

INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT 2018-2019



CAPILANO
UNIVERSITY

ACCOUNTABILITY STATEMENT

July 12, 2019
Minister Melanie Mark
Ministry of Advanced Education, Skills and Training
PO Box 9870 Stn Prov Govt
Victoria, BC, V8W 9T5

Dear Minister Mark,

We are pleased to submit Capilano University's Institutional Accountability Plan and Report for 2018-19. The Board of Governors and the University administration endorse the content of this report and affirm that, in accordance with Capilano University's governance structure, we are accountable for this report. This report provides the Capilano University's strategic context and direction, our goals and objectives including performance measures and targets, and our results for 2018-19. Although there are still opportunities for improvement in terms of domestic and Aboriginal student spaces, the university has performed well in the Ministry's target areas that address education quality and employment.

Capilano University continues its recent period of rapid evolution, and this year marked an important new development as we began Envisioning 2030, a collaborative process of consultation between senior leadership and students, faculty, staff and community to help define our mission, vision and values for the next decade. This in turn will lead to a new strategic direction in 2019-20.

Capilano University continues to prioritize Indigenous learning in response to Truth and Reconciliation Calls to Action and in line with the United Nations Declaration on the Rights of Indigenous People. We have brought in a bridging program for Indigenous students, which augments the three programs focusing on First Nation languages and cultures. We have persuaded the federal government to invest \$1.93 million to fund the Indigenous Digital Accelerator, which will address significant gaps in the participation of local Indigenous peoples in the high technology, digital-creative and cultural sectors.

Capilano University has long supported the creative, technology-based industries with programs in the areas of animation and digital filmmaking. However, we are now poised to take our support for the creative, technology-based industry further with the initiation of plans to launch the Creative Tech Community (CTC).

Capilano University continues to implement Tuition-Free Adult Basic Education and English Language Learning, as well as tuition waiver and support for former youth in care, and this year we can report the first increase in developmental FTEs in the last five years. We have made major steps forward in enhancing and streamlining our admissions and recruitment processes, both to increase domestic enrolment and to integrate better with EducationPlannerBC.

As always, we continue to welcome the opportunity to work with the Ministry of Advanced Education, Skills and Training on our shared mandate to provide the highest quality education and student success to the region we serve and look forward to ongoing collaborations within the sector and beyond.

Yours sincerely,



Soon Kim
Chair, Board of Governors



Paul Dangerfield
President and Vice Chancellor



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Prepared by the Office of Institutional Research
ir@capilanou.ca

STRATEGIC DIRECTION AND CONTEXT





Capilano University: Who we are

Capilano University (CapU) began fifty years ago to serve the growing populations of the North Shore, the Sea-to-Sky Corridor, and the Sunshine Coast with campuses located in Squamish (Sḵw̱x̱ wú7mesh), Sechelt (shíshálh), and North Vancouver. Capilano University operates within the traditional unceded territories of the Coast Salish peoples. We respectfully acknowledge the Lil'wat, Musqueam, Sechelt, Squamish, and Tsleil-Waututh people on whose territories our campuses are located.

Founded in 1968 as Capilano College, Capilano University became a provincially designated special purpose teaching university authorized by the University Act to offer baccalaureate and masters-level degrees in 2008. Celebrating our half-centenary has been a focus of community and campus excitement and connectivity throughout the 2018-19 academic year.

Capilano University served 9,497 students in the 2018-19 fiscal year, representing 3886 domestic FTE and 1815 international FTEs. Our student body is diverse with the majority of our domestic students coming from different regions in the Lower Mainland and our largest international student populations from East Asia, South America and Western Europe. We are one of the largest employers on the North Shore with more than 1,000 employees, including over 600 regular and non-regular full- and part-time faculty members. This year, the editors of Canada's Top Employers named CapU as one of the top 100 employers in BC, noting CapU's family-friendly environment, including onsite day care and generous maternity leave.

This year saw the emergence of a remarkable number of achievements and milestones. In September 2018, we launched the CapU Centre for Student Success, providing math, writing and English language support for CapU students, along with an open study space and quiet group-study rooms. In the same month, CapFest drew almost 6,000 people to celebrate our 50th anniversary. Other anniversary celebrations continued throughout the academic year, including the carving of the Legacy Canoe under the guidance of master carver Ses siyam, who comes from seven generations of canoe carvers from the Squamish Nation.

Capilano University announced two major tech-related projects this year: the Indigenous Digital Accelerator, which will be located in the second major project planned—the Creative Tech Community (CTC). The vision of the CTC is to be an on-campus centre for students, faculty and BC's leading industry professionals to collaborate on specialized work- integrated learning, research and development.

An exciting new chapter in CapU history begins in September 2019, when CapU begins teaching students at its new location in North Vancouver's Lower Lonsdale neighbourhood. Located in the heart of the Shipyards redevelopment—surrounded by private residences, community organizations, and business services—the campus offers students wide variety of potential experiential learning opportunities within walking distance of the campus, along with retail and cultural amenities just steps away from the waterfront. Given its proximity to the Lonsdale Quay and SeaBus terminal, CapU Lonsdale is an ideal learning location for both commuting students and residents of the North Shore.



OUR PROGRAMS

Capilano University has several signature programs. These include our Animation, Early Childhood Care and Education, Applied Behaviour Analysis, Bachelor of Motion Picture Arts, Canada's only Indigenous Independent Digital Film-making Program, Bachelor of Music in Jazz, Bachelor of Legal Studies, and our Tourism Management programs. These programs offer unique and industry relevant educational experiences that attract students from Western Canada and beyond. Students' program opportunities increased this year with two new programs: the University One for Aboriginal Learners Certificate and the Applied Behaviour Analysis Post-Baccalaureate Certificate.

The University One program is a particularly important development; it provides critical bridging support for Indigenous learners whose previous education left them

under-prepared for academic demands of university. University One will help break down barriers that prevent many First Nations members of our local communities from pursuing advanced education.

These new programs add to 97 existing programs that span five Faculties, in addition to our Continuing Studies & Executive Education programs. We serve students pursuing careers in a variety of professions by providing 13 bachelor's degrees in business administration, communication, early childhood care and education, legal studies, motion picture arts, music therapy,

performing arts (in collaboration with Douglas College), and tourism management, along with six post-baccalaureate programs.

Capilano University undertakes quality assurance activities in a variety of ways, including policies and procedures aligned with the University Act, expectations of the Ministry of Advanced Education, Skills, and Training (e.g., Degree Quality Assessment Board), our accreditation body (North West Commission on Colleges and Universities), the Capilano Board of Governors, and the Capilano Senate. CapU is also pursuing membership in Universities Canada.

WHY CAPU FILM STUDENTS ARE DOCUMENTING THE HISTORIC LEGACY CANOE PROJECT



When Shasha McArthur heard the news that Capilano University was commissioning a Coast Salish artist to carve a traditional canoe on campus as part of its Cap50 celebrations, the film student knew she had to be involved.

“I was extremely excited about having the chance to witness the birth of a canoe and I wanted to be part of bringing it to light in whatever way I could,” says McArthur, a graduate of the Indigenous Independent Digital Filmmaking Diploma program who is now enrolled in the Motion Picture Arts Degree Program.

McArthur’s infectious enthusiasm to document the carving, including the protocols around drawing out the canoe’s spirit, spread to her fellow classmates. In no time, she and four others formed a creative team to film

the process. Each team member brings their unique talents and perspectives to the filming. The team includes Michael Wright of the Gitsxa-wetsuwet’ en Nation, Esteban Manuel from the Secwepemc (Shuswap) and Ktunaxa (Kootenay) from Neskonlith, Dustin McGladery from the Nisga’a Nation (specifically the Gisk’ansnaat Tribe at the Gitlaxt’aamiks Village), and John Spink of the Metis Nation, who has roots in Alberta, Montreal, Montana and Oklahoma.

The canoe, an enduring symbol of the imagination, identity and skills of Indigenous people, has deep meaning for Saskatchewan-born McArthur, who is of Nakota-Plains Cree heritage and grew up on White Bear First Nation. She sees the canoe as a metaphor for life.

“The canoe is about pulling together—where everybody is in the same situation and coming together to make progress,” says McArthur, whose passion for Indigenous storytelling sprung from wanting to rectify the under-representation and misrepresentation of Indigenous people in film. “If there is only one person paddling in the canoe, it’s going to take a longer time to get anywhere. If we don’t all contribute, we don’t move forward.”

The footage will be edited into a 10-minute documentary that will screen at the University later in 2019.

Even before master carver Ses siyam (Ray Natraoro) put a chainsaw to the log, collaborating with the Squamish Nation artist has been a privilege and positive experience for the documentary team.

“Working with Ray is awesome because he really wants to contribute to what we are doing,” explains McArthur. “If I pick up something, he will come over and tell me about it. He will also go over his techniques — where he learned it, the history behind it and who taught him. It’s a very in-depth process for him. I am so grateful that Ray and his apprentice Victor are very good with students. They don’t mind being interrupted to answer questions... unless of course they have a chainsaw in their hands.”

CapU held an awakening and a naming ceremony on April 11, 2019; the canoe will eventually make its way onto the water. Plans for the canoe include potentially forming a campus paddling team, not just for athletics but also to share important Coast Salish cultural traditions.

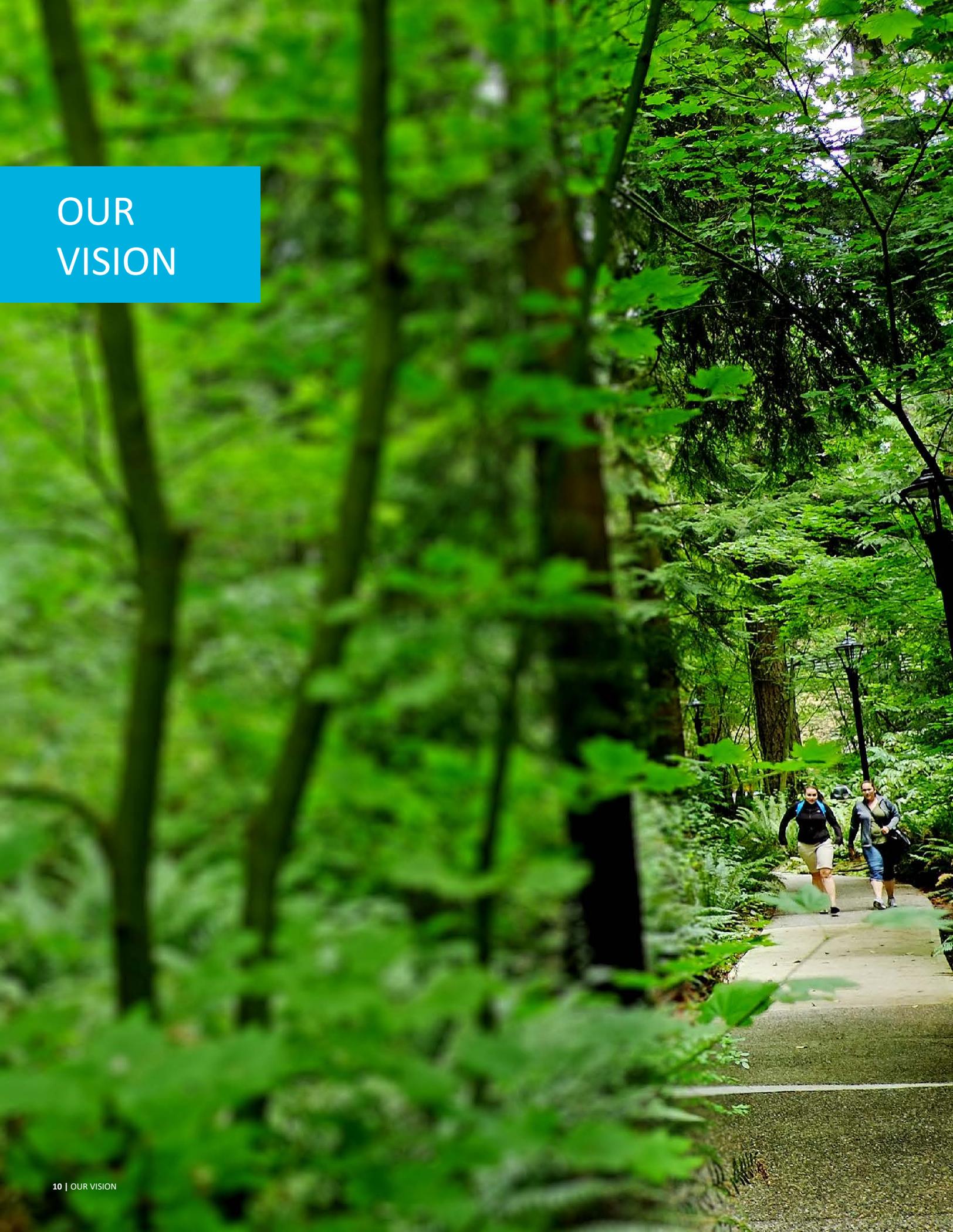
“This canoe is a huge symbol for any Indigenous student coming to CapU,” says McArthur. “It’s going to be part of a team sport, but it’s not going to be just for Indigenous students but for anyone who wants to get involved and learn about First Nations traditions. The canoe teaches us about uniting together for a common goal.”

OUR MISSION





Capilano University is a teaching-intensive university offering a wide range of programs and services that enable students to succeed in their current studies, in their ongoing education, in their chosen careers, in their lifelong pursuit of knowledge and in their contribution as responsible citizens in a rapidly changing and diverse global community.

A photograph of a paved path winding through a dense, vibrant green forest. The path leads from the bottom right towards the center of the frame. Two people are walking away from the camera on the path. The foreground is filled with out-of-focus green leaves and branches, creating a sense of depth. The overall atmosphere is peaceful and natural.

OUR VISION



Students are drawn to our dynamic and unique programs, passionate faculty, welcoming staff, and close-knit learning environment. Graduates are independent learners, thinkers and doers actively contributing to their communities.

WE VALUE





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

OUR GOALS AND THEMES

INSTITUTIONAL GOALS

Arising from the mission statement, the institutional goals are broadly defined as the general areas of success that are desired for all students. From the mission, the institutional goals are:

- Student success in ongoing education
- Student success in chosen career
- Student success in lifelong pursuit of knowledge
- Student success in contributing as responsible citizens in a rapidly changing and diverse global community

In support of the specific knowledge, understanding and skills developed in individual programs, the institution has identified seven broad learning outcomes for all students. These institutional student learning outcomes are:

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

The context of each program defines student achievement of these outcomes. While different programs of study will have a different emphasis on each of these outcomes and differing levels of expected competence, all programs are expected to address every outcome. These general student outcomes, along with the program specific outcomes, are the basis for measuring the success of the institution.

CORE THEMES

1. OPPORTUNITY

This theme focuses on ensuring students access to opportunities with an academic environment that inspires and encourages them towards understanding their communities in new and productive ways, leading to enhanced learning within and beyond the University.

Through exploration and inspiration, our learners become empowered, confident and intentional.

2. LEARNING

This theme focuses on engaging with and contributing to a challenging environment in ways that help all our learners discover new pathways to knowledge and new connections amongst their various communities.

Through discovery and creativity, our learners are well prepared to apply the knowledge and experience they have acquired.

3. COMMUNITY

This theme focuses on inspiring, connecting and engaging all members of the University community, helping them imagine and explore new connections and new engagements with the public we serve, and enhancing the mutual support and collaboration of our communities.

Through connection and engagement, our learners will make positive contributions that enrich and enhance their communities.

STRATEGIC PRIORITIES

IMMEDIATE PRIORITIES

While our Envisioning 2030 process moves towards its goal of creating a new strategic plan, the current Operation Plans guide Capilano University. With an entirely new format, the 2018-19 and 2019-20 Operational Plans present the opportunity to improve knowledge and understanding of how every academic area and service unit supports the University's priorities. They represent a transition to a performance-based model where support is given to achieve specific objectives carefully aligned with CapU's short- and long-term direction.

Under the current Operational Plans, Capilano University is actively addressing two immediate priorities: 1) strengthening capacity and 2) enrolling more students on campus. Our progress and further actions are summarized below.

| | Goals | Progress in 2018-19 | Further actions in 2019-20 to 2021-22 |
|--|--|---|---|
| Priority #1 Strengthen Capacity | Build the framework to plan, communicate and budget | <ul style="list-style-type: none"> ▪ Built and piloted integrated planning process that focuses on outcome and priority-based resource allocation and budgeting ▪ Established Financial Planning and Analysis unit that completed insightful analytics to support the development of the 2019-20 budget ▪ Centralized budget for IT Services and Facilities to improve accountability and coordination for University development activities | <ul style="list-style-type: none"> ▪ Further develop framework for academic analytics and support the University's ability to conduct timely and effective analysis and decision-making ▪ Continue to upgrade critical finance areas including financial systems, budgeting and forecasting and reporting to support higher service standards |
| | Build trust and collaboration | <ul style="list-style-type: none"> ▪ Increased transparency and clarity in resource allocation processes through clear budgeting principles ▪ Continued to build on openness and transparency by adopting a collaborative approach to Envisioning 2030, our long-term planning process ▪ Created a unified orientation focusing on student success and empowering students to build connections, be engaged and take actions ▪ Enacted policy changes as a result of admissions review, beginning to alleviate a disconnection between Registrar's Office and Faculties | <ul style="list-style-type: none"> ▪ Complete Envisioning 2030 long-term planning process with thorough and engaging faculty and staff as well as community consultations ▪ Build processes and literacy necessary for improved financial accountability and budget ownership ▪ Modernize university policies, providing additional clarity for day-to-day operations and better enabling trusting and collaborative relationships |

| | Goals | Progress in 2018-19 | Further actions in 2019-20 to 2021-22 |
|--|--|---|--|
| Priority #1 Strengthen Capacity | Build a culture that embraces challenges and change | <ul style="list-style-type: none"> Guided all University units and Faculties through a multi-phase Integrated Planning process to outline three-year service outcomes and aspirations Simplified planning, assessment, and accountability processes by streamlining duplicate activity Introduced Envisioning 2030 process challenging the organization to envision preferred futures given situational trends Increased institutional pride through CapU's 50th Anniversary celebrations and public announcement of a new location in Lonsdale, North Vancouver | <ul style="list-style-type: none"> Building Envisioning 2030 plan in a way that is bold and realistic while taking concrete steps towards building capacity for change Enhance and modernize technology systems to reduce manual processes and improve our ability react to changes and take advantage of opportunities Improve data-informed decision-making by improving institution-wide data literacy and making accessible real-time analytics dashboards for our institutional Key Performance Indicators Increase international opportunities for students, faculty, staff and administrators, building desire and capacity to embrace challenges and change in a dynamic environment |
| | Build competencies | <ul style="list-style-type: none"> Continued to increase professional development opportunities tailored to each unit's needs Strengthened employee onboarding and centralized employee training, including topics such as workplace diversity Piloted Tableau dashboard to enable institutional access to Key Performance Indicator (KPI) data to build awareness of institutional performance Provided planning training as a part of Integrated Planning process Hired new senior leadership including Dean of Faculty of Arts & Science, Chief Information Officer, and Director, Continuing Studies & Executive Education with goals to improve operations in each of their units | <ul style="list-style-type: none"> Develop training for new policies, procedures and systems as they are developed / implemented, critical as the University changes and evolves Continue to build competencies in Indigenization of Capilano University's curriculum and decolonizing our campus through the work of First Nations Student Services and Centre for Teaching Excellence |

STRATEGIC PRIORITIES

| | Goals | Progress in 2018-19 | Further actions in 2019-20 to 2021-22 |
|--|--|--|---|
| Priority #2 More Students on Campus | Student success (focus on retention) | <ul style="list-style-type: none"> Improved interventions programming for student success by focusing on students in need and earlier intervention in order to help students reach their true potential Provided training and data for faculties to understand retention data by program as part of Integrated Planning process Launched Learning Commons space, a visually appealing and welcoming space for students to collaborate and study Completed second year of operations for Student Housing, continuously improving services by acting on student feedback Hosted the President's Student Voice Forums to hear what students had to say about how to create an outstanding student experience at CapU | <ul style="list-style-type: none"> Improve student experience at administrative touchpoints (e.g., Cap Card Centre, Bookstore, Student Residence) Develop mobile and digital tools to facilitate and improve on communications with students and overall student engagement Strengthen supports for Indigenous and international students to better enable their academic success Increase availability and accessibility of convocation and graduation celebrations to celebrate students who graduate throughout the year and in satellite campuses |
| | Recruiting (focus on domestic students and "One University" approach) | <ul style="list-style-type: none"> Established a framework to support programs in setting recruitment targets and began to develop a university-wide strategy for cooperative and collaborative recruitment Completed major milestones in admissions review through faculty consultations and completion of key policies | <ul style="list-style-type: none"> Focus on increasing conversion of students from offer to registration by defining a comprehensive recruitment strategy and improving post-offer engagement opportunities and processes Develop an internationalization strategy that establishes CapU as a leading centre of excellence for international education, prepares students for today's global marketplace and engages all employees Develop a comprehensive revenue-generating strategy for Continuing Studies and Executive Education (CS+EE) |

| | Goals | Progress in 2018-19 | Further actions in 2019-20 to 2021-22 |
|--|--|---|---|
| Priority #2 More Students on Campus | Program innovation (new programs) | <ul style="list-style-type: none"> Developed four new programs proposals: Bachelor of Human Kinetics; Bachelor of Science, General; Bachelor of Arts with a major in Psychology and Bachelor of Arts with a major in English. The last two are under review by the Ministry Piloted University One for Aboriginal Learners program | <ul style="list-style-type: none"> Pursue Exempt Status with Ministry of Advanced Education to accelerate our program development processes Continue to develop programs and meet program development milestones in accordance with our degree development process Build and execute on strategic projects that increase work-integrated learning opportunities such as the Indigenous Digital Accelerator and the Creative Tech Community Build out a cohesive set of offerings in Continuing Studies and Executive Education that respond to the lifelong learning needs of adults and leverage the Lonsdale campus |
| | Diversity and access | <ul style="list-style-type: none"> Completed plans for CapU Lonsdale opening in Fall 2019, improving access to Capilano University Embarked upon Legacy Canoe project in response to Calls to Truth and Reconciliation Provided internationalization training for staff and faculty while continuing to focus on improving international student outcomes and success Launched <i>Positive Space</i> workshops. These reach students and staff to build an inclusive community and increase understanding among all of the barriers facing our LGBTQ2S+ members | <ul style="list-style-type: none"> Review and implement recommendations of Gender Diversity Audit, continuing our commitment to provide a welcoming space to learn and work Continue to explore opportunities to more fully serve learners in the Sea-to-Sky region Complete and launch Capilano University's Internationalization Plan which will provide a path for Capilano University to become a globally relevant and recognized institution |
| | Campus master facilities and urban plan (focus on student experience) | <ul style="list-style-type: none"> Completed campus master plan which will be used as a framework for decision-making for long-term campus development Continued to improve student and staff facilities including Learning Commons and dedicated space for Centre for Teaching Excellence | <ul style="list-style-type: none"> Build and launch Phase 2 of the Student Success Centre, which will provide one-stop access to all student services Professionalize campus operations, including preventative maintenance, campus security, health & safety and emergency preparedness Continue to build out long-term plans for campus infrastructure and building, and landscapes. |

MAJOR PLANS AND INITIATIVES

Envisioning 2030

Envisioning 2030 is the collaborative planning process engaging the Capilano University community to identify our preferred future. This process includes various phases, starting with a comprehensive situational analysis of external and internal facts and trends. Envisioning 2030 continues with open consultation to identify CapU's new Vision, Purpose and Values and will conclude by developing specific goals, objectives, strategic priorities, strategies and long term institutional KPIs. Along with our Mandate Letter, Envisioning 2030 will produce the Capilano University 2030 Plan, to be introduced in January 2020.

