

THE ACADEMIC BOARD FOR HIGHER EDUCATION
IN BRITISH COLUMBIA

REPORT ON

CAPILANO COLLEGE

February 1972

ACADEMIC BOARD

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ACADEMIC BOARD

Report on Capilano College

INTRODUCTION

The Academic Board formally visited Capilano College in March 1969, six months after the opening of the College, and a written report was prepared and circulated.

The Academic Board visited the College a second time on October 21, 1971 by prior arrangement, held discussions with College administrators, Division Chairmen, Faculty, Students and met College Council at a dinner-meeting on the same evening. Opportunity was taken on that day to visit most centres (including some classes) and to have informal discussion with some faculty members available. Subsequent visits were also made by individual members and the Executive Secretary to pursue particular matters and some not previously covered.

The extensive and detailed report compiled by the College in preparation for the Board's visit, and based on certain specific details requested by the Board, was of invaluable assistance. The Board acknowledges the effort and co-operation of all concerned in its production and expresses its gratitude to them.

COLLEGE DEVELOPMENT

From the details given in the above report and its own observations and discussions the Board commends the considerable progress made in very difficult circumstances by the College since its last visit. The following brief summary indicates some of the more prominent developments that have occurred in the interval.

Enrolment and Admissions

TABLE I on the following page is a re-arrangement of the details on page 32 of the College Report; it shows the composition of enrolment and the pattern since opening. In particular, the table confirms that the distribution between full-time Academic and Career students has become increasingly better balanced and that the total enrolment (by headcount) has more than doubled since the commencement of the College. The major increase has been in part-time enrolments and this enlargement is consistent with nation-wide trends.

TABLE I CAPILANO COLLEGE - ENROLMENT PATTERN FROM FALL 1968 to FALL 1971

		FALL 1968	SPRING 1969	FALL 1969	SPRING 1970	SUMMER 1970	FALL 1970	SPRING 1971	SUMMER 1971	FALL 1971
<u>FULL-TIME</u>										
<u>Academic 1</u>	Fall	401		352			396			454
	Spring		282		195			228		
	Summer									
<u>Academic 2</u>	Fall			12			26			34
	Spring				42			50		
	Summer									
<u>Career 1</u>	Fall	89		93			130			173
	Spring		68		55			104		
	Summer									
<u>Career 2</u>	Fall			9			11			37
	Spring				13			18		
	Summer									
FULL-TIME TOTALS		490	350	466	305		563	400		698
<u>PART-TIME</u>										
<u>Academic 1</u>	Fall	294		477			500			505
	Spring		305		330			402		
	Summer					87			82	
<u>Academic 2</u>	Fall			4			33			52
	Spring				44			97		
	Summer					8				
<u>Career 1</u>	Fall			31			155			257
	Spring				39			95		
	Summer					2			38	
<u>Career 2</u>	Fall						12			19
	Spring				14			12		
	Summer					2				
PART-TIME TOTALS		294	305	512	427	99	700	606	120	833

<u>SUMMARY</u>										
Full-time totals	490	350	466	305		563	400			698
Part-time totals	294	305	512	427	99	700	606	120		833
GRAND TOTALS	784	655	978	732	99	1263	1006	120		1531

As well as the extension of Academic and Career programs into the second-year in most cases, new disciplines such as Geology, Anthropology, Sociology, Music and Philosophy have been added and the range of Career programs now offered is much broader.

Admission standards shown for the full-time students are in accordance with those recommended by the Academic Board and are fully satisfactory.

Faculty

In the first year of operation the faculty consisted of one full-time person and the remainder (approximately 88) were part-time. The number of full-time faculty members responsible for College programs has been substantially increased to 106 and the overall ratio of full-time to part-time instructors is now 1:2. In recognizing this welcome improvement the Board suggests that the movement towards increasing the proportion of full-time to part-time faculty should continue.

? why

College Facilities

Because of the pressure in enrolment, addition of second-year offerings in most academic and career programs and extension of the range of programs, the College has been faced with acute problems of space shortage and the need for a wide range of facilities and equipment. The original temporary, shared facilities at West Vancouver High School (Mathers), largely restricted to evening use, have been extended as far as possible and, with added facilities elsewhere, the Mathers Centres now serves as the main campus. The College Report indicates that a different approach has governed the more recent expansion:

"Over the last year a somewhat new concept has developed regarding the development of new facilities. The basis of this new concept has been the appreciation that a College community some two miles wide and eighty miles long requires a great deal more decentralization of service than we had originally envisaged. This view has been enhanced by the facts of demographic diversities in the community and the resultant differences in educational need, which in turn affect the locating and types of facilities required....." (Section X, p119)

The following outline of the facilities available at various locations illustrates the nature and extent of the development.

Mathers Centre (West Vancouver Secondary School and adjacent buildings)

Support services and laboratory areas have been expanded at this location beyond the original classroom space in the high school and the administrative offices and media centre which were located in separate portable buildings. The College Report explains:

"This has been necessitated by our concern to maintain centralization of major administrative and media facilities and by the reality of the absence of suitable land to which we could move our core operation."

Eight relocatable buildings are now available at Mathers - three Media Centre buildings housing respectively: the main collection of library books and reference materials; audio and language laboratory equipment; and periodicals and visual equipment. A two-storey Science laboratory building was located here in the Summer of 1969 and has since been fully equipped and used for Chemistry and Biology laboratories. The Report continues:

"Both Media Centre and Science Laboratory facilities are extremely cramped and these will have to be considerably expanded by September 1972. In Summer 1971 the College was unsuccessful in an attempt to add a new 3,000 sq. ft. media building to the Mathers campus. As a result the major student study area, with study carrels, is now in the high school library; and, as such, is a 4.00 - 10.00 pm operation at this centre."

Faculty/Administration offices, Media Centre, Technical Services, College Bookstore and a College meeting room occupy separate buildings. Twenty-three classrooms are in more or less steady use between 4 pm and 10 pm, four days a week.

St. David's Centre

In response to a prime need for daytime classes this centrally located campus was opened in January 1971. In Fