



Institutional Accountability

Plan and Report

2013/2014 Reporting Cycle

Contents

Letter from the Board3

Institutional Overview..... 4

Our Mission.....5

Our Values5

Our Core Themes.....6

Our Student Learning Outcomes.....7

Our Students8

Our Programming.....11

Our Supports.....13

Financial Information and Contact Hours 14

Planning and Progress 14

Performance Measures 29

Accountability at Capilano University..... 37



July 18, 2014

Honourable Amrik Virk
Ministry of Advanced Education
PO Box 9883 Stn. Prov. Govt.
Victoria BC V8W 9T6

Dear Minister Virk:

In accordance with Capilano University's governance structure, we are pleased to submit our Institutional Accountability Plan and Report for 2013/2014.

This year, after an extensive consultation process, Capilano University unveiled its 2014-2018 Academic Plan which will take us to our 50th anniversary as a post-secondary institution in 2018. We look forward to implementing the goals and priorities highlighted in the plan, accepted unanimously by the Board of Governors and the Senate. At the beginning of the academic year in September, we will map out Capilano's strategic directions.

This past year, Capilano University participated as the only post-secondary education partner for We Day Vancouver. We Day is an educational event held in major centres across Canada and tied to We Act, a year-long service learning program designed to educate, engage and inspire today's youth. Cap representatives joined a list of distinguished We Day Vancouver speakers including former Secretary-General of the United Nations and Nobel Peace Laureate Kofi Annan, Lieutenant-General and author the Honorable Roméo Dallaire, and community organizer Martin Luther King III.

In the fall, Capilano University will see a number of exciting academic innovations. The highly regarded IDEA program (Illustration/Design: Elements & Applications) is now a four-year Bachelor of Visual Communications degree, which offers students a three-month industry practicum and concentrations in branding, illustration, and interactive design. Students from around the world have enrolled in our 2D and 3D Animation Programs, both of which now ladder into the Bachelor of Motion Picture Arts. Capilano University students will also be able to pursue certification in community leadership and social change, an important complement to our successful Global Stewardship program.

Capilano University continues to welcome the opportunity to work with the Ministry on our common mandate to provide the highest quality education and student success to the regions we serve.

Yours sincerely,

Handwritten signature of Jane S. Shackell in black ink.

Jane S. Shackell, QC
Chair, Board of Governors

Handwritten signature of Dr. Kris A. Bulcroft in black ink.

Dr. Kris A. Bulcroft
President & Vice-Chancellor

Institutional Overview

Capilano was founded as a college by the school boards and residents of North Vancouver, West Vancouver and Howe Sound through referendum in 1968. The central campus is located in North Vancouver, with regional centres in Squamish (serving the Howe Sound communities



of Squamish, Whistler, Mount Currie, and Pemberton) and Sechelt (serving the communities of the Sunshine Coast). While we continue to be committed to these regions, provincial projections indicate static growth in the number of students serviced in these areas. Fortunately, Capilano has continued to attract students from outside our traditional area, and we now see students attending from across the Lower Mainland, the

province of British Columbia (BC), and Canada. Additionally, our international profile continues to grow and students are increasingly coming to Capilano from around the world.

Our 40th anniversary was marked by re-designation as a special purpose university, and in the fall of 2008 Capilano University was created through provincial legislation. In 2013 Capilano University was fully accredited by the Northwest Commission on Colleges and Universities; Capilano is the first and only post-secondary institution to be granted accreditation in BC, and is the second institution in Canada to be fully accredited by a United States (US) regional accrediting body.

As we move toward our 50th year, Capilano expects to see continued growth in student enrollment across and beyond the North Shore, especially in academic areas of proven excellence and distinction.

Our Mission

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 Vision

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.

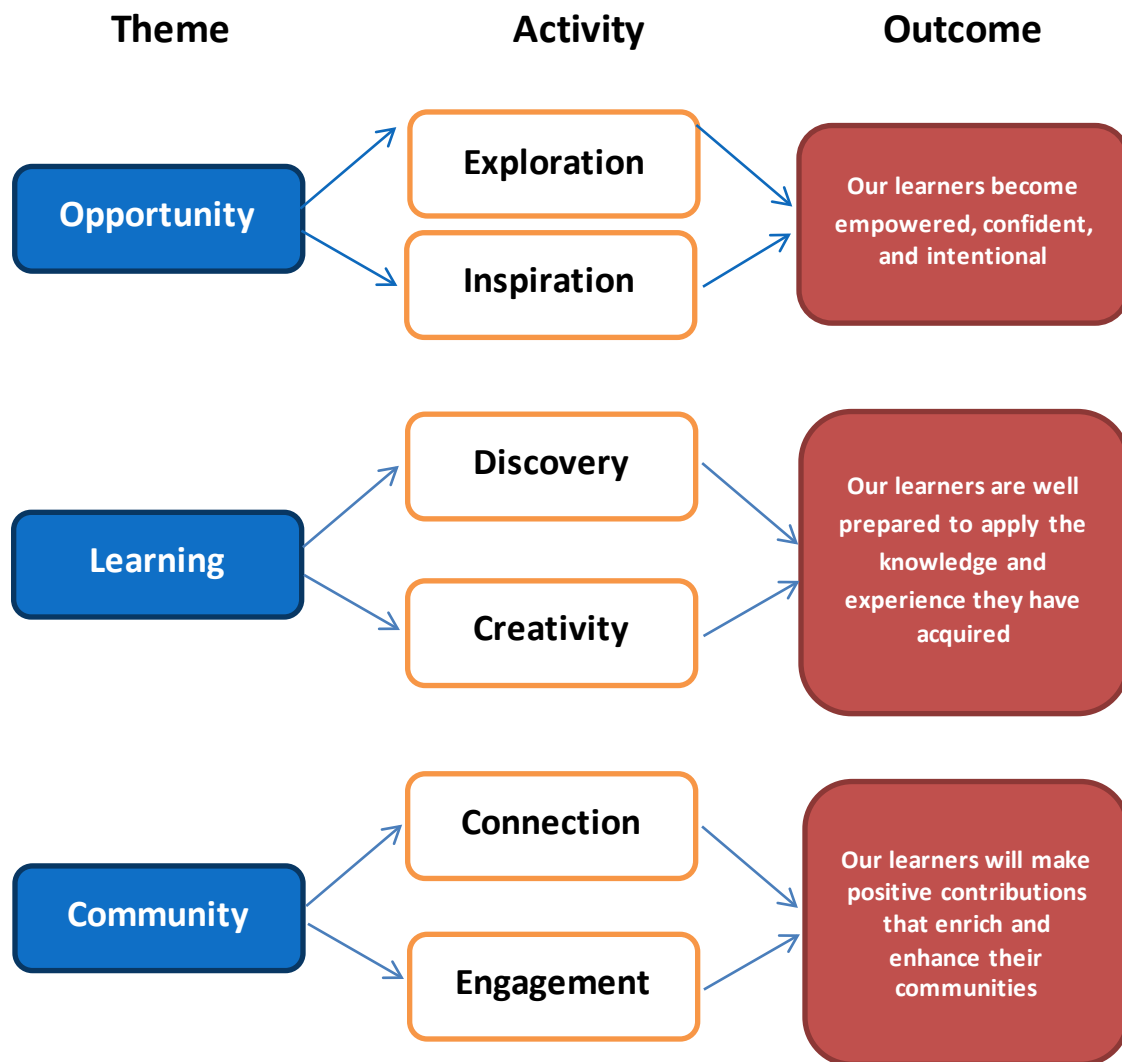
Our Values

- A culture of inquiry and evidence-based decision making
- Academic integrity
- Commitment to our communities
- Diversity and the individuality of learners
- Open engagement with ideas and respectful engagement with each other
- Personal accountability for the integrity and success of the University
- Transparency and an ethic of fairness



Our Core Themes

Capilano University has engaged a broad array of stakeholders to develop Core Themes that capture the essential elements of our mission and the spirit of our university. One common notion that emerged from discussions was that Capilano University makes a positive difference; our students are independent learners, thinkers, and doers actively contributing to their communities. The essential elements contained in our mission and our vision statements are captured in the core themes of *Opportunity*, *Learning*, and *Community*, which provide a clear pathway to mission fulfillment, a focal point for measurement of key strategic outcomes, and a framework for continuous improvement for all faculties, divisions/schools and departments.



Creating and enhancing services and programs that encourage and inspire creativity, curiosity, motivation, and student achievement is at the heart of Capilano University. *Opportunity* means ensuring access to and engagement with an academic environment that inspires and encourages individuals to explore, in new and productive ways, their own sense of self and their place in a wider society, leading to enhanced learning within and beyond the university. *Learning*, in this context, is about engaging with and contributing to a challenging environment in ways that help all our learners discover new pathways to knowledge and new connections amongst their various communities. *Community* is about inspiring, connecting and involving all members of the university family, helping them imagine and explore new connections and new engagements with the publics we all serve, enhancing the mutual support and collaboration of our common cause.

Our Student Learning Outcomes

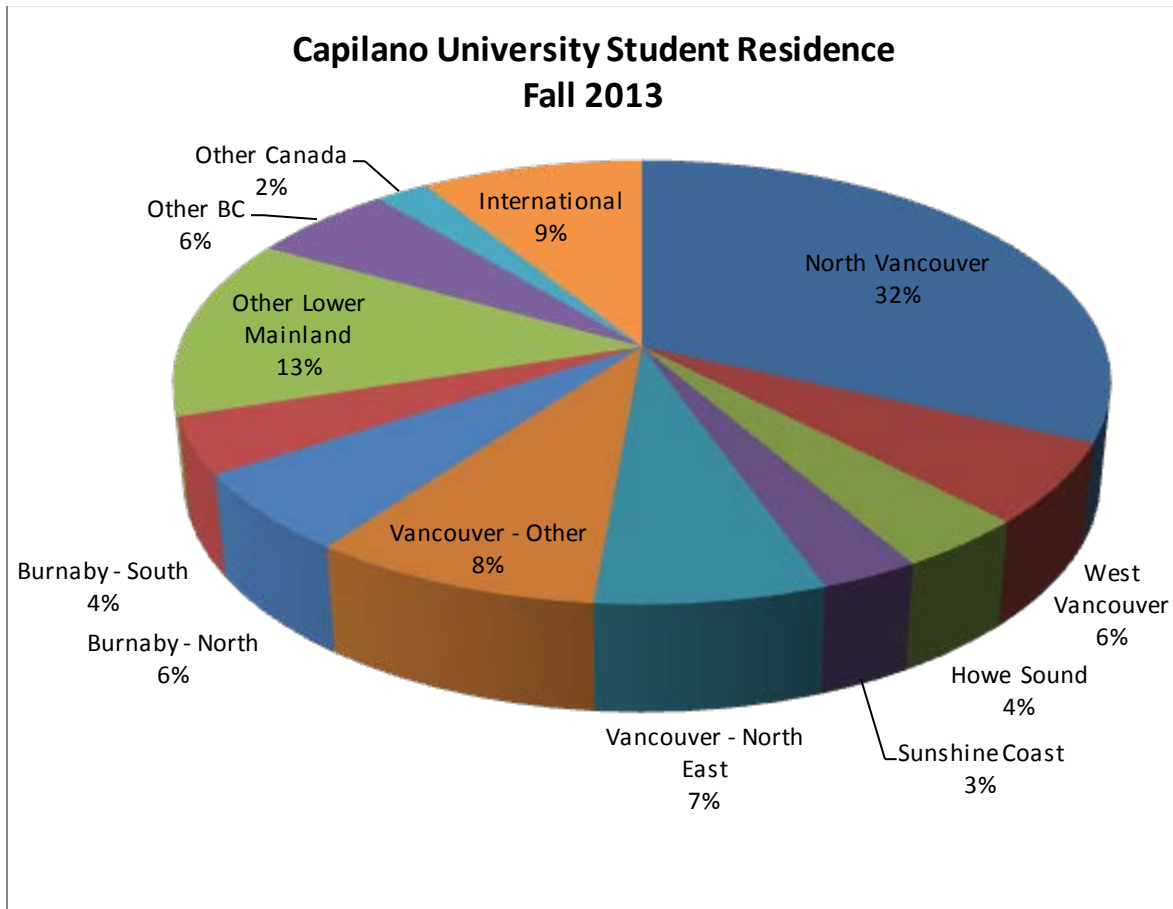
While our mission and core themes guide the work of Capilano University as a whole, we also embrace a set of key student learning outcomes that support the specific knowledge, understanding, and skills developed in individual programs. These are:

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

Student achievement at Capilano University is measured through these outcomes, defined within the context of each program and with different emphases at differing levels of expected competence. These outcomes provide each student with the employability skills that will help them enter, persist, and progress in the world of work and beyond. (Conference Board of Canada, *Employability Skills 2000+. 2014*)

Our Students

The combination of distinctive programs and a strong reputation for quality has increasingly drawn students to Capilano. Roughly 45% of students come from our defined region, with about 25% coming from Vancouver and Burnaby, and the rest from other parts of BC, Canada, and the world. This includes approximately 670 international students.



Our Communities

When we speak of the Capilano University community, we refer to a broad and diverse population. Certainly we exist as a post-secondary institution thanks to the efforts of the North Shore, the Howe Sound Corridor, and the Sunshine Coast. This has been our traditional catchment area and it will continue to be served by the programs and outreach of the university. But increasingly our students are coming less and less from local high schools, and



more and more from the greater Vancouver Metropolitan area. Thanks to increased transit options and widespread social mobility, our community has grown to include much of the lower mainland, Vancouver Island, and other parts of British Columbia. For this reason, we now see our students as not just local residents, but

regional citizens who come to Capilano because it is the best choice for their educational goals and their economic future. This is also one reason we are seeing an increase in the number of international students choosing Capilano University, for a year abroad, a two-year diploma, a four-year degree, or a multi-year post-bachelor credential. This helps make picking up a coffee, watching a volleyball game, or attending a jazz performance at Capilano something of a transcontinental experience, with students coming from Australia, Chile, France, India, Kenya, the Netherlands, Qatar, the United States, and a myriad of other places. Just as likely is an encounter with students from the Maritimes, the Prairies, or the Territories, for the Capilano University community is nationally as well as internationally diverse.

Nowhere is that more clearly demonstrated than in our support for and celebration of aboriginal students. Capilano University is justifiably proud of its outreach to and engagement with students from all bands. We acknowledge that the university and its campuses stand on traditional territories, the home of many different cultures, and we do all we can to encourage and sustain aboriginal student success in the postsecondary system. Each year Capilano University attracts, supports, and graduates more Aboriginal students, a population which will continue to be important to our identity and our future. During the last year, Capilano has been particularly successful at promoting aboriginal participation through our Lil'wat Nation Language and Culture Program and our Squamish Language and Culture Program. These have been designed through direct collaboration with the Lil'wat and Squamish Nations to give future and current language teachers training in traditional languages and a deeper understanding of their respective culture in promoting social and economic success.

One of the reasons Capilano University has been successful in working with aboriginal students and local communities is our commitment to educating not just for intellectual and professional outcomes, but personal and social goals as well. This “whole-person” approach encompasses everything from a high quality university education to a high quality university experience, acknowledging that students are unique individuals with distinct (if not always clearly defined or understood) hopes and dreams, experiences and attitudes, histories and predispositions. From a pedagogical perspective, whole-person education means understanding and addressing the different ways of seeing, learning, knowing, and being found in our student community. It includes facilitating students’ integration of academic and non-academic material and



experience, including the application of learning from one context into another. Above all it means taking into account the wide variety of human nature and existence, as expressed in the aesthetic, cultural, ethnic, geographical, and theological diversity of our backgrounds, including the emotional and spiritual

components that make up who we are.

Central to this commitment is our connection with students and organizations in the K-12 sector. Last year we began, with financial support from the Ministry of Advanced Education, a project to develop learning portfolios that would aid students in their transitions from secondary to post-secondary education, and then from university into the world of work. Although the pilot is now complete we continue to seek funding for this important project as it builds stronger connections with many of the Lower Mainland school districts already committed to portfolios as an important vehicle for learning and job readiness. Also of note is our participation in We Day Vancouver. We Day is an educational event held in major urban regions across Canada, and tied to We Act which is a year-long service learning program designed to educate, engage, and inspire today’s youth. Last year, Capilano University was the

only post-secondary participant in the Vancouver event, and our representatives joined a list of distinguished We Day Vancouver speakers that included former Secretary-General of the United Nations and Nobel Peace Laureate Kofi Annan, Lieutenant-General and author the Honorable Roméo Dallaire, and community organizer Martin Luther King III. Through this and other events, Capilano University is taking a leading role in building community and empowering young British Columbians to take action on local and global issues.



It is impossible to characterize the typical Capilano University student, but it is important to address the characteristics that we as an institution hope to foster. At Capilano University we will always put learning first, and we expect our students to take their learning seriously, to be intentional in their choices and thoughtful in their goals. We expect our students to experience, recognize, and celebrate the diversity of our community, our province, and our world, and in return we promise to view our students as individuals, whole people with complex lives, histories, and motivations. When we look at our students today we see the future leaders and change-makers of tomorrow, and we are dedicated to helping them build the education they want, to provide the directions they choose.

Our Programming

Capilano has gradually shifted from being a sending institution (students transferring out to other universities for completion) to a receiving institution (students enrolling for all of their undergraduate years or transferring in for completion). Capilano has increased the number of students we are receiving in from 3,200 in 2012 to 4,500 in 2014. Students choose to come to Capilano University and stay to finish their degrees, mainly due to our smaller class size,

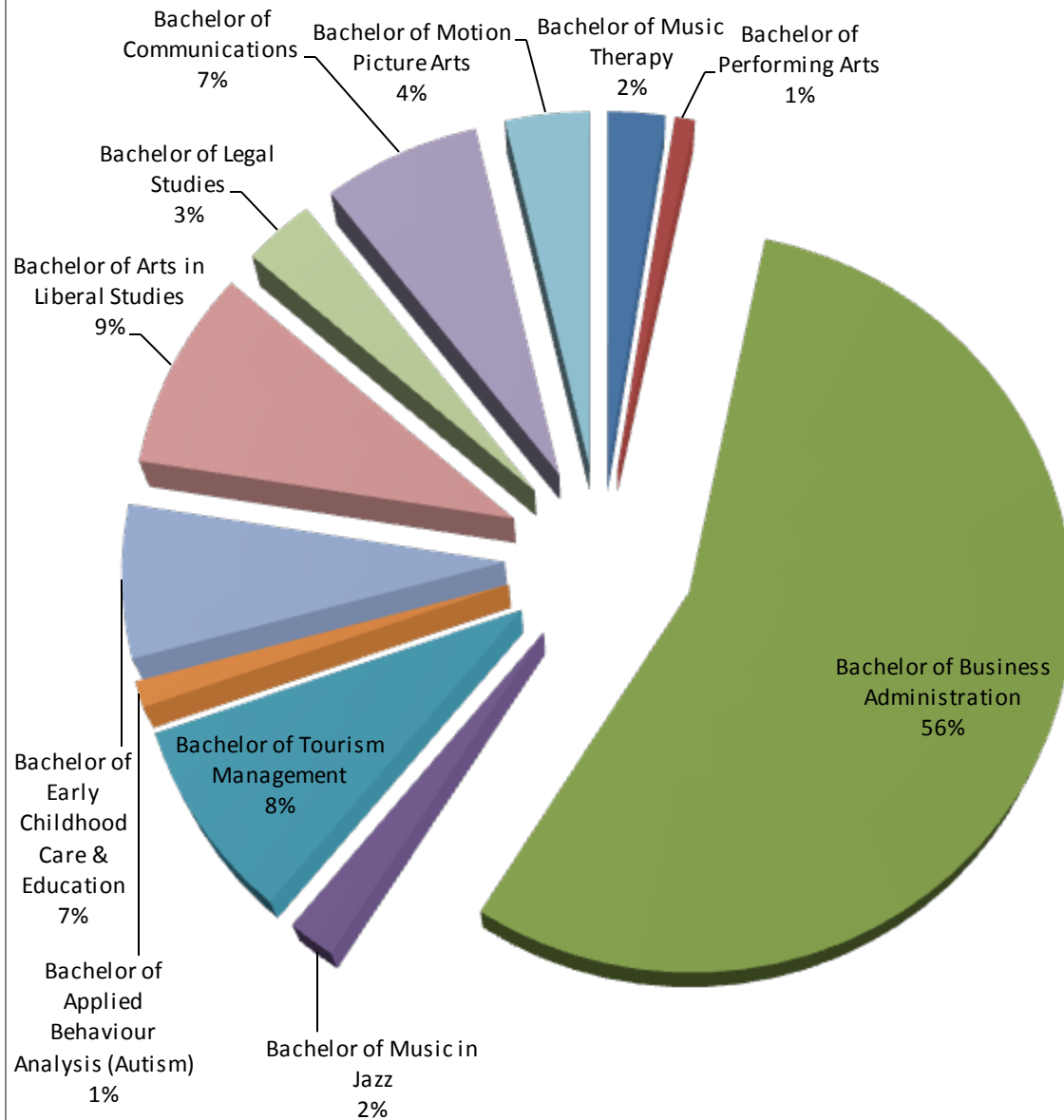
outstanding instructors, and relevant high-quality programming. As part of our ongoing assessment and improvement process, many of our programs maintain contact with the stakeholders and industries they serve to ensure that our graduates are prepared for the jobs and commitments of today and tomorrow. Our credential programs offer a high level of intentional preparation, a coherence borne of attention to the needs of our students as they move through a variety of transitions: from secondary to post-secondary education, from preparatory coursework to degree preparation, from engaged preparation for professional practice to active participation in the workforce and the community. Likewise, Capilano has learned an important lesson from its attention to professional readiness—the best education for any student, regardless of their level of preparation or ultimate academic goals, will always be based in responsible practices subject to ongoing review and revision. The regular assessment process, of student work but also curriculum and teaching practice, keeps programs current, agile, and pertinent. At Capilano, we are committed to learning for understanding and change, teaching that addresses the needs of the student and the field, a curriculum both rigorous in its expectations and vigorous in its experiential relevance. A special purpose teaching university must provide training and preparation for distinctive professions, and support for terminal credentials in those areas appropriate to our mission and mandate.

Capilano’s focus is on the labour force of the future—industries and enterprises that persist along with sustainable professions. In an era of competition and comparison, it is important that we focus primarily on students who are “Capilano Bound” with regard to their educational goals. This



means providing programs that are distinctive, celebrated, and successful—unique opportunities and options that distinguish Capilano from other post-secondary institutions.

Students Enrolled in Degree Programs: Academic Year 2013-2014



Our Supports

Student success is a collective responsibility, a communal good. We recognize all goals, outcomes, principles, and practices require support structures that keep the university, and the student experience, operating on a daily basis. In terms of academic support, Capilano begins

with a whole-person approach to integrated and integrative services that accepts: no single aspect of a student's experience can be taken in isolation; students come to us with their own special circumstances; we all have lives beyond the boundaries of our campuses; and, education is about more



than academic subjects and instruction. Students learn and live best when connected to a greater good, working in the world, and we strive to provide all students with a fruitful and fulfilling community experience that begins on our campuses and expands into the rest of our region. Capilano University will always be a place where students come first, learning is at the centre, and success is a common commitment across the entire institution.

Financial Information and Contact Hours

For our most recent Audited Financial Statements go to <http://www.capilanou.ca/Financial-Reports.html>. The Contact Hours Report was submitted under separate cover.

Planning and Progress

The past year has been an exciting time for Capilano University, with the establishment of new credential programs and the redesign of others, an increase of both international and Aboriginal student enrolments, and the creation of our first academic plan. While there have been challenges and barriers to overcome, the university community has come together in remarkable ways, finding common cause in our learners, our pedagogy, and our future.

Capilano Academic Plan

After ten months of consultation, conversation, forums and more, the university completed its first academic plan. This 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.

Academic principles open the plan. As a teaching-focused university Capilano puts student learning first, and as a learning institution we foster a culture of accountability. We are committed to attracting and retaining students who will complete Capilano credentials; in so doing, we will help students realize their place in a local and global context, and treat them as unique individuals with distinct histories and identities. Upon graduation our students will be leaders and change-makers, aware of and accountable for the environments we all share, approaching work and life with a sense of responsibility and a commitment to collaboration. Our graduates will be secure in their experience and expertise, confident that Capilano has prepared them to apply and adapt their talents to a changing world through evidence-informed academic methods and state-of-the-art commercial, industrial, and community practices.

Academic programming is also articulated, and begins with intentional preparation for success in professional and community life, responsible practices that keep Capilano curriculum current and relevant through ongoing review and improvement, and a commitment to distinctive and successful programs. A Capilano education will be an integrative experience that embraces many fields, emphasizes broad learning, provides relevant practical preparation and diverse intellectual engagement; it will help students be knowledgeable enough for today, and nimble enough for tomorrow. Our programs favour experiential learning and real-world proficiencies, with credentials that are rigorous, current, relevant, valued, and in demand. Capilano students participate in the formation of their professional selves in a transformational context.



Equally important is academic support that addresses Capilano student needs through wellness, educational, and community services. Coordinated efforts support campus recreation, promote awareness of and attention to psychological well-being, and enhance our commitment of creativity, performance, discussion, and debate. Capilano University takes an integrated approach to improving institutional infrastructure, expanding and consolidating services focused on learning success and foundational skills, and invigorating our attention to readiness and career services. We will promote pedagogical excellence and innovation in our Learning Commons and by re-visioning learning support for students, staff, faculty, and the institution as a whole. Our community will be enhanced through a dedicated focus on service learning, local partnerships, and collaboration with academic institutions throughout the regions we serve.

The plan ends with suggestions for moving forward and appendixes pointing toward strategic planning, practical timelines, and foundational values. Potential directions include new possibilities for student access and preparation, pathways to completion, and the nature of a Capilano University degree will be scrutinized. Also included are indications of what it means to be a learning university, and a promise to move beyond what is expected, to what can be imagined; two ideas that are inseparable. Learning universities are dedicated not only to student learning, but also to an ongoing process of review that requires staff, faculty, and administrative areas to learn and grow according to measured outcomes. For these things to happen Capilano University will need to make choices, commit resources, and move beyond what is currently considered to be the status quo. No program will remain untouched, and the next four years will yield a different academic profile than those that came before.

This academic plan serves as a starting point for Capilano University's strategic plan, which will help guide decision-making and lead to more opportunities. It delineates some possibilities that might be addressed by a strategic plan, ranging from specific development processes to the creation of new centres and units, each with a speculative target date, and puts them in a four-year time frame. The plan closes with an articulation of the institutional value statements

that have informed this plan, and will continue to be discussed and debated over the next four years. All of this is to indicate that this academic plan is only the first in a long line of steps Capilano will be taking to re-imagine itself and its future.

Capilano Credentials

Capilano University was an early and enthusiastic proponent of ladder degree programs. It was thought that programs could be structured so that students achieving credentials in a program would transfer that work to diplomas in that program and diplomas would transfer to baccalaureate degrees. As students entered the workforce and began building careers, ladder programs proved useful. However, the students and the times have changed. Many students began to exit at the earliest rungs of the degree ladder so that each potential entrance point became an exit point. Students exiting programs at the earliest rungs to enter the workforce delayed their entrance back into the next degree rung of their program and this delayed their progress in the workplace. The longer a student remains out of university the more difficult it is to re-enter and successfully complete their degrees. These multiple program exit points do provide short-term benefit for immediate employment, but often result in delaying further education and become a barrier to educational opportunities, enhanced employability, and later career advancement. Moreover, students would return to Capilano seeking a degree in a program different from the one in which they started, and some of their previous academic work would not be accepted.



Our students indicated that they would like to see more interdisciplinary programs, more service learning and internship opportunities, and greater transferability of credits between Capilano programs. Our administration and faculty listened. Beginning in 2015, the School of Business will re-structure the BBA degree program as a single degree encompassing several majors. Students will be encouraged to complete the entire 4-year degree. Students pursuing

the BBA will receive a similar foundation of general education courses that will be transferable across other Capilano programs. This re-structuring will inform other programs.

Starting in fall 2014, Cap's highly regarded three-year Illustration/Design: Elements & Applications (IDEA) diploma program will become a four-year bachelor's degree. This new [Bachelor of Design in Visual Communication](#) will offer concentrations in illustration, interactive design and branding as well as a three-month industry practicum.

Our [Bachelor of Arts in Liberal Studies](#) is now well established. This distinctive degree is built around a set of core learning outcomes that align well with the skills and abilities employers repeatedly indicate they are seeking in employees including communication skills, analytical/problem solving skills, and information literacy. Our students work closely with faculty from a variety of disciplines and are encouraged to approach problems from multiple perspectives. Student learning is assessed using a common rubric that also increases students' ability to accurately assess their own performance as well as the ability of students to transfer this self-assessment knowledge to post-university employment. Indeed, self-directed, intentional learning, awareness and responsibility are among the institutional learning outcomes expected at Capilano and intended to improve employability.



Our focus is on providing a learning environment that meets the needs, expectations, and aspirations of our students and a learning experience that ensures they are well prepared to apply the knowledge and experience they have acquired. Capilano University has a record of developing new and innovative programs in

response to market demand—offering relevant and vibrant programs that serve employer needs and student interest. Capilano University works well with industry and community to develop and deliver programs that prepare graduates with relevant and current knowledge, creative and technical skills professional ethics and connections that will enable them to make

economic and cultural contributions to our region and to various publics we serve. Our specialized programs include offerings in creative and applied arts, health and education, tourism, business and related programs and include our long-standing baccalaureate programs in business, jazz studies, tourism, and music therapy. In fall of 2009, two new Bachelor degrees were offered—the Bachelor of Applied Behaviour Analysis-Autism and the Bachelor of Early Childhood Care and Education. The Bachelor of Legal Studies (Paralegal) and the Bachelor of Motion Picture Arts began in the fall of 2010 and graduated students in 2013. Additionally, in Fall 2011 we launched the new Bachelor of Communication Studies, and in 2012 the Bachelor of Performing Arts degree, developed in partnership with other institutions in the Lower Mainland. In all of these programs, we work closely with industry and professional partners, alumni and community groups, to articulate and assess student learning outcomes and ensure that these programs continue to respond to local and national needs and standards. Our professional programs have established External Advisory Committees and others are in the process of instituting such committees to help ensure that Capilano students are receiving the skills and knowledge most in demand.



Experiential learning, including service learning and co-op learning opportunities, is a core academic value. Currently, service learning is a component of less than a dozen courses, and those students who participate in service learning projects overwhelmingly report a positive experience. Over 75% of students responding to a recent Capilano University survey reported that they would recommend service learning projects to other students. Over 80% indicated that their service learning activities had a positive effect on each of the following: their ability to work with others, their ability to accomplish goals, their leadership ability, their communication skills, and their understanding of the needs of their communities. These outcomes improve students' employability and adaptability to changing workplace



environments. Capilano University is also engaged in a project enhancing and supporting the development and use of student and faculty portfolios both for assessment and program improvement as well as serving as a living document by which students can highlight their achievements

for presentation to potential employers. Capilano University has nearly 1,000 students who are enrolled in co-op or practicum courses.

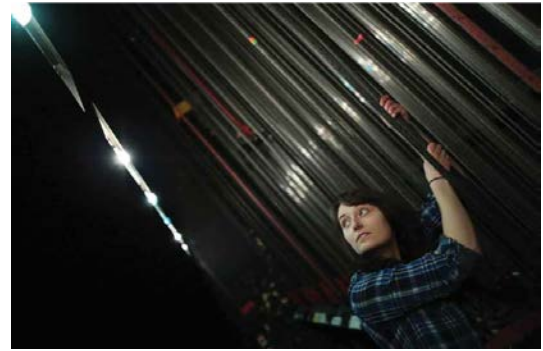
Arts and Sciences at Capilano University serve the regional need for general education by providing the foundation of a broad liberal arts education in a supportive learning environment that encourages high aspirations through close faculty-student interaction. Capilano has a well-earned reputation for providing a solid academic foundation, and has historically had one of the highest university transfer rates within British Columbia. The most recent survey data shows that about 80% of Capilano University Arts and Science students continued their studies after completing or leaving their program with the majority of students continuing their post-completion studies at UBC or SFU.

All academic programs at Capilano University are engaged in learning outcomes assessment at the course, program, and institutional levels. Additionally co-curricular and non-academic programs are this year being included in our campus-wide accountability project, articulating how individual units are contributing to student learning outcomes and ongoing improvement.

Capilano Moving Forward

Capilano defines itself as a learning university; that means smaller classes taught by dedicated teachers and industry professionals, relevant courses offering experiential learning through

engagement with real-world problems, meaningful credentials that lead all students into rewarding careers and global citizenship, and student success as a universal goal during and beyond university. It also means grounding credentials in practical, experiential learning, building a framework of transferable skills, making learning visible via accountability and ongoing program assessment, and keeping improvement at the center of all we do.



As we move toward our goal over the next four years, we will continue to strengthen our core programming and define the learning that is most clearly our own, expanding in some areas and contracting in others. To achieve our goals we must move beyond the model that stood us in good stead as a college, and create a new approach to learning, teaching, intellectual engagement, and community collaboration. Capilano University will do this through a number of specific initiatives. We will improve retention and completion for all students, especially those from Aboriginal, international, and at-risk populations. By expanding and enhancing program assessment and institutional accountability practices we will promote ongoing improvement of learning, teaching, and service. Capilano will create an integrated general education experience for all degree students that is interdisciplinary and intentional, drawing on the best that we have to offer and the brightest ideas available from around the world. We will change the campus conversation about learning, service, wellness, and enrolment through consultation, dialogue, experimentation, and structural reorganization.

For almost fifty years Capilano has done an extraordinary job of meeting students where they are, serving the needs of those who might not otherwise have access to post-secondary education, and providing exemplary support for non-traditional learners. Capilano University is no less committed to this mission, but we realize that a new century and a new identity require a new approach to addressing the needs and abilities of a new kind of learner. It is no longer enough to get students into university; we must dedicate ourselves to helping them move through, intentionally and successfully. To that end Capilano will offer:

- A **supportive place** where students learn how to succeed in post-secondary education. This will include a focus on
 - University preparation coursework,
 - Coordinated skills assessment and development,
 - Dedicated learning communities, and
 - Creation of a first year “Cap Year Experience.”

Many students come to Capilano University with a particular program in mind, but for others the university experience is filled with potential and possibilities, as well as trepidation and uncertainty. For these students, and all of those in between, we will provide not just a myriad of opportunities, but also a series of well-defined options that will lead them from the beginning to the end of their university journey. Capilano will offer for one and all:

- A **clear path** that students can follow to post-secondary success and completion. This will include many possibilities including
 - First-year and inbound transfer support,
 - Aboriginal student transition programming,
 - Structured international student pathways,
 - Student learning portfolio assistance.

Capilano University is dedicated to experiential learning, strong connections with tomorrow’s career opportunities, and practical preparation for life and work and much more. This can be seen in all of our programs but is particularly clear in degree and other credential programs. Moving forward, Capilano will commit to offering:



- **Real-world preparation** for all students in all credential programs. This will involve a combination of
 - Broad interdisciplinary coursework in years three and four,
 - Experiential learning opportunities in all degree programs,

- Milestone opportunities for self-directed learning,
- Capstone courses for career and life readiness.

We are a teaching university, a learning university, dedicated to meaningful educational experiences that have a lasting impact on students, academic programming that provides the preparation necessary to survive and thrive, and pedagogical practices that address the particulars of ever-more-specialized careers operating within an ever-expanding, increasingly-complex, and constantly-changing world. In all of these ways, Capilano University is the first choice for students seeking extraordinary learning and meaningful opportunities within a supportive and dedicated community.



Strategic Directions

As a result of the academic planning process, a number of action items have come to the fore. These represent possible strategic directions the university might take during the next four years. These strategic directions are not definitive or exhaustive, but they do provide an insight into what the community values and considers important, and as such they are a place to begin thinking about how Capilano might be different in four years than it is today.

- Capilano has a mechanism for annual review of learning and pursues a robust program of assessment, but to better understand and improve learning and to be more in alignment with the attributes, outcomes, and values that constitute a Capilano education, we commit

to revisiting our assessment processes from Summer 2014 onward in order to foster continuous ongoing improvement.