Operational Plan 2018-19

The current Operational Plan builds on positive aspects and improvement opportunities outlined in previous operational plans and other strategic planning documents. It captures evidence of progress on many fronts and outlines key elements of our institutional performance, including an environmental scan, CapU's key performance indicators and short- and mid-term strategic priorities.

CapU entered 2018-19 with recent meaningful achievements, adding reasons to celebrate our 50th anniversary. In the previous year, we opened our first- ever student residence. Last year also saw the start-up of the Centre for Student Success, the Centre for Teaching Excellence, and the development and launch of the Academic Initiatives and Planning

Office. Especially relevant was the opportunity to sign an affiliation agreement regarding post-secondary educational opportunities with the shishálh Nation.

Particularly important in this year's Operational Plan is the presentation of seven key performance indicators (KPIs) and five key indicators of progress, all closely linked to CapU's short- and mid-term priorities. It is imperative that all programs and services collaborate to use the 2018-19 operational cycle to gather baselines to prepare and propose the next set of targets as part of our Integrated Planning Process. For example, recent findings presented by Academics Group regarding CapU's student application processes suggest the need to pay significant attention to the improvement of the admission yield (offerings to registrations). In order to monitor progress, individual program offerings and registration baselines and supported projections will be necessary for our next planning round.

Recently, CapU received the results of its 2017 Employee Engagement Survey. The survey report included a suggested pathway with the greatest potential for change, outlining a way for CapU to move forward towards strengthening University commitment. This pathway requires that we continue to improve our senior-level leadership, and that we double our efforts to overcome challenges related to workplace learning, workload, stress and recognition. As part of the strategies to deal with workload and stress, Capilano University has committed to the health and well-being of its students, staff and community by formally signing and

adopting the Okanagan Charter—An International Charter for Health Promoting Universities and Colleges to embed well-being into CapU's everyday operations, business practices and academic mandates.

Integrated planning

This year, Capilano University piloted an integrated planning process that will ultimately simplify and strengthen the University's planning and assessment processes.

As part of the Integrated Planning process, faculties and departments received data on KPIs and training to help understand the implications on their plans. Key features of this process include:

- Integrating budget development with operational planning.
- For all units, a process of setting targets and aspirations to inform the budgeting process. Plans will also be updated post resource allocation, based on the final balanced budget.
- Merging service unit assessment and operational planning processes.
- Last year, each service area had to complete a plan and report outlining service outcomes for accreditation purposes. This has been incorporated into core Integrated Planning processes. Each department outlines their service outcomes and targets on a rolling three-year cycle for Integrated Planning.
- Streamlining institutional accountability reporting with Operational Plan reflection processes. Reflection of past performance compared to plan will be conducted at year-end. This will be conducted simultaneously with reporting

activities for institutional accountability.

- Supporting all CapU faculties and departments in adopting a performance-driven, data-informed mindset.

Aboriginal Service Plan

The current Aboriginal Service Plan (ASP) for CapU and the First Nations territories on which our campuses reside has been an essential vehicle for our shared growth and learning. It is much greater than a fund that provides services to learners and Indigenizes the University; it is a program of mutual ownership that has helped build trust and respect. It provides us with collective focus on how to continually improve pathways for Indigenous learners, and how to improve education for all by incorporating the values and wisdom of Indigenous ways.

We understand the barrier that a lack of knowledge of opportunities presents to young people. The community-learning-facilitator model we have developed through the Coastal Corridor Consortium (C3) provides a critical means for individuals in the region to access and succeed in post-secondary education. Facilitators provide a friendly and supportive face to higher education and help address individual needs. This personalized support has reduced barriers of fear, distrust, and lack of confidence, while building a sense of support, care and commitment to learning that has changed the lives of many individuals in highly positive ways. The facilitator model is important for maintaining positive relations with First Nations and maintaining awareness of emerging issues and needs. This plan has

introduced an annual Aboriginal Youth Summit, Inspiration Nation.

Although we have always consulted actively with communities, with this ASP CapU continued to evaluate educational needs through surveys and focus groups. CapU has now implemented needs-analysis surveys in three communities. We have also sought to deepen dialogue on how communities can find their own solutions to needs with our support where relevant. This approach is evolving and may inform new ideas and initiatives to pursue in future ASPs. We learned, through our needs-analysis surveys, of additional barriers to accessing post-secondary education. Financial constraints, lack of information about educational opportunities, childcare, and family well-being were among the impeding factors identified. The needs will form the basis of an ongoing trend analysis that the University will review annually. They also serve to inform community economic development initiatives and job-creation efforts.

One of our proudest programming outcomes of the ASP is the success of the Sechelt, Squamish and Lil'wat language and culture programs. This has contributed significantly to revitalization of language and culture and related pride and personal enrichment. The Tsleil-Waututh Nation has requested that we begin developing a language and culture program for their community, and we will be asking for assistance in completing current credentials and beginning a new program for Tsleil-Waututh in this year's ASP. In addition, we have worked with each of the communities to determine how to take immersion language studies to another level and remain hopeful that this will be possible in future years. The language and culture programs have had profound personal impact for many.

Once Indigenous learners reach university they are often faced with significant cultural barriers to learning and can be under prepared for independent study at a post-secondary level. We have found in the past that around 20% of Indigenous learners are placed on academic probation in their first year of study. This causes an erosion of confidence and sets in motion ongoing barriers to academic success. Under a previous ASP, we piloted a University Study Skills for Aboriginal Learners (USSAL) workshop program that provided university support measures to learners in their first year to help them succeed. The success of this pilot program has resulted in a new certificate program being formed, University One for Aboriginal Learners. We have recorded higher participation in the individualized math and writing support offered in the Learning Centre. Aligned with this bridging program, we introduced peer mentor support for new learners in the institution. This led to personal connections and lines of support with benefits for both the new and the experienced learner. We believe each of these approaches will result in stronger retention and ongoing success for all learners.

BC Skills Gap Plan

CapU has adhered to the provincial government's Skills Gap Plan, complied with the job skills blueprint and has continued to be successful in delivering high quality education dedicated to meet our planned targets in early childhood care and education, paralegal studies, business administration, and tourism management.

#BCTECH Strategy

CapU continues to strengthen our tech-related programming in support of the #BCTECH Strategy, specifically in our Design in Visual Communication and Motion Picture Arts programs. Our programs continue to integrate practical experience into their course of study with graduates having a reputation of being industry-ready.

This unique intersection of creative and digital skills that CapU has become known for lays the foundation for two significant developments this spring that will significantly enhance CapU's ability to support the #BCTECH strategy. In April 2019, CapU and the federal government announced the provision of \$1.93 million in federal funding to develop an Indigenous Digital Accelerator program. The project will scale up early-stage Indigenous companies with high-growth commercialization and innovation potential within a framework that emphasizes community development and low environmental impact. This

project combines our commitment to developing technological skills provincially and locally with our commitment to supporting the Indigenous communities and learners. The economic benefits are not just restricted to Indigenous communities: Western Economic Diversification Canada estimates the IDA will help inject more than \$13 million into Canada's economy over the next three years.

In the same month, moreover, came the signing of a memorandum of understanding between CapU and AMPD Technologies, Greenstone Initiatives and Hynes Developments to build a Creative Tech Community (CTC) intended to be one of Canada's largest on-campus collaborations between education and industry. The CTC is projected to house the Indigenous Digital Accelerator and other projects. The collaboration is a joint effort to develop future generations of digital storytellers in technology-related areas such as animation, film, games, visual effects and emerging platforms.

The vision of the CTC is to be an on-campus centre for students, faculty and BC's leading industry professionals where they can collaborate on specialized work-integrated learning, research and intellectual property (IP) development. The partners are currently exploring technology-enabled spaces (based around a high-performance data centre, next generation rendering and emerging platforms) for shared use. Building upon CapU's success in motion picture arts, performing arts and design, the project will facilitate the development of new modular digital media programs through which students, faculty and professionals will work with industry to develop technology and innovations for businesses and social enterprises.

<https://news.gov.bc.ca/releases/2012AVED0007-000164>

<https://www.canada.ca/en/western-economic-diversification/news/2019/04/government-of-canada-investments-to-help-indigenous-entrepreneurs-thrive-in-british-columbias-growing-creative-and-technology-sectors.html>

OTHER PLANS, GOALS AND INITIATIVES

Capilano University is undergoing a highly active time of change and growth. This year's operational planning sees CapU updating, expanding or creating a large suite of new plans, goals and initiatives.

The key plans and initiatives underway are given below.

Enrolment Planning

Our 2019-20 budgeting process incorporates a financial assumption of 5% domestic course enrolment increase and a 4% international course enrolment decrease.

Areas that plan to contribute to the domestic enrolment increase include:

- School of Legal Studies in the Faculty of Business and Professional Studies
- School of Access & Academic Preparation in the Faculty of Education, Health and Human Development
- School of Performing Arts and School of Design in the Faculty of Fine and Applied Arts
- School of Public Administration in the Faculty of Global Community Studies

Domestic enrolment growth will result from several initiatives:

New cohorts of successful programs This includes Bachelor of Design, Diploma in 3D Animation for Film and Games and Diploma in Acting for Stage and Screen.

New enrolments

Continued progress on admissions review, development of recruitment strategy and negotiating of block

transfer agreements will contribute to new enrolments, especially in 2020-21 and beyond. Included in the recruitment strategy is a new focus upon learners in the Sea-to-Sky corridor.

CapU has begun to develop a Strategic Enrolment Management (SEM) plan, which offers the promise of long-term impacts on enrolment.

Retention

Continued focus on student success and investment in student supports, such as the newly opened Learning Commons, will lead to improvements in retention. In addition, new baccalaureate programs are being developed, with two proposals—for a BA, Psychology Major and a BA, English Major—under review by the Ministry's Degree Quality Assurance Board, and two more programs—a BSc, General and a Bachelor of Human Kinetics—are under development. To the extent that CapU's enrolment numbers have suffered from an increased demand by learners over the last decade for baccalaureate programs, more baccalaureate programming should also help attract new enrolments, as well as boosting retention.

Calls to Truth and Reconciliation

We continue to strengthen First Nations Student Services offerings by reinvigorating the First Nations Advisory Committee, completing the Legacy Canoe Project and creating Cultural Competency Programming and Cultural Connections Programming while

providing better supports for Indigenous students. Academic areas will continue to Indigenize CapU's curriculum.

Universities Canada membership

CapU continues to work towards membership with Universities Canada 2019-20 with a site visit anticipated in the fall. This requires us to invest in Library services, build capacity for research, continue to innovate in teaching and learning and develop additional relevant and in-demand programs.

CapU Lonsdale

CapU Lonsdale will open for programming in 2019-20. We aspire to offer location-relevant programming (including Continuing Studies & Executive Education) while creating a presence for CapU in North Vancouver's revitalized Shipyards community.

Admissions review

Our university has considerably revamped its admissions and registration process following an independent review conducted last year. Under its guidance, CapU has revamped our admissions procedures, leading to a streamlined application process. Since the review, our Registrar's Office has been focused on professionalizing systems and processes through the support of technology and with collaboration with faculty. This unfolding process of renewal will improve internal

efficiency and accuracy, as well as student service experience.

