

# **Comprehensive Peer-Evaluation Report**

**Capilano University**

**North Vancouver, British Columbia**

**October 24 - 26, 2012**

*A confidential report of findings prepared for the  
Northwest Commission on Colleges and Universities*

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## II. Introduction

An Evaluation Committee of seven members from peer institutions representing the Northwest Commission on Colleges and Universities with the assistance of Dr. William Beardsley visited Capilano University in North Vancouver, British Columbia. From October 24 – 26 the Committee conducted a Comprehensive Evaluation for potential initial accreditation under all five of the Commission's Standards and all 24 of the *Eligibility Requirements for Candidates for Accreditation and Accredited Institutions*. In advance of the visit Committee members reviewed the university's Comprehensive Self-Evaluation Report and reviewed additional materials available electronically or in hard copy. The institution made initial application for accreditation in 2004 under the Commission's old Standards, became a candidate in 2008, was continued in interim candidacy in 2009 that was continued in 2010 on the basis of a comprehensive evaluation in 2010 and continued again in 2012 on the basis of an Ad Hoc Evaluation Report. The Committee members were aware that this was a candidate university seeking initial accreditation under the Commission's new Standards. If granted accreditation, the campus will have a Year One Evaluation next year.

The Committee met variously with the Board of Governors, the president, all vice presidents, all deans, many management staff, various faculty leadership groups and held an open forum for students, and very well attended forums for staff and faculty in our efforts to validate the findings of the Self-Evaluation Report and confirm that Capilano University meets the *Eligibility Requirements*.

While the university's presentation of documents and exhibits was generally complete, the Committee found that not all important elements were present. Those were provided on request. Scheduling for the Committee's various meetings was good and changes responded to with grace.

The Committee thanks the university for its hospitality, good work in getting important constituencies involved in our conversations, and several hours of sunshine.

We especially appreciated the frankness and openness that marked Capilano's responses to our many questions and probing.

## III. Assessment of the Self-Evaluation Report and Materials

Capilano University's *Comprehensive Self-Evaluation Report* reflects a serious effort at describing and often evaluating a rapidly evolving institution against the Commission's *Standards for Accreditation* and *Eligibility Requirements*. It captures well many of the changes since the *Interim Candidacy Comprehensive Evaluation Report* to the Commission following the November 2010 visit, and it presents responses to six recommendations made at that time. The *Report* proceeds to a full self-review responding to each of the five standards with the eligibility requirements parsed out under each chapter. It is well written although occasionally elements of the Capilano story did not always appear where expected. The *Report* generally corresponds to the realities the visiting Committee encountered. It fell short, however, of capturing the vitality and excitement of the campus.

The *Report* is highly descriptive. While it does accurately report those areas of operation where issues are still being resolved and progress is still being made, it does not always reflect on barriers to resolving those issues or how progress will be made. That is the most serious weakness of the *Report*.

Other materials necessary for the Committee's review were generally available electronically prior to the campus visit. In some cases, however the Committee found that more documents – some important to the visit – could have been made available in advance of our review.

### **Topics addressed as an addendum – Past Recommendations.**

The Ad Hoc Evaluation of Capilano University in October of 2011 presented the Commission and the institution with two recommendations. Recommendation #1 was to continue data collection, analysis and documentation regarding how students who complete courses, programs, and degrees have achieved identified learning outcomes (Standard 4.A.3). This recommendation is continued in our Committee's Recommendation #2.

The Ad Hoc Evaluation's Recommendation #2 regarded identifying targets for the indicators of core theme objectives and continuing meaningful data collection of meaningful, assessable, and verifiable data for a complete evaluation of its core theme objectives. Although the institution has made notable progress on its core themes, this recommendation is also continued in our Committee's Recommendation #2.

## **V. Eligibility Requirements**

The Committee reviewed with care Capilano University's fit with each of the 24 *Eligibility Requirements*. Our finding is that the institution fully meets those requirements.

## **VI. Mission, Core Themes, and Expectations**

### **Standard One – Mission, Core Themes, and Expectations**

#### **1.A Mission**

1.A.1 Evolving sensibly with the institution's newly assigned roles, Capilano University's straightforward mission is clear and focused. It is the result of an extensive consultative process engaging all key campus constituencies and is appropriate to an institution of higher learning:

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 ON-GOING EDUCATION, IN THEIR CHOSEN CAREERS, IN THEIR LIFE-LONG PURSUIT OF KNOWLEDGE, AND IN THEIR CONTRIBUTION AS RESPONSIBLE CITIZENS IN A RAPIDLY CHANGING AND DIVERSE GLOBAL COMMUNITY.

The mission statement appears appropriately on the campus web site and in many of its publications. In the committee's discussions with campus constituencies it was clear that the statement is well understood and well known. Staff and faculty displayed both an awareness of the mission and a sincere appreciation of how it informs their activities and attitudes. Its Board of Governors approved the current statement in 2009.

1.A.2 As a teaching focused university the institution's principal activities are derived from its authorization from the province of British Columbia and includes certificate, diploma, associate degrees, baccalaureate degrees and masters' degrees. (Masters' degrees are not currently offered.) Substantially all of the institution's resources are directed to that end. Its expected outcomes are articulated in Advanced Education targets established by the province Ministry of Advanced Education and are further expressed through its four Core Themes and seven overarching University Institutional Learning Outcomes.

#### **1.B Core Themes**

1.B.1 Capilano University has identified four Core Themes, which are generally reflective of its mission statement. They emerged from a strategic planning process in 2009 that also led to the most recent version of the mission statement. Conceptually, between the mission statement and the core themes lie seven University Institutional Learning Outcomes. The chosen Core Themes appear to follow structural elements of the institution, generally representing the four types of programming that the institution has traditionally pursued. With the exception of the fourth theme, however, the themes do not characterize the thrusts of the institution as a whole.

1. The General Arts and Sciences Core Theme focuses in the work of the Faculty of Arts and Sciences, in, for example providing coursework for the students traditionally bound for transfer out to baccalaureate programs elsewhere.

2. The Preparatory Studies Core Theme incorporates the institution's gateway programming for a range of students seeking a beginning, be it through literacy, adult basic education, workplace assistance, and transitioning to degree programs.

3. The Specialized Programs Core Theme incorporates certificate, diploma and degree programs that reach outward to focus on meeting the needs of the community and the regional needs of industry as well as serving learners seeking aesthetic engagement.

4. The Community Engagement Core Theme incorporates both traditional continuing education activities and those of the North Shore Credit Union Centre for Performing Arts – both are outreach efforts to the surrounding region intended to draw community members to its campuses. Its breadth captures historical strengths of the institution and has relevance to the whole campus.

1.B.2 For each of the four Core Themes, the university has established indicators of achievement intended to form the basis for evaluating the accomplishment of the objectives of the themes. Their utility and effectiveness is discussed in depth in section IX of this Report.

While these themes can effectively engage the elements of the institution that they describe in planning and assessment activities, they are vertical as opposed to horizontal and as such represent slices of the mission as opposed to the mission holistically. The Committee found these Core Themes serviceable but discovered that whether they “individually manifest essential elements of its mission and collectively encompass its mission” remains of concern to many at the university. The university itself expressed that concern in its list of challenges and next steps in the conclusion to the Comprehensive Self-Evaluation Report.

**Recommendation:** *Capilano University has identified four Core Themes in response to Standard 1.B. to represent essential elements of its mission. While to the Committee, the current Core Themes are serviceable in that regard, it is clear that whether they “individually manifest essential elements of its mission and collectively encompass its mission” remains of concern to many on its campuses. The Committee therefore recommends that Capilano University revisit its Core Themes to ensure that they will guide effectively its core theme planning*

## **VII. Resources and Capacity**

### **2.A Governance**

2.A.1 Capilano University, a public university in British Columbia, is under provincial jurisdiction through the Ministry of Advanced Education to which it is generally accountable. The university's statutory authority flows from the 2007 revision of the BC's *University Act* that includes the Capilano as a new special purpose teaching institution. That act establishes two governing bodies for the campus – the Board of Governors and the Senate. Both have clearly defined authorities, roles and responsibilities. Both include representatives of faculty, staff, administration and students, and the Committee found that those constituencies have a high level of satisfaction with the serious consideration of their views. The campus has been

responsive when the participation in shared governance has been less successful and has demonstrated a willingness to change elements of governance to better facilitate participation.

2.A.2 As an administrative entity, the Ministry of Advanced education to which the university reports is unlike a “system office” that staffs a central “board” in the U.S. Rather, it does set some policy, require quality assurance reports, and provides summary data regarding advanced education to both the campuses and the provincial government. Responsibility for reportage to the Ministry of Advanced Education is clearly established and the role of the institution is clear.

2.A.3 As a candidate for accreditation, Capilano has been very attentive to the Commission’s Standards. It is notable at the outset of this report that the institution has undertaken the demanding journey toward accreditation because it wanted to rather than because it needed to.

### Governing Board

2.A.4 The 15 member Board of Governors includes eight persons appointed by the Minister of Advanced Education, five elected from the University community (two students, two faculty and one non-faculty member), the President and Vice-Chancellor (the President) of Capilano University, and the Chancellor (a mainly ceremonial head). The chair and vice-chair are elected from Ministry appointees (two of whom are drawn from nominees by the Alumni Association). The campus maintains a list of desired competencies and experiences for Ministry appointees and submits a list of names for consideration. None of the appointed members have financial, contractual or employment interest in the university. The Board functions under the *Board of Governors Policies*.