- To promote Aboriginal student learning and success, Capilano has committed resources toward a variety of curricular and co-curricular activities. The university is dedicated to increasing Aboriginal student enrolment and improving graduation rates, expanding collaboration with all our partners, and raising awareness of indigenous peoples and their histories throughout the curriculum. We will **craft an Aboriginal Student Success Strategy before the end of Fall 2014.**
- International students are a vital part of our community, and it is important that they continue to find in Capilano University a welcoming, supportive, engaging, and encouraging environment. In order to maintain our commitment to these students, we must be intentional in our curricular programming and co-curricular offerings across the university community. We will create an **International Student Recruitment and Retention Strategy before the end of Fall 2014.**
- It is imperative that we understand students' academic backgrounds, levels of achievement, and post-secondary experience, as well as how they plan to use their education to succeed. To determine immediate and long-term needs, and articulate a clearer understanding of our students, Capilano will **complete a Strategic Data Plan before Spring 2015.**
- As we redouble efforts to understand and improve student learning Capilano will make real our commitment to ongoing accountability through a formal cycle of program review. All credential programs will begin planning and implementation of accountability strategies, extending our responsibility from completion into placement and success. **Accountability strategies will be reviewed Spring 2015, formal program reviews begin Fall 2015.**
- We are committed to fostering and supporting integrative, intentional, and interdisciplinary work in the areas of pedagogy, scholarship, and practice. Capilano University continues to break down barriers between areas of study, fields of research,



disciplines and professions. One step in this direction will be a working group dedicated to collaboration and cooperation between academic units across the campuses, making public the good work already underway and promoting still more. This **committee on campus collaboration will be organized in Fall 2014, with recommendations presented before Spring 2015.**

- To demonstrate our commitment to practical education and meaningful credentials, all programs will collect and make public compelling data regarding the reputation, rigour, currency, relevance, and value of their curriculum. These data may draw from students, graduates, employers, government, etc. Capilano will **collect program results and produce a Credentials Summary Report each year beginning Summer 2015.**
- One of the strongest indicators of success and satisfaction for a university education comes from the opportunity to share early experiences with a wide group of students. While Capilano’s structure and demographics work against a common first year experience, we



can create something that is different from other universities in the region: The Cap Year Experience. This would be a year-one curriculum that serves three purposes: provide interested students with a shared first year including a common curriculum and extra-curricular support; showcase what makes Capilano University distinctive in terms of program offerings and

educational experiences; and, offer an attractive, purposeful alternative to the “gap year” many students seek before embarking on their chosen academic trajectory. The Cap Year might focus on social action and community engagement, global affairs or study abroad, or be a foundation year of preparatory studies to increase the likelihood of success. There could even be a Cap Year designed to help students transition into Canadian advanced education. It would not be required, would not take the place of general education, but the Cap Year could provide a venue for much of the programming Capilano values. Working

together, the Capilano University community will therefore **create the first Cap Year Experience to begin as a pilot in Fall 2015.**

- In capstone courses, students are provided with a culminating experience at the end of their degree path, to synthesize prior coursework and integrate learning experiences within and beyond the academy. Often capstones are intentionally interdisciplinary, providing a venue for stepping out of individual programs to achieve deeper meaning, or specifically focused on bridging theory and practice in support of a defined career path. Capstones can also be focused on each student's next step after university. Students aiming at graduate school can use capstones to prepare for the rigors of academic inquiry, while those looking to enter the workforce will explore career options and clarify opportunities. In all of its incarnations, the capstone is often a defining feature of a student's education. For these and other reasons, **Capilano University will guarantee a capstone experience for all degree students graduating after Fall 2015.**



- Regardless of a student's ultimate educational goals, all those who come to Capilano University should have available to them clear and established pathways to success. Part intentional learning strategy and part commitment to success on completion, purposeful pathways provide Capilano students with a roadmap from where they begin to where they want to end. Whether in the form of a guided cohort curriculum or self-designed trajectories for unique career goals, transition routes into university from two-year colleges or transfer options to other universities, work-related credentialing for the short term or multiple possibilities for degree completion, **purposeful pathways will become central to all students' experience at Capilano University before Fall 2016.**

- Although still in the formative stages, we are committed to providing all Capilano University students with general education learning outcomes that integrate with discipline-related skills so students are prepared for career success, professional practice, active citizenship, and a capacity for life-long learning. We will work to define general education at Capilano, creating opportunities for students to have a meaningful, passionate and reflective engagement with the world and people that surround them. The process begins now, so that **all degree students can demonstrate achievement of measured general education outcomes before graduating in Spring 2016 and thereafter.**



- Because learning is at our core, and success is our goal for all students, we commit to improving retention and working with all students to help them achieve their academic and career goals. We dedicate ourselves to improving the student experience, making the application-to-graduating process more efficient and transparent, promoting a culture of support and success, and building a system of peer assistance. This includes building a portal for students to access university information and services, an early warning system to identify and assist students at risk, and a mechanism for student-to-student mentoring, tutoring, and support. Review and possible implementation of these and other **strategies to promote student success will begin Summer 2014.**
- Given the centrality of learning at Capilano, and our own identification as a teaching and learning centered institution, educational support takes a prominent role in our next steps. While there are many approaches to building capacity in learning and teaching, the most logical would be to establish a coordinating entity, responsible for centralizing services and opportunities, to gather inter-related aspects of academic support and learning theory, best

practices in the field, and a professional approach to improvement. More than a teaching and learning centre, this would be a nexus for inquiry, understanding, and improvement.

Therefore, Capilano commits to taking the first steps toward a **Centre for Integrative Learning by Fall 2014 with full operation by Fall 2018.**

- Promoting a broad-based health-oriented agenda on all our campuses will be a challenge, but through the collaborative efforts of stakeholders on campus and in the community

Capilano University could approach wellness as a pervasive perspective that manifests across all our campuses. If wellness is



important, then it should be an integral part of all that we do, all that we are, and all that we expect. An important first step would be to galvanize support for and identify achievable milestones for improvement through a **Strategic Wellness Plan, collaboratively developed during Fall 2014 and completed by Spring 2015.**

- Just as important will be coordination of our approach to evaluation and expansion of all enrolment services. In order to set realistic local, regional, domestic, and international targets we would need to examine educational services on all campuses to evaluate how best to serve students now and in the future. Beginning immediately, Capilano University commits to creating a unified system for services and support over the next four years. Included in this approach would also be the student affairs functions of our educational services, a potential redesign more closely aligned with student advocacy, and the creation of an **Integrated Campuses Strategic Enrolment Plan completed by Spring 2015 with early steps taken for Fall 2015.**
- Given our move toward differentiation based on experiential, real world learning, and our established strengths in the areas of community connection, industry collaboration, and job readiness, there is a need and an appetite for more centralized and coordinated approaches to engagement. To make this an even more prominent feature of Capilano's identity,

providing a common space and focus to our initiatives and dreams, we commit to establishing a **Centre for Community Learning by Fall 2015 with full operation by Fall 2018.**

•

Performance Measures

The BC Ministry of Advanced Education has established five long-term strategic objectives for the post-secondary system (Capacity, Access, Quality, Relevance, and Efficiency), as well as definitions and performance measures. The following table represents the Ministry's goals.

Table 1. Strategic objectives and performance measures for BC public / post-secondary education

Strategic Objective	Definition	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
Access	The BC public post-secondary system provides equitable and affordable access for residents.	<ul style="list-style-type: none"> • Credentials awarded to Aboriginal students • Aboriginal student spaces • Transition rate of high school students to public post-secondary education (total, Aboriginal students) • Loan repayment as a percent of income • Participation rate
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
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

Efficiency	The BC public post-secondary system is efficient, providing multiple and flexible student pathways with clear returns on	<ul style="list-style-type: none"> • Year to year retention rate • Time to completion
------------	--	---

Additionally, the Ministry has asked all institutions to report on nine specific performance measures:

1. Total Student Spaces (incl. Health Spaces, Developmental Spaces, and Medical Spaces)
2. Credentials Awarded
3. Aboriginal Student Spaces
4. Student Satisfaction with Education
5. Student Assessment of the Quality of Instruction
6. Student Assessment of Skill Development
7. Student Assessment of the Usefulness of Knowledge and Skills in Performing Job
8. Unemployment Rate
9. Sponsored Research Funding

The last of these measures, Sponsored Research Funding, and one of the sub-categories of the first measure (Medical Spaces), are not applicable as Capilano University.

Total Student Spaces

Capilano University is proud of its accomplishments in the areas of total student spaces, health spaces, and developmental spaces, which have substantially achieved, achieved, and exceeded provincial targets respectively. We continue to meet or exceed our enrolment targets and our overall enrolment capacity consistently exceeds 90%. Our utilization of classroom and lab space currently exceeds 88%.

Total Number of Student FTE (excluding international)						
Performance				Targets		
2012/13 Actual	2013/14 Target	2013/14 Actual	Performance Assessment	2014/15 Target	2015/16 Target	2016/17 Target
5620	5450	5209	Substantially Achieved	TBD	TBD	TBD

Allied Health programs at Capilano University include our Bachelor of Music Therapy, Health Care Assistant certificate, and Rehabilitation Assistant diploma.

Total Number of Student FTE in Nursing and Allied Health Programs						
Performance				Targets		
2012/13 Actual	2013/14 Target	2013/14 Actual	Performance Assessment	2014/15 Target	2015/16 Target	2016/17 Target
179	138	147	Achieved	TBD	TBD	TBD

Capilano offers a wide variety of developmental programs, all of which are housed in the School of Access and Academic Preparation.

Total Number of Student FTE in Developmental Programs						
Performance				Targets		
2012/13 Actual	2013/14 Target	2013/14 Actual	Performance Assessment	2014/15 Target	2015/16 Target	2016/17 Target
504	528	461	Substantially Achieved	<u>TBD</u>	<u>TBD</u>	

We at Capilano University have also set a target for the number of international students for two reasons: 1) because studying alongside international students helps prepare all of our students to work in a diverse, multicultural and multinational environment, and 2) because the additional revenue from international students helps fund programs where domestic tuition is capped at a level that does not cover instructional costs. Our international recruitment efforts are reinforced by additional support systems for students on our campuses. The performance measure for this objective is the number of international students who are enrolled at Capilano.

Total Number of Student FTE for International Students						
Performance				Targets		
2012/13 Actual	2013/14 Target	2013/14 Actual	Performance Assessment	2014/15 Target	2015/16 Target	2016/17 Target
576	600	620	Achieved	600	600	600

Credentials Awarded

Consistent with its previous college designation, Capilano offers a wide variety of credentials, from certifications and diplomas to degrees and post-baccalaureates. The Ministry has specified that these data be limited to the following credential types: Graduate and First Professional, Bachelor, Diploma, Certificate, Developmental. Apprenticeships and Short Certificates are excluded. Capilano University is pleased to report its target was achieved.

Credentials Awarded						
Performance				Targets		
2012/13 fiscal Actual	2013/14 Target	2013/14 fiscal Actual	Performance Assessment	2014/15 Target	2015/16 Target	2016/17 Target
1554	1579	1661	Achieved	TBD	TBD	TBD

Aboriginal Student Spaces

Capilano University provides access to Aboriginal students and has consistently achieved Aboriginal enrolment targets. Aboriginal student enrolment continues to increase and graduation numbers have increased from 41 in 2008 to 52 in 2014. Kéxwusm-áyakn, our Aboriginal Student Centre and gathering space, provides a visible and welcoming place for Aboriginal students and provides an opportunity for others to learn about Aboriginal cultures. Our First Nations Advisory Committee is working closely with our First Nations Advisor with advice, recommendations and guidance to enhance access, retention and success of Aboriginal learners in CapU's programs. The performance measure for this objective is the number of Aboriginal students enrolled at Capilano University.

Total Number of Student FTE Aboriginal Students						
Performance				Targets		
2012/13 Actual	2013/14 Target	2013/14 Actual	Performance Assessment	2014/15 Target	2015/16 Target	2016/17 Target
498	500	459	Substantially Achieved	TBD	TBD	TBD

Student Satisfaction with Education

Capilano University has a reputation for high quality programs that we maintain by hiring highly qualified instructors and by reviewing curriculum through rigorous peer review and learning outcomes assessment processes. In addition, Capilano University has received full accreditation from the Northwest Commission on Colleges and Universities (NWCCU). After an exhaustive review of all aspects of the University completed over several years, Capilano University is recognized as an institution that fulfills its mission of providing quality education to enable student success. As part of our accreditation review process, we embraced a model of continuous improvement in which we document the annual assessment of student performance on program-level student learning outcomes and use that systematic collection of information in our regular strategic and academic planning and budget allocation processes.

The performance measures for this objective are the responses to the BGS and DACSO survey questions about student satisfaction with education, assessment of skill development, and assessment of usefulness of knowledge and skills in job performance.

Satisfaction with Education Diploma, Associate Degree, and Certificate Students						
Performance				Targets		
2012/13 Actual	2013/14 Target	2013/14 Actual	Performance Assessment	2014/15 Target	2015/16 Target	2016/17 Target
92.3% +/- 1.1%	≥ 90%	93.9% +/- 1.1	Achieved	≥ 90%	≥ 90%	≥ 90%

Satisfaction with Education Baccalaureate Graduates						
Performance				Targets		
2012/13 Actual	2013/14 Target	2013/14 Actual	Performance Assessment	2014/15 Target	2015/16 Target	2016/17 Target
96.6% +/- 2.6%	≥ 90%	97.5 +/- 2.5	Exceeded	≥ 90%	≥ 90%	≥ 90%

Student Assessment of the Quality of Instruction

We have achieved a high quality of instruction through hiring faculty members who are passionate about both their disciplines and their commitment to excellent teaching. Faculty in all program areas offering a certificate, diploma, or degree are involved in developing their own strategies for the assessment of program learning outcomes. Reports from those faculties who have implemented their assessment plans indicate that the program learning outcomes assessment is a valuable part of program review and improvement. Faculty members are evaluated in a comprehensive process that includes input from peers and students. They are offered professional development opportunities aimed at refining and continually re-invigorating teaching. While our major focus continues to be teaching, many faculty members have been able to produce important scholarly work in their fields, including the authoring of several widely used textbooks. Traditional scholarship will continue, but we see the scholarship of teaching and learning as having particular relevance for our institution.

The performance measures for quality of instruction are the responses to that question on the BGS and DACSO surveys.

Assessment of Quality of Instruction Diploma, Associates Degree, and Certificate Students						
Performance				Targets		
2012/13 Actual	2013/14 Target	2013/14 Actual	Performance Assessment	2014/15 Target	2015/16 Target	2016/17 Target
95.1% +/- 0.9 %	≥ 90%	97.2% +/- 0.8%	Achieved	≥ 90%	≥ 90%	≥ 90%

Assessment of Quality of Instruction Baccalaureate Graduates						
Performance				Targets		
2012/13 Actual	2013/14 Target	2013/14 Actual	Performance Assessment	2014/15 Target	2015/16 Target	2016/17 Target
97.7% +/- 2.1%	≥ 90%	96.3% +/- 3.1	Exceeded	≥ 90%	≥ 90%	≥ 90%

Student Assessment of Skill Development

One of the hallmarks of a Capilano education is our attention to learning outcomes that will stand our students in good stead not only during their time at university, but throughout their lifetime of learning. To that end, we have made attention to basic skills development a key feature of all our programs. Students learn the skills necessary to write, speak, and work effectively. They are prepared for the collaborative workplace by being able to bring analysis and critical capacities to the resolution of problems and the comprehension of diverse material. Most important, Capilano University students are encouraged and supported in their efforts to learn on their own, developing the skills of intentionality and personal motivation. The performance measures used are the responses to the assessment of skill development questions on the BGS and DACSO surveys.

Assessment of Skill Development Diploma, Associate Degree, and Certificate Students						
Performance				Targets		
2012/13 Actual	2013/14 Target	2013/14 Actual	Performance Assessment	2014/15 Target	2015/16 Target	2016/17 Target
75.8% +/- 1.8%	≥85%	77.5% +/- 2.0%	Substantially achieved	≥85%	≥85%	≥85%

Assessment of Skill Development Baccalaureate Graduates						
Performance				Targets		
2012/13 Actual	2013/14 Target	2013/14 Actual	Performance Assessment	2014/15 Target	2015/16 Target	2016/17 Target
87.5% +/- 4.8%	≥85%	88.0% +/- 5.4	Achieved	≥85%	≥85%	≥85%

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

One goal of our programs is to prepare graduates to work in local industries, as well as throughout the world. We use advisory committees to help ensure that our programs are preparing students with the knowledge, skills, and attitudes needed to work in their respective fields. In baccalaureate areas such as motion picture arts, tourism, and early childhood education our programs are world-renowned for their practical application, relevance to the current workplace, and quality of preparation. These are the standards to which we are holding all programs, including those that do not lead to a degree, and they figure prominently in our ongoing assessment of student learning outcomes and future success in the workforce. The performance measure used for this objective is the percentage positive response to the DACSO survey question about employment in a training-related job.

Assessment of Usefulness of Knowledge and Skills Diploma, Associates Degree, and Certificate Students						
Performance				Targets		
2012/13 Actual	2013/14 Target	2013/14 Actual	Performance Assessment	2014/15 Target	2015/16 Target	2016/17 Target
75.3% +/- 3.7%	≥ 90%	77.4% +/- 3.6%	Not Achieved	≥ 90%	≥ 90%	≥ 90%

Assessment of Usefulness of Knowledge and Skills Baccalaureate Graduates						
Performance				Targets		
2012/13 Actual	2013/14 Target	2013/14 Actual	Performance Assessment	2014/15 Target	2015/16 Target	2016/17 Target
88.1% +/- 4.9%	≥ 90%	90.1 +/- 5.3	Achieved	≥ 90%	≥ 90%	≥ 90%

Unemployment Rate

An overall objective of the university is to contribute to the Lower Mainland/Southwest BC economy. We believe that all programs contribute to the employability of graduates. We use unemployment rates as the institutional performance measure for this objective.

Unemployment Rate - Diploma, Associates Degree, and Certificate Students						
Performance				Targets		
2012/13 Actual	2013/14 Target	2013/14 Actual	Performance Assessment	2014/15 Target	2015/16 Target	2016/17 Target
9.5% +/- 2.3%	< 12.5%	8.1% +/- 2.2%	Exceeded	TBD	TBD	TBD

Unemployment Rate - Baccalaureate Graduates						
Performance				Targets		
2012/13 Actual	2013/14 Target	2013/14 Actual	Performance Assessment	2014/15 Target	2015/16 Target	2016/17 Target
1.2% +/- 1.6%	≤ 12.5%	4.0% +/- 3.3%	Exceeded	TBD	TBD	TBD

Employed in Training-Related Jobs (DACSO)						
Performance				Targets		
2012/13 Actual	2013/14 Target	2013/14 Actual	Performance Assessment	2014/15 Target	2015/16 Target	2016/17 Target
66%	65%	68%	Achieved	65%	65%	

Accountability at Capilano University

Capilano University has consistently achieved or exceeded our Accountability Framework Performance Measures targets for all performance measures for which there is current data, with one exception: DACSO graduates do not attain the target benchmark for the usefulness of knowledge and skills in performing their job, though it should be noted that the results for the DACSO graduates on this measure is improving. Keeping in mind that the respondents are graduates who are employed, many of these programs had small Ns (<5). Some programs such

as university transfer and engineering transitions are not designed to transition students immediately from graduation to work, and the work these students do may not be related to their studies. The denominator is “students currently employed” rather than “students employed in work related to their studies”. Capilano will continue to monitor these and other related data. The recently implemented focus on program-level student learning outcomes identification and assessment, with the close involvement of program advisory committees, should help ensure both that students are acquiring the skills and knowledge that will be needed in the workplace and that they have a solid understanding of how what they are learning is used in workplace situations.

Our enrolment numbers are stable. We are confident that continued attention to providing programs relevant to students’ goals and the needs of regional industry, and to maintaining our reputation will continue to draw students to the University. The ongoing development of our strategic enrolment management plan as well as our Academic and Strategic plans will facilitate the identification of strengths and weaknesses, as well as issues and strategies related to improvements in student recruitment, retention, and success.

In defining these goals, we acknowledge that success might look quite different for different students. For many students in ABE, success is gaining enough confidence to continue their studies. In Arts and Sciences, success may be gaining specific knowledge toward a career goal, simply becoming more educated, or discovering a passion to pursue throughout the rest of their life. Our professional programs are tied very closely to employment and practice, and success may be obtaining a job in a particular field of study, establishing an independent enterprise, or building a portfolio of artistic work. In all cases, we want to know how well our programs are helping students achieve the success to which they aspire.

Over the past few years we have been assessing students’ achievement of institutional as well as program learning outcomes, beyond the typical metrics of passed courses and generic surveys. In many cases, this has involved working with a program advisory committee both to define the expected program learning outcomes and to assess the graduates’ performance.

This continues to be a tremendous undertaking. What we see in our current data is that at the course level, where we have traditionally assessed student learning, it is relatively easy to establish targets, and our students' performance is high and fairly stable. At the program level, learning outcomes are more difficult to establish, methods of assessment are more varied, and achievements more difficult to benchmark. As programs complete assessment cycles, faculty are increasingly focused on improving the acquisition of essential and enduring knowledge, skills, and attitudes that distinguish their program graduates, rather than a limited focus on the outcomes of discrete courses. This is, for Capilano University, one of the most important ways in which we are building a culture of accountability.



What we mean by culture of accountability is a dedication to evidence-informed decisions and subsequent actions, reflection as well as response, leading to real appraisal, stocktaking, change, and ultimately a commitment to a cycle of assessment. This process requires data gathering and interpretation at many levels, but be appropriately structured and supported by the institution and the faculty. In other words, this commitment to evidence and accountability must be pervasive, coordinated, supported, and lived. In order to achieve this outcome, we must embrace a culture of accountability that runs through all aspects of the Capilano experience, and provide the support necessary to make it a real commitment for all students, staff, faculty, and administrators. This means establishing consistent assessment language and action from our mission to our governance, administration, services, programs, and courses. It also means assisting all members of the community in their understanding and use of evidence as the basis for planning, decision-making, reporting, and change.

Central to this is the principle of transparency, whereby all stakeholders have the opportunity to see and assess the important indicators of student learning success. We must make all assessments of learning, teaching, and service accessible through a public reporting process that provides aggregate data at the course and program levels, disaggregated data at the program and Faculty levels, and comparative data at the Faculty and institutional levels. In addition we must establish benchmarks for success that include traditional measures (rates at which students receive grades of D/F/W, completion, employment, satisfaction, etc.) and Capilano University-specific measures (experience on campus, preparation for the future, longitudinal indicators, elements based on specific learning outcomes, etc.), all of which can be organized and presented to inform our particular approach to advanced education.

In a very real way, accountability is at the heart of Capilano University's future success, the key to our ability to remain relevant in a changing and changeable world. It forms the basis for our understanding of ourselves, is central to re-visioning and understanding of what we hope to be. More than a series of numbers and measures, accountability is a conceptual and a practical stance that will insure responsible assessment, coordinated decision-making, shared understanding, and collective awareness.

