming demand for admission into animation programs** – Capilano’s response has been the retooling of existing space on campus to accommodate doubling the animation intake for last year. Facilities continue to be developed for this increase and we look forward to making this increase in enrolment permanent. Further increases will be contingent upon the completion of phase two of our expansion of the Bosa Centre.
4. **Rapidly changing academic and administrative technology environments** – We have increased our commitment to learning and teaching innovation and hired a new Manager of Learning and Teaching Development. We have also upgraded many of our systems, beginning with the expansion of bandwidth for campus wi-fi and continuing into areas such as admissions, enrolment, registration, and data collection.
5. **Faculty and staff labour action at the end of the spring term** – The disruption of final exams was dealt with internally through rescheduling, and while this resulted in some inconvenience for students all conflicts and eventualities were resolved. In response to decreased enrolments, the Registrar’s Office re-doubled efforts around our existing events, and the most recent Explore Cap had the best turnout we have ever had.
6. **Employee recruitment and retention** – Although they took much longer than anticipated, administrative searches for two deans and several managers have been successfully completed. Filling staff vacancies has proven more difficult but services are being maintained through the term hiring of temporary personnel.



Some of the **external factors** that have affected or may affect the institution include:

1. **Domestic and international demand for select programs far exceeding institutional capacity** – As stated above, animation is one of our most popular programs. But there have been enrolment pressures in many areas important to BC’s economic stability and long-term growth. Capilano has seen significant domestic and international demand for ECCE far outstripping institutional capacity and our North American Business Management and International Management credentials continue to receive more applications than there are spaces. This trend has been seen in a number of programs, and further demonstrates the community’s ongoing interest in certificates, diplomas, and especially degrees from Cap.
2. **Administrative Service Delivery Transformation (ASDT)** – The ministry’s work on cost savings, administrative efficiencies, and the sharing of best practices across the sector has had a positive influence

on a number of Capilano's functional areas. Instructional Technology has benefitted most as the ASDT provided a venue for collaboration and cooperation across the province, contributing to high quality service for Cap students.

3. ***Decline in enrolment of pre-first year and first-year non-degree students*** – We have seen a dramatic drop in the number of students taking in Adult Basic Education (ABE) coursework at Capilano University. This is due in part to changes in the funding structure for these course offering but also reflects a general downturn in ABE enrolment province-wide. This has resulted in course cancellations and faculty reductions. The downturn in enrolment for first-time university students that has occurred across the lower mainland, especially in non-degree programming, continues at Cap as well. Most enrolment loss has been in the university transfer student population, with general Business intake also seeing decline. While Capilano is not unique in this circumstance, the fact that we have traditionally relied heavily on students who subsequently transfer to other universities makes our situation more pronounced than others.
4. ***Changing demographics of the lower mainland, particularly the North Shore*** – Capilano has relied on the communities of West and North Vancouver for much of its direct-from-high-school enrolment. That has changed significantly and we now draw from across the lower mainland for our domestic enrolment, but not enough to offset the demographic shifts in population. Our traditional catchment area is changing, with an aging population and a reduced birth rate that is not being offset by immigration or other forms of mobility.
5. ***Decline in value of the Canadian dollar, and subsequent cost increases*** – The last year has seen a marked decline in the value of the dollar relative to US currency. As a result, many of the resources we draw upon (library subscriptions, software, hardware, etc.) have increased dramatically in price. This has had a sobering effect on Capilano's flexibility with regard to electronic resources and the cost of doing business.
6. ***Steady increases in the cost of living on the North Shore and throughout Vancouver*** – During the past several years there has been a steep increase in the cost of living for residents of the Greater Vancouver Metropolitan Area. In the last year, housing costs and rental space costs have skyrocketed, resulting in significant strain on students, employees, and Cap's ability to recruit high quality applicants from beyond the lower mainland. In fact, several high profile searches were disadvantaged and in some cases failed because candidates could not move from other parts of the country or from abroad.



These **external factors** are being addressed through a number of actions and initiatives:

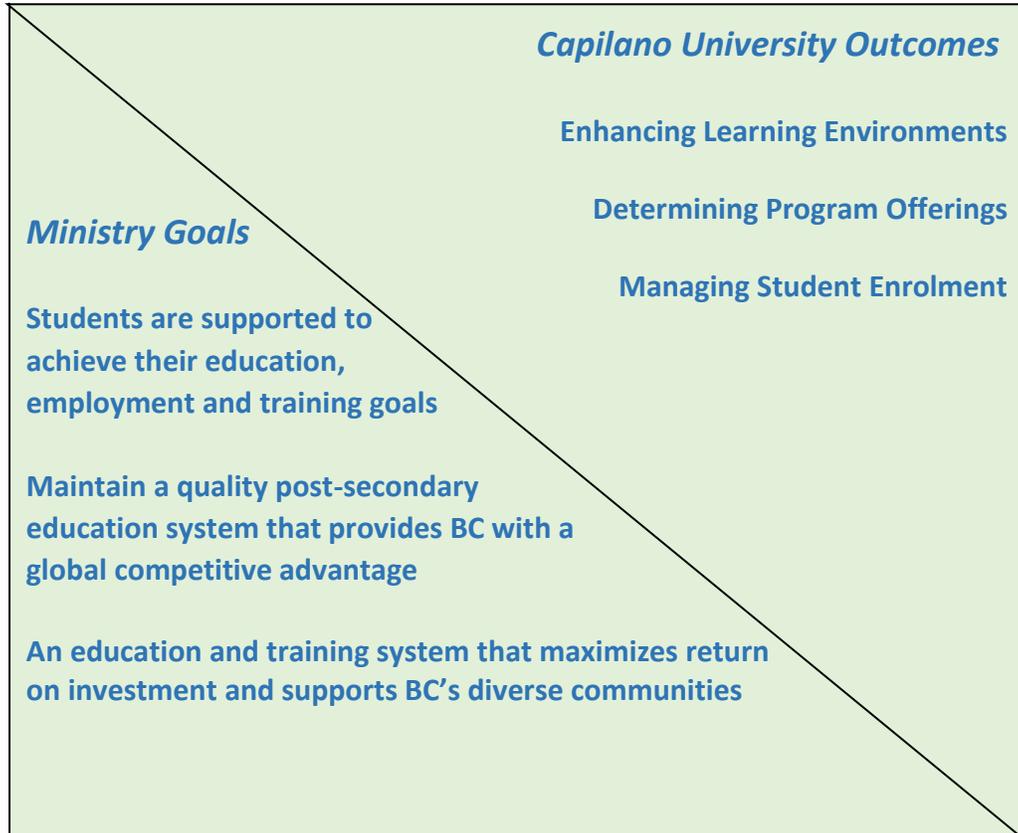
1. **Domestic and international demand for select programs far exceeding institutional capacity** – Those high-demand programs that can are increasing their student intake. Those unable to expand, because of space or personnel limitations, have embarked on a strategic plan that sees increased support for infrastructure to accommodate BC’s growing need for skilled workers in fields like health care and creative technologies.
2. **Administrative Service Delivery Transformation (ASDT)** – Thanks to the ASDT Cap has been able to reduce costs and expand services in a number of areas. As this initiative continues we anticipate efficiencies and opportunities for collaboration in areas such as finance, contracts administration, and academic support.
3. **Decline in enrolment of pre-first year and first-year non-degree students** – Cap has embarked on a review and redesign of developmental education with an eye to integrating with student services and support initiatives. A recent survey indicates many students leave Cap during or after their first year because they lack sufficient degree opportunities. In response to these and other data Cap is building degrees that align with the BC Skills for Jobs Blueprint, and capitalize on our institutional strengths and potential.
4. **Changing demographics of the lower mainland, particularly the North Shore** – While we cannot influence population changes, Cap is responding to the shifting demographics in several key areas. As demand in the Howe Sound region wanes we are mounting new programming in Adventure Tourism and shifting resources to Aboriginal education in Mt. Currie. As the Sunshine Coast ages we are moving resources into Health Care Assistant classes and increasing support for Aboriginal language and culture programming. We are also looking to revitalize continuing studies offerings across our region.
5. **Decline in value of the Canadian dollar, and subsequent cost increases** – Despite the cost increases, the strength of the US dollar has provided additional impetus for recruitment south of the line. We have also seen an up-tic in international applications as a Canadian education becomes a more attractive investment.
6. **Steady increases in the cost of living on the North Shore and throughout Vancouver** – This remains an issue for Cap, and has prompted a re-doubling of our efforts to attract student residencies to campus. We have also shifted our recruitment practices with an eye to capitalizing on Capilano’s innovative programming, collegial community, natural environment, and commitment to campus wellness. Furthermore, our institutional commitment to sustainability and stewardship has become a significant feature of our identity and increasingly attracts forward-thinking individuals committed to working for a responsible employer.



Performance Plan Outcomes

Capilano University is clear in its understanding of our strategic goal, direction, and priorities, all of which align well with the three goals of the Ministry of Advanced Education. We are committed first and foremost to student success—in academic pursuits, professional and career oriented pathways, and participation in the democratic processes. Cap provides its learners with an education and an experience that helps them become engaged, informed, and committed citizens well prepared for careers and for life.

