Northwest Commission on Colleges and Universities

An Interim Candidacy Comprehensive

Evaluation Report

Capilano University

North Vancouver, British Columbia, Canada
April 20-22, 2009

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Introduction

This report summarizes the interim candidacy evaluation of Capilano University on April 20-22, 2009. The primary purpose of this visit was to determine if the institution meets the eligibility requirements and is making progress in all of the nine standards in preparation for accreditation with the Northwest Commission on Colleges and Universities. The visiting committee reviewed the institutional response to the recommendations made by the Commission on January 9, 2008 when Capilano College was granted Candidate for Accreditation status.

Capilano University is a publicly funded post-secondary institution with a history of over 40 years. The university is located in North Vancouver, British Columbia and in addition to its main campus delivers some programs to two small remote campuses. The university receives about half of its funding from the Province of British Columbia with about 30% of its funding coming from tuition and the balance coming from other revenue sources. The primary focus of the institution has been on the delivery of preparatory studies, vocational and career training, university-level courses, degrees at the associate level and, since the early 1990's, at the baccalaureate level.

In 2008 the name of the institution was changed from Capilano College to Capilano University under legislation approved by the Province of British Columbia. The institution is among five that were named as a 'Special Purpose Teaching University.' This change has necessitated some changes in governance to comply with the new legislation, as noted in this report. For now the mission of the institution remains unchanged. The new university status has encouraged the institution to develop a number of new baccalaureate programs consistent with its mission, and some are under development. While the provincial legislation authorizes the institution to deliver graduate programs, there are no current plans in place to do so.

Self-Study Report and Supporting Materials

It was evident to the visiting team that Capilano University is committed to the process of accreditation as was noted by the team from the previous site visit. The self-study documents provided in advance of the visit were extensive and detailed and mirrored the prior document provided to the 2007 visiting team. The study was structured in a manner to provide information relative to each standard and its associated components and policies. The visiting committee noted that the self-study was largely descriptive although there were elements with a focus on the analysis of data and the implementation of process improvement.

The discussions of how the institution is addressing each accreditation standard were somewhat abbreviated, and references within the self-study to the evidence provided in the appendices or on-site were not specific. The materials provided as exhibits in the team meeting room were in some cases difficult to link to the self-study, as they were not specifically identified there. Individual interviews on campus allowed the identification of additional documentation supporting institutional action related to accreditation standards.

The committee recommends that as the University prepares for a subsequent accreditation visit its self-study should elaborate on the manner in which the standards are being specifically met. The institution is encouraged to include references to the specific evidence that is provided in the self-study appendixes or will be available during the visit and can be reviewed on-site.

Discussion of Response to Prior Recommendations

There were four recommendations made to Capilano University as it was granted Candidacy for Accreditation. The university responded to each recommendation in its self-study. Following are those recommendations and the committee review of the response:

*1.   The committee recommends that all applied or specialized degrees, or programs of an academic year or more in length, contain a recognizable body of instruction in program-related areas of communication, computation, and human relations. **(Standard Two – 2.B.1, Policy 2.1)***

As discussed in more detail in the section on *Policy 2.1, General Education and Related Instruction Requirements* of this report, in response to the 2007 recommendation, the university surveyed all instructional programs to determine the extent of general or related instruction offered in each program, either as designated courses or embedded in other program courses. Further, the Senate passed a new policy on April 7, 2009, requiring all programs of 30 or more credits to provide a minimum of 45 hours of instruction in computation and 45 hours in human relations.

While the institution has taken significant steps to address this recommendation the implementation is incomplete and the committee recommends further action by the institution.

2.   The committee recommends that the College provide adequate student services for the Sechelt and Squamish campuses taking into account the nature of student populations at each site. **(Standard Three – 3.A.4)**

As discussed in more detail in section *2.G, Continuing Education and Special Learning Activities* of this report, a visit to the Sechelt campus found major improvements since the 2007 visit.   Many student services have been improved at this site, including enhanced counseling, financial aid and library support from the main campus.   A fulltime advisor and liaison to the First Nations community has been funded by a government grant.   The interview with the dean of the other remote site found that similar improvements had been implemented there. The institution has acted decisively to implement this recommendation.

3.   The committee recommends that the College develop and implement a comprehensive, ongoing plan for deployment of technologies and user support services for students and faculty to ensure seamless use of technology in teaching and learning. **(Standards Five - 5.B.3 and 5.D.4)**

The committee reviewed the Self-Study Report, the Self-Study Report Appendices and information contained within the exhibit room. It was determined that the information available was inadequate to assure the institution's completion of this recommendation for improvement. In campus discussions, the administration communicated the details of their "Deployment of Technologies and User Support Services" plan.   The Committee was advised that the plan was approved by the Executive Committee during late 2008, but it appeared that implementation of the plan was incomplete at the date of the visit.

As noted in their plan, technology is far reaching at the institution and is incorporated into a broad base of users, support staff, and administrators. Included within the plan are four objectives that outline structure of technology support, avenues for information flow and support for faculty needs, providing clarity of committee objectives, and a mechanism in which student and faculty support can be accommodated.

The implementation of the plan appears to be in its infancy, and the University will continue to refine its planning, engagement, and support for the deployment of technologies for faculty and students. The institution should ensure that there is a focus on the seamless application of technologies as they relate to teaching and learning. Included within this context should be the identification and creation of avenues by which training is provided for faculty who teach via electronic delivery modes. Also included should be the integration of ongoing support and technology enhancement opportunities for such faculty.

The plan noted above did not appear to be well disseminated at the time of the visit, as faculty members interviewed did not appear to be aware of efforts to enhance support for teaching and learning and in particular in the delivery of instruction through electronic means.

While the institution has taken significant steps to address this recommendation the implementation is incomplete and the committee recommends further action by the institution.

4.   The Committee recommends that the College develop and implement a well-organized internal audit function or stronger internal financial controls. The committee also recommends timely resolution of audit findings by College management. **(Standard 7.C.11 -12)**

The self-study document provided to the visiting team did not adequately address this recommendation, as discussed in detail in the section of this report on *Standard Seven - Finances*. In discussions with the administration a response to the recommendation was provided.   While the administration response reiterated that the institution does not agree with the recommendation to implement an internal audit function, there are other opportunities available to the institution to be responsive. The committee recommends that the institution document process improvements that strengthen controls over institutional assets and/or funds.

Based on discussions with administrators and managers, financial controls exist and are in place, however the information is not formalized and documented. Improvements including the adoption of an Internal Audit Plan, risk assessment planning and implementation, and ongoing reviews and process enhancements are in place and are performed by management and financial staff.

While the institution has taken significant steps to address this recommendation the implementation is incomplete and the committee recommends further action by the institution.

Methods Used to Verify the Contents of the Self-Study

The visiting team evaluated the institutional information provided to the team ahead of the visit and information available on the institution's website, including the 'University Calendar' or catalog.   On campus the team visited with appropriate individuals throughout the institution to address any concerns raised during the examination of self-study materials and to request additional information to clarify the institution's accreditation-related activities.