The Chancellor and President serve throughout their term of office. The other campus constituencies represented on the Board have a substantive role in discussion and decision-making on the Board and its subcommittees.

A review of the Board of Governors' Policies and By-laws by the committee revealed appropriate coverage of matters including campus operations, appointment and employment expectations, communication, ethics, facilities, gifts, contracting and conflict of interest. The roles of the Board are well defined and well understood by its members and the campus community. Interestingly, the bylaws of the board apply equally to the president and the vice presidents in same manner as to Board Members.

2.A.5 With the exception of Board subcommittees on labor relations, presidential evaluation and audit (whose members are drawn from the government appointees), the Board’s subcommittees are multi-constituency and the Board meets and functions as a committee of the whole.

2.A.6 Review and approval of university policy is on-going by the Board, including the 2009 revision of Capilano’s mission that is shaping new policy. New policies responsive to campus operation and Ministry concerns have recently been adopted. The Board has also been appropriately involved in the decision to seek and preparation for accreditation review by the



Commission. A Board Development and Evaluation Committee regularly reviews the performance of the Board and its members.

2.A.7 The Board selects and appoints the University President after engagement of multiple constituencies in the search process. It evaluates the President annually and on the fourth year expands that evaluation to include a university survey.

2.A.8 The Board conducts a survey of its members annually as a measure of its effectiveness and considers those results in the context of previous survey results. It is interesting to note that Board members are required to take a loyalty oath binding them to perform their duties under the Bylaws of the Board of Governors of Capilano University that becomes part of the public record. As noted in 2.A.6 above, a Board Committee regularly reviews its performance and that of the members.

The Committee in meeting with members of the Board, the Committee found them to be engaged, highly knowledgeable about the institution and its quest for accreditation, and well prepared as regional leaders to assist Capilano University in many ways.

#### Leadership and Management

2.A.9 The Committee found that the university has a good and effective system of leadership marked by clarity of responsibility and a concern for accountability. The administrators appeared to have a high level of collaboration in their efforts, collegiality, and good qualifications. Administration from the deans' level up demonstrated a keen awareness of mission and the Core Themes chosen by the university and were using both as they planned and assessed operational effectiveness. A majority of them expressed concern, however, about whether the current Core Themes could be reviewed and changed. The Committee assured them that they could.

2.A.10 The university president is well qualified and probably more than "full time" in her efforts on behalf of the institution. Under the Bylaws of the Board of Governors, the President is a member of the board but cannot serve as chair. The Committee found that the President was guiding the university very effectively through significant changes, many linked to its quest for accreditation

2.A.11 The committee was impressed with the qualifications of the administration. As indicated above, there is good evidence of collaborative efforts that cross traditional unit boundaries and the institution functions well. The total number of administrators appears adequate. Fairly recent realignments of responsibilities seem to be working, especially the alignment of the deans under the purview of the chief academic officer. But the Committee notes with concern that the absence of a senior officer in the traditional student affairs area may mean that opportunities to enhance the co-curricular functions are being missed.

#### Academics

2.A.12 University policies related to academics are reasonably clear and available to all constituencies. The university is in the process of streamlining access to the policies

emerging from the three sources of same – Senate, Board, and Executive Committee – through renumbering and providing web access.

2.A.13 Capilano University library posts all relevant policies on the library website, including collection development, circulation, interlibrary loan, reciprocal borrowing agreements, copyright, building use, and other relevant policies and procedures.

2.A.14 Capilano participates in the British Columbia Council on Admissions and Transfer articulation system that ensures that students have access to transfer information. Further, when a student transfers to Capilano, the institution automatically reviews the transcript to determine the correlated course and provide credit for its completion. As part of the BCCAT process, faculty within the province meet annually to correlate courses, discuss standards, and articulate transfer. The system is immensely helpful to students, counselors, and faculty.

2.A.15 The Student Conduct Policy, Student Rights and Responsibility Policy, and Cheating and Plagiarism Policy are available on-line. An appeals process is outlined in the Student Conduct Policy. The director of student services adjudicates violations of University policies. The Access and Accommodation Policy for Students with Disabilities is on-line. All policies were clearly stated, readily available, and appeared to be administered in a fair and consistent manner.

2.A.16 All policies regarding admission to the institution, continuation in and termination from its educational programs, appeals and readmission policies are available in the Calendar and Capilano University website. The Committee felt there was not a clear policy regarding termination of educational programs. Other policies regarding educational programs are established by the Senate. All were observed to be administered in a fair and timely manner.

2.A.17 The University recognizes the student newspaper and the Capilano Student Union as societies under the Societies Act of British Columbia. The University assists these societies in providing services and activities to the student body but recognizes these two societies as independent and separate from the University.

#### Human Resources

2.A.18 Human Resource policies are published on the University website on various pages. The various collective bargaining organizations also have policies in their agreements. Policies are reviewed and updated periodically.

2.A.19 Every employee goes through an orientation process shortly after being hired which explains all the above aspects. Each employee has a position description that explains work assignments, responsibilities, and procedures for evaluation.

2.A.20 Human Resource files, which are not maintained electronically in a secure directory, are in the Human Resources office in a secure location with limited access.

#### Institutional Integrity

2.A.21 Throughout the Committee visit, many observations were made regarding the consistency of the institution's self-representation. From a thorough presentation of schedule

and important dates to academic and administrative policies, Capilano University accurately portrays itself.

2.A.22 The Committee found that the university displays high ethical standards in its operations and dealings with the public. Although the Committee expressed concern regarding the absence of a clear policy regarding arrangements for students in discontinued programs (see Recommendation # 3), it found policies providing excellent vehicles for conflict resolution and harassment as well as a solid statement on a respectful learning and working environment. Collective bargaining agreements also provide for grievance resolution.

2.A.23 Policies regarding conflict of interest for various constituencies were clear, including in the By-Laws of the Board of Governors.

2.A.24 Issues regarding intellectual policy for students were clear and faculty rights are included in the collective bargaining contract.

2.A.25 Capilano accurately represents its current accreditation status and does not encourage speculation regarding future status.

2.A.26 Board of Governors policy regarding contractual agreements is clear and appropriate under the Commissions Standards.

#### Academic Freedom

2.A.27 A strong Academic Freedom Policy promulgated by the Senate provides appropriate protection for faculty and "shall be based on mutual respect for the opinions of students and other members of the academic community."

2.A.28 The Committee registers no concerns regarding an environment that supports independent thought in the pursuit and dissemination of knowledge and affirms that the university's constituencies are intellectually free to examine thought, reason and perspectives of truth.

2.A.29 Scholarship appears to be presented appropriately and sources of intellectual property are acknowledged while personal views, beliefs and opinions appear to be appropriately identified.

#### Finance

2.A.30 The university operates under a combination of Ministry of Advance Education regulations and governing board policy. The capital budgets, debt management, and certain elements of the budgeting process are specifically prescribed by the Ministry. In addition, the governing board publishes fiscal and financial management policies that are either more prescriptive or not addressed in Ministry regulations. The university meets this standard and has published these policies on their website.

## **Standard 2.B: Human Resources**

2.B.1, 2, & 3. A review of staff and administrator personnel files revealed two groups who are balanced in terms of experience and academic preparation. The ethos of care towards the institution's students was prevalent across staffing lines. While staff members are to be evaluated annually, few were. The institution is implementing a new annual evaluation process starting in November, 2012. Administrators were generally evaluated annually with the exception of one file reviewed where an individual had multiple supervisors over a two year period in which none of the supervisors evaluated this administrator.

Position descriptions were available for every position and accurately reflected duties, responsibilities and authorities.

Sufficient professional development opportunities are funded within each department. The Human Resources department also offers professional development workshops each term. Each faculty member receives one week of paid professional development leave for each course section taught.

While staff and administrators commented workloads were high, there seemed to be sufficient staff to support the operation of services and the staff and administrators need to be commended for their willingness to take on additional work during tight budgetary times.

2.B.4, 5 & 6. A review of faculty personnel files reveals a faculty who are appropriately qualified. Faculty evaluations are administered based on his/her employment status. All faculty members start on probationary status for their first two years. Each faculty member is evaluated annually during this time, and if needed, a plan is implemented to address identified areas of concern. After two successful years of reviews, faculty are categorized into regular and non-regular status. Regular faculty are evaluated every five years and non-regular faculty are evaluated every three years. A faculty member may also be evaluated sooner if there is concern regarding his/her performance. Regular full-time faculty teach eight sections per year and regular part-time faculty members teach a minimum of four sections per year. Non-regular faculty are hired to teach within a specialty or skill area, where there is a short-term increase in demand, or in areas necessary to backfill regular faculty vacancies. All evaluations seemed included in personnel files reviewed by the evaluator.

## **Standard 2.C Education Resources**

2.C.1 The academic programs offered at Capilano University are appropriate for the institution's mission and approval status. While degree designators are slightly different than those regularly encountered in the NWCCU's American institutions, the degrees and certificates appear consistent with an institution of higher education.

Care is taken to ensure quality and rigor wherever offered and however delivered. All regular faculty are observed by an evaluation coordinator to assess their instruction when they are scheduled for review, once every five years. For sessional faculty, this observation is conducted every year. No faculty are exempt from this review. Students, alumni, and

community advisors all report a level of rigor beyond that of the larger, more traditionally focused institutions within the province.

Student outcomes are addressed in greater detail in Standard 2.C.2 below.

2.C.2 Student learning outcomes have been established for many, but not all, programs. Capilano continues to make progress toward establishing program learning outcomes, an effort that will receive strong support from the Senate Academic Planning and Program Assessment Committee. It is critical that this progress continue until it includes every academic program at the university.

The publication of program learning outcomes is inconsistent, both in the catalog ("calendar") and on the university website. The University is encouraged to increase consistency of format and location for published outcomes to make them easily accessible and identifiable to students.

The evidence was fairly limited on the uniformity with which course outcomes are published in syllabi. The institution should confirm their inclusion in all syllabi, and address any gaps identified.

***Recommendation:*** *The Committee recognizes the significant work the institution has done to initiate a culture of assessment, but this work is still in progress. The committee recommends that the institution ensure that all university functions and units have outcomes assessment plans established, implemented, and published, and that the results of these assessments are evaluated and result in improvements. In particular, we recommend a focus on student learning outcomes for all academic courses and programs. (2.C.2, 4.A.2, 4.A.3, 4.B.1, 4.B.2)*

2.C.3 Capilano courses and degrees, and their related learning outcomes, are appropriate to an institution of higher education. Credit and degrees are awarded based on student achievement, regardless of the delivery model or campus.

2.C.4 Capilano University offers a variety of degree programs. Those programs must conform to Senate policy and must be approved by the provincial Degree Quality Assessment Board. Those two bodies ensure that the curricular requirements for degree programs meet standards for and are therefore typical of those found at other institutions in terms of coherency of design and appropriateness of breadth, depth, sequence of courses, and synthesis of learning. Requirements for admission and graduation are clearly published and readily accessible in the calendar.

2.C.5 Under the British Columbia University Act, the Capilano Senate is given the authority to determine the content of curriculum and the criteria for awarding credentials. The process by which curriculum for a program is developed and revised is well defined, and at all stages of the process, faculty members have a major and active role. In the Senate Curriculum Committee, in particular, the membership is preponderantly faculty members, although its chair is not a faculty member.

The process for selection and hiring of new faculty members is described in the collective bargaining agreement. The search committee includes the coordinator of the program, at

least one other faculty member, and the dean; clearly, faculty members have substantial input into the process.

The Committee found much evidence that faculty members throughout the university enthusiastically accept their responsibility for fostering student achievement. Capilano's faculty members are unquestionably highly dedicated to the learning of their students.

In every case that was explored, it was the faculty members of a program who were responsible for the development of expected learning outcomes and the means by which student achievement of those outcomes would be assessed. The university has effectively provided assistance in the development of expected learning outcomes and assessment plans through workshops and consultations. In addition, the Senate Academic Planning and Program Assessment Committee regularly reviews the assessment plans that have been submitted and provides feedback to the programs regarding their plans. Especially effective, it appears, is the use of oral presentations to the committee by the individual programs.

2.C.6 Some evidence indicating library use within courses was gathered by the Committee. Library database use has increased 46% in the past year. Student interviews in the student forums showed a near unanimous response by students that library resources were necessary for research papers. Librarians are assigned as liaisons to individual departments enabling better communication from faculty for necessary library support. Having said this, the library should create more formal assessment tools that measure actual library usage for support of course assignments.

2.C.7 Capilano follows prescribed policies for accepting credit from experiential learning. It appears that they follow these policies as well as complying with the requirements of the standards.

2.C.8 The criteria for accepting transfer credit is outlined on Capilano's web site and the policies are readily available. Capilano participates in the British Columbia Council on Admissions and Transfer articulation system (BCCAT) that ensures that students have access to transfer information. Further, when a student transfers to Capilano, the institution automatically reviews the transcript to determine the correlated course and provide credit for the student. As part of the BCCAT process, faculty within the province meet annually to correlate courses, discuss standards, and articulate transfer. The system is immensely helpful to students, counselors, and faculty.

### Undergraduate Programs

2.C.9 & 10 Numerous conversations indicated a clear and enthusiastic recognition by members of all faculties of the importance of a broad general education component in the Capilano educational experience. Faculty members are clearly committed to helping to ensure that students graduate with, for example, key discipline-independent skills (e.g., critical thinking and communication) and with a sense of civic and professional responsibility.

There are three primary ways that Capilano University addresses general education, each of which is described in the paragraphs that follow: (i) Each baccalaureate and associates degree program requires a set of general education-type courses (e.g., humanities, science, etc.), totaling 24 credits for baccalaureate programs. (ii) The university created a set of “Institutional Learning Outcomes” (ILOs), and it is required that the assessment plan or each program connect Program Learning Goals (PLOs) to the ILOs, and the university plans to rely on program assessment as the means of assessing ILOs. (iii) In recognition of the fact that many students transfer to another institution before completion of a degree, the Faculty of Arts and Sciences has created a set of outcomes focused on that group of students.

The requiring of a set of “breadth” courses is one way to ensure that students are at least exposed to a diversity of coursework beyond their major discipline. However, such a “cafeteria” approach to general education, especially one without explicitly stated outcomes, is input-driven instead of outcome-driven. Without clearly defined expected outcomes, the institution cannot know whether students who take a set of general education courses are able to successfully gain the set of knowledge and skills that a general education curriculum is supposed to impart. As a way of increasing the value and relevance of breadth courses, a number of Capilano programs have negotiated with the departments that deliver various breadth courses to deliver courses of enhanced relevance to the students of the receiving department (e.g., Physics of Sound and Light offered to Motion Picture Arts majors.)

The creation of a set of Institutional Learning Outcomes (ILOs) is an important step for the university, and constitutes the definition of what the university believes all students should gain as a result of an education at Capilano. The idea to tie the PLOs to the ILOs is laudable because the two sets of learning outcomes will reinforce one another. A number of faculty members noted that they make use the ILOs in informing the content of their courses. There are, however, several concerns that must be raised.

1. It is unclear how the breadth courses described above (i.e., 24 credits of humanities, science, etc., for a baccalaureate) contribute to the ILOs. An effort to somehow integrate and/or consolidate required breadth coursework with the ILOs would be valuable and would increase the contribution of those courses to the ILOs.
2. For some programs, the articulation between the ILOs and the PLOs was done with substantial and careful thought, resulting in a deliberate and well-considered connection between the ILOs and the PLOs. However, for other programs, there is very little, if any, easily recognizable connection between the ILOs and PLOs, and in some cases all that was done was to simply list the two types of outcomes next to each other on the assessment report turned in by the program. Obviously, the more care and consideration that is put into the connection, the more value there will be in the use of PLOs as a proxy for ILOs.
3. There has yet to be consideration of how, at a university level, it will be determined if the each of the ILOs has been achieved. How will data from the various programs be consolidated? How will the university decide, based on the data, what broad improvements to general education curriculum might be warranted?
4. The ILOs, as written, are not expressed as outcomes, but instead are merely broad categories (e.g., “communication skills”). A more explicit and focused statement of

each ILO in the format of an expected outcome would aid in their assessment and in their articulation with the PLOs.

5. The use of program assessment as a means of assessing the ILOs may or may not be viable. On the one hand, responsibility for assessing the ILOs would be distributed through the various faculties and might therefore cause better buy-in and participation by faculty members. On the other hand, without university-wide focus on general education outcomes, the ILOs may end up relegated to secondary status. If the university chooses to stick to the path of using assessment of PLOs as a proxy for assessment of ILOs, the university must assess carefully the effectiveness of such a practice.

Transfer students, by their nature, present a number of challenges to anyone trying to assess the learning outcomes of that group: (i) they may or may not complete a credential, (ii) the number of credits they take varies substantially among students, and (iii) the subject area focus of their credits varied substantially. Laudably, the Faculty of Arts and Sciences has made substantial progress in identifying a set of expected learning outcomes for those students who are transferring. Those expected outcomes are simple and straightforward (e.g., increased reading and writing ability), and they are reasonably well aligned to the ILOs, although not perfectly. And because they have been constructed to apply to a wide swath of students, they may be of value of assessing general education outcomes for a wider array of students than only transfer students.

*Recommendation: The committee recommends that the university take the steps necessary to ensure that all programs include a robust general education component with identified and assessable learning objectives. Those steps should include the creation of a consistently strong connection between university-level and program-level learning outcomes, and the development of the means for determining whether, at a university level, institutional learning outcomes have been achieved (2.C.9, 2.C.10, 4.A.3).*

2.C.11 It appears that the applied degree and certificate programs have an identifiable and assessable set of learning outcomes. These are provided on the courses in the college catalog ("calendar").

### Graduate Programs

2.C.12 – 2.C.15 Capilano University offers no graduate degrees.

### Continuing Education and Non-Credit Programs

2.C.16 The noncredit and credit continuing education courses are highly compatible with the institutions goals. The continuing education program speaks to all four standards by working in community engagement, specialized programs, preparatory studies, and with the general arts and sciences. The community education program provides offerings for all levels of interest in a huge variety of topics. It engages the community by bringing individuals on the campus. It is impressive to see the extent to which the continuing education area acts as the heart and soul of expressing the core themes and expressing the mission of the institution.



2.C.17 & 18 It appears that Capilano's continuing education program maintains the academic quality of its offerings. The programs are tied closely to community needs and are directed to helping those in the area be successful. This is illustrated well in their language outreach programs and their ability to partner with industry to provide training. It appears that assessing in the area of language and remediation, there is evidence of a continual cycle of improvement. In other outreach areas, such as community courses, there doesn't appear to be a clear assessment strategy.

2.C.19 Capilano maintains records of students that have participated in non-credit courses and programs. Students in many programs go through the normal registration process in order to participate in courses.