Our focus for the last year has been on three priorities that represent and continue as crucial areas for growth: determining program offerings that prepare students for the world they seek to inhabit, the work they hope to accomplish, the changes they endeavor to make, and the life they choose to live; managing student enrolment to ensure that the right students come to Cap for the right reasons, with enough help and guidance for them to survive and thrive, and; enhancing learning environments to provide sufficient academic support, engagement with their larger campus and career communities, and an overall commitment to and scaffolding of personal and social well-being. These outcomes align directly with the Ministry's goals in that enhancing learning environments, determining program offerings, and managing student enrolment all contribute to supporting students in their education/employment/training goals, maintaining a quality educational system that offers a global competitive advantage, and maximizing return on investment for diverse communities and the entire educational enterprise.



Within this context, Capilano University's objectives align with our strategic actions, as mentioned above.

Strategic Objectives

- **Aboriginal, Community, and Industry Connection Development** – building on already strong foundations, Cap will significantly expand its outreach to Aboriginal populations and organizations, community partners, and industry collaborators
- **Common Experience Development** – an interdisciplinary general education core curriculum will become part of all Cap credentials, and an integrative first year experience will be made available to all entering students
- **Community Engagement Development** – over the next three years, Cap will build on and develop its community connections to establish a program of service learning and community based research
- **Expanding Program Pathways** – although not all students come to Cap for a degree, all students will have a variety of clear program pathways that make baccalaureate credentialing a possibility
- **Experiential Learning Development** – already a hallmark of the Cap experience, and a strong part of our professional programming, experiential learning will be a central feature of all credential programs
- **Integrated Academic Support Development** – focusing more intentionally on student success means a more coordinated approach to academic support systems, from basic writing and math skills to the complex needs of an educated citizenry
- **Learning and Teaching Development** – from the rebuilding faculty development initiatives to the creation of a centre for learning excellence, Cap is looking to foster, promote, and conduct research on learning and teaching excellence
- **Revitalizing Financial Aid** – Cap will assess and improve how we respond to financial need, ensuring access to resources at the provincial and national levels, and reducing significantly the number of students faced with economic barriers to success
- **Supporting Improvements in Retention and Completion** – develop mechanisms to help identify those in need of additional assistance, and provide scaffolding as students make their way toward credentialing
- **Targeting Recruitment and Coordinating Advising** – focusing recruitment on students best suited to a Cap university experience and refocusing advising on coordination between integrative experiences and professional preparation
- **University Wellness** – often fragmented and given short shrift, Cap will be integrating and initiating wellness initiatives that support the entire university community

All of the aforementioned strategic objectives align with the stated system objectives in the following way.

Strategic Alignment with System Objectives

- **Aboriginal, Community, and Industry Connection Development – access, relevance**
- **Common Experience Development – capacity, access, quality, relevance**
- **Community Engagement Development – capacity, access, quality, relevance**
- **Expanding Program Pathways – capacity, access, efficiency, quality, relevance**
- **Experiential Learning Development – efficiency, quality, relevance**
- **Integrated Academic Support Development – access, efficiency, quality**
- **Learning and Teaching Development – access, efficiency, quality, relevance**
- **Revitalizing Financial Aid – capacity, access, efficiency, quality, relevance**
- **Supporting Improvements in Retention and Completion – capacity, access, efficiency, quality, relevance**
- **Targeting Recruitment and Coordinating Advising – capacity, access, efficiency, quality, relevance**
- **University Wellness – access, quality**

Ultimately, what all of these outcomes and objectives seek to achieve is an academic, educational experience that challenges students to think for and about themselves while they think for and about their society, offers learners the opportunity to expand their knowledge and understanding through active and experiential means, and promotes the development of skills and capacities that will prepare future builders, doers, helpers, mentors, questioners, reasoners, thinkers, and workers. Student success will be measured by the world we have created and the legacy we leave to our children, and their children; it is the event horizon to which we all aspire.



Performance Measures

Capilano relies on a number of measures to indicate how we are addressing our strategic goal of student success. Data are organized according to strategic objectives and include standard performance measures as well as additional metrics selected by the university as key to our success. The table below indicates alignment between Ministry and institutional measures and our shared strategic objectives. Capilano University's institutional measures were developed by our Senate Academic Planning and Program Assessment (SAPPAC) committee in concert with the Office of Institutional Research and the Office of the Vice President Academic.