Individuals and Groups Interviewed by the Evaluation Team

• President
• Vice Presidents
• University Board
• Open meeting with faculty
• Open meeting with staff and administrators
• Open meeting with students
• Deans and chairs of academic programs
• Key individuals in student services
• Deans of extension campuses
• Selected staff of key support programs
• Library faculty, staff and administration

Eligibility Requirements

The Self Study documents provided by the institution included a thorough discussion of the implementation of improvements since the last visit and the actions the institution has taken to address the Standards and Policies of the Commission.

There was no specific section in the Self Study to addressing the Eligibility Requirements. As noted in the NWCCU's *Accreditation Handbook* there is a requirement to submit a 'Thorough written response to each Eligibility Requirement.' During the review of the self-study and the interview process there were no issues raised that questioned the eligibility of the institution for accreditation by the Commission.

The committee recommends that the institution include a section addressing the Eligibility Requirements in each Self Study provided to the Commission.

Standard One – Institutional Mission and Goals

The institution has had for much of its history a published mission statement and values statements that have been formally approved by its Board. Those have been communicated well with constituents and are regularly updated. The most recent review was in 2001. The Board began the reexamination of the institutional mission in light of the new university role in a January retreat. Faculty committees are currently engaged in a review of the institutional mission. It is anticipated that a modified mission statement will be approved by the end on 2009.

Comments by the administration and Board leadership suggest that major changes in the mission are not expected to emerge from this process, as the current mission is consistent with the purpose of the new status as a special purpose teaching university.

The institution has a comprehensive strategic plan that was developed in 2001. This strategic plan is published for public access and available to all employees. It is anticipated that a new strategic plan will be developed during the coming year as the institution completes its transition to the new university status.

The institution annually updates an Institutional Accountability Plan and Report (IAPR) for the British Columbia Ministry of Advanced Education and Labour Market Development. This is a rolling, three-year plan with specific institutional goals, consistent with the mission. The IAPR includes goals and objectives with performance targets, consistent with the required ministry format. The IAPR includes student enrollments and projections, financial statements and measures of student satisfaction and success from regular student surveys. The IAPR is available on the university website and is distributed to employees. The resources to support institutional planning were increased two years ago and a new manager for institutional research joined the university last year.

Although the strategic plan is comprehensive and the IAPR establishes multi-year goals, the resource allocation process and a master campus plan did not appear to be clearly integrated in this planning. As the institution implements changes associated with the new university status, there are opportunities for improvement in the linkage of resource allocation and campus master planning with the strategic plan.

The Committee recommends that the University utilize a planning process to inform resource allocations and master planning for physical development consistent with its mission and long-range educational plans. The master plan should be updated periodically.

The Committee also recommends that the institution integrate its evaluation and planning processes to identify institutional priorities for improvement and systematically reviews its institutional research efforts, its evaluation processes, and its planning activities to document their effectiveness.

Standard Two – Educational Program & Its Effectiveness

Standard 2.A – General Requirements

The evaluation team met with the vice presidents of instruction, the deans, as well numerous program coordinators, faculty, staff and students relative to educational programs and their assessment during its campus visit. Those individuals were accommodating and forthright in our discussions. Their cooperation and assistance during the visit was very much appreciated.

The 2007 report extensively covered each academic area. Consequently, this report will not repeat the descriptive information contained in that report, but focus on changes made during the intervening time.

Since the NWCCU's visit in the fall of 2007, the University's status has been changed from College to University status. Under legislation passed in 2008, Capilano College became a special purpose teaching university with a mandate to provide a broad spectrum of educational opportunities from adult education through master's degrees. This mandate was consistent with the existing mission "to enable student success in current and continuing studies, in a chosen career, in the pursuit of knowledge, and in contributing effectively as responsible citizens in a rapidly changing and diverse global community." At this time the university has approval to offer five bachelor's degrees, two associate degrees with sub-specialties, 50 diplomas, 70 certificates, and nine citations. While the university is preparing several new baccalaureate proposals, it has no current plans to offer master's degrees. Of 6800 students enrolled in Fall 2008, 36 percent were enrolled in academic transfer programs, 54 percent in career/vocational programs and 10 percent in preparatory adult basic education programs.

The University has undergone several governance and structural changes since attaining university status in 2008. The current academic organization includes the Vice President of Education-Management and International Programs with oversight of the Faculty of Business and the Faculty of Tourism and Outdoor Recreation, and the Vice President of Education – Academic and Arts with oversight of the Faculty of Arts and Science, the Faculty of Fine and Applied Arts, and the Faculty of Health and Education. The new classification has brought and will continue to bring many changes to the University. However, the University's mission will continue to emphasize student learning and teaching excellence. Committee members were impressed by the exceptional faculty qualifications and their commitment to teaching.

The university provides sufficient human, physical and financial resources to maintain a high standard of teaching and learning. Students are attracted to the college for its reputation for providing excellent teaching, and numerous surveys cite the university for the availability of advice and support regarding career, academic and professional choices. Graduate surveys rank instruction as good or very good with high percentages of students being satisfied or very satisfied with their programs. This was supported by student interviews during the visit.

One of the unique advantages enjoyed by Capilano is an extremely close integration with the community, both physically and professionally. The university develops program offerings that are suitable and sustainable within their respective social environments. This is possible because many faculty members are closely connected with industry. This close integration is reflected in the rich array of program offerings and specialties. This includes the growth in First Nation programs as well as programs in Tourism and Entertainment Arts—two areas that are highlighted as part of the university's special purpose.

Career and Technical Programs

Career and Technical programs at Capilano encompass a wide variety of specific disciplines and account for approximately 50 percent of the institutional enrollment. They are delivered through a multitude of certificate and diploma programs that are laddered in a unique way that allows students to easily progress from lower to upper levels of career development while choosing individual pathways and specializations. These ladders offer rich opportunity and are well articulated so that students progress smoothly without loss of credit. Each program is well documented and clearly defined for students, but the large number of individual programs does present significant articulation challenges for faculty and staff as the university grows and moves toward offering more bachelor's degrees and broader levels of articulation with other institutions.

Capilano offers over 100 unique certificate and diploma programs, and many of them are at differing stages of progress toward meeting Commission standards, particularly in relation to General Education and Related Instruction (Policy 2.1) and Educational Assessment (Standard 2.B). While the career programs of this institution are well conceived, well delivered and, often exemplary from a programmatic perspective, work remains to be done in publishing and assessing learning outcomes in each program (2.B.2) and ensuring that one-year certificate programs contain a recognizable body of related instruction in computation (2.C.1). Career programs are moving toward adoption of learning outcomes and assessment strategies. Some programs have plans in place and are ready to collect data. Other programs are finalizing what the outcome measures will be. Still other programs use employment follow-up data regularly. At this time, however, regular and continuous assessment is not in place. With regard to Related Instruction, a recognizable body of instruction in the area of computation was often hard to find in many one-year certificates. Most programs "embedded" computation in the program curriculum, but it was not clearly identifiable (Policy 2.1).

Preparatory Programs

The administration of the university strongly supports the importance of preparatory programs for making higher education more accessible to under-prepared students.

Some students who enter Capilano University require preparatory courses to meet entry-level requirements for a particular program, or to upgrade their academic skills. As noted in the 2007 evaluation report, university policies clearly elaborate the function of developmental studies and its preparatory programs. Upon satisfactory completion of a preparatory program, students then may enter specific certificate, diploma or citation programs, or conclude their studies with a B.C. Adult Graduation diploma.