Student Success

The Centre for Student Success works to engage and support CapU students with the goal of greater persistence through their studies and improved student outcomes. Notable areas of increased activity include first year and at-risk student supports, career-related programming, student employment, health and wellness, student athletics, and student leadership. We hope to consolidate all Student Success services in the new Centre for Student Success in 2019-20.

Facilities and Student Housing

Facilities and Student Housing will embark on several projects that will improve CapU as a place to study, work and live. For Facilities, this includes renewing our furniture, formalizing our preventative and deferred maintenance program and professionalizing our campus safety program. For Student Housing, this means helping students succeed by implementing Living Learning Community programming.

With a view of the long term, there are plans for more student housing in 2020-21 and the development of an Energy Campus Master Plan has been developed to support the future growth of CapU.

Finance, IT and supporting systems

Finance and IT Services will conduct projects that resolve immediate challenges as well as build capacity for the long term. In the short term, Finance aims to refresh financial policies as well as work with IT to establish asset management processes and resolve immediate challenges to financial systems. IT Services will partner with business areas to resolve immediate challenges by using business process analysis combined with enterprise application enhancements and additions. For 2020-21 and beyond, IT will develop and execute an Integrated Technology Plan that outlines CapU's technology roadmap for the next 3 years.

SARAH MCLACHLAN AND BRUCE POON TIP RECEIVE HONORARY DEGREES FROM CAPILANO UNIVERSITY

Singer, songwriter and philanthropist Sarah McLachlan and entrepreneur, author and international community tourism advocate Bruce Poon Tip received honorary degrees from the University at this year's Convocation ceremonies on June 3, 2019.



McLachlan is an award-winning musician, international recording-artist and Officer of the Order of Canada. Inducted into the Canadian Music Hall of Fame in 2017, she has won three Grammy and 12 Juno Awards over the course of her career.

McLachlan founded the Lilith Fair tour, which showcased female performers and raised more than \$7 million for various charities over its three-year run. In 2002, she founded the Sarah McLachlan School of Music to provide music education at no cost to at-risk and underserved children and youth in Vancouver, Surrey and Edmonton. Connecting communities, creating joy and inspiring love for music are at the heart of her life's work.



Poon Tip is an entrepreneur, philanthropist, author and the founder of G Adventures, an award-winning small group adventure travel company and social enterprise. G Adventures operates 28 offices worldwide, offering more than 700 tours and travel opportunities across all seven continents. He is also the founder of G Adventures' not-for-profit partner, the Planeterra Foundation, which channels support to underserved communities around the world. An inductee into the Social Venture Network Hall of Fame and the British Travel and Hospitality Hall of Fame, Poon Tip is an unwavering advocate of the power of travel to change lives for the better.

“We are proud to have these two remarkable Canadians join our community of honorary degree recipients. They have distinguished themselves not only in their careers but also for applying their abilities and influence to make the world a better place. They represent the values of Capilano University and bring honor to our name.”

PAUL DANGERFIELD
President of Capilano University

STRATEGIC CONTEXT

External factors

Our evaluation of external circumstances suggests that there is a continuing need for Capilano University in preparing students for a strong regional economy and also suggests increasing challenges in meeting students' needs in an evolving post-secondary landscape. Particularly relevant for our university are the following two key factors:

1) A strong regional economy continues to provide opportunities for CapU graduates

BC's economy continues to be strong, forecasting 903,000 job openings between 2018 and 2028, with 77% of these jobs requiring at least some form of post-secondary education or training. There are also growing employment opportunities on the North Shore, where a substantial share of our domestic students call home. In addition, Vancouver's growing animation and visual effects industry continues to allow CapU's graduates to successfully seek employment post-graduation.

2) Students have choice in their post-secondary education

Innovation is accelerating in post-secondary education. This includes innovative programming, program delivery, pedagogy, learning resources, student support, industry and community collaboration, use of campus space and incorporation of technology in learning. Increased opportunities for innovation ultimately creates better student experiences and differentiation between institutions. Combined with growing

international mobility, there is increased competition for attracting students. Added to this, CapU faces continuing transportation challenges to the North Shore campus that factor into students' decision-making for the institution they choose.

Internal factors

A review of internal factors shows that Capilano University maintains a high quality of education delivery. A declining trend in enrolment has necessitated a rebuilding of Capilano University's capabilities. We are beginning to see some signs of improvement in the numbers of developmental FTEs. We have made substantive changes to senior-level leadership, which will continue to guide us toward measurable improvements.

1) Capilano University offers a high quality of education, driven by continued commitment by faculty and staff to CapU students

Year after year, CapU achieves its targets in satisfaction with education, assessment quality of instruction and assessment of skill development metrics. CapU graduates achieve key learning outcomes. These successes in student satisfaction reflect the high quality of its faculty and academic staff. CapU's success in providing a quality education for students is also reflected in the result of surveys conducted by external bodies, such as the Canadian University Survey Consortium. CapU will continue to build on this strength by

committing to teaching excellence and program innovation.

2) Capilano University continues to face declining domestic enrolment and low, but improving, retention rates, resulting in below average graduation rates

Declining domestic enrolment is driven by both external and internal factors. External reasons include demographic shifts and the increased choice students have about their post-secondary education journey. Active on our radar are the internal reasons that focus our attention on the need to proactively meet student demand for programming and student affairs support, improving our application-to-admission-to-registration effectiveness, and developing new and relevant programs for students.

Our leadership has prioritized these initiatives and are seeing progress in the most sensitive metrics (e.g., retention).

3) Capilano University continues to realize the spirit of the Truth and Reconciliation Commission (TRC) in our efforts to Indigenize our curriculum and community

To better serve the needs and interests of Indigenous students, Capilano University continues to expand its First Nations Student Services (FNSS) unit, with an active search to hire a director for the unit. Similarly, the University has augmented the committees advising executive and senior leaders with the formation of the President's

First Nations and Indigenous Affairs Steering Committee, which now stands alongside the First Nations Advisory Committee and the Indigenize the Academy Committee.

CapU is striving to include Indigenous culture within the fabric of CapU life. As part of our 50th anniversary celebrations, the University commissioned the carving of a 30-foot canoe by master carver Ses siyam, assisted by carver Xats'alanexw siyam. Members of the CapU community— students, faculty, and staff— were invited over several days in March, 2019 to join Ses siyam and Xats'alanexw siyam to help carve the canoe, with a total of 101 people participating. In April, the carvers, elders and leaders of the surrounding Salish communities led the University in an awakening and naming ceremony that drew a such a large crowd that even the stairways and upper mezzanine of the ceremony space were packed. The University has also made a place for Indigenous culture in a more formal way through a new (draft) policy acknowledging the right of Indigenous students to attend convocation dressed in the ceremonial regalia of their Nation. To help First Nations students create cedar graduation caps for Convocation, FNSS hosted a cedar-hat-weaving workshop for graduating students. Throughout the year, the FNSS sponsored several workshop to teach traditional Coast Salish skills, not only to students, but also employees and members of the community. The beading, drum-making, and cedar-hat-weaving workshops drew 59 people.

Two significant capital investments signal our commitment to serving local Indigenous communities. This year, we assisted in the rebuilding of the Ts'zil Learning Centre, providing \$300,000 from CapU capital resources for furnishings and equipment. The Centre will grant easier access to education and certified industry skills training for

Indigenous learners from Lil'wat, N'quat'qua, Skatin, and Samahmquam First Nations, as well as Indigenous and non-Indigenous learners throughout the Mount Currie-Whistler region. The new building continues to be home to programming such as the Lil'Wat Language and Culture program, and new programming. The Education Assistant Certificate program began operating for the first time at the Mount Currie campus in Spring 2019.

This April witnessed the announcement of our second major project to build the knowledge depth and economic capacity of regional Indigenous communities. The Indigenous Digital Accelerator (IDA), seeded with \$1.93 million in federal funding from Western Development Canada, aims to achieve these goals by building on CapU's history in Indigenous digital storytelling. The first wave of development at the IDA will involve Indigenous alumni who have had small business success in film, animation and digital media.

CapU intends to collaborate with industry leaders, elders and an established Indigenous accelerator—Indigenext—to bring experienced business and community leaders and mentors on campus. The IDA will address significant gaps in the participation of Indigenous peoples in the high technology, digital-creative and cultural sectors including film, TV, games and digital media. It aims to contribute to the development of low-carbon jobs and grow Indigenous digital intellectual and technology development. As the IDA matures, it may include other sectors, such as tourism and hospitality.

4) Capilano University continues to increase international enrolments, necessitating a strengthened internationalization strategy to improve student success

CapU continues to attract more international students each year. The proportion of international FTEs across fiscal years has increased in every year from 2014-15 to 2018-19, more than doubling in that time, increasing from 13% to 32%. We are therefore adapting to our evolving student demographics by ensuring our faculty, staff, student services and space are welcoming to international students and conducive to their learning outcomes.

5) Capilano University continues its commitment to creating a caring and supportive environment for all, including its employees. A positive space for students requires a positive space for those who work with and support them.

Our commitment to creating a positive working environment has recently been recognized by the editors of Canada's Top 100 Employers project of Mediacorp Canada, who named CapU as one of BC's top 100 employers. The editors cited CapU's "... exceptional family-friendly benefits, ranging from maternity and parental leave top-up payments for new parents, to flexible working arrangements and onsite daycare when they are ready to return to work" as well as generous pension contributions and generous vacation and leave policies (<https://content.eluta.ca/top-employer-capilano-university>).

6) Capilano University is actively reducing our capability gaps in planning and data-informed decision-making

New representation in our senior leadership in the last two years has begun to mark a change for Capilano University. The Integrated Planning Process of 2018- 19 is building reliable performance metrics for each unit and administrative department. Spring 2019 saw the unveiling of a suite of online dashboards providing unprecedented access and availability of KPIs to University decision-makers. Such developments help not only build greater data literacy among management, but also greater accountability, which in turn enhances organizational trust with various data sources. We regard these steps as foundational for a concerted effort towards improvement.

As a part of our Envisioning 2030 long- term planning process, we have undergone a deeper evaluation of our external environment. These insights inform our decision-making as we articulate Capilano University's vision, purpose and values. We have focused our research on how the role of the University will change in a ten-year horizon. The following summarizes what we have learned so far from our research as well as internal and external consultations.

The reasons for why a future learner would choose a university education is changing; this has implications on Capilano University's programming and the way education is structured. Students will continue to pursue post-secondary education to pursue a career. The definition of what it means to lead a career, however, is changing along with the role of university education in the development of an individual's career. For instance, a 2018 Gallup poll reported that 21% of millennials say that they have changed jobs within the past year, a figure three times

higher than non-millennials. Not only will future learners transition from one role to another in the workplace faster, they seek continuous upskilling and upgrading. As a result, individuals who attend a university institution will increasingly be anywhere along their professional development journey, and young university students will need to be prepared for a dynamic career. Students also pursue a university education to become more informed and productive local and global citizens. This will require university education to leverage the local context while equipping students to navigate a globalized world.

Future learners need and desire to interact with education differently; this has implications on how institutions deliver the educational experience. The next generations of learners desire more independent, customized and active learning. Digitally-enabled delivery and content that equips our students to navigate a digital world is a must but this does not substitute traditional factors that lead to student success. These factors range from fostering positive and productive student mindsets to actively developing social and emotional skills in the educational journey. As fields such as advanced data and analytics, artificial intelligence and automation become more frequently and effectively used, these tools can be used to improve the student experience, facilitating decision-making and customization. Privacy, however, must be monitored and respected.

Universities not only serve learners, but also play a role in contributing to local communities and the wider society. Universities have a role to play in supporting the communities they reside in, beyond the role of an educational provider. Universities can be a source of community knowledge, for example, through locally contextualized research and creative activity. Universities can play the role of a facilitator that brings the surrounding region together, be it to discuss and solve complex issues or to build a sense of community. Universities can spur innovation by providing a space, resources or an intellectual community to support innovative activity. Capilano University can aspire to play these roles for the North Shore and Sea-to-Sky region, in particular the Indigenous communities residing in these regions.

University student KPIs

Capilano University served 9,497 students in the 2018-19 fiscal year, an increase of 5% from the previous year, marking the second consecutive increase in headcount. This headcount corresponds to 5,700.5 FTEs for the 2018-19 fiscal year, of which 68% were domestic and 32% international student FTEs. Domestic FTEs declined from the previous fiscal year by 4% while domestic headcount

declined by 8%, marking the fifth consecutive fiscal year decline in domestic FTEs and headcount. The size of domestic declines in both FTEs and headcount, however, has itself reduced over the last two fiscal years.

As shown in Table 1 below, Capilano University students enrol in programs distributed over 12 different categories of credential type, ranging from programs

with no credential, such as Engineering Transfer, to graduate diploma programs, such as Early Childhood Care and Education. Over the last five years, we have seen growth in enrolments for diploma, post-degree and graduate programs.

Table 1: Headcount by credential, last five fiscal years

| Credential | Fiscal Year | | | | |
|---------------------------------|-------------|-------------|-------------|-------------|-------------|
| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| None | 2167 | 1865 | 1855 | 1948 | 1854 |
| Developmental | 45 | 57 | 41 | 33 | 24 |
| Short Certificate | 27 | 32 | 31 | 61 | 100 |
| Certificate | 1372 | 1183 | 1095 | 1107 | 1105 |
| Advanced Certificate | 14 | 12 | 23 | 18 | 11 |
| Diploma/Advanced Diploma | 1633 | 1605 | 1633 | 1666 | 1744 |
| Associate Degree | 813 | 816 | 840 | 963 | 1307 |
| Baccalaureate Degree | 2957 | 2866 | 2836 | 2815 | 2809 |
| Post-degree Certificate/Diploma | 121 | 192 | 256 | 350 | 487 |
| Graduate Certificate/Diploma | -- | -- | -- | 49 | 56 |
| Total | 9149 | 8628 | 8610 | 9010 | 9497 |

Note: Headcount is unique within credential type. Numbers for 2018-19 are as of April 16, 2019. Data excludes students in Continuing Studies and Executive Education programs.

The numbers of full-time students has increased over the last two fiscal years, as have the numbers of part-time students, as shown in Table 2. However, the most

recent increase in enrolment by full-time students has been larger than that for part-time students, resulting in a two-percentage point increase in the 2018-19 fiscal

year over the previous, as shown in Table 3. Overall, the proportion of full-time to part-time students has been quite constant over the last five fiscal years.

Table 2: Headcount by full-time, part-time status, last five fiscal years

| Status | Fiscal Year | | | | |
|-----------|-------------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| Full-time | 10844 | 10177 | 10104 | 10694 | 11817 |
| Part-time | 5649 | 5289 | 5179 | 5232 | 5294 |

Note: Numbers for 2018-19 are as of April 16, 2019. Headcount is unique within term, but not within fiscal year.

Table 3: Headcount distribution across full-time, part-time status, last five fiscal years

| Status | Fiscal Year | | | | |
|-----------|-------------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| Full-time | 66% | 66% | 66% | 67% | 69% |
| Part-time | 34% | 34% | 34% | 33% | 31% |

Note: Numbers for 2018-19 are as of April 16, 2019. Headcount is unique within term, but not within fiscal year.

As Table 4 shows, the relative distribution of enrolments across semester has not substantially changed over the last five fiscal years, with fall semesters being the most popular, followed by spring and then

summer semesters. However, summer enrolments, took a particularly large increase in the 2018-19 fiscal year, increasing 15% over the previous summer, while fall and spring

terms both increased 6% over the previous fiscal year. This relatively larger growth in summer enrolments may be driven by international students.

Table 4: Academic program headcount distribution across semesters, last five fiscal years

| Semester | Fiscal Year | | | | |
|----------|-------------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| Summer | 2631 | 2528 | 2457 | 2514 | 2896 |
| Fall | 7295 | 6814 | 6717 | 6852 | 7290 |
| Spring | 6567 | 6124 | 6109 | 6560 | 6925 |

Note: Numbers for 2018-19 are as of April 16, 2019.

FTEs have decreased for both standard domestic students and those in cost-recovery programs, as shown in Table 5.

However, growth in international FTEs has been even larger, particularly for 2018-19, which saw a 46% increase in FTEs

compared to the 2017-18 fiscal year. This increase in international FTEs comes after a 31% increase from 2016-17 to 2017-18.

Table 5: FTEs by fee type, last five fiscal years

| Fee type | Fiscal Year | | | | |
|-------------------------|---------------|---------------|---------------|---------------|---------------|
| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| Domestic | 4643.8 | 4265.0 | 4101.9 | 3999.8 | 3840.2 |
| Domestic, cost recovery | 145.5 | 106.6 | 59.3 | 55.3 | 45.6 |
| All Domestic | 4789.2 | 4371.6 | 4161.2 | 4055.1 | 3885.8 |
| International | 719.8 | 823.2 | 947.9 | 1243.9 | 1814.7 |

Note: Domestic numbers (first row) exclude enrolments in cost-recovery programs, which consist of Continuing Studies & Executive Education and graduate programming. Numbers for 2018-19 are as of April 16, 2019.

These increases in international enrolments have offset smaller but persistent declines in domestic enrolments. As shown in Table 6,

domestic headcount and FTEs have decreased steadily over the last five fiscal years.

Table 6: Percent change in domestic headcount and FTE from previous year, last five fiscal years

| Measure | Fiscal Year | | | | |
|-----------|-------------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| FTEs | -8% | -9% | -5% | -3% | -4% |
| Headcount | -12% | -11% | -13% | -8% | -8% |

Note: Numbers for 2018-19 are as of April 16, 2019.

Over the last five academic years, the number of graduates emerging from Capilano University has been largely stable, as shown in Table 7, with a moderate drop in the last fiscal year from the previous. The number of students graduating with short certificates, certificates, and advanced diplomas

have shown marked declines over the last five years. The number of students graduating with diplomas or baccalaureate degrees increased modestly in the last academic year, after several years of largely stable numbers. The number of students

graduating with post-degree diplomas, however, has increased by over 300% from 2014-15 to 2018-19.

Table 7: Graduates by credential type, last five fiscal years

| Credential | Fiscal Year | | | | |
|----------------------|-------------|-------------|-------------|-------------|-------------|
| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| Short Certificate | 8 | 17 | 6 | 15 | 8 |
| Certificate | 576 | 597 | 455 | 451 | 341 |
| Diploma | 581 | 527 | 507 | 554 | 532 |
| Advanced Certificate | 3 | 1 | 3 | 3 | 1 |
| Advanced Diploma | 167 | 212 | 169 | 74 | 68 |
| Associate Degree | 127 | 103 | 85 | 87 | 98 |
| Baccalaureate Degree | 428 | 496 | 440 | 440 | 434 |
| Post-degree Diploma | 32 | 33 | 92 | 115 | 134 |
| Graduate Certificate | 1 | | 2 | | 1 |
| Total | 1923 | 1986 | 1759 | 1739 | 1617 |

Note: Credentials are defined by the Ministry of Advanced Education, Skills & Training in the document *Data Definitions and Standards Elements Definitions* <https://www2.gov.bc.ca/assets/education/post-secondary-education/data-research/ddef-student-standards.pdf>

PERFORMANCE PLAN

Alignment of University goals, initiatives and objectives with Mandate Letter

Capilano University's 2019-20 Mandate Letter from the Ministry outlines expectations for the University, both for the 2019-20 year and going forward. Here we present how CapU's goals, initiatives or objectives address these expectations.

1. Implement the education-related TRC Calls to Action... and implement a comprehensive strategy that increases student success and responds to the TRC Calls to Action and UN Declaration

We acknowledge our ethical responsibility as an educational institution to work to reverse the devastating legacy of residential schools and colonialism in Canada and take actions accordingly. CapU is now in its sixth year of dedicating a full week to Truth and Reconciliation awareness on campus, and we recognize that there is still work to do in order to consolidate systemic change in our educational system. Of particular significance is the recently announced President's First Nations and Indigenous Affairs Steering Committee that began meeting earlier in 2018, along with our university's well-established Indigenization Committee, which comprises members of administration, faculty and First Nations elders.

We have listed details of our response

to the TRC Calls to Action and UN Declaration in the report template in the Appendix. Some highlights include: the creation of the Indigenous Digital Accelerator, aimed at building the economic capacity of local Indigenous communities, greater inclusion of First Nations culture and experiences within the school experience by changing graduation regalia policy to acknowledge the right of Indigenous students to wear their traditional, ceremonial regalia at Convocation placing the construction of and naming ceremony for the Legacy Canoe centrally within the Cap50 celebrations, the creation of University One for Aboriginal Learners to increase the University readiness of Indigenous students, and help them stay in their programs. Capilano University's Operational Plan for 2018-19 laid out eight goals to further the changes needed to Indigenize our learning community, and make CapU a home for Indigenous learners:

Community outreach and learning facilitation

The Community Outreach and Learning Facilitators live in the community or area, understand the community dynamics (including barriers and opportunities) and are focused on the task of building access and retention of Indigenous learners. As part of the community outreach efforts, a full-time dedicated Indigenous recruiter was hired in 2018.

Systemic change

Systemic change activities within Capilano University are essential components of the changing cultural fabric of the institution and directly support Indigenous student access, retention and success. CapU's First Nation Student Services (FNSS) has been closely

working with the executive to plan and consolidate the University's commitment that includes increasing cultural knowledge and awareness throughout the institution, enhancing teaching skills for Indigenous learners, increasing the Indigenization of curriculum, influencing institutional policy and ensuring that the TRC recommendations are addressed.

University One for Aboriginal Learners

CapU has consulted with the Sechelt and Squamish Nations and the First Nations advisor to help increase Indigenous enrolment and Indigenous student success. The outcome is University One for Aboriginal Learners, a new two-semester certificate that aims to provide Indigenous students with a meaningful curriculum and educational context to develop key academic skills. This cohort program includes subjects like critical reading, academic writing, oral communication and quantitative reasoning ability.

Success strategies for Indigenous learners

CapU will work towards introducing a retention-improvement program. All

new Indigenous learners will be encouraged to participate and a key feature will be a peer mentorship element allowing current students to support each other throughout their academic studies.

Community Education Needs Assessment

The Community Education Needs Assessment tool provides funding for the ongoing development of a consistent needs-analysis program in the communities. This will ensure productive and effective investment in programming that aligns with individual interests and community needs.

Inspiration Nation

In Spring 2019, CapU hosted the second annual youth summit for Indigenous learners, called Inspiration Nation. The summit saw participants explore issues of interest to Indigenous learners and introduced them to post-secondary options and learning experiences. This initiative shows our commitment to transitioning students to post-secondary education. This year saw 40 First Nations youths attending, marking just over 30% growth in attendees from Inspiration Nation's inaugural year.

Indigenous language and culture certificates and diplomas

Currently, CapU offers three certificates, focused on either the Lil'wat Nation, Sechelt Nation or Squamish Nation language and culture. These programs highlight the ongoing commitment of CapU to Truth and Reconciliation and contribute to the regeneration of threatened Indigenous languages, enhance pride and confidence of learners in their culture and traditions and develop tangible skills for teaching the language within communities.