System Objective	Definition	Advanced Ministry of BC Performance Measures	Capilano University Performance Measures
Capacity	The BC public post-secondary system has sufficient capacity to meet the evolving needs of the province.	<ul style="list-style-type: none"> • Student spaces • Credentials awarded • Sponsored research funding 	<ul style="list-style-type: none"> • CapU Degree Enrolment • CapU Assessment Reports
Access	The BC public post-secondary system provides equitable and affordable access for residents.	<ul style="list-style-type: none"> • Aboriginal student spaces <p><u>Not applicable to Capilano University</u></p> <ul style="list-style-type: none"> • Credentials awarded to Aboriginal students • Transition rate of high school students to public post-secondary education • Loan repayment as a percent of income • Participation rate 	<ul style="list-style-type: none"> • CapU Geographic Diversity • CapU Assessment Reports
Quality	The BC public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students.	<ul style="list-style-type: none"> • Student satisfaction with education • Student assessment of the quality of instruction • Student assessment of skill development 	<ul style="list-style-type: none"> • CapU AOR Report • CapU Graduation Data • CapU Assessment Reports
Relevance	The BC public post-secondary system is relevant, having the breadth and depth of programming to meet the evolving economic needs of the province.	<ul style="list-style-type: none"> • Student assessment of the usefulness of knowledge and skills in performing job • Unemployment rate 	<ul style="list-style-type: none"> • CapU Assessment Reports
Efficiency	The BC public post-secondary system is efficient, providing multiple and flexible student pathways with clear returns on public and individual investments.	<p><u>Not applicable to Capilano University</u></p> <ul style="list-style-type: none"> • Year to year retention rate • Time to completion 	<ul style="list-style-type: none"> • CapU Assessment Reports

This table indicates how the Ministry of Advanced Education classifies assessment target outcomes.

Assessment	Percentage
Exceeded	110% or more of the target
Achieved	100%-109% of the target
Substantially Achieved	90%-99% of the target
Not Achieved	Less than 90% of the target
Not Assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets



Performance Targets and Results

System Objective: Capacity

Like many universities in British Columbia, Capilano has struggled with decreasing numbers of students transitioning directly to university out of high school. We have also had challenges retaining students in programs that lead to sub-baccalaureate credentials. As a result, we have not achieved our target for total student enrolment. We are addressing this through a strategic enrolment management process that includes a review of our recruiting and admissions process, a reorganization of advising, the development of a more robust approach to student services and success, and an expansion of program pathways leading to bachelor's degrees.

Additionally, we have suffered a drop in enrolment for developmental programs. This too has been mirrored by other institutions in the province and can be linked directly to changes in charges for adult basic education programming. Our response has been to undertake a re-evaluation of how and where we offer developmental programming with an eye to addressing student need through more innovative pedagogical practice. Finally, we have achieved our targets in health areas and continue to view this as an opportunity for growth and expansion.

Capilano University is also concerned with international student enrolment and we are pleased that even in the face of dropping domestic student numbers we have substantially increased our number of students attending from abroad. We have also successfully achieved our targets for credentials awarded, especially in the area of baccalaureate degrees. Capacity also figures prominently in the Assessment Reports produced by all academic and non-academic functional areas. These reports provide annual data for use in understanding and improving area efforts to address and improve student success.