Developmental Studies is designed to support students in achieving their academic and career goals. Programs include Adult Basic Education, College and Career Preparation Program, and English as a Second Language. College success and pre-university transfer classes in English, mathematics and science are also available. A variety of other programs are focused on helping students gain employment ready skills. The programs are articulated with other colleges and universities in the province. Classes are offered in a variety of learning modalities.

The 2007 report noted that the division was structured in a manner to promote success toward meeting its mission and goals and that faculty are well-qualified to teach the courses. The report further noted that programs run at off-campus sites are consistent in curriculum as the ones at the main campus. Programs have adequate instructional facilities and equipment. These points continue to characterize the programs.

The division enjoys excellent administrative support from the administration as evidenced by keeping the ABE program tuition free and having ESL scholarship awards (some named after its own faculty and staff). These programs can be stepping stones to college and a major retention effort of the university in the future.

University Transfer Programs

Capilano offers more than 750 university transfer courses making up approximately 37% of the total courses offered at the university. Most Capilano university transfer courses transfer to at least one or more of the research universities in British Columbia. Upon completion of an Associate degree in Arts or Science, a student is guaranteed 60 university transfer credits towards a Bachelor of Arts or Science degree at B.C. research universities. Data on student performance after transfer is quite positive, showing Capilano students performing at or above the levels to students from other institutions. This speaks well for the quality of the courses offered at Capilano.

The previous evaluation report found that Capilano College offered a deep and rigorous educational experience for students who are preparing to transfer to university. The current visit reaffirms that the university transfer programs, as required by Standard 2.C, have a significant component of general education courses. The general education core requirements are published in the College calendar and schedule, consistent with Policy 2.1.

Educational program outcome assessment is an issue for transfer programs. With over a third of the university's students involved in these programs, assessment of their effectiveness is problematic. The issue of assessment is one that the faculty will need to address as it develops the university assessment program. While difficult, student learning outcomes will need to be identified so that students know what they will be learning as a result of the program, and the receiving universities know what to expect from the transfer students. Since transfer programs constitute such a significant portion of the university's current role in the province, particular attention needs to be paid to the development and assessment of student learning outcomes of degree transfer programs.

As noted earlier in this report, the biggest single change to the university has been the status change from a college to a special purpose teaching university. In the view of some,

this change merely made evident a status that had been evolving over the past few years. A few programs already offered baccalaureate degrees (such as the Bachelor of Music in Jazz Studies) and others were in progress (such as the recently approved Bachelor of Arts in Applied Behavioral Analysis—Autism). Other proposals are in various stages of completion.

The shift to university status has brought with it expectations that faculty will have the opportunity to develop additional baccalaureate programs. The enthusiasm behind these expectations is tempered by the lack of resources devoted to program development. This fact, along with the differing view of the purpose of the change in status, underscores the urgency the university faces in proceeding to develop a comprehensive and widely accepted strategic plan for the university mission.

Both faculty and administrators commented on the viability of developing "niche" degrees in specialized applied areas. The university does not intend to offer standard degrees such as history, biology, etc. Humanities faculty members are excited about the new degree possibilities, with the goal of focusing on interdisciplinary work. Social sciences faculty members are beginning to develop third and fourth year classes.   Some faculty are disappointed by the lack of progress on new degrees and are not optimistic about the future possibilities without new funding or a way to carve out some time to develop new programs.

In addition to the change in university status, the most significant change in the last year that affected both educational programs and faculty was the shift in class time from four contact hours for a three-credit class to three contact hours and one hour for alternate instructional delivery. The purpose of the change was to free up time during the instructional day to include more classes. The fourth hour devoted to alternate instructional delivery has received uneven acceptance and utilization. It is likely that another year or two will be necessary for faculty to become accustomed to the new schedule and utilize it to its fullest potential.

The two most significant issues, as noted in the report, that face the educational programs in the next two years are the development of a clear, comprehensive, and widely shared strategic plan for the development of the university, and assessment of educational programs. Both issues must be addressed for the university to effectively enter and realize its new status as a university.

Standard 2.G - Continuing Education and Special Learning Activities

The most recent NWCCU evaluation (2007) identified a concern with the level of student support at the university's two satellite campuses, i.e., Squamish and Sunshine Coast. After an onsite visit to Sunshine Coast and an interview with the Dean responsible for Squamish, it is evident that significant improvements have been made in providing more and better student support since the last team visit. At the Squamish campus one more fulltime staff employee has been added; counseling and library support has doubled; and the financial aid, student employment, and First Nations offices are now better represented. This campus supported 57 classes and 981 enrollments with an average class size of 17.2 students during fall term, 2008.

In a visit to the Sunshine Coast campus the evaluator met with the dean and four staff, five faculty, and 25 students. Many student services are improved at this site since the last visit, including much more counseling support and more financial aid and library representation from the main campus. Also, a fulltime advisor and liaison to the First Nations community has been funded for a time by a government grant.

The Sunshine Coast campus offered 34 classes with 650 enrollments and average class size of 19.2 students during fall term, 2008. The students and faculty are concerned about inadequate space for classes and office. However they are pleased with general IT support, the upgrade to the IT infrastructure, the capability to print online instructional materials at a reduced rate—and then have the printed matter deliver via courier to the campus two or three days later, and the installation of "light labs" in three of the classrooms. The new wireless installation was criticized by the students as too cumbersome to access and too frustrating to use—many of the students reported they prefer using the wireless hub situated across the street at a non-Capilano facility.

The faculty reported overall improvement in their relationship with colleagues at the main campus over the past nine years. They attribute part of this improvement to the director's engagement with them and the main campus, and to recent inclusion of some of their number on university and/or union committees. However, they would still like some kind of videoconferencing connectivity to the main campus to allow them more complete participation in departmental meetings and university functions. They expressed appreciation for the two-month professional development opportunity afforded them. However, those teaching during the summer term said they were unable to avail themselves of many development classes offered during the month of May.

The students did express interest in receiving a school newspaper and being as informed about main campus activities as two of the international students said they were by the university's international office. Some of the students were also interested in knowing what privileges they are afforded at the main campus when they visit the main campus, e.g., athletic facilities, etc. The staff said it would be helpful to them to be notified in a more timely way from university offices whenever policy or operational changes are made, e.g., registrar's office, financial aid office, etc.

Standard 2.H - Non-credit Programs and Courses

One of the university and community's points of pride is its continuing education division. The professionalism and experience of its employees and quality of its extensive portfolio of programs (184 at the time of this site visit) place the division among the higher tier of university-sponsored continuing education programs in North America. The university's Missions and Values document reads "The College [University] is an important resource in the educational, economic, and cultural life of all the communities it serves" (p. 1). It is through the Division of Continuing Education that thousands in the community, from the very young to the more senior, experience the excitement and satisfaction of learning from over 300 gifted instructors who teach as many courses. It is also through the Division that many of the faculty and academic areas of the University fulfill their outreach mission to the community.

One of the strengths of the division is its close association with the academic areas of the university. As required by this standard, "faculty are involved, *as appropriate*, in planning

and evaluating non-credit programs" (italics added, p. 35). It was apparent from interviews with division employees that the university's faculty and senate play an important role in overseeing adult offerings in the division, but less so with the youth offerings—many of whom return to the university years later as students influenced in their decision to attend Capilano University by their earlier participation in non-credit youth programs. Some discussion followed with division employees on how university faculty may best be involved, *as appropriate*, with youth programming, possibly through an advisory council or some other means.

The division seems to meet the requirements of this standard for record-keeping and awarding continuing education units (CEUs). Some questions remain about how closely the university faculty and senate oversees continuing education programming at the Sunshine Coast campus and at how integrated this continuing education office is with the Division of Continuing Education on the main campus.

The committee commends the Division of Continuing Education for its professionalism and leadership, involvement with the local community, and the quality and diversity of program offerings.

Policy 2.1 – General Education and Related Instruction Requirements

During the Full Scale Evaluation Report of October 2007, the visiting team found that transfer associate degree programs and baccalaureate programs offered by the university did contain a substantial core of general education instruction. On the other hand, examining "specialized programs of thirty or more credits, the team found the incorporation of related instruction (communication, computation and human relations) as required in Policy 2.1... to be uneven or not identified." The committee concluded their report with the recommendation "that all applied or specialized programs of an academic year or more in length contain a recognizable body of instruction in program-related areas of communication, computation and human relations."

In response to the 2007 recommendation, the university surveyed all instructional programs to determine the extent of general or related instruction offered in each program, either as designated courses or embedded in other program courses. Further, the Senate passed a new policy on April 7, 2009, requiring all programs of 30 or more credits to provide a minimum of 45 hours of instruction in computation and 45 hours in human relations.

The current visit occurred less than two weeks after Senate approval of the new policy outlining minimum requirements for all programs ranging from citation through baccalaureate degrees. Review of program requirements on the university web site and review of the program surveys at that time again found programs that do not include an identifiable core of general education or related instruction. The Commission's *Eligibility Requirement 9. General Education and Related Instruction* requires that programs of study of 30 semester hours or more for which certificates are granted, require at least six semester credits of related instruction or the equivalent. This requirement is restated in Standard 2.C – Undergraduate Program and in 2.C.1 wherein it is to be published in the general catalog. Care should be taken to ensure that all appropriate areas of related instruction,

communication, computation and human relations are included and are easily identifiable in all programs of 30 or more hours in length

Policy 2.2 – Educational Assessment

The University has made significant progress in educational program assessment. Though course level assessment is widespread, program level assessment is not consistent across campus nor has the institutional level process been finalized. Since fall of 2008, the University has worked to develop a framework for assessment that will be the basis for a process of continuous improvement (Capilano University Continuous Assessment Plan).

The Institutional Research Office developed a faculty guide for program assessment, templates for the development of assessment plans and reports, and an assessment plan feedback rubric to assist faculty. The University sponsored workshops for faculty on the goals and processes of assessment, and each program area has taken on the task of developing an assessment plan within the new framework. Individual program areas are in various stages of development. Some departments have moved through the process sufficiently and will have initial data in the fall of 2009.

In spite of the efforts to help faculty understand the purposes and importance of a meaningful assessment program, there is still considerable confusion about the process and how it relates to accreditation by NWCCU.   Additional work will be required to help faculty gain a better understanding.   Increased understanding will help faculty accept the assessment program and foster the development of an assessment culture on campus.

The committee recommends that the institution continue these efforts, complete the identification of assessment measures at the institutional level, and integrate each level into a university-wide assessment process designed to provide evidence that assessment activities lead to the improvement of teaching and learning (Standard 2.B.1, 2.B.3, Policy 2.2).

Policy 2.3 - Credit for Prior Experiential Learning

While not much credit is awarded for prior experiential learning at this time there was some conversation about more being awarded in the future. The university's current "Guide to Developing PLA Policy and Procedures and Assessing Prior Learning" deserves further review to ensure compliance with Policy 2.3, particularly with sub-standards "f" and "g" which emphasize that "prior experiential learning should not constitute more than 25% of the credits needed for a degree or certificate" and that "an institution that uses documentation and interviews in lieu of examinations must demonstrate . . . that the documentation provides the academic assurances of equivalence to credit earned by traditional means."

Policy 2.6 – Distance Delivery of Courses, Certificate, and Degree Programs

The distance education activity at the university remains limited. In the university's 2005-8 strategic report to Minister Chong the university emphasized the following objective: "6. Focus on blended and Internet enhanced learning mixed mode, rather than distance

education" (p. 8). While some online courses and an increasing number of mixed mode courses (alternating face-to-face and online sessions) exist at the university only a few students enroll outside of British Columbia. The primary concern identified for those few students enrolled at a distance is maintaining the "integrity of student work and the credibility of degrees and credits it awards" (see Policy 2.6) by identifying and approving reliable exam proctors.

Standard Three -- Students

Capilano is a non-residential institution offering a variety of programs to serve a commuter student population.   The university serves a diverse student population, including a growing number of international students and First Nations students.
There were no major changes in the student support operations since the last visit. However, in response to a recommendation of the Commission student services at remote sites have been improved. This includes improved advising, counseling, financial aid, and library support.

The staff and faculty who serve in the student services area have appropriate credentials for their roles. Units in the student services area regularly participate in program review and assessment. And student satisfaction surveys are used to determine effectiveness of service.

Student recruitment, admission, enrollment, and advising appear to be effective and to serve the students well. Evaluation of prior work is handled by trained staff members and is consistently done.   Entrance requirements, handling of transfer credit, and graduation requirements as posted on the institutional website and on other sites of the provincial higher education system. Province-wide articulation agreements are in place, making the transfer of credit process simple and effective.

Student financial aid is managed by a well-qualified staff and is implemented consistent with the provincial student aid system.   The institution provides programs for students with disabilities.   Career counseling is appropriate for the student population.

Student activities on the North Vancouver campus are organized under a Student union agreement. The students are assessed a student activity fee and control the allocation of those funds to support student-organized programs.   Students are engaged in the governance of their own activities, as well as those of the university through academic and advisory committees. There is a campus bookstore providing textbooks and other appropriate merchandise to students and the campus community.

The athletics program includes support for team sports for men and women. The administration noted that there are not anticipated to be any substantial changes in sports activities as a result of the change to university status. The facilities are adequate, but enhanced facilities may be needed as the University continues to grow. Options for facility changes should be included in the campus master plan.

In summary, the institution has in place an effective student services operation that provides appropriate support for its student population.

Policy 3.1 Institutional Advertising, Student Recruitment, and Representation of Accredited Status

The recent change in status to a university has necessitated changes in university publications. This shift in status has afforded the university an opportunity to completely rethink its publications. A highly energetic staff has created an attractive new viewbook for

the university that celebrates the institutions new status. The university is developing campus and community-wide input conversations as a basis for developing new advertising and promotional materials. In addition to print and other visual materials, the plan includes an overhaul of the university website.

The current material truthfully represents the institution, including mission and accreditation status. The university does not maintain a print catalog. All information related to student inquiry, program description, and enrollment are provided by the university website though navigation by a student unfamiliar with the University may be an issue.   Student recruitment is administered from the Marketing and Communications Department.

Capilano University continues to meet the requirements addressed in Policy 3.1.

Standard Four – Faculty

The faculty at Capilano University is strongly committed to the university, to its students, and to learning. The degree to which the faculty members express positive feelings for the university is remarkable. Faculty members are highly involved in the governance of the university, and do not report a "top down" administrative style.