## **Standard 2.D: Student Support Resources**

2.D.1 Capilano University offers a wide array of academic programs, and thus has numerous programs and services to support student-learning needs. The University has a Math Learning Centre, which provides assistance to students in any math class. The University also has a Writing Centre, which works with students from all subject areas to write clearly, logically, and effectively in their fields of study.

Capilano University enrolls a large number of international students and First Nations students. In order to support the learning needs of these students, Capilano University provides International Student Services and First Nations Students' Services. The Centre for International Experience provides academic advising, student leadership, and mentorship and engagement opportunities. The CIE also orients new international students and provides several activities during the first week of classes to acclimate international students.

First Nations Students' Services provides students assistance with course selection and registration, information concerning college resources, consultation regarding personal and educational career paths, and serve as a liaison with college instructors.

Capilano University also provides assistance for students with disabilities through the Disability Services Office. Students with documented disabilities can receive reasonable accommodations based on their respective disability.

Finally, Capilano University also offers counseling services and a limited service health clinic.

All of these services support student learning needs and most are located in the Birch building or the adjacent Library that allows students to access services in one central location, essentially functioning as a one-stop support center.

2.D.2 Capilano University contracts with Concord Security for campus security. Concord provides security 24 hours a day, seven days a week. Two officers work during the day and swing shift and one officer works during the graveyard shift. While Concord Security stated they keep crime statistics, Canada and British Columbia do not require disclosing crime statistics and thus they are not made available. The security officer interviewed stated most crimes were opportunistic in nature. The security officer stated the vast number of recent crimes included theft from vending machines.

2.D.3 Capilano University has an array of educational offerings and admits students to respective programs based on specific requirements. Each of the three campuses provides a one-day orientation prior to the start of fall term. This program acclimates students to campus, provides additional information regarding academic and university expectations, and generally prepares students for the start of classes.

Academic advising is not required by students. Most students commented they talk with faculty regarding academic advising.

2.D.4 Capilano University does not have a policy regarding program elimination and what arrangements will be made to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

**Recommendation:** *The Committee recommends the University establish a written policy that specifically outlines, what arrangements the University will make to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption, were the university to eliminate a program or significantly change program requirements (Standard 2.A.16, 2.D.4).*

2.D.5 & 6 Capilano University provides all of the appropriate information regarding this Standard on the University website, most of which is available in the Calendar. This reviewer found pieces of the above information difficult to locate. For example, when searching for admission information, the Admission/Readmission requirements webpage did not include information regarding admission requirements for students from British Columbia. A student would have to search a specific academic program to find out those requirements. The website did not seem intuitive by this reviewer.

2.D.7 Student records are maintained on a secure student information system, Banner. Paper documents processed as part of a student's file are scanned using a document imaging system. These records are backed up at an off-site location. With the exception of two file cabinets of paper documents that are being converted to electronic format, all paper documents, which are not in electronic format, are maintained in a fire-protected area. The University has clearly articulated policies and procedures regarding retention of records and follows those policies accordingly.

Capilano University has an established policy for confidentiality and release of student records and follows this policy accordingly.

2.D.8 & 9 Financial aid is administered provincially through StudentAid BC. Students can learn about the various forms of financial aid and specific scholarships through the financial aid website. Students who receive financial aid also get counseling regarding the repayment process of student loans. Capilano University's student's loan default rate has decreased over the last five years and is lower than most other comparable institutions, which suggests the counseling is effective.

2.D.10 Academic advising is provided in the Advising Centre. Students are not required to seek advising, and many students commented they utilized faculty for academic advising. Students can drop-in or schedule specific advising appointments. Some students voiced concern regarding academic advising where information provided by the advisor was contrary to information they would get from a different advisor. Students who utilized the Advising Centre did express satisfaction (88% satisfied) in a 2010 survey.

2.D.11 All the co-curricular activities this evaluator observed and learned about support the institution's mission. Most of the co-curricular activities support Core Themes #1, #2, and #4. Most of the programs and services had professional staff that oversee the operation of the programs and ensure it is governed appropriately. The Capilano Student Union, while not directly supervised by a professional staff member employed by the University, still had a relationship with the University to ensure it is governed appropriately.

2.D.12 Capilano University offers food services, operates a bookstore, and has childcare available at the North Vancouver campus. The University contracts with Aramark for its dining services. The dining area serves as meeting and studying space for students. Students, faculty and staff are selected to serve on the Food Service Committee, which meets monthly and provides feedback and input regarding food services to the University President.

The University also operates a campus bookstore. Textbooks, clothing and various sundries are available for purchase. The bookstore also offers a textbook and calculator rental program. The bookstore does not have an advisory committee as outlined by the Standard.

The University also operates a Child Care Centre. Students, faculty, staff and the community are able to utilize the Centre that provides childcare for approximately 65 children.

2.D.13 Student-athletes at Capilano University must meet the same admission requirements and procedures, academic standards, degree requirements and financial aid requirements as other CU students. Student-athletes must also meet regulations set forth by the Pacific Western Athletic Association and the Canadian Collegiate Athletic Association. Approximately 110 students participate in intercollegiate athletics.

The athletic program relies mainly on funding from the University. The athletic department maintains and participates in the budgeting process as any other department on-campus and complies with all university policies and procedures.

2.D.14 Students enrolled in on-line courses are required to take examinations either at an approved campus site or by approved proctors. Students show identification before taking exams. Staff expressed their interest in ensuring identity verification of students and have explored best practices among other universities in British Columbia.

## **Standard 2.E Library and Information Resources**

Standard 2.E.1 Capilano's library has built a solid foundation of library services and collections. Database access to electronic journal holdings is very strong with 50 databases supplying access to over 58,000 periodical titles. Databases selected have a clear relationship with programs and curriculum. Ebsco, JSTOR, and Muse provide solid liberal arts support.

Business Source Premier for the Business program, Hospitality and Tourism Complete for the Tourism program, the Naxos and Sibley Music databases (especially the Jazz component) for Music, PsycINFO and PsycARTICLES for Behavioral Science, and SPORTDiscus for health and recreation programs provide specific examples of careful purchases that support specific academic programs. A recently established Discovery layer of software allows single searching over multiple or all databases at once, a Google type search greatly desired by students.

All databases are made available over the Web via proxy server. Sixteen new full-text databases in the last year with use increases of 46% demonstrate the increased importance of digital information. Interlibrary Loan provides 2-3 day delivery of articles not owned by the library. Simply put, Capilano students have access to large amounts of journal literature accessible 24 hours a day.

The library's collection of 117,000 books, as well as CD and DVD collections, provides a solid monographic foundation for student support. An e-book package with patron driven acquisition provides even more electronic access. Weeding is done systematically to ensure currency in the collection. Altogether, Capilano holds or provides access to library resources with appropriate levels of currency, depth, and breadth.

2.E.2 The library completed a new Strategic Plan in 2012, and ongoing planning and evaluation continues as library practice. As a result, plans are in place to upgrade and change the physical space in the library (signage, learning commons, etc.), and to advance efforts regarding copyright clearance, assessment, and social media. Students give feedback through instruction evaluations and annual surveys. Circulation statistics, database use statistics, direct questions, observation, and anecdote give additional input. A librarian is assigned as liaison to each faculty department, and the University Librarian serves on the Senate Curriculum Committee, University Senate, Academic Advisory Committee, and the Teaching and Learning Centre Advisory Committee.

Comparative data is supplied through the Council of Post-Secondary Library Directors report. Benchmarking library resources against peer institutions allows Capilano to evaluate their holdings and resources.

2.E.3 Appropriate instruction and support for students is necessary to maximize use of materials. Librarians teach information literacy to all English 100 courses as well as many Psychology courses. An online version of English 100 with quizzes allows teaching through Moodle or to distant sites. Specialized classes for particular disciplines are available upon request. A budget line enables librarians to journey to both the Sunshine and Squamish campuses to teach appropriate classes as well.

Students evaluate librarian instruction formally on a regular basis. Seven FTE librarians, all holding the Master's degree in Library Science, and 14.5 FTE staff supports library services an adequate 74.5 hours per week. Students have access to a librarian at the reference desk, as well as phone, chat and email reference assistance.

2.E.4 The Millennium Integrated Library System (ILS) provides solid systems support to the library, and is known for its sole access to its server and its tight security. The IT Service Desk

provides assistance for computing, and supports wireless access and all workstations in the Computer Learning Centre within the library.

Library database statistics have increased 46% in the past year. Student interviews in the student forums showed a near unanimous response by students that library resources were necessary for research papers. Librarians are assigned as liaisons to individual departments enabling better communication from faculty for necessary library support.

Two consortium memberships, the BC Electronic Library Network and the Electronic Health Library of BC offers special pricing on select databases. Capilano students enjoy reciprocal borrowing arrangements with BC college and university libraries, including the University of British Columbia and Simon Fraser University. A combined catalog, Outlook Online, provides access to respective holdings. Cooperative agreements are extremely valuable, but are not substitutes for the required efforts of the host institution.

**Concern:** *Better assessment in order to demonstrate learning outcomes is needed. Are students learning the essential research and information skills required of a university graduate? (Standard 2.E.4)*

## **Standard 2.F Financial Resources**

The university meets Commission Standards 2.F.1, 2, 3, 4, & 7. The financial statements audited by an independent chartered accounting firm show the institution has budgeted prudently, collecting revenue in excess of expenditures and allowing for net assets to accumulate. In order to maintain fiscal stability, the board has approved a financial policy directing the institution to create and maintain a reserve equivalent to 25% of the annual international tuition revenue. Operating under the auspices of the province of British Columbia, the university has to meet specific requirements regarding budget deficits, capital spending, and debt. The last audit resulted in no management letter comments, evidence that internal controls are sufficient.