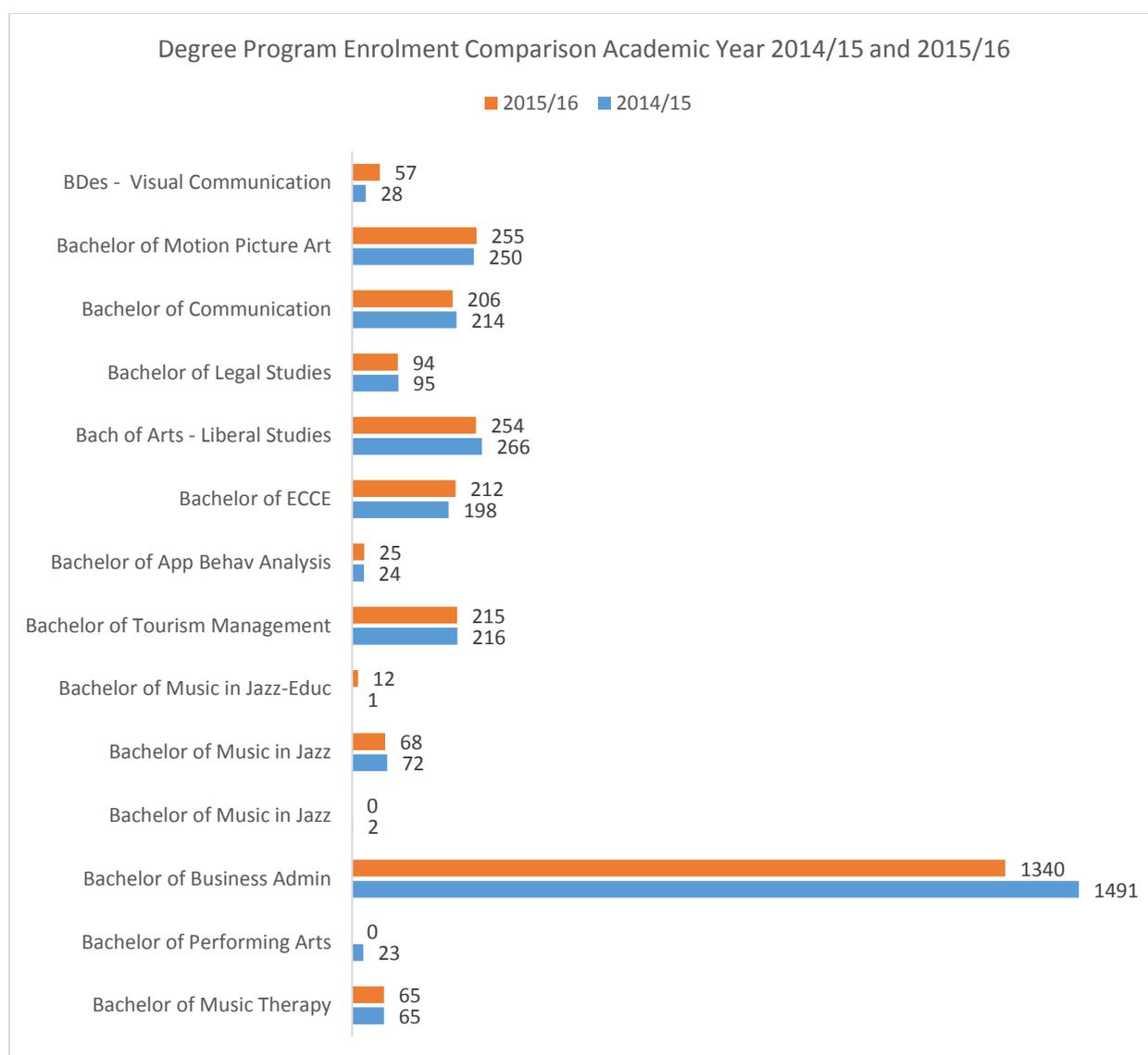
Total Number of Student FTE (excluding international)						
Performance				Targets		
2014/15 Actual	2015/16 Target	2015/16 Actual	Performance Assessment	2016/17 Target	2017/18 Target	2018/19 Target
4789	5449	4372	Not Achieved	5449	5449	TBD

Total Number of Student FTE in Nursing and Allied Health Programs						
Performance				Targets		
2014/15 Actual	2015/16 Target	2015/16 Actual	Performance Assessment	2016/17 Target	2017/18 Target	2018/19 Target
130	138	143	Achieved	138	138	TBD

Total Number of Student FTE in Developmental Programs						
Performance				Targets		
2014/15 Actual	2015/16 Target	2015/16 Actual	Performance Assessment	2016/17 Target	2017/18 Target	2018/19 Target
406	528	303	Not Achieved	528	528	TBD

Total Number of Student FTE for International Students						
Performance				Targets		
2014/15 Actual	2015/16 Target	2015/16 Actual	Performance Assessment	2016/17 Target	2017/18 Target	2018/19 Target
620	>600	823	This measure is descriptive	Target set internally		

Credentials Awarded						
Performance				Targets		
2014/15 fiscal Actual	2015/16 Target	2015/16 fiscal Actual	Performance Assessment	2016/17 Target	2017/18 Target	2018/19 Target
1702	1625	1837	Exceeded	TBD	TBD	TBD