As noted in the previous report, the university has an outstanding faculty that is deeply committed to student learning and excellence in teaching. Faculty members across the university describe an institutional culture featuring a high degree of collegiality and practices that promote active engagement of all instructors, whether regular or non-regular, full-time or part-time, in a professional community.

The faculty evaluation and professional development system at Capilano is noteworthy. The evaluation system is covered more completely in comments related to Policy 4.1. The professional development system supports faculty scholarship, research and artistic creation consistent with the university's mission through a contractual structure that provides paid time each year for faculty to engage in such work. As specified in the collective bargaining agreement, faculty with a full workload have two months for professional development, with the required time pro-rated for faculty teaching a reduced workload. Individual faculty members propose a professional development plan that is reviewed and approved by a coordinator and/or divisional committee. A report is required annually on the activities accomplished.

As a general rule, one month of professional development time is spent on personal projects, the other on department or division work. This allows the faculty to a concentrated amount of time taking care of curriculum issues, assessment, or other department business. It also allows for personal scholarship, and the amount of scholarship produced by the faculty is quite noteworthy given their mission.

Faculty take both the evaluation system and professional development very seriously. Faculty are quite supportive of each other during this process, as evidenced by the successful new mentoring process. Faculty who have issues can request a mentor (most do) and the mentor works with the faculty member to address the concerns before the concerns develop into something that would result in a negative retention decision. Faculty also receive positive feedback and support from this process.

There is also a university-wide Professional Development Committee with access to a designated budget for on-campus workshops and grants to individual faculty members. This committee assists with the planning of activities presented during the professional development time period. As the university is undergoing a shift to an assessment-based learning culture, these sessions could be used advantageously to focus on topics such as student learning outcome development, curriculum development, assessment techniques, use of data for improvement, and similar issues.

Equipment and technology support for faculty is mixed. Most classrooms have sufficient technology for web access and use of computer-supported instruction. Faculty computers

tend to be older, with replacements infrequent. There is no regular schedule for replacement of faculty computers.

The changes of university status has little impact on the faculty governance as they are governed by a bargaining agreement that pre-dates the shift to a university. Faculty association is a strong organization with a long history. The leadership is committed to the best interest of faculty and the university. The union and administration relationships have varied over the years, primarily due to personalities. Overall, this continues to be a good relationship that appears to have benefited the university, the students, the faculty, and the administration.

Policy 4.1 Faculty Evaluation

The College has a well-developed faculty evaluation process identified in the CCFA Collective Agreement (article 11.5). The procedure outlined in the agreement is quite specific, yet has enough flexibility to provide for disciplinary variation. It meets the requirements of Policy 4.1 in that the process is regular and systematic and occurs at least once (and often annually) within a five-year period. Evaluation criteria include multiple indices, as the process requires feedback from students through a student questionnaire developed by the functional area, and a report from the discipline coordinator based on classroom or work area (for non-teaching faculty) observation by the coordinator. Also required for probationary faculty is a report from one colleague based on a classroom visit. Other optional features provide for customized sources of data.

Evaluation materials are collected by the coordinators and placed in an evaluation file for the faculty member's review. The file is reviewed by an evaluation committee which makes a recommendation regarding the faculty member under review. The collective bargaining agreement outlines the options for types of recommendations. The employee receives a copy of the recommendation and the recommendation is forwarded to the dean, who then makes an overall recommendation to the President. The system does have consequences, and faculty have left the university based on the information gathered in the evaluation. This does lead to some apprehension on the part of faculty, but even that can be seen as a positive attribute of the system.

Evaluation criteria and procedures are applied in a similar manner to all faculty, regardless of status. This is somewhat unusual in that part-time, non-regular faculty go through exactly the same process as fulltime, regular faculty. This helps foster an atmosphere of collegiality and inclusion.

The evaluation system is noteworthy in that it actively promotes a sense of faculty support, development, and improvement. The system is not designed to be punitive, but assumes that effective feedback is necessary to faculty engagement, collegiality, and student success.

Capilano University is unusual in that tenure does not exist. Faculty (both part and full time) serve a two year probationary period during which they are evaluated each year. After the probationary period, faculty can become what is termed "regular" faculty, which entitles them to an open-ended contract. Not dissimilar to tenure, faculty given the status of regular faculty undergo evaluation every five years.   No system is better than its

implementation. The system at Capilano is enhanced by the manner in which the faculty and the coordinators enact the system.

The committee commends the University for its commitment to a faculty teaching environment that includes and supports part-time faculty who play a vital role in supporting academic programs.

The committee also commends the University for its approach to the evaluation and professional development of faculty.   The program provides time and resources for faculty to pursue scholarly and creative activities that enable faculty to keep current in their disciplines and engaged in their teaching.

Standard Five – Library & Information Resources

The Capilano University Library is an excellent resource for students, faculty and staff, and the community. The Library provides current, high quality resources, technical services, and space that foster an atmosphere conducive to achievement of excellence in teaching, research, and learning. The Library is managed by well qualified faculty and staff with an interest in meeting the needs of their various clients. Faculty and students indicate they are generally satisfied with the library's quality, adequacy of collections, level of support services, and increased access to electronic resources.

Library resources include the main campus library in North Vancouver, a small facility at the Sunshine Coast Campus, and limited resources at the Squamish Campus. The main campus facilities include a variety of collections of print, audio/visual and electronic media. They have access to a variety of electronic databases and an excellent interlibrary loan system with other colleges and universities in British Columbia that allows increased access to resources.

The Library staff has concerns regarding the resources available at the Sunshine Coast and Squamish campuses. Librarians generally feel that given current enrollments at the two campuses, that needs are being adequately met by their small collections, access to all electronic databases and interlibrary loan, as well as a courier service that makes deliveries to the Squamish campus. However, they are concerned that should student enrollment increase, there will be space challenges and increased needs for more traditional collections at these distance sites.

The Library is adequately staffed with highly qualified faculty. The organization of the Library staff provides excellent opportunities for input from students and faculty. Liaison (discipline specific) librarians are able to focus on their area and work closely with faculty to ensure adequacy and quality of collections. Library committees function well to assess needs and coordinate efficient delivery of services. Library participation on standing university committees also ensures that there is interchange between the Library and other University departments.

The Library staff, students, and faculty have raised concerns about space as a result of the recent scheduling changes made by the college that concentrate courses during specific times of the day and focus demands on the library during those specific time periods. General study space and small group study rooms are particularly crowded and in short supply during those high use times and access to computing resources is also strained. Future plans for the University include the addition of 4th floor to the library building should funding become available. The addition would likely ease the crowding issues now being experienced. Space needs should be addressed in the University's planning process.

The Library assessment efforts should be linked to the institutional planning and assessment process as it develops. Budget and space implications relative to the change to University status and anticipated future growth should be considered as the University moves forward in its planning.

Technology

The University communicated in its Institutional Service Plan to the Ministry for the 2005-2008 a list of goals which include a focus on improving the educational experience for students. Within this goal is a priority that the institution focus on blended and internet-enhanced learning which includes mixed mode, not just distance education. The 2007 evaluation team recommended that the University implement a comprehensive, ongoing plan for the deployment of technologies and user support for faculty and students, in order to provide seamless use of technology in teaching and learning.