The operating budget process of Capilano requires that requests submitted contain rationale that demonstrates linkage to institutional priorities and strategic plan, and calls for several iterations of proposed budget scenarios. These are vetted through the senate (via the senate budget advisory committee), administrators, and board, allowing for input from various campus constituents and adjustments as external budget factors materialize.

2.F.6 The relationship between general operations and auxiliaries is appropriate.

### Physical Plant

2.F.5; 2.G.1, 2.G.2; 2.G.3; 2.G.4 Under the auspices of the Ministry of Advanced Education, Capilano must submit capital requests and plans annually. The capital budget process is reliant on funding provided through the province, which will vacillate from year to year. What is provided however, is an allowance for improvements and repairs to already existing facilities. This limits the university's ability to plan and implement major capital projects as part of a strategic plan since the funding decisions are made at the Ministry, and options to enhance that source of funding is limited by authority to acquire or dispose of real property,

and the acquisition of debt. Nonetheless, the institution has completed key elements of a campus master plan by utilizing internally and externally space utilization information, and a Campus Conceptual Development Plan provided by an external consultant. This plan details how the campus should grow and develop with the properties currently owned, and will be modified as the opportunities for property acquisition surface. The conceptual design has established desired circulation routes for vehicular and multimodal transportation, preferred locations for parking and future buildings, and gathering areas for campus constituents. This latter element was lacking in the prior facility plan and the work in progress for the Aboriginal Gathering Space and the Library/Arbutus courtyard will augment the teaching and learning process by creating an atmosphere and space where collegial dialog can continue outside the classroom. The university is actively seeking external funding sources to continue with implementing the Campus Conceptual Development Plan.

**Commendation:** *The evaluation committee commends the University on the progress made in developing the Campus Conceptual Development Plan, the construction made since the last visit, the Bosa Centre, and establishing the Aboriginal Gathering Space and Library/Arbutus courtyard. Additionally, the relocation of key administrative offices including the president, the vice presidents, and deans to the center of campus, sends a strong statement about their accessibility to all campus constituents.*

Equipment is replaced utilizing a combination of an expected lifecycle for information technology based equipment and the budget development process (aligned with strategic priorities) for other requests. Through inspection, and interviews, equipment appears sufficient for supporting the institutional mission. The university has established policies and procedures for the handling of hazardous and toxic materials.

### Fundraising activities

2.F.8 The Capilano University Foundation exists as a separate organization and operates under a written agreement with the university. The university provides development staff and accounting services, and the foundation has representatives from the university Board of Governors serving on their board. The university has established strategic priorities they would like the foundation to seek support for, which is being incorporated into their efforts.

### **Standard 2.G Physical and Technological Infrastructure**

2.G.5; 2.G.6; 2.G.7 The Committee found that the institution meets Commission Standards 2.G.5, 6. & 7. Since the last site visit, major efforts have been made to update and standardize the technology infrastructure to support university core themes. As stated earlier, technology equipment is replaced on a life cycle typically based on a useful life of 4 years. Web and system security have been upgraded and upper administration has made it a high priority to ensure the technology platform of the university is as current as possible. Training is provided for academic and administrative systems, along with training in specific programs and applications.

The process for technology planning, however, is not uniformly understood throughout campus. While the technology support staff has significant opportunities for input, the

response throughout the rest of the campus varies significantly. In recognition of this, the university has reorganized the input process and plans to establish an advisory sub-committee reporting to the Senate. This would mirror the governance process utilized in developing the budget, which the campus constituents feel provides opportunity for meaningful input.

**Concern:** *The Evaluation Team is concerned that an inconsistent view is shared campus wide regarding opportunities for input into the planning process for technology infrastructure.*

## **VIII. Planning**

### **Standard 3.A Institutional Planning**

3.A.1, 2, 3, 4, & 5. Capilano University has established a highly participatory planning process emerging from a history in which planning consisted of resource allocation decisions made within the context of the former community college system. The move to university status in 2008 with the bicameral nature of a new governance system required more systematic approaches at both the Senate and program levels. In 2009 following a Board Planning Retreat, the President solicited input from all constituencies for a new strategic directions document to guide the developing university. The emerging strategic directions then overlaid all of the institution's planning processes.

An iterative exchange between executive management, Senate and Board as well as the Alumni Association led to Board Policy B 101 (Capilano University's Vision, Values, Mission, Goals and Strategic Directions) in 2009. Those strategic documents now guide planning on campus and interface with Core Theme Planning.

The seven broad directions (3.A.4) guide the institution at the highest level and guide faculty and administrative unit strategic plans with annual program or unit objectives and are paralleled by annual institutional objectives that can be used to satisfy Ministry reporting requirements. While multiple planning elements sometimes lead to wonderment regarding how they all fit together, the Committee found that Capilano University's "Planning Framework" effectively weaves the elements together with the Ministry Accountability Reports and the accreditation quest.

The current planning process is on-going, purposeful, and systematic (3.A.1) and is certainly broad-based offering opportunities for input by the appropriate constituencies (3.A.2). Adequate data and data analysis to support such a comprehensive process is required by and for various Ministry reports (3.A.3) that include goals, objectives and performance measures. The institution generally tracks progress under its Strategic Directions Statement, but in a volatile environment the utility is more as a planning touchstone than as a reporting measure (3.A.4). Analysis of the Institutional Goals and Outcomes for student learning and related program outcomes will ultimately reveal the most important outcomes; they are discussed in the Assessment sections of Core Theme Planning.

Wisely, the university has begun a process of revenue reserves that will assist in recovery of operations (3.A.5). Dispersed throughout Chapter Two of the Self-Evaluation are many other indicators that the institution is attentive to this issue.

## **IX. Core Themes**

### **3.B Core Theme Planning**

Core Theme Planning is reviewed in each of the following sections on Capilano University's Core Themes. Interwoven here are also evaluations of the assessment process.

#### **Core Theme One: General Arts and Sciences**

##### Introduction

The aspects of Capilano University that constitute this core theme are in transition. In previous years, Capilano's role was very heavily in the realm of providing a place where students could acquire credits, and sometimes diploma or an associate's degree, before transferring to one of the research universities. The responsibility for providing those credits falls primarily with the Faculty of Arts and Sciences (FAS). With Capilano's ascension to University status, the role of providing transfer credits has diminished (although is still very important) and the number of students pursuing associates degree has dropped to the point where there is now consideration of no longer offering them as broadly. However, two important roles for the FAS have increased. First, because many specialized programs are now offering baccalaureate degrees, there is a much greater need for general education coursework, which falls substantially in the realm of the FAS both conceptually and logistically. Second, the FAS has created a new baccalaureate degree in liberal studies, which although it presently has an enrollment of just over a hundred, has the potential to be a very popular degree at Capilano.

Thus, the role of "General Arts and Sciences," and of the FAS in particular, is changing rapidly. Unfortunately, in its description of Core Theme One (CT1), the self-study does not fully capture the importance of the Arts and Sciences to Capilano. In fact, there is not an explicit statement of the core theme to be found. The only statement of core objectives appears to be in a table in the section responding to Standard One that lists "strategic goals" as well as the measures, metrics, and targets. It should be noted that those "strategic goals" are limited in their scope to only the transfer function of the Arts and Sciences.

##### 3.B.1, 2. 3 – Core Theme Planning

The self study states that planning for CT1 has focused on two logistical aspects: (i) identifying emerging needs for programs and courses and (ii) adjusting to changes in educational systems, and two conceptual aspects: (i) considering what it means to be an educated person in a changing world and (ii) ensuring that the university maintains the quality of a Capilano student's education.

Planning for the logistical aspects has focused on adjusting offerings to meet demand, and it seems that this aspect of planning works reasonably well.

Planning for the "conceptual" aspects has focused primarily on the creation of a new Bachelor of Arts in Liberal Studies (LSBA) program. The LSBA is highly interdisciplinary and each



student is able to develop an area focus within the program. Although in its infancy, all indications are that the student who graduate from the program will be extremely well prepared for the multitude of career choices (e.g., law school, graduate school, many positions in industry and government) where the possession of a specific set of technical skills are not a requisite for entrance. All indications are that the LSBA is a well-designed program and is enthusiastically supported by the FAS. It seems that the creation of the LSBA has galvanized the FAS with a new purpose.

One area that is lacking from planning for this core theme is the attention that must be paid to ensuring that all students graduating from Capilano have a robust general educational component in their curricula, so that they have the knowledge, skills, and enduring habits of mind that are not discipline specific but which are necessary to create “an educated person in a changing world” and ensure a high quality educational experience at Capilano. Although not described under this core theme, Capilano has made substantial progress in the realm of general education planning with the development of its “Institutional Learning Outcomes.”

#### 4.A.1, 2, 3, 4, 5, 6 Assessment

Assessment for this core theme has four primary components.

The first component is the set of indicators that are listed in chapter one of the self study and again on page 104, and are designed to indicate success at several “university strategic goals:” student success in ongoing education, students prepared for further study, and students prepared for success in chosen career. Data for one important metric, achieving student learning outcomes, is not yet available. The metrics listed seem quite general and give little information on what changes would be needed if problems were found. To measure “students prepared for further study,” it seems that the institution should attempt to secure information on the success of students after graduation instead of simply noting whether they transfer. In several conversations with campus representatives, it was noted that Capilano students do very well after transferring; it would be good to capture that information in a more formal way.

The second component is the development, by the Faculty of Arts and Sciences (FAS), of a set of learning outcomes that specifically target transfer students. This group of students is difficult assess because they enroll for varying numbers of credits and often do not secure a credential before transferring. It is laudable that the FAS has taken on this challenge, and it will be interesting to see how effective the system is once fully implemented.

The third component, and the one discussed the most in the self-study, is the assessment of the learning outcomes that have been developed for the Bachelor of Arts in Liberal Studies (LSBA). Those learning outcomes are directly based on the Institutional Learning Outcomes, and the process of creating those learning outcomes could serve as a model for development of expected learning outcomes for other programs. As evidenced by the assessment reports, the process of assessing the outcomes of the LSBA and of using that assessment information is well developed.

The fourth component is the use, or potential use, of Institutional Learning Outcomes (ILOs) to assess the broad impact of general education (the courses for which primarily are offered by the FAS). The university has proposed to first articulate the ILOs with Program Learning

Outcomes (PLOs), and then use assessment of the PLOs as a means of assessing the ILOs. As described above in 2.C.9 and 2.C 10, the university has much work to do to ensure that their methodology will provide a solid assessment of the ILOs.

**Concern:** *Many of the assessment measures described in this section are works in progress, and until that work is finished, it will be difficult to evaluate whether the university is effectively evaluating its success at achieving this core theme.*

In every case that was explored, it was the faculty members of a program who were responsible for the development of expected learning outcomes and the means by which student achievement of those outcomes would be assessed.

Of the four components described above, only two have solid data at this time: the initial measures listed in the tables of indicators (page 104) and the assessment of the LSBA. The table of indicators on page 104 lists “Improvement Strategy” as being “in progress” for all of the indicators. It is unfortunate that in the one place where solid data exists, the university has yet to develop improvement strategies. Again, it may be that the measures are not ones that do a good job of informing what sorts of changes should be made. It should be noted that the assessment report for the LSBA does list several changes made as a result of assessment results.

**Concern:** *For those measures for which data exist (table on page 104), Capilano has yet to take the next step of developing improvement strategies. Either the measures should be changed or improvements should be developed and pursued.*

**Concern:** *In a broad sense, assessment of the General Arts and Sciences core theme is in its early stages. Capilano must ensure that assessment structures are put into place and that the results from those assessments are used for improvement of programs.*

## **Core Theme Two: Preparatory Programs**

3.B.1 One of Capilano’s strong points is its dedication to ensure success for all learners. They have been proficient in tailoring their offerings to the needs of each campus. Historically they served as a feeder institution to universities in the province. With their new designation as a university, they are striving diligently to define themselves as a destination campus and yet retain their role of providing preparatory education. Their comprehensive plan illustrates a desire to function in both roles successfully and is guided by their core themes.

An example of how they have maintained their desire to provide opportunities for students to improve is illustrated by their focus on language improvements. At one of their outreach locations, they have increased the availability of courses. For international students, they are using a new program called, English for Academic Purposes (EAP), which tailors the language instruction to a student’s particular program of study. These examples suggest that they are expanding their mission while maintaining their dedication to preparatory studies.

Planning for the Preparatory Studies theme seems to be in line with their comprehensive plan and guides the selection of programs.

3.B.2 It appears that Capilano’s planning for the core theme in regard to preparatory studies is guided by the results that they would like to achieve. The basic result indicated in the self-study and detected in the evaluation is student success. They have spent significant effort trying to understand what would be considered success in terms of preparatory studies and have created a plan that would allow them to assess these indicators.

3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

4.A.-B. As this is the first cycle of many of the assessment measures, it is difficult to determine if the planning portion of the Preparatory Studies core them was influenced by appropriately defined data. There is evidence that they are evaluating the first series of data and it is clear that this information will be used to direct planning in the future. It is suggested that they continue to use this data for planning as well as record and report the extent to which they utilize this data for improvement.

### **Core Theme Three: Specialized Programs**

#### Introduction

Specialized Programs comprise the third core theme at Capilano University, which differs from other academic core themes due to its specialized focus on the specific and ever-changing needs within the local regions and industries. The programs are distributed through the Faculties of Business, Fine and Applied Arts, Health and Education, and Arts and Sciences. Several of the aforementioned faculties also include programs that align more closely with other core themes, particularly the Arts and Sciences core theme.

The faculty who lead these specialized programs pride themselves on innovation, collaboration, and developing student learning through applied experiences. They find inspired ways to work across program lines, and to benefit many different audiences through their programs, from local businesses to villagers in developing countries.

Capilano’s responsiveness in adapting and continuously improving the specialized programs curriculum to address current needs was praised by alumni, students, and advisory board members. However, the “Specialized Programs” title was somewhat confusing for those not engaged with the university on a daily basis, and may not fully describe the spirit of this work. The title and nature of this core theme also create overlap and duplication in Standards 3 and 4 because it is difficult to separate evaluation of the specialized programs core theme from the evaluation of student learning in academic programs that make up this core theme.

The institution may want to examine whether these critical programs are accurately described by the current core theme and objectives, or whether the specialized programs contribute to some broader institutional purpose. The many advisory committees may provide useful additional perspectives and insights into the greater purpose and distinctiveness that are the foundation of specialized programs.

### 3.B Core Theme Planning

Core themes and strategic guidance are incorporated into decision making throughout the university. They are particularly evident in the review and approval of curriculum proposals, such as new, revised, enhanced, or suspended programs. Similarly, budget allocations are also determined based on their connections to the core themes and strategic guidance.

A great deal of planning takes place within the specialized programs to predict and respond to the changing environment in which they operate. The faculty note how common it is to find new ways to collaborate and learn from each other when they have the opportunity to interact, such as at Deans' Advisory Council meetings. The institution may want to consider how it can continue to facilitate higher level planning and discussions for the specialized programs theme as a whole, particularly because this core theme depends on units led by multiple deans.

The self-study identifies a set of focused data used to inform the evaluation of the specialized programs core themes. The faculty and administrators in this area evince great interest in demonstrating their achievement of the core theme's objectives. Beyond evaluating performance in the stated objectives, the institution regularly evaluates other types of data to ensure specialized programs are current and responsive to local needs. While the current indicators would suffice, given more time the institution may discover ways to incorporate additional indicators of quality and impact into this core theme.

### 4.A Assessment

The indicators are well laid out in the Specialized Programs core theme, and based on data that are generally readily available and have often been collected for many years. Specialized Programs assessment measures include completion rates, program outcomes assessment, programs with internship and co-op opportunities, employment in related fields, and usefulness of education in job performance. The last two measures are based on data collected by the government. The institution is actively engaged in discussions about the relevancy of the core theme objectives, indicators, and targets.

As student learning in specialized programs is assessed, the faculty evaluates the usefulness of the data and the effectiveness with which the data are collected. The assessment processes are adjusted accordingly. Work is under way to make the program assessment systematic and consistent (as addressed in Recommendation #2). The new Senate Academic Planning and Program Assessment Committee provides a venue for faculty to help their colleagues develop and implement assessment plans. When program assessment is more thoroughly implemented to provide evidence of student learning

within individual programs, there will be a greater capacity to integrate evidence of quality in addition to the more-easily collected success and completion rates.

The framework and motivation are in place to assess and align programs and services with this core theme's objectives. However, it is more clearly evident how individual programs and faculties are planning, evaluating, and making improvements than it is for the entire core theme. Deans' Advisory Councils help to integrate these activities, but specialized programs present a challenge because they stretch across multiple deans. A structure or process to integrate these discussions across all contributing areas to the Specialized Programs core theme would benefit the holistic view of their accomplishments.

#### 4.B Improvement

Core theme and program assessments are based on meaningful indicators of achievement, although as discussed above the institution is in the process of refining its indicators and targets as more evaluation demonstrates their relevance and efficacy. These assessment indicators have been used to recommend improvement strategies, such as supporting higher employment rates by communicating the skills and abilities of Capilano graduates with local industry.

The faculty who lead specialized programs must continuously improve the programs in order for them to remain relevant. There is plentiful evidence from students, alumni, community advisors, and administrators that these continuous improvement efforts have resulted in vibrant programs that prepare Capilano graduates to make significant contributions in their professional and future educational pursuits. Advisory board members are actively and meaningfully engaged in helping these specialized programs determine the best paths to improvement based on the data. They report that Capilano graduates are reliably better prepared than other employment candidates, with a strong combination of the necessary technical skills as well.

As noted in the previous section, the institution would benefit from greater integration in the assessment and improvement of this core theme, beyond the individual programs which make up the core theme. The concern below pertains to both Standard 4.A and Standard 4.B.

*Concern: Despite the significant assessment activities that are taking place within individual faculties that contribute to the specialized programs core theme, the evaluator is concerned that there is insufficient integration between faculties in the planning, assessment, and improvement of this core theme.*

### **Core Theme Four – Community Engagement**

#### Introduction

Capilano engages in an extensive number of activities that draw in and support nearly 9000 community patron's involvement in the university. Organized by the Continuing Education department, Elder College and the Community Music School provide cultural and intellectual enrichment to 55+ community members, with events and seminars providing core activities. The Serious Fun program provides sports camps, basketball leagues, and facility rentals.

Regular non-credit courses offer a variety of learning opportunities in areas such as travelling, weaving, painting, photography, creative writing, WordPress, and musical experiences in choir, instruments, and enjoyment.

Continuing Education sponsors a wide variety of programs designed to assist community members into the workplace. Adult Basic Education, Advanced Business Training (ABT), and the Work Start Essentials programs provide serious coursework, career advisement, and work skills that benefit the community. The Employment Skills Access Program specifically targets unemployed people in the BC community that have no direct government assistance, particularly immigrant populations. The program teaches customer experience skills, English language, intercultural interaction, and business and culture in Canada. A specialized program in warehouse management has been particularly successful. Regular non-credit courses offer classes like mobile marketing, taxation, public speaking, sales, accounting, web development, Microsoft Office, and small business development.

Community Development and Outreach provides training in basic literacy, college and career preparation, health education, computer training, ESL, First Nations Journeys, and volunteer tutors. Partners include community centers, First Nation organizations, schools, employers, and unions. Portfolio development courses assist K-12 students to produce required portfolio pieces for entry into Capilano's Animation and Studio Art programs.

The Parents as Career Coaches gives parents the tools to support their children in education and career choices. Hundreds of parents have participated in this program illustrating Capilano's pro-active engagement in area high schools. Altogether, a tremendous amount of programming is provided to give the North Shore community multiple options for personal and work skill enrichment.

The Centre for Performing Arts hosts over 18,000 people in a given year. The same Centre offers Capilano students rich opportunity for engagement through the Arts and Entertainment Management program. Students manage whole events from contracting to scheduling, stage management, sales, advertising, and actual performing with professional musicians. Students also manage performances in music clubs and local theatres in the Vancouver area.

The Children's Centre utilizes the early Childhood Care and Education department to support children and parent community services support by doing workshops for the YWCA and childcare centres, including Capilano's own centre. Early Childhood Practicums are required for degree completion, and illustrate Capilano's emphasis on community engagement and practical experience as a core value.

In fact, most degree programs notably require an impressive amount of hours of practicums for degree completion. The Interactive Design program has students working with area businesses such as the Vancouver Canucks on various projects involving web-based applications. Motion Picture Arts produces business promotion pieces that places film practice over film history, particularly with the Whistler Film Festival. The Legal Studies department works with over 400 law offices to place students in the work environment, often with pay. The Music Therapy program requires a thousand hours of practicum with over 90 community partners offering services from children to seniors. The Special Education program, Occupational Therapy, Applied Behaviour Analysis (Autism), and Medical

Assistance degrees also require hours of practicums offering direct experience working in the field. Advisory Boards made up of working professionals in the respective disciplines offer networking and real world opportunities that often translate into career employment.

The First Nations Student Services, with a just completed student lounge and culture centre, reaches out and mentors First Nations students with registration, course selection, and cultural enrichment projects. Student graduates have doubled in the past five years. Outreach to Sechelt, Squamish and Mt. Currie regarding personal and educational needs continue in area band offices, communities, and schools. The First Nations Film program, unique to western Canada, provides highly sought after graduates, particularly to work in the Aboriginal People Television Network and NBC.

### Standard 3.B Core Theme Planning

An operational manual is in progress to assist Project Managers with the complexities of managing multiple government-sponsored training contracts has been developed. In addition, the Faculty Senate Committee has approved the continuing education unit (CEU) as a form of measurement for applied knowledge credit. Records and enrollment processes have been integrated into Banner. Site locations are explored with area communities to determine best delivery of programs. Capilano is currently in discussion with North Vancouver for a Lower Lonsdale waterfront location in conjunction with other business, cultural, and housing developments. Additional degrees and programs will need the same degree of planning in terms of how they incorporate community engagement values.

### Standard 4.A Assessment

Capilano's self-assessment report admittedly states "while the University has anecdotal evidence of the efficacy and success of these programs, the Community Engagement core theme is in need of additional assessment work." Surveys have measured satisfaction with programs in Continuing Education, but Capilano needs "to develop assessments that capture the local and global impact of activities" of students into the community. Clearly, assessment measures still are needed on this core theme.

### Standard 4.B Improvement

Continuing Education continues to exceed target goals on total enrollment, percentage fill rates for each cohort. A matrix that defines goals for its future has been completed. Participation will increase from 9000 to 10,000, CE program evaluations will average 5.8 on a 7 scale, 75% employment rate for business training contracts with \$800,000-\$1,000,000 value of new business income, and a minimum of five outreach activities to area communities. Measurements will be taken to determine if program goals are met.

The Centre for the Performing Arts regularly surveys community patrons concerning their interests and needs. Parking and lobby space emerged as an immediate need, with future surveys planned for issues around marketing and quality of programming.

**Commendation:** *The evaluation committee commends Capilano University for its core theme of Community Engagement that builds on its historical strength. Numerous examples demonstrate that Capilano has taken seriously its outreach services, particularly with the First Nations community. Deliberate degree programs engage students through practicums and*

*community programming. Examples include the First Nations Student Services and Arts and Entertainment Management programs, business and work skills provide through Continuing Education, and the hundreds of hours of practicums required in degree programs.*



## **X. Mission Fulfillment, Adaptation, and Sustainability**

### **5.A Mission Fulfillment**

5.A.1 Capilano University is well positioned to fulfill its rapidly evolving role as a university. Since its designation as a university in 2008, new and well conceived baccalaureate programs have been added, and it has weathered and overcome some declines in government funding that does not fully compensate for growth while responding effectively to increased accountability demands with data driven reports to the Ministry regarding its fulfillment of mission (Education Performance Targets of the Ministry of Advanced Education). The university successfully re-conceptualized itself (Capilano University's Vision, Values, Mission, Goals and Strategic Directions) in 2009. Most importantly, Capilano has conceived and implemented a comprehensive planning framework drawing on those elements interwoven now with adoption of NWCCU Standards including Core Theme Planning. This is a nimble institution.

The Committee found broad evidence of regular, systematic, participatory, self-reflective and increasingly evidence-based assessment of its accomplishments at Capilano University. While, predictably, that is currently uneven across reporting units, it is a good start. A newly formed committee of the Senate (Senate Academic Planning and Program Assessment Committee) is now reviewing assessment plans and reports across a broad cross section of reporting programs and the programs are reporting progress (to date), significant findings, strategies for improvement, and strategies for improving assessment. Programs make presentations to the committee, providing an interactive forum for discussion and proposing modification to assessment activities. Another promising observation regarding institutional assessment of accomplishments is the high level of collaboration the Committee found in both deans and vice presidential groups. They get it.

5.A.2 While the Senate Academic Planning and Assessment Committee has had a generally positive faculty reaction to its process, it will begin an even more valuable phase in the next assessment cycle as it will share with the university the best practices it observes as well as those found at accredited institutions elsewhere. This entire process is directed toward determining quality and effectiveness.

### **5.B Adaptation and Sustainability**

5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

At this point the annual budgetary process is key in the on-going evaluation of the

adequacy of resources as costs and revenue from programs are evaluated in the context of mission and strategic directions and reallocations are made as necessary to meet – mainly – student demand. With the measurements for quality assurance now tasked to the Senate Academic Planning and Assessment Committee, the provost and deans are currently developing a framework for program prioritization based on mission, values and strategic directions, a framework that will be widely shared with the university community. From the resulting dialog with the community, the institution plans a consensus-based decision matrix for program priorities. And again, reportage to the Ministry of Advanced Education on its Performance Targets sharpens the mind in this regard.

5.B.2 Capilano University has done a significant rethinking of planning, practices, resource allocation, capacity and results. The new (and still emerging) systems have already led to significant changes. Internal reallocations to strengthen professional programs, new programs in film studies, liberal studies and post baccalaureate diplomas in business reflect considered and effective change.

5.B.3 With the re-conceptualizing of itself as a university giving it a firm sense of Vision, Values, Mission, Goals and Strategic Directions, Capilano began to assess seriously its strategic position and define future directions. It is doing so. It is using the major components of its governing system – Board and Senate – appropriately in this effort. While its operating grant from government has been relatively stable, other variables exist and the institution has been responsive. Good enrollment management has led to a financial policy directing the institution to create and maintain a reserve equivalent to 25% of the annual international tuition revenue. New academic programming responsive to both student interest and industry needs has strengthened enrollment and associated revenues. The creation of a solid framework for planning, the repositioning of assessment responsibilities to a new Senate committee are solid steps as is the work of provost and deans in developing a protocol for program prioritization. These are indicators of institutional attention to sustainability. While these steps and others are responsive to Commission Standards, they are also smart thinking on the part of a nimble institution with an impressive history of adaptation and flexibility now with a firm grasp of mission, vision, values, goals, strategic directions and planning.

The Committee believes that Capilano University is responding well to the Standard on mission fulfillment, adaptation, and sustainability.

## **XI. Summary**

The Committee found an exciting, vibrant, and solid institution that has matured into its new role as a university. There is strong evidence that its mission, vision, values, and strategic directions have set it on a clear, sensible course into a

distinctive future where it will – as much as can be said of any institution – prosper. Although Capilano University is a work in progress, the Committee found a high and rising level of quality and a keen sense on the part of its leadership of its challenges and of strategies to address them. Recognition that it is only through philanthropic initiatives that many elements of the campus plan will come to fruition, for example, is appropriately acknowledged in the Self-Evaluation and Board and administration seem poised to respond. While the Committee's Recommendations are indicators of work to be done (rethinking Core Themes, strengthening assessment, attending to necessary policy, and aligning outcomes of strong general education with institutional learning outcomes), the university's impressive history of successful adaptation, flexibility and willingness to focus its energies promise continuing improvement and appropriate responses to our Recommendations.