Career guidance workshops

An education and career guidance counsellor will conduct one-on-one consultations with individuals and provide workshops to groups to assist with this significant service gap in our communities. The counsellor will work primarily from Lil'wat Nation, as the need for this service was identified in the education needs analysis conducted in this community, but will also offer workshops in Sechelt, Squamish and Tsleil-Waututh communities.

In addition to these initiatives, CapU has been able to make use of the new Learning Centre built at Mount Currie to expand the programming provided to the community. The Education Assistant program, for example, was taught in Spring 2019, the first time it has been offered at the Mt. Currie campus.

In 2018-19, there were 20 courses offered at CapU that explicitly focused on First Nations content. Just as important for the process of Indigenization, however, is building an understanding of Indigenous experience and knowledge among the non-Indigenous members of our community. Progress has been made on this front as well. Beginning in the spring term of 2019, CapU FNSS staff began collaborating with faculty and staff to introduce the KAIRO Blanket Exercise into classes and staff workshops. The KAIRO Blanket Exercise has been developed by Kairos Canada—a non-profit, social justice organization—who describe the exercise as a “participatory history lesson – developed in collaboration with Indigenous Elders, knowledge keepers and educators – that fosters truth, understanding, respect and reconciliation among Indigenous and

non-Indigenous peoples.” In addition to staff workshops, FNSS facilitators introduced the KARIO Blanket Exercise into nine classroom sessions this spring, in courses as ranging from history to tourism.

2. ...[S]upport implementation of priority initiatives...

Since last year, when CapU implemented priority initiatives including Tuition-Free Adult Basic Education (ABE) and English Language Learning (ELL) to domestic students, developmental FTEs have increased by 16% over 2017-18, pointing to the effectiveness of the changes.

In 2018-19, CapU began expanding its tech-related programming in our Design in Visual Communication and Motion Picture Arts programs. Notably, CapU has obtained grant funding from the Ministry to create an additional 50 seats in our 2D and 3D animation programs to be fully realized by 2020-21.

CapU has one co-op program (Tourism Management Cooperative Education), and another 35 programs that contain a practicum component, comprising 38 courses in the 2018-19 fiscal year. The length of these practica ranges from 40 hours (Associate of Arts, Global Stewardship) to 30 weeks (Early Childhood Care & Education Certificate), with another four programs having practica of six months duration (Bachelor of Legal Studies, Bachelor of Music Therapy, North American Business Management Applied Post-Baccalaureate Diploma, Paralegal Diploma). Both the Bachelor of Legal Studies and the Paralegal Diploma are paid practica. CapU's Student Success and Retention Task Force created a working group to explore how to better implement and expand experiential learning. Both the Creative Tech Commons and Indigenous

Digital Accelerator should increase opportunities for work-integrated learning when implemented.

CapU has moved to protect and promote access to post-secondary education for all, including the most vulnerable and under-represented students on a number of fronts. The CapU Centre for Student Success opened this year; the Centre applies best practices of a traditional learning commons while also adding other support programs into one central location at the heart of CapU's campus, increasing visibility of, and access to, tutors, advisors and other supports. Our Accessibility Services office strives to ensure that students with disabilities enjoy the same rights, opportunities and respect as all other students.

In Spring of 2019, CapU began a series of *Positive Space* workshops, aimed at giving students and staff the tools to build an inclusive community and gain a greater understanding of the obstacles that their LGBTQ2S+ peers face. Along with these workshops, CapU hosted an employee-focused forum aimed at starting a dialogue on diversity and inclusion of our LGBTQ2S+ community, along with a professional development day exploring how faculty can include help build support through their teaching. CapU's student body has long been committed to building support for the LGBTQ2S+ community and has continued its now-traditional involvement in the Vancouver Pride Parade and Pride Month.

3. Improve student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct...

Capilano University aims to contribute

to student mental health and overall well-being in 2019-20 by continuing to implement the commitments made in the Okanagan Charter for Health Promoting Universities and Colleges. In addition to the working group on student wellness created last year, we assessed student health and wellness via in the National College Health Assessment survey in the Fall 2018 term.

The commitment to the Okanagan Charter has led to the following changes:

- Introduced well-being programming for students, staff and faculty focused on consent education and awareness in support of the sexual violence policy
- Introduced the *Pledge* to increase campus commitment to implementing the policy and to create a consent culture on campus for both employees and students.
- Incorporated consent education into new student orientation
- Introduced *Safetalk* awareness workshops for staff and students, and had all Student Affairs staff trained to be facilitators.
- Increased the number of ASIST-certified staff on campus to help in crises
- Hired and guided a faculty lead to develop a consultative campus well-being strategy, which was submitted to the Executive in May 2019 and approved by Senior Leadership Council
- Proposed and sponsored the first *Well-being Week* showcasing well-being resources on campus
- Proposed the Centre for Health &

Well-being, centralized wellbeing services at a single location and created a manager position for health and well-being promotion.

- Developed a framework for promoting student resiliency through a themed approach to promote problem solving in academic supports, personal supports and involvement. The approach is modeled through the tagline – Connect. Engage. Take action. Proposed and received Ministry funding for a well-being peer-ambassador program to oversee training and programming, while hiring 19 student peer helpers in sexual health, social health, physical health, academic well-being, and mental health.

Our university has had a Presidential Advisory Committee on Sexual Violence and Misconduct since 2016-17. The committee, composed of representatives from across the University community, has been developing University policy and procedures to protect students, staff and faculty from sexual violence and misconduct. Student health and wellness has also been the focus of one of the working groups created by the Student Success and Retention Task Force. This has produced a report on student health and well-being and a strategy to promote both.

4. Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new BC Graduation Program

CapU has updated its recruitment processes and has been working in 2018-19 to adapt program admission requirements and course prerequisites, as well as course

content, to ensure a smooth transition for applicants, including high school graduates. At present, these changes have been informally provided to parents, high school students and some school districts. We expect to formally communicate these changes to all catchment school districts, and to post updated information publicly on our website.

5. Continue to actively participate in the implementation of the EducationPlannerBC common application system for all undergraduate applicants

Capilano University is actively involved in the development and implementation of the common application system for all public post-secondary institutions in the province. We are moving all admissions to EPBC's online portal. CapU is also working with BCCAT to develop a new-for-CapU approved transfer credits to appear online.

6. Work closely with the Ministry to develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education

In the 2018-19 academic year (excluding summer term), Capilano University saw international enrolments increase to 2,376, an increase of 16% from 2017-18. In 2018-19, we developed an internationalization initiative focusing on faculty and staff development, and developed an online pre-orientation program for international students. This June, the Centre for International Education presented Senior Leadership with an internationalization plan. CapU is piloting a reserve-seating program for domestic students, and we are consulting with the Educational Advisory Board to develop additional plans to increase domestic enrolment and persistence to graduation.

7. Meet or exceed the financial targets... including maintaining balanced or surplus financial results

Capilano University reported a surplus for 2018-19.

8. Comply with the Tuition Limit policy

CapU complied with the 2% cap on tuition and mandatory fee increases.

ALIGNMENT OF UNIVERSITY AND MINISTRY GOALS AND OBJECTIVES

In the tables that follow, we show how CapU’s goals align with the Ministry of Advanced Education Skills and Training objectives and identify the relevant performance measures for each goal.

CapU Goal 1

Student success in ongoing education

| Ministry Objectives | Performance Measures | |
|--------------------------------------|--|--|
| | CapU Measure | System Measure |
| Access, Quality and Relevance | <ul style="list-style-type: none"> • Annual Skills Gap Plans • National Survey of Student Engagement • Canadian University Survey Consortium • Course outcomes report • Student Information survey • Welcome survey • Departure survey • Institutional KPIs: application transition, enrolment and graduation rates. | <ul style="list-style-type: none"> • Aboriginal student spaces • Transition rate of high school students to public post-secondary education • Participation rate • Loan repayment as a percentage of income • Student outcome measures • Unemployment rate • Student assessment of the usefulness of knowledge and skills in performing job |

CapU Goal 2

Student success in chosen career

| Ministry Objectives | Performance Measures | |
|-----------------------------------|---|--|
| | CapU Measure | System Measure |
| Efficiency, Quality and Relevance | <ul style="list-style-type: none"> Annual Skills Gap Plans National Survey of Student Engagement Canadian University Survey Consortium Retention and persistence rates Alumni survey Departure survey Student Information survey Welcome survey | <ul style="list-style-type: none"> Time to completion First-year retention rate Assessment of the usefulness of knowledge and skills in performing job Unemployment rate Student assessment of the quality of instruction Student Satisfaction with Education Student Assessment of Skill Development |

CapU Goal 3

Student success in lifelong pursuit of knowledge

| Ministry Objectives | Performance Measures | |
|---------------------|---|---|
| | CapU Measure | System Measure |
| Access and Quality | <ul style="list-style-type: none"> National Survey of Student Engagement Canadian University Survey Consortium National Survey of Student Engagement Alumni survey Course outcomes reports Student Information survey Welcome survey | <ul style="list-style-type: none"> Aboriginal student spaces Transition rate of high school students to public post-secondary education Participation rate Loan repayment as a percentage of income Student outcome measures |

CapU Goal 4

Student success in contributing as responsible citizens in a rapidly changing and diverse global community

| Ministry Objectives | Performance Measures | |
|--|---|--|
| | CapU Measure | System Measure |
| Quality, Capacity and Relevance | Indigenous student enrolment | Student spaces |
| | International student enrolment | Credentials awarded |
| | Institutional KPIs: application transition, enrolment, retention, FTEs, waitlist length and seat utilization. | Sponsored research funding |
| | Leadership development | Credentials awarded to Indigenous students |
| | National Survey of Student Engagement | Student outcome measures |
| | Canadian University Survey Consortium | Unemployment rate |
| | Student Information survey | Student assessment of the usefulness of knowledge and skills in performing job |
| | Alumni Survey | |

POIGNANT SPEAKERS, COMPELLING CONVERSATION

There couldn't be a better time in history to bring progressive, creative thinkers to campus with what's going on in the world, says Fiona Black, director of Capilano University's BlueShore Financial Centre for the Performing Arts .



"We're really craving deeper dialogue," Black says. "Social media is killing meaningful and face-to-face conversations."

When she heard the University was requesting proposals to fund ideas in celebration of CapU's 50th anniversary, she immediately thought about presenting a speaker series, having run a successful one at CapU before.

Supported by the Great Ideas fund, the latest CapU Speakers Series launched in the fall to sold-out shows with a stellar lineup, including among others, renowned social commentator, Fran Lebowitz and Pulitzer Prize-winning journalist, Chris Hedges.

"The audience gets to listen to in-depth analysis from pretty creative, high-level thinkers and they participate too," says Black. "They get to ask questions and contribute to solutions and moving ideas forward. I think coming together is really important right now."

The series wrapped up in May with award-winning broadcaster Ziya Tong, in conversation with Green Party Leader Elizabeth May. Tong is the author of *The Reality Bubble: Blind Spots, Hidden Truths and the Dangerous Illusions that Shape Our World*.

PERFORMANCE MEASURE REPORTING

System Measures

This section reports the 2018-19 Institutional Accountability Plan and Report framework performance measures^A and results provided by the Ministry of Advanced Education and Skills Training. Ministry assessments are based on the following scale:

| Target assessment | Description |
|------------------------|---|
| Exceeded | 110% or more of target |
| Achieved | 100% - 109% of target |
| Substantially achieved | 90% - 99% of target |
| Not achieved | Less than 90% of target |
| Not assessed | Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets |

System Objective: Capacity

STUDENT SPACES^b

Number of full-time equivalent (FTEs) student enrolments delivered overall, in health, and in developmental programs.

| | Performance | | | Assessment | Target | | |
|------------------------------------|----------------|----------------|----------------|--------------|----------------|----------------|----------------|
| | 2017-18 Actual | 2018-19 Target | 2018-19 Actual | | 2019-20 Target | 2020-21 Target | 2021-22 Target |
| Domestic student FTE | 4055 | 5484 | 3886 | Not achieved | 5494 | 5494 | 5519 |
| Nursing and allied health programs | 139 | 158 | 118 | Not achieved | 138 | TBD | TBD |
| Developmental programs | 265 | 528 | 308 | Not achieved | 267 | TBD | TBD |

Capilano University failed to meet its domestic FTE targets, for total domestic FTEs, as well as for developmental and health FTEs. The declining total FTEs continues a trend that has been underway since 2012-13. Some of these declines reflect demographic changes, and an increased demand for baccalaureate education among BC learners. New baccalaureate programming has been brought in to help increase retention and persistence, reducing the number of students leaving after one or two years. Currently, CapU has two proposed programs under review by the Ministry—a BA, Psychology Major program and a BA, English Major

program—and two more proposals still under development. The new Lonsdale location should also enable CapU to reach a wider population of prospective students.

CapU expects larger improvements to come from two substantial changes. The first is a new Strategic Enrolment Management process. We are currently developing a projection model to guide this process and are in the process of assembling a team to create a Strategic Enrolment Management plan.

The second new direction is a targeted

high-school recruitment strategy aimed specifically at students in the Sea-to-Sky corridor. As some of the biggest declines, numerically, have come from students within our core region, we expect that by tailoring our recruitment information and resources more towards these students we can see the biggest improvement.

Although our developmental FTEs fell short of target, the 2018-19 numbers represent an increase of 16.2%, which is the first increase in developmental FTEs in the last five years.

CREDENTIALS AWARDED

The average^c number of credentials awarded by over the most recent three years.

| | Performance | | | Assessment | Target | | |
|---------------------|----------------|----------------|----------------|------------------------|----------------|----------------|----------------|
| | 2017-18 Actual | 2018-19 Target | 2018-19 Actual | | 2019-20 Target | 2020-21 Target | 2021-22 Target |
| Credentials Awarded | 1629 | 1541 | 1527 | Substantially achieved | 1468 | TBD | TBD |

The average number of credentials awarded for the three-year period prior to 2018-19 substantially achieved its target. The decline over previous year's average reflects declining domestic enrolments.

These domestic declines are being tackled by the various initiatives, plans and goals laid out in this report, as raising enrolments has been CapU's top priority.

System Objective: Access

ABORIGINAL STUDENT SPACES^D

Number of full-time equivalent enrolments of Aboriginal students delivered in all program areas.⁵

| | Performance | | | Assessment | Target | | |
|------------------------------|----------------|----------------|----------------|------------------------|----------------|----------------|----------------|
| | 2017-18 Actual | 2018-19 Target | 2018-19 Actual | | 2019-20 Target | 2020-21 Target | 2021-22 Target |
| Total Aboriginal FTEs | 212 | Increase | 207 | Substantially achieved | Increase | Increase | Maintain |

Note: Numbers for 2018-19 are as of April 16, 2019.

CapU's target was to increase on last year's 212 Aboriginal FTEs. The minimal increase would thus be 213 Aboriginal FTEs; this year's 207 represent 97% of that target. Thus CapU has substantially achieved its target for Aboriginal FTEs.

Furthermore, the modest decrease was smaller than the decrease from 2016-17 to 2017-18 (249 to 212), suggesting that programs such as the new University One may be having an effect on retention and recruitment of Aboriginal students.

The drop, however, underscores the importance of making Capilano a welcoming and supportive environment for Indigenous learners.

System Objective: Quality

CapU makes considerable internal use of the Ministry-generated student outcomes surveys, both the Diploma, Associate Degree, and Certificate Student Outcomes Survey (DACSO), and the Baccalaureate Graduates Survey (BGS). The survey results are widely

disseminated to academic departments and faculties, and to senior administrators. Decision makers at CapU from the chair/manager level upwards can access online dashboard summaries of the five-year data sets of these surveys. This provides staff, faculty, and senior

administration with necessary information to make better-informed decisions that lead to improved performance. Individual departments and faculties examine these results as part of their regular review process designed to refine and improve their programs.

STUDENT SATISFACTION WITH EDUCATION^E

Percentage of students who were very satisfied or satisfied with the education they received.

| | Performance | | | Assessment | Target | | |
|--|----------------|----------------|----------------|------------|----------------|----------------|----------------|
| | 2017-18 Actual | 2018-19 Target | 2018-19 Actual | | 2019-20 Target | 2020-21 Target | 2021-22 Target |
| Diploma, associate degree & certificate | 92.1% +/- 1.6% | ≥ 90% | 91.7% +/- 1.6% | Achieved | ≥ 90% | ≥ 90% | ≥ 90% |
| Baccalaureate graduates | 93.1% +/- 2.3% | ≥ 90% | 96.6% +/- 2.1% | Achieved | ≥ 90% | ≥ 90% | ≥ 90% |

Overall satisfaction levels remain high among both our baccalaureate students and those taking shorter programs. Not only does CapU again achieve our targets, but we also

nearly exceed the target among baccalaureate students. Our BGS results are 98.7%, with the margin of error added, falling 0.3 of a percentage point short of the 99%

threshold for exceeding target. These results demonstrate our focus on providing quality education that is responsive to the needs of students.

⁵ Ministry reports a higher number of Aboriginal students at CapU as the student-information system data are based on a self-identification of Aboriginal status.

STUDENT ASSESSMENT OF THE QUALITY OF INSTRUCTION^E

Percentage of students who rated the quality of instruction in their program positively.

| | Performance | | | Assessment | Target | | |
|---|----------------|----------------|----------------|------------|----------------|----------------|----------------|
| | 2017-18 Actual | 2018-19 Target | 2018-19 Actual | | 2019-20 Target | 2020-21 Target | 2021-22 Target |
| Diploma, associate degree & certificate | 97.4% +/- 0.9% | ≥ 90% | 96.7% +/- 1.0% | Achieved | ≥ 90% | ≥ 90% | ≥ 90% |
| Baccalaureate graduates | 95.7% +/- 1.9% | ≥ 90% | 98.3% +/- 1.5% | Exceeded | ≥ 90% | ≥ 90% | ≥ 90% |

The assessment of the quality of instruction by CapU's former students is even more positive than the overall satisfaction. The assessment of instructional quality among

BGS respondents exceeds target, and that of the DACSO respondents is just under 97% positive. This level of positivity regarding the core function further reinforces our

commitment to providing our students with an outstanding learning experience.

STUDENT ASSESSMENT OF SKILL DEVELOPMENT^E

Percentage of students who indicated their education helped them to develop various skills.

| | Performance | | | Assessment | Target | | |
|---|----------------|----------------|----------------|------------|----------------|----------------|----------------|
| | 2017-18 Actual | 2018-19 Target | 2018-19 Actual | | 2019-20 Target | 2020-21 Target | 2021-22 Target |
| Diploma, associate degree & certificate | 89.0% +/- 1.6% | ≥ 85% | 86.1% +/- 1.7% | Achieved | ≥ 85% | ≥ 85% | ≥ 85% |
| Baccalaureate graduates | 90.2% +/- 2.4% | ≥ 85% | 89.9% +/- 2.8% | Achieved | ≥ 85% | ≥ 85% | ≥ 85% |

The assessments of skill development met target for both DACSO and BGS students. Furthermore, the assessments of skill development among BGS students again

approach exceeding target; with the margin of error added, 92.7% of baccalaureate graduates are positive about how helpful their program at CapU was in developing a set of component

skills, less than a percentage point below the threshold for exceeding target (93.5%).

^E“TBD” = To Be Determined

“N/A” = “Not applicable”

^APlease consult the 2018-19 Standards Manual for a current description of each measure. See https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf

^BResults from the 2017-18 reporting period are based on data from the 2017-18 fiscal year; results from the 2018-19 reporting period are based on data from the 2018-19 fiscal year.

System Objective: Relevance

STUDENT ASSESSMENT OF THE USEFULNESS OF KNOWLEDGE AND SKILLS IN PERFORMING JOB^E

Percentage of employed graduates who indicated the knowledge and skills they acquired through their education was useful in performing their job.

| | Performance | | | Assessment | Target | | |
|---|-------------------|----------------|-------------------|------------------------|----------------|----------------|----------------|
| | 2017-18 Actual | 2018-19 Target | 2018-19 Actual | | 2019-20 Target | 2020-21 Target | 2021-22 Target |
| Diploma, associate degree & certificate | 85.1% +/- 3.5% | ≥ 90% | 83.6% +/- 3.6% | Substantially achieved | ≥ 90% | ≥ 90% | ≥ 90% |
| Baccalaureate graduates | 87.3% +/- 3.3% | ≥ 90% | 92.7% +/- 3.2% | Achieved | ≥ 90% | ≥ 90% | ≥ 90% |

CapU met its target for the assessment of skill relevance among former students for BGS respondents, and substantially achieved its for DACSO respondents.

UNEMPLOYMENT RATE^E

Percentage of graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or lower.

| | Performance | | | Assessment | Target | | |
|---|----------------|----------------|----------------|------------|----------------|---|----------------|
| | 2017-18 Actual | 2018-18 Target | 2018-19 Actual | | 2019-20 Target | 2020-21 Target | 2021-22 Target |
| Diploma, associate degree & certificate | 7.0% +/- 2.3% | ≤ 6.6% | 6.5% +/- 2.3% | Exceeded | ≤ 7.5% | < unemployment rate of individuals with high school credentials or less | |
| Baccalaureate graduates | 4.9% +/- 2.1% | ≤ 6.6% | 1.8% +/- 1.6% | Exceeded | ≤ 7.5% | < unemployment rate of individuals with high school credentials or less | |

CapU exceeded its target for graduate unemployment for both BGS respondents and DACSO respondents. Furthermore, the unemployment rate for both groups of

students declined from the previous year, with unemployment for baccalaureate graduates dropping below 2%.

^C Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2018-19 reporting year are a three-year average of the 2015-16, 2016-17, and 2017-18 fiscal years.

^D Results from the 2017-18 reporting period are based on data from the 2016-17 fiscal year; results from the 2018-19 reporting period are based on data from the 2017-18 fiscal year.

^E Results from the 2017-18 reporting year are based on 2017 survey data; results from the 2018-19 reporting year are based on 2018 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

EXTERNAL SURVEYS

Capilano University has committed itself to adopting a data-driven and student-centred approach to education. As part of those commitments, we conduct our own student surveys to assess students' satisfaction with the quality of the education and experience they receive at CapU. In the last two years, we have also begun, or resumed, participating in surveys designed and implemented by external bodies.

Beginning in Spring 2017, we began participating in the annual survey of baccalaureate students run by the Canadian University Survey Consortium (CUSC). In Spring 2018, CapU resumed its involvement with the National Survey of Student Engagement (NSSE), for schools in the US, Canada and the Caribbean. Most recently, CapU began participating in the National College Health Assessment (NCHA), which, like the NSSE, surveys schools across both Canada and the United States, with a focus on student health and wellness, including mental health.

CUSC survey

The annual CUSC surveys of baccalaureate students rotates its surveyed population every year, surveying first-year students, then middle-years students, then graduating students and then first-year students again. The survey also organizes universities into three groups, based primarily on programming. Group 1 universities are

primarily undergraduate schools, including CapU. Group 2 universities have substantial graduate programming and Group 3 universities have at least one professional program. These groupings allow CapU to compare its results both to the national aggregate results and to those of other undergraduate schools. In the 2018 CUSC survey of graduating students, CapU also opted to select a small custom comparison group of Group 1 schools comparable in size and with a similar emphasis on teaching.