Through campus discussions, the administration shared a plan was entitled "Deployment of Technologies and User Support Services".   The Committee was advised that the plan was approved by the Executive Committee during late 2008 but implementation of the plan appears to be in process and incomplete.   The plan did not appear to be well disseminated since faculty appeared unaware of efforts to enhance support for teaching and learning in particular as this occurs in the delivery of instruction through electronic means.

The plan appears to be in its infancy, as the University continues to refine planning, engagement, and support for the deployment of technologies for faculty and students a focus to ensure the seamless application as it relates to teaching and learning is required. Included within this context should be the identification and creation of avenues by which training is provided for faculty who provide teaching via electronic delivery modes. Also included should be the integration of ongoing support and enhancement opportunities for faculty who provide teaching via electronic delivery methods.

Standard Six – Governance and Administration

Capilano University has a well-established system of governance that supports the interactions between the governing board and the administration, as well as the faculty, staff and students. The policies of the board and university are appropriate and documented. The institution has undergone a transition from college to university since being named as a 'special purpose teaching university' by the British Columbia government in 2008. The mandate of the university is consist with the past mission and practice of the college. The university continues to serve as a public post-secondary educational institution governed by a Board of Governors and funded and guided by the British Columbia Ministry of Advanced Education and Labour Market Development.

The new university mandate provides the opportunity for the institution to enhance its delivery of baccalaureate programs. The visiting team found strong engagement of the faculty in the development of new baccalaureate programs. The university mandate also offers the authority to deliver academic programs at the master's level, although the institution has no current plans to do so, as noted in its self-study and the comments of the administration during interviews.

There are a number of policy and procedure changes that have been implemented by the institution for compliance with the requirements of the 'Universities Act' of the provincial legislature. Academic 'faculties' have been created with responsibility for oversight of academic programs, a 'Faculty Senate' has been enacted and elected to replace the Academic Council that previously governed academic matters, and a University Board of Governors was elected to replace the College Board of Governors. The Board has eight members appointed by the government, two elected faculty members, two elected student members and one elected non-faculty staff member. The President serves as a voting member of the Board, as does a newly created position, the Chancellor. The Chancellor is a non-paid, appointed position that provides external exposure for the institution with the legislature and business community.

There has not been a substantial change in Board membership in the transition from college to university boards, which ensures continuity for the institution. Though the entire transition process there has been the active engagement of the faculty, staff and students.

There are some changes required by the 'Universities Act' that have not yet been implemented, including the formalization of the university 'Alumni Association' and their membership on the Board and with the Faculty Senate. It is recommended that the administration provide an update on the completion of mandated changes in the 'Universities Act' in the next self-study provided to the Commission.
The role of the University Board is clear, including responsibility to establish policy and hire the President. The President serves the institution as chief executive officer and is responsible of the management for the university through the appointment of administrative officers and involvement with the faculty through the Faculty Senate, staff and students.

The committee commends the President of the university for his outstanding leadership in the college's transition to a Special Purpose Teaching University and his service to the institution through ready access to students, faculty, and staff.

The committee commends the university's faculty, administration, and staff for the spirit of collegiality and civility it fosters within the university and its surrounding community.

The committee recommends that Capilano University prepare a progress report on the implementation of status as a Special Purpose Teaching University under the terms of the Universities Act of the provincial legislature.   This report should include a summary of the changes that have been fully implemented as required by that Act and a list of on-going implementation activities. (Standards 6.A, 6.B, 6.C, and 6.D)

Policy 6.2 – Collective Bargaining

Capilano has collective bargaining agreements with its faculty and staff.   There have been no changes in these agreements since the previous visiting team's review.   At the time of that recent review the management of the agreements by the administration was found to be appropriate and reasonable.   The agreements seem to function well in support of the rights and responsibilities of the faculty and staff and the visiting team found no unresolved issues.   Both the faculty and staff comments in open meetings indicated satisfaction with employment conditions and institutional support.   Due to the change in university status there may be some modification and renegotiation of these agreements in the coming year or two to reflect changes in the institutional and faculty committee structure.

Standard Seven – Finance

Standard 7.A Financial Planning

Capilano University (Capilano) has autonomy for the financial planning and budgeting from both the Provincial Ministry and the University Board (Board). The University Act which governs the institution and provides for the authority of the University Board outlines the responsibilities of the newly formed University Board. Capilano receives funding through a combination of students fees and tuition and annual grants received from the Provincial Ministry. The Board provides autonomy to the institution in the development of the annual budget. The Board approves the budget on or about May of each year.

Capilano has a strategic plan that was developed in 2001 and is comprehensive. The plan includes approximately 31 strategic goals. While robust and complex the strategic plan includes an overwhelming set of goals that limits the institutions ability to provide linkage between the Strategic Plan and the annual operating budget. This problem is compounded as the institution is presently engaged in the transition from a College to a Special Purpose Teaching University. Under the leadership of the University Board and President the Strategic Plan is being revised to more accurately reflect and focus the direction of the institution and to more appropriately align with the mission, vision and direction of Capilano.

The provincial grants received from the Ministry are projected on a three-year basis allowing the institution to effectively project major categories of revenues and expenditures. Funding is provided predominantly for operating expenditures and is adjusted annually to reflect salary and benefit increases for faculty and staff. Also provided is an Annual Capital Allowance (ACA), which is a restricted pool of funds that enables the campus to address capital infrastructure improvements and renovations as necessary. The funds are limited. The institution received only $1.5M in the past fiscal year. The ACA funds cannot be used for staff expenditures or equipment replacement and are not of a scale that would allow the institution to address large-scale construction projects.

Budgetary revisions that net to zero are performed by the Vice President for Finance & Administration (VPFA). In the event that operating reductions are necessary, which occurred in the prior year, this information is reviewed and discussed with the University Board. The VPFA provides ongoing reporting to the Board in an effort to ensure transparency and open communication and to keep the Board apprised of the financial status of the institution and its financial stability. The University Board has membership appointed by the government, elected faculty, staff and student membership. Matters of budget adoption, revisions, and associated issues are vetted before the University Board providing a broad range of participation.

In discussions on campus and through an illustration of the budget process it was evident that the budget process is transparent and engages a broad range of constituent involvement.

Under the University Act and previous governing practices, Capilano is restricted from issuing debt without the express approval of the Provincial Ministry. Capital funding requests are submitted annually to the Provincial Ministry for consideration annually. Available funding is limited for capital projects and Capilano has not realized any new construction since 1996.

Standard 7.B Adequacy of Financial Resources

Capilano like many other institutions would like to have additional funding in order to expand instructional opportunities, keep pace with increased service requirements, meet the needs of students, and in the fulfillment of their mission. A major focus for the increasing of revenues has been the recruitment of international students.

With revenues from grants provided by the Province in excess of 50%, Capilano is very dependent on governmental support. For the period ending March 31, 2008, revenues were as follows:

Revenue Sources	2008 Amount	% of Total
Grants from the Province of B.C.	$39,541,309	51%
Tuition, Fees and Other Revenue	$23,179,566	30%
Amortization of Deferred Capital Contributions	$3,200,705	4%
Other Fees and Revenues	$4,512,844	6%
Sales of Goods	$2,523,324	3%
Parking, Daycare and Theatre Income	$1,634,402	2%
Investment Income	$1,652,696	2%
Donations and Gifts in Kind	$816,613	1%
Total Revenue	$77,061,459	100%

As previously noted Capilano is unable to enter into debt without the consent of the Ministry. In addition, the University Act prohibits the institution from operating in a deficit position. The financial statements illustrate that the institution is financially stable with no operating losses. Information reviewed in the initial candidacy visit regarding transfers, reserve balances, and adequacy of financial reserves to address fluctuations in operations was confirmed through the visit and the review of updated information and data.