System Objective: Access

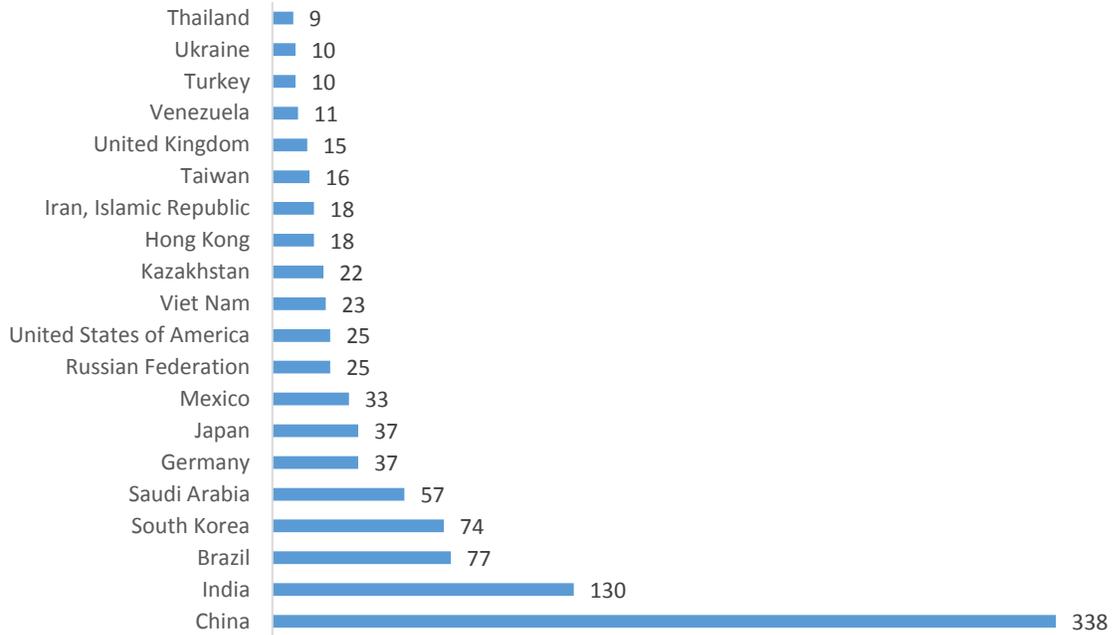
Although there are no set targets for Aboriginal participation, Capilano University is committed to expanding access for students coming from First Nations peoples. During the last year we have seen enrolments of Aboriginal students drop and we are taking steps to address this decline, including: increased programming for Aboriginal students, increased visibility of our institutional commitment to indigenous populations in curricular and co-curricular areas, and especially taking a new approach to identifying and supporting Aboriginal students who are in need of academic support.

Capilano University is also committed to expanding access within British Columbia and beyond. To that end we monitor diversity in terms of geographic region (for domestic students) and citizenship (for international students). These data have led to changes in our approach to recruitment and financial support of students from beyond our catchment area. Functional areas are also encouraged to examine and improve their approach to access in their annual accountability reports.

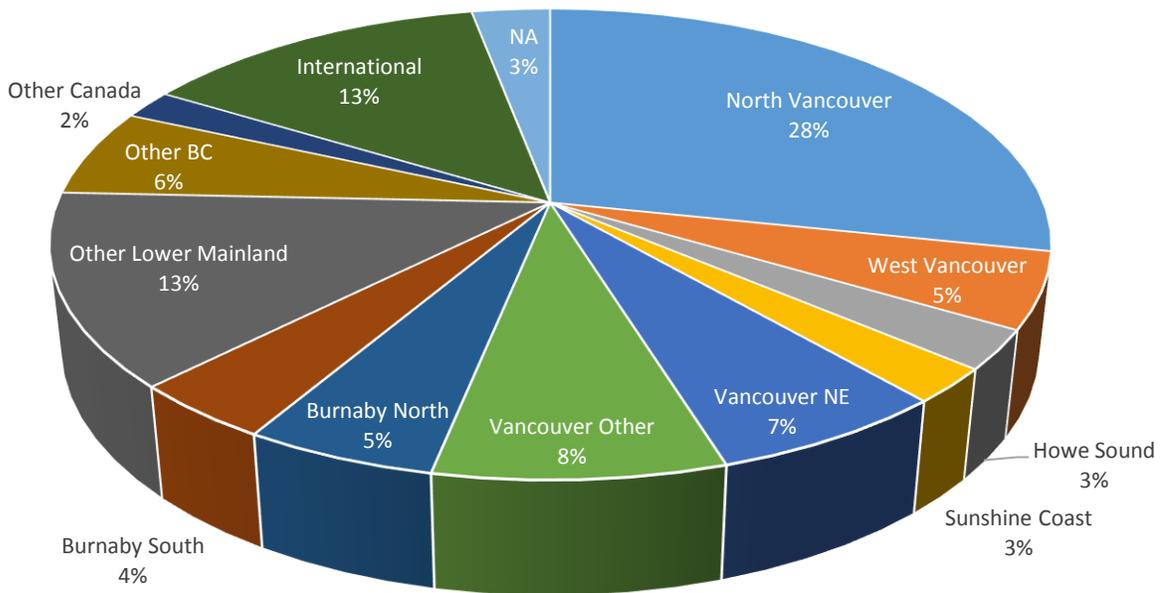
Total Number of FTE Aboriginal Students						
Performance				Targets		
2014/15 Actual	2015/16 Target	2015/16 Actual	Performance Assessment	2016/17 Target	2017/18 Target	2018/19 Target
316	n/a	279	This measure is descriptive	Target set internally		