The 2018 CUSC graduating-students survey reveals four themes:

1. Compared to our comparison group, CapU students are more likely to be working and more likely to have transferred from another post-secondary institute (PSI). Our students also report course related study delays at higher than normal levels, which may be a consequence of employment-limited schedule flexibility.
2. Our students are largely as satisfied with their educational experience as students across the nation and at schools in CapU's custom comparison group. CapU students also attribute the development of a cluster of skills with important labour market implications to their CapU experience and do so at levels above both national and custom-comparison-group levels.

3. Students are generally as satisfied with student services as are students nationally and at custom comparison group universities overall, except for two services: food services and academic advising.

4. Not only are CapU students more likely to endorse positive statements about their instructors than are students across Canada, but they are also more positive on a cluster of teaching traits than students drawn from the custom comparison group.

NSSE

The NSSE focuses on measures of student engagement and experience, but also assesses demographics and student satisfaction across different aspects of their education and support. The 2018 survey provided CapU with two comparison groups, one consisting of small undergraduate school and the other of BC schools. The results were encouraging in a number of areas.

Capilano University students are overall as satisfied with their education as are students in both our comparison groups. CapU students rate their experience as notably high in the diversity of people they interact with, including different economic backgrounds, religious and political beliefs. Our university is excelling at preparing students to operate in a diverse world.

Capilano University also appears to excel at providing reflective and integrative learning experiences compared to many of its provincial rivals. Other strengths for CapU are fostering collaborative learning and a high level of student-faculty interactions, particularly among first-year students.

The biggest area of concern found was with student assessments of the quality of interactions with non-faculty staff. Although the levels of satisfaction with academic advisors, registrar's staff, and other support staff are quite high for first-year students, ratings drop roughly a full scale point for senior students, suggesting that the more experience students have with support staff, the less satisfied they become.

NCHA

Unlike the other two major externally run surveys, the NCHA does not provide comparison groups, but it does provide an invaluable profile of the subjective evaluation of student health, including their descriptions of emotional well-being and health-related lifestyle activities.

The 2018 survey revealed that although the reports of physical health seem encouraging, clearly more can be done to address the emotional challenges our students face.

The levels of physical and sexual violence that occur in the lives of our students, and the level of threat, remind us of the need to do more to create an environment that is not only safe for students, but one in which students can feel safe.

The 2018 results include the finding that a substantial number of Capilano University students believed their academic performance was impacted by stress (41%), sleep difficulties (34%), anxiety (29%) and depression (17%). Approximately three-quarters of CapU students reported feeling overwhelming anxiety in the last 12 months. Almost 60% reported feeling so depressed it was difficult to function during the previous year and almost 15% reported seriously suicidal thoughts. Although the reports of overwhelming anxiety were more common among female than male respondents, report levels of depression and suicidal ideation were very similar between the males and females.

Over 90% of both male and female CapU students reported feeling safe on the campus in daytime; at night, however, only 18% of female respondents indicated feeling safe, as did 57% of male respondents. These results, however, were more positive than for ratings of safety in their community at night, for both genders. Reports of physical violence experienced in the last year were relatively

low, with 5% of males and 4% of females experiencing a physical assault in that time. However, 34% of males and almost 15% of females reported being the victim of verbal threats in the same time. Reports of sexual assault varied from 3% in the previous year, for penetration without consent, to 11% for unwanted sexual touching, with females reporting higher levels of sexual assault or threat than males.

Over 40% of Capilano University students reported physical activity that met the 2007 exercise recommendations set by the American College of Sports Medicine and the American Heart Association, with 50% of males meeting those recommendations, while 42% of females met the requirements. Almost 65% of students reported a healthy weight, with a similar gender divide appearing here as well: 74% of males reported a healthy weight and 62% of females did the same. Just over 93% of CapU students reported eating at least 1-2 servings of fruits and vegetables a day, with no substantive difference across genders.

FINANCIAL INFORMATION

Audited Financial Statements for Capilano University are at
<https://www.capilanou.ca/about-capu/governance/budget-plans--reports/financial-reports/>



Appendix

Report on Capilano University's Response to the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples

| TRC CALL TO ACTION¹ and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE | PROGRESS (N/A, In Progress, Implemented) ² | INITIATIVE AND PARTNERSHIP DETAILS (Please provide key progress details for initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution's relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Please include links where relevant/possible.) |
|--|--|---|
| 1: SOCIAL WORK We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing. | N/A | |
| 12: EARLY CHILDHOOD EDUCATION We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families. | <ol style="list-style-type: none"> 1. In progress: development and planning. Implementation: fall 2019. 2. In progress: development and planning. Implementation: fall 2019. 3. In progress | <ol style="list-style-type: none"> 1. Development and rural delivery of Indigenized ECE diploma in partnership with Squamish Nation, including Indigenous Learning Support Specialist. Location: Squamish. 2. Development and rural delivery of Indigenized ECE diploma in partnership with Sechelt Nation, including Indigenous Learning Support Specialist. Location: Sechelt. 3. Indigenization of all ECE diploma and Bachelor's degree courses, with support from First Nation Student Services and Centre for Teaching & Learning at Capilano University |

¹ "... " represents omitted text not related to post-secondary education from the original Call to Action.

² Use N/A if there is no relevant program on this subject offered at institution.

| | | |
|--|---|---|
| <p>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</p> <p>We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.</p> | <ol style="list-style-type: none"> 1. Implemented and evolving 2. Implemented and evolving 3. Implemented 4. Consultation in progress | <ol style="list-style-type: none"> 1. Lil'wat Nation Language & Culture Certificate and language revitalization programming 2. Sechelt Nation Language & Culture Certificate and language revitalization programming 3. Squamish Nation Language & Culture Certificate 4. Development of Tseil-Waututh Nation language revitalization plan |
| <p>23: HEALTH-CARE PROFESSIONALS</p> <p>We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.</p> | <ol style="list-style-type: none"> 1. Implemented 2018-19 2. In progress 3. In progress – preliminary planning | <ol style="list-style-type: none"> 1. Delivery of Indigenized Health Care Assistant certificate program in partnership with Squamish Nation. 2. Development and delivery of cultural safety and humility training for faculty and students in partnership with First Nations Health Authority. Integration of content into new Bachelor of Human Kinetics curriculum. http://www.fnha.ca/wellness/cultural-humility 3. Development of new Bachelor of Health Studies degree, including significant Indigenized content |
| <p>24: MEDICAL AND NURSING SCHOOLS</p> <p>We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p> | <p>N/A</p> | |

| | | |
|---|--|--|
| <p>28: LAW SCHOOLS</p> <p>We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.</p> | <p>N/A</p> | |
| <p>57: PUBLIC SERVANTS</p> <p>We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p> | <p>1. In progress – preliminary planning</p> | <p>1. Review of certificate and diploma programs in Public Administration – Local Governance to include increased content on Indigenous governance</p> |
| <p>62: TEACHER EDUCATION</p> <p>We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.</p> | <p>N/A</p> | |
| <p>86: JOURNALISM AND MEDIA SCHOOLS</p> <p>We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.</p> | <p>N/A</p> | |

| | | |
|---|--|---|
| <p>92: BUSINESS SCHOOLS</p> <p>We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p> | <ol style="list-style-type: none"> 1. Implemented 2. Implemented 3. Implemented | <ol style="list-style-type: none"> 1. Some Communications classes (CMNS 325; CMNS 132) now teaching about residential schools (family and social impact, history) and media representations of Indigenous people. 2. Many Communications faculty have participated in events to increase their own understanding of local Indigenous cultural practices (e.g., Indigenous-led discussions of land use and land relations, sessions on the role and use of storytelling in Indigenous cultures, participation in TRC events) 3. Several Communications classes have introduced participation in TRC events as part of classwork (e.g., CMNS 133, CMNS 261), or have introduced content and practices focusing on educating students on Indigenous culture, or works by Indigenous artists or scholars |
|---|--|---|

| UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION | | |
|--|-----------------------|---|
| <p>How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:</p> | | |
| <p><i>Article 14</i></p> | <p>1. Implemented</p> | <p>1. Provision of comprehensive Indigenous student support services through the First Nations Student Services Department (staffed by Indigenous employees), including counseling, mentoring, orientation, early alert, and tutoring</p> |
| <p>1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.</p> <p>2. Indigenous individuals, particularly children, have the right to all levels and forms of education</p> | <p>2. Implemented</p> | <p>2. Provision of faculty support and advising on curricular matters through the First Nation Student Services Department, the Centre for Teaching & Learning, and the Indigenizing the Academy Committee</p> |
| <p><i>Article 15</i></p> | <p>3. Implemented</p> | <p>3. Creation of external advisory bodies involving partner Nations to guide university affairs and program development, including the First Nations Advisory Committee and President’s Advisory Committee on Indigenous Affairs</p> |
| <p>1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.</p> | <p>4. Implemented</p> | <p>4. Delivery of an array of Indigenous cultural programming through the First Student Services Department to raise awareness of Indigenous history and culture on campus and to support Indigenous faculty, staff, and students, including drum-making, beading, and blanket exercises</p> |
| <p><i>Article 21</i></p> | <p>5. In progress</p> | <p>5. Development of Indigenous Cultural Competency training for senior administrators, faculty, and staff</p> |
| <p>1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.</p> | <p>6. In progress</p> | <p>6. Development of policies and procedures regarding Elders on campus, Indigenous knowledge, and ceremonial regalia at convocation</p> |
| | <p>7. Implemented</p> | <p>7. Using Aboriginal Service Plan funds to nurture relationships with regional First Nations, support systemic change in university operations, and deliver community-based cultural, educational and capacity-building programs to Indigenous learners, including language revitalization, adult basic</p> |

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| | <p>8. Implemented</p> <p>9. In progress</p> <p>10. Sechelt – implemented; Lil’wat – in progress</p> <p>11. Implemented</p> <p>12. Implemented</p> <p>13. In progress – launch 2020</p> <p>14. Implemented</p> | <p>education, employment training, and certificate, diploma, Bachelor’s degree, and post-baccalaureate courses</p> <p>8. Creation of a new university logo through extensive consultations with local First Nation partners and reflecting First Nation histories and cultures</p> <p>9. Creation of new, permanent university positions dedicated to Indigenous education and affairs, including: Director, Indigenous Education and Affairs; Indigenization Lead – North Vancouver campus; Indigenization Facilitator – Mt. Currie and Sechelt</p> <p>10. Development of comprehensive affiliation agreements with partner Nations (Sechelt and Lil’wat) to guide collaboration and facilitate community input into university programming and affairs</p> <p>11. Creation of a comprehensive action plan in consultation with Sechelt Nation to guide programming and operations at the Sunshine Coast – kalaxay campus. One of the five themes is Indigenization.</p> <p>12. Operating the Pathways to Higher Learning kalaxay campus in collaboration with the shíshálh Nation.</p> <p>13. Through funding from Western Economic Diversification Canada, launch of an innovative Indigenous Digital Accelerator project to promote Indigenous business growth in the BC tech, digital-creative and cultural sectors: https://capilanou.ca/about-capu/get-to-know-us/news/2019/title-146562-en.php</p> <p>14. University grant of \$300,000 to Lil’wat Nation for purchase of furnishings and equipment to support</p> |
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| | 15. Implemented | faculty and Indigenous learners at the Ts'zil Learning Centre in Mt. Currie 15. Launched University One for Indigenous Learners program |
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NORTH VANCOUVER CAMPUS

2055 PURCELL WAY
NORTH VANCOUVER, BC,
T. 604 986 1911

CAPILANO.CA

ḱálaḱ-ay SUNSHINE COAST CAMPUS

5627 INLET AVENUE SECHELT, BC,
T. 604 885 9310