Financial aid for students is provided through an array of sources but primarily through grants and loans provided by the Province. Students apply directly through the Province, and if approved the funding is provided directly to the institution. Grants and loans are provided consistent with the program of study identified by the student and at the tuition and fee level for the appropriate program. Additional funding is available for scholarships from Foundation endowments and donor support. The institution also provides scholarship funding to assist in meeting the costs of education from institutional sources, with the funds administered through the Office of Financial Aid.

Capilano understands the relationship between its educational and general operations and its auxiliary enterprises. Auxiliary enterprises including parking, food service and the bookstore operations, provide support to the institution through subsidizing programs such as childcare. As noted in the 2007 visit these transfers are identified in the budgetary documents and are part of the budget approval process.

Standard 7.C Financial Management

The Vice President for Finance & Administration reports regularly to the board on the financial position of the institution. Budget reports are provided to the Board during regular meetings. On an annual basis the college submits the operating budget for board approval in May of each year. Quarterly financial reports illustrating the financial status of the institution are also provided to the Board for informational purposes. In addition to this ongoing reporting, budget-to-actual reporting is provided that includes actual performance to projected performance. The University Board is kept informed of the College fiscal operations and provides guidance as needed.

All financial functions are centralized under the Vice President of Finance and Administration. The VP holds all appropriate certifications and qualifications including Certified General Accountant. The organizational structure is consistent with the operations as outlined in the 2007 site visit team. The finance functions appear to be well structured, responsibilities are appropriately aligned within the organization, and the directors are well qualified. Staffing within the financial department is adequate to meet the needs of an institution of Capilano's size and complexity. In the prior year, the management letter included items relative to bank reconciliations and timeliness of the posting of appropriate transactions through the ledger. This was an isolated incident which was a result of a staff vacancy. Once identified, the situation was immediately rectified. The position is now filled and all appropriate reconciliations were immediately addressed. In examining reviewing prior year audits it became apparent that this was an isolated incident. The knowledge, skills, and experience of the leadership within the division is effective in coordinating and managing essential college-wide functions. The organizational structure is appropriately aligned to ensure appropriate division of responsibilities and segregation of duties is handled effectively.

All expenditures and income, with the exception of grants and loans administered by the Province, are under the control of the institution, and are including in annual planning, budgeting, and accounting, and are included in the audit process. As noted in the 2007 report and concurred with in this evaluation visit, grants and loans administered by the Province for student financial assistance is directly disbursed by the Province and are included on the College's books as tuition and fee income.

Cash management is performed by the Bursar's Office which reports to the Director of Finance. Clearly defined processes for cash handling are in place, which include the providing of training as necessary for personnel. However, the 2006-07 KPMG management letter noted some instances of faculty collecting tuition payments directly from students. The management letter provided in 2007-08 noted that this issue had been addressed. A memorandum from the VPFA to faculty communicating proper processing of tuition and fees was distributed to all staff. A formal policy on this issue was not identified. The University Board has adopted an Investment Committee in order to effectively

administer institutional funds and ensure proper investment strategies that address the needs of the institution are met.

As noted in the 2007 evaluation visit the accounting system utilized by Capilano follows appropriate generally accounting principles. This assertion is noted in the KPMG annual external audit and the institution has received an unqualified audit opinion for the past six years. While accounting guidelines differ between Canada and the United States, Canada utilizes the Canadian Institute of Chartered Accountants (CICA) as its standard. This standard meets both federal and provincial requirements.

The independent external audits are performed annually by a firm selected by the University Board. KPMG currently serves in the capacity as external auditor. Board members noted that they have direct communication with the auditors prior to the start of the audit and upon completion of the annual audit. Board members meet with the external auditors confidentially and in the absence of Capilano staff as appropriate and necessary. The annual audit includes a fair representation of the financial position, management letter, representations by management, and a certification of the external auditor's independence. In addition, the external audit provides follow up on any items of improvement noted from the prior audit in particular.

In the prior year, a student enrolled at Capilano received a U.S. Stafford Loan, which necessitated specific assurances and requirements regarding the administration of the funding. The institution completed a separate Compliance Audit which was required to ensure compliance with U.S. Department of Education requirements. The audit was provided for review to the visitor. In addition to the Compliance Audit, all financial aid funds are audited annually as a component of the external audit.

An area of recommendation noted in the 2007 site visit included the institution's need to implement a process of internal audit and/or to strengthen internal financial controls at the institution. While the administration noted that there is not a need for a formal internal audit function, it was unclear what specific processes had been implemented and/or adopted to strengthen financial and associated controls. The VPFA provided a matrix which included a list of annual projects for 2008-09. Included on the listing item 52 was for the development of an annual Internal Audit plan. While this plan was not completed, it appears that the institution is moving towards the implementation of this practice.

The University is decentralized and delivers academic programs in two outlying locations. Given the remote sites as well as sporadic policies and procedures a foundation for the institution to document processes that safeguard resources and ensure strong internal controls are in place.

The self-study document provided to the visiting team did not adequately address the prior recommendation. In discussions with the VPFA a response to the recommendation was provided. However, this language was neither provided nor addressed within the information provided to the visiting team or placed within the team's workroom. While the response from the VPFA reiterated that the institution does not agree with the recommendation to implement an internal audit function, there are other opportunities available to the institution to be responsive. The institution could document process improvements that strengthen controls over institutional assets and/or funds. Policies and

procedures are being reviewed institutionally in an effort to structure and provide for a meaningful manner in which policies can be located and identified.

Based on discussions with administrators and managers, financial controls exist and are in place, although the information is not formalized and documented. Improvements including the adoption of an Internal Audit Plan, risk assessment planning and implementation, and ongoing reviews and process enhancements are in place and are performed by management and financial staff. However these activities have not been well documented.

Standard 7.D Fundraising and Development

The Capilano University Foundation functions in support of the College and seeks external funding support of College operations in support of the institution's direction. Efforts have been focused on scholarship fund raising and attempts to identify and cultivate donors to support the institutional strategic goal associated with development of a new capital project, the Film Centre. The leadership of the foundation is energetic and committed to the institution. Foundation finances are held at the University, but are controlled separately and are audited annually consistent with the institution's audit. The Capilano Foundation Committee meets regularly throughout the year not less often than quarterly.

The University is in the process of initiating a comprehensive strategic planning initiative to streamline and focus institutional initiatives, and the Foundation currently coordinates with institutional leadership to ensure that strategic initiatives are the highest priority for fundraising.

The Foundation was founded in 1970 and is registered with the Canada Revenue Agency for the purpose of soliciting and obtaining charitable contributions to provide financial support to the university. Endowment and investments are administered by the University and are under the purview of University Board policies, are coordinated through the vice president for institutional advancement, and comply with institutional polices.