Citizenship of International Students at Capilano University Academic Year 2015-2016 (top 20)



Geographic Diversity: Fall 2015



System Objective: Quality

In all areas addressing student satisfaction with education, student assessment of the quality of the instruction received, and student assessment of skill development, Capilano University achieved or exceeded its targets. This has been the case for many years. In addition to these measures, the university monitors the ratio of applicants to offers, and offers to registrants (AOR) as an indicator of demand, which can often serve as a proxy for quality. We also track graduation data, which indicates a shift in enrolment patterns that will inform both degree development and degree pathways. Of course, quality is at the heart of our Assessment Reports, and provides an annual opportunity to insure our students are receiving the education promised them.

Satisfaction with Education - Diploma, Associate Degree, and Certificate Students						
Performance				Targets		
2014/15 Actual	2015/16 Target	2015/16 Actual	Performance Assessment	2016/17 Target	2017/18 Target	2018/19 Target
93.8 +/-1.2%	≥90%	90.9% +/- 1.4%	Achieved	≥90%	≥90%	≥90%

Satisfaction with Education - Baccalaureate Graduates						
Performance				Targets		
2014/15 Actual	2015/16 Target	2015/16 Actual	Performance Assessment	2016/17 Target	2017/18 Target	2018/19 Target
95.8% +/- 3.0%	≥90%	97.3% +/- 1.7%	Exceeded	≥90%	≥90%	≥90%

Assessment of Quality of Instruction -Diploma, Associates Degree, and Certificate Students						
Performance				Targets		
2014/15 Actual	2015/16 Target	2015/16 Actual	Performance Assessment	2016/17 Target	2017/18 Target	2018/19 Target
96.0% +/-1.0%	≥90%	92.8% +/- 1.3%	Achieved	≥90%	≥90%	≥90%

Assessment of Quality of Instruction - Baccalaureate Graduates						
Performance				Targets		
2014/15 Actual	2015/16 Target	2015/16 Actual	Performance Assessment	2016/17 Target	2017/18 Target	2018/19 Target
95.7% +/-3.1%	≥90%	98.4% +/- 1.4%	Achieved	≥90%	≥90%	≥90%

Assessment of Skill Development - Diploma, Associate Degree, and Certificate Students						
Performance				Targets		
2014/15 Actual	2015/16 Target	2015/16 Actual	Performance Assessment	2016/17 Target	2017/18 Target	2018/19 Target
Not Comparable*	≥85%	85.3% +/-1.8%	Achieved	≥85%	≥85%	≥85%

Assessment of Skill Development - Baccalaureate Graduates						
Performance				Targets		
2014/15 Actual	2015/16 Target	2015/16 Actual	Performance Assessment	2016/17 Target	2017/18 Target	2018/19 Target
Not Comparable*	≥85%	91.5% +/- 3.0%	Exceeded	≥85%	≥85%	≥85%

Former diploma, certificate, and associate degree students' assessment of skill development					
	2014/15 Actual		2015/16 Target	2015/16 Actual	
	%	+/-		%	+/-
Skill development (avg. %)	75.8%	2.2%	≥ 85%	85.3%	1.8%
Written communication	70.7%	2.5%	≥ 85%	84.4%	2.0%
Oral communication	67.4%	2.6%	≥ 85%	78.5%	2.3%
Group collaboration	80.4%	2.0%	≥ 85%	94.5%	2.4%
Critical analysis	79.6%	2.0%	≥ 85%	92.3%	2.8%
Problem resolution	73.8%	2.3%	≥ 85%	91.0%	3.1%
Learn on your own	78.4%	2.0%	≥ 85%	91.0%	3.2%
Reading and comprehension	80.6%	2.0%	≥ 85%	91.2%	3.1%

Bachelor degree graduates' assessment of skill development					
	14/15 Actual		15/16 Target	15/16 Actual	
	%	+/-		%	+/-
Skill development (avg. %)	89.3%	4.2%	≥ 85%	91.5%	3.0%
Written communication	83.5%	5.7%	≥ 85%	87.7%	3.6%
Oral communication	88.3%	4.8%	≥ 85%	92.9%	2.8%
Group collaboration	93.6%	3.7%	≥ 85%	94.5%	2.4%
Critical analysis	91.4%	4.3%	≥ 85%	92.3%	2.8%
Problem resolution	88.2%	4.9%	≥ 85%	91.0%	3.1%
Learn on your own	93.6%	3.7%	≥ 85%	91.0%	3.2%
Reading and comprehension	86.8%	5.2%	≥ 85%	91.2%	3.1%

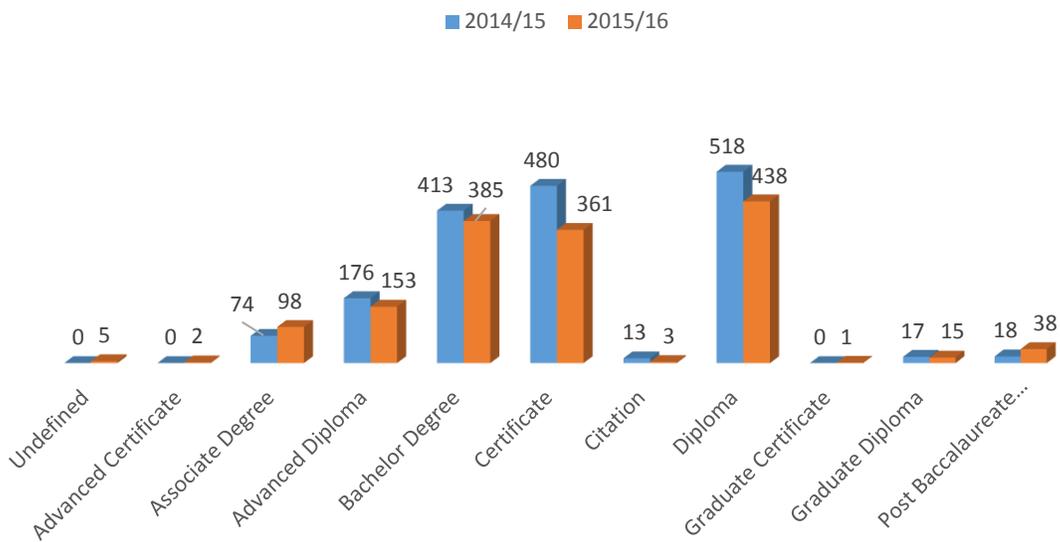
* In 2015 the wording of the skills development questions changed. Until 2014, respondents were asked to indicate the “extent to which their in-school training provided them with opportunities to develop various professional skills” and used a five-point scale. In 2015, respondents were asked “how helpful their program was at developing a number of professional skills” and used a four-point scale.



Application, Offer, Registration Rate Fall 2014 and Fall 2015



Graduation Data Comparison Academic Year 2014/15 and 2015/16



System Objective: Relevance

Students' assessment of the usefulness of knowledge and skills reflected substantial achievement of targets, and unemployment rate targets were achieved. Capilano University uses the AOR Report (referenced above) as another measure of relevance, and this topic is included in our annual Assessment Reports.

Assessment of Usefulness of Knowledge and Skills - Diploma, Associates Degree, and Certificate Students						
Performance				Targets		
2014/15 Actual	2015/16 Target	2015/16 Actual	Performance Assessment	2016/17 Target	2017/18 Target	2018/19 Target
80.1% +/-3.5%	≥90%	77.7% +/-3.9%	Substantially Achieved	≥90%	≥90%	≥90%

Assessment of Usefulness of Knowledge and Skills - Baccalaureate Graduates						
Performance				Targets		
2014/15 Actual	2015/16 Target	2015/16 Actual	Performance Assessment	2016/17 Target	2017/18 Target	2018/19 Target
90.8% +/-4.7%	≥90%	89.9% +/-3.7%	Substantially Achieved	≥90%	≥90%	≥90%

Unemployment Rate - Diploma, Associates Degree, and Certificate Students						
Performance				Targets		
2014/15 Actual	2015/16 Target	2015/16 Actual	Performance Assessment	2016/17 Target	2017/18 Target	2018/19 Target
9.0% +/-2.4%	< 10.4%	9.3% +/-2.5%	Achieved	<unemployment rate for individuals with High School credential or less		

Unemployment Rate - Baccalaureate Graduates						
Performance				Targets		
2014/15 Actual	2015/16 Target	2015/16 Actual	Performance Assessment	2016/17 Target	2017/18 Target	2018/19 Target
4.4% +/-3.2%	≤ 10.4%	7.5% +/-2.9%	Achieved	<unemployment rate for individuals with High School credential or less		



Financial Information

Audited Financial Statements are at <http://www.capilanou.ca/Financial-Reports.html>.



Contact Hour Activity Report

Our contact hour activity report has been uploaded to the Central Data Warehouse.