## **XII Commendations and Recommendations**

### **Commendations**

1. The Evaluation Committee commends Capilano for seeking status as a regionally accredited institution. This desire and effort suggests that Capilano is concerned about its student success beyond the local province. It also suggests that Capilano provides a quality education and that their students have a higher level of capability after completion. It clearly shows that Capilano is interested in being a cutting edge institution.

2. The evaluation committee commends Capilano University for its innovation and adaptation, and for its commitment to maintaining its identity and connection to its community as it continues to evolve.

3. The evaluation team commends the University on the progress made in developing the Campus Conceptual Development Plan, the construction done since the last visit, in particular the Bosa Centre, and establishing the Aboriginal Gathering Space and Library/Arbutus courtyard. Additionally, the relocation of key administrative offices, including the president and deans at the center of campus, sends a strong statement about their accessibility to all campus constituents.

4. The evaluation committee also commends Capilano University for its core theme of Community Engagement that builds on its historical strength. Numerous examples demonstrate that Capilano has taken seriously its outreach services, particularly with the First Nations community. Deliberate degree programs engage students through practicums and community programming. Examples include the First Nations Student Services and Arts and Entertainment Management programs, business and work skills provided through Continuing Education, and the hundreds of hours of practicums required in degree programs.

## Recommendations

1. Capilano University has identified four Core Themes in response to Standard 1.B. to represent essential elements of its mission. While to the Committee, the current Core Themes are serviceable in that regard, it is clear that whether they “individually manifest essential elements of its mission and collectively encompass its mission” remains of concern to many on its campuses. The Committee therefore recommends that Capilano University revisit its Core Themes to ensure that they will guide effectively its core theme planning.

2. The Committee recognizes the significant work the institution has done to initiate a culture of assessment, but this work is still in progress. The committee recommends that the institution ensure that all university functions and units have outcomes assessment plans established, implemented, and published, and that the results of these assessments are evaluated and lead to improvements. In particular, we recommend a focus on student learning outcomes for all academic courses and programs. (2.C.2, 4.A.2, 4.A.3, 4.B.1, 4.B.2)

3. The Committee recommends the University establish a written policy that specifically outlines, what arrangements the University will make to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption, were the university to eliminate a program or significantly change program requirements (Standard 2.A.16, & 2.D.4).

4. The committee recommends that the university take the steps necessary to ensure that all programs include a robust general education component with identified and assessable learning objectives. Those steps should include the creation of a consistently strong connection between institutional student learning outcomes and program-level learning outcomes, and the development of the means for determining whether, at a university level, institutional learning outcomes have been achieved (2.C.9, 2.C.10, 4.A.3).

**In addition to meetings and interviews with the President, all Vice Presidents and Deans, as well as department leaders, other senior staff and nine members of the Board, the Evaluation Committee met with the following:**

**Staff Forum Attendance  
October 24, 2012**

<u><b>Name</b></u>	<u><b>Position</b></u>
Jayne Craig	DDA 1, BPA
Jane Cyr	DDA1, Music Dept.
Shannon Zanon	Receptionist Music Dept.
Suzanne Norman	Admission/Advising – Registrar’s Office
Angela Yee	Admissions/Advising – Registrar’s Office
Robert Neudorf	Facilities
Wendy Dansie	DDA4, Pure and Applied Sciences
Roger Sum	International Office (CIE)
Alison Rudko	International Office (CIE)
Carole Gencay	DDA 1, School of Business
Nancy Tran	School of Business Career Development Officer
Joan Gauthier	Dean’s Assistant
Dianne Cottrell	DDA2, Library
Gail Smith	Teaching and Learning Centre
Leah Arthur	Executive Receptionist
Atoosa Moshtagh	Dean’s Assistant, Fine and Applied Arts
Michelle Medalla	Dean’s Assistant, Faculty of Business
Diane Leong	Accounting Assistant
Janice Chow	Accounting Assistant
Shannon He	Information Student Admissions Advisor
Hugh Soulis	Learning Support Specialist, ESL and Computer
Assisted	Language Learning
Brenda Grisack	DDA, ABT
Fiona Sizer	DDA, School of Legal Studies
Christine Melling	Executive Assistant, International, External
Relations	and New Initiatives
Brenda Rovner	Financial Systems Administrator, Financial
Services	
Bernadette Andrade	Executive Assistant, Academic and Provost
Dalene Samborski	Library
Kathleen Klem	Teaching and Learning Centre

**Senate Academic Planning and Program Assessment Committee Attendance  
October 24, 2012**

<b><u>Name</u></b>	<b><u>Position</u></b>
Eric Kristensen	Director, Teaching and Learning Centre
Frank DiPuma	Manager, Institutional Research
Brian Bailey	Research Analyst, IR
Marion Haythorne member)	Manager, Recruitment and Transition (faculty
Mark Battersby coordinator FAS	Faculty, Philosophy/Learning Outcomes
Jillian Feist Financial Aid	Associate Registrar, Records, Registration, and
Michael Fleming	Faculty, Philosophy, Humanities Chair
Tammy Towill	Faculty, School of Business & Senate Vice-Chair

**Sunshine Coast Campus Meeting Attendance  
October 25, 2012**

<b><u>Name</u></b>	<b><u>Position</u></b>
Sandy Middleton	Community Development and Outreach
Jules Smith	Counselling/Advising/SCIID
Marina Ahrendt	Reception/Student Services
Caroline Dépatie Education	Global and Community Studies and Continuing
Joanne Quirk	Sunshine Coast/CDO/HCA/CE

**Advisory List Attendance  
October 26, 2012**

<b><u>Name</u></b>
Robin Wilson
Catherin Rae
Maria Anna Parolin
Mark Busse
Alvin Wasserman
Lisa Hubbard
Heather Scoular
Christine Uhrmann
June Maynard

**Faculty Forum Attendance  
October 25, 2012**

<b><u>Name</u></b>	<b><u>Position</u></b>
Jane Still Costuming	Chair, School of Motion Picture Arts & Instructor,
Richard Brand Adult Basic Ed.	Chair, School of Access and Academic Prep –
Sue Hogan Management	Capilano School of business & Dept. of Tourism
Leighan Crowe	School of Applied Business
Karen Okun	School of Applied Business
Shelley Quarles	School of Applied Business
Don Bentley	Prep Studies (ABE/CUP)
Corey Muench	EAP (formerly ESL)
Catherine Ostler	EAP and School of Applied business
Colin Gilker	ABE
Deanna Baxter	Math and Stat Department
Lindy Tucker	Schools of Applied Business & Legal Studies
Jason Leslie	School of Legal Studies
Debbie Jamison	School of Legal Studies/ Applied Business
John Fairlie	School of Legal Studies
Paris Simons	School of Legal Studies/ABT/CSB
Michael Begg	School of Legal Studies; School of Business
Sylvie Trudel	First Nations Transition/CUP
Judith Watson	School of Business
Stanley Greenspoon	Pure and Applied Sciences (physics)
Tim Schouls	Social Sciences (Political Studies)
Darcie Hillebrand	School of Applied Business
Michael Fleming	Humanities (Philosophy)
Charles Hooge	ABE
Carol Schoen	ABE and CDO
Joanne Quirk	HCA/CDO/SCID
Leonard George	Psychology
Lisa Lajeunesse	Math and Stats
Dilbagh Dhammi	ABE
Michelle Gunness	ABE
Paul McMillan	Biology
Rick Davies	Outdoor Recreation and Tourism
Kim McLeod	Tourism Management and Outdoor Recreation
Luis Fernando Villalba	School of Business
Jorge Ocegüera	School of Business
Carrie Jung	EAP and CDO
Mary Giovannetti	School of Communication, School of Applied
Business and	School of Business
Tim Acton	English and Humanities



Sally Walters	Psychology
Stephen Williams	School of Allied Health, Music Therapy
Grace McNab	Jazz Studies and Music Diploma
Catherine Jackson	ABE
Jen Reilly	Tourism and Outdoor Recreation Management
Sue Dritmanis	School of Communication, Magazine Publishing
Program	
Cheryl Schreuder	Dept. of Geography
Stuart Aikins	Chair, of Performing Art/Bachelor of Performing
Arts Degree	
Gillian Barber	Coordinator Theatre Department/Instructor
“Specialty	Programs”
Cheryl Kramer	Counselling and Learning Support/Disability
Services	

**Specialty Programs: Business, Fine and Applied Arts, ECCE, Tourism Faculty  
Attendance  
October 25, 2012**

<b><u>Name</u></b>	<b><u>Position</u></b>
Judith Watson	School of Business
Anna Delaney	School of Public Administration
Alison McNeil	School of Public Administration
Susan Bell	School of Tourism Management
Christy Dodds	School of Tourism Management – Scuba
Jim Rossi	School of Tourism Management
Tania Alekson	Library
John Fairlie	School of Legal Studies
Kim McLeod	Tourism & Outdoor Recreation
Sue Lumb	School of Human Kinetics
Ca, su;vester	Global Stewardship
Jen Reilly	Schools of Tourism and Outdoor Recreation
Rick Davies	Outdoor Recreation and Tourism
Kathleen Kummer	ECCE
Vineet Johnson	School of Human Kinetics
Ted Hamilton	School of Communication
Sue Dritmanis	School of Communication, Magazine Publishing
Leighan Crowe	School of Applied business
Carol Aitken	Idea Program, School of Art and Design
Mary Lou Trinkwon	Textile Arts
Pascal Mielli	IDEA Program, School of Art and Design
Stuart Aikins	Chair, School of Performing Arts
Grace McNab	Jazz Studies
Maureen Bracewell	Global Stewardship
George Roberts	Music Diploma