The Capilano Foundation and the University are in the process of developing an operational agreement that will clearly articulate the relationship between the entities, including purpose of the Foundation, roles and responsibilities, accounting practices, and audit standards. This agreement is anticipated to be approved at the June Foundation meeting and subsequently approved by the University Board.

Library and Information Resources Summary

The Self Study document provided in advance of the committee's visit did not provide substantial updated or revised information from the 2007 Self Study. The Committee recognizes the challenges of completing a comprehensive self study so soon after the initial document was developed. However the report should have included appropriate updated information, in particular related to the Commission's initial recommendations and the changes since the first self-study was completed. The University should ensure that copies of all required exhibits are provided in the space provided for the visiting team. The self-study should include references within the body of the self-study to guide the reader to the

evidence that supports compliance with the Commission's standards as outlined in the Accreditation Handbook.

The committee recommends that Capilano carefully document in the Self Study its process improvements and action plans as an effective way to communicate the institution's status in meeting accreditation standards.

Standard Eight – Physical Resources

Standard 8.A Instructional and Support Facilities

Physical facilities at Capilano University appear to be adequate to meet the institution's mission and goals.   However, a theme that was communicated in the self-study as well as in interviews with faculty, staff, and students was the limitation of space and the constraints on the institution. Physical observations noted that a number of the buildings are aging, and with limited deferred maintenance and renovation funding availability to the institution, there are concerns with the institution's ability to ensure that facilities are properly maintained. They generally have been able to implement energy management controls for their buildings, which should reduce utility costs to the institution. The University has a disabled student specialist that works collaboratively with Facilities staff to ensure that facilities meet the needs of disabled students.

Employees are proud of the main campus and in particular the forested area that is included in the campus. Facilities are intensively used and students were often seen working in lab areas and benefitting from the environment in which student learning is encouraged and supported.

Additional facilities are located at Squamish and Sechelt which are limited in size. The Sechelt campus was noted as having insufficient space to accommodate faculty and a growing student population. The institution recognizes that while additional land as available at the Squamish campus insufficient capital funding is currently available to support campus growth. The Sechelt location would probably require a relocation to address growth requirements, due to the high cost of resort property in the region.

Standard 8.B Equipment and Materials

Equipment for instructional programs was reported to be adequate for academic requirements.   The institution makes investments in educational equipment and technology for instruction is provided.   The campus has identified that rotation of computers should be accommodated between every three to four years, however this is dependent on availability of funding.   As the instructional computers are replaced, the used computers are placed with faculty.   In discussions on campus and select faculty groups, this process does not always meet the needs of faculty to enable the teaching and learning process. It was noted that the computers of instructional faculty should have technology that equals that of the technology available to students in the instructional laboratories.

Capilano has a contract service to handle hazardous waste material disposal. Waste disposal and safety issues are coordinated jointly between the Office of Human Resources, Building and Grounds, and Capital Planning and Contract Services.

Standard 8.C Physical Resources Planning

The University has site maps available that illustrate the acquisition of new land parcels that have been purchased in recent years. However, a comprehensive plan that addresses overall capital needs was not identified. Space is limited and capital funding to meet new and replacement building needs has not been available.   The institution does not have a Campus Master Plan that supports strategic goals and long range educational plans. Discussions were held with the administration on the University's efforts to secure funding from federal, provincial, and private funds to construct a new Film Centre, however a comprehensive plan that illustrates the linkage between strategic planning and academic planning was not available.   The committee recommends that the institution use the planning process to influence resource allocations and that the institution periodically update the campus master plan. (1.B.4 and 8.C.1)

The buildings at Capilano will continue to age and the intensity of use will increase with growing enrollments.   The committee recommends that the institution develop a comprehensive renovation and repair plan that addresses high priority infrastructure improvements and deferred maintenance in addition to planning for new facilities. In discussions with University Board members, it was evident that obtaining funds for capital projects is a priority for the Board.

Physical Resources Summary

Physical facilities at the institution appear to be adequate to meet the institution's mission and goals. The committee recommends that faculty, staff and administrators be aware of the Commission's expectations of the institution for accreditation, as embodied in the Accreditation Handbook. All should recognize that accreditation-related documentation and exhibits are needed to support the accreditation evaluation process.

Standard Nine – Institutional Integrity

All information provided to the visiting committee through the interview process indicated that Capilano University operates with high ethical standards. It should be noted that the Commission received no third-party reports during the pre-visit period of public comment on the institution. This is unusual and strong statement of general satisfaction with the operation and behavior of the institution by its constituents.

The institution is focused on teaching and support for its local community. The faculty members are supported in their efforts to pursue and disseminate knowledge in their areas of interest. The institution treats students, faculty and staff with high respect and in compliance with all laws and regulations governing an institution of higher learning in the province of British Columbia. Appropriate conflict of interests policies are in place for members of the Board, administrators, faculty and staff. The employees express uniformly a high level of satisfaction with the institution and its behavior.

The operation of the campus is communicated well and honestly with the constituents by the administration and the Board. The documents describing the institution and its academic programs appear to be accurate and to represent the institution well. The Board and institution have appropriate policies for self-examination for improvement. The institution has had an independent conflict resolution officer in place since 1993 reporting to the President. There have been few serious complaints, with only one rising to the formal stage since the creation of that position.

In summary the evaluation committee found that Capilano University operates with high standards of integrity. It communicates its mission and goals and works with all parties to implement the work of achieving those goals.

General Commendations and Recommendations

Commendations

1. The Committee commends the President of the university for his outstanding leadership in the college's transition to a Special Purpose Teaching University and his service to the institution through ready access to students, faculty, and staff.
2. The Committee commends the University for its commitment to a faculty teaching environment that includes and supports part-time faculty who play a vital role in supporting academic programs.
3. The committee commends the university's faculty, administration, and staff for the spirit of collegiality and civility it fosters within the university and its surrounding community.
4. The committee commends the Division of Continuing Education for its professionalism and leadership, involvement with the local community, and the quality and diversity of program offerings.
5. The committee commends the University for its approach to the evaluation and professional development of faculty. The program provides time and resources for faculty to pursue scholarly and creative activities that enable faculty to keep current in their disciplines and engaged in their teaching.

Recommendations

1. The Committee recommends that Capilano University prepare a progress report on the implementation of status as a Special Purpose Teaching University under the terms of the University Act of the provincial legislature. This report should include a summary of the changes that have been fully implemented as required by that Act and a list of on-going implementation activities. **(Standards 6.A, 6.B, 6.C, and 6.D)**
2. The Committee recommends that the University utilize a planning process to inform resource allocations and master planning for physical development consistent with its mission and long-range educational plans. The master plan should be updated periodically. **(Standards 1.B.4 and 8.C.1)**
3. The Committee recommends that the University develop and implement its process for assessing all educational programs on a regular basis. Educational assessment must be integrated into an enhanced and systematic planning process and the University must identify and publish expected learning outcomes for each of its academic programs **(Standards 1.B, 2.B.1, 2.B.2, and 2.B.3; Policy 2.2).**
4. The Committee recommends that the institution integrate its evaluation and planning processes to identify institutional priorities for improvement and systematically reviews its institutional research efforts, its evaluation processes, and its planning activities to document their effectiveness. **(Standards 1.B.5 and 1.B.8)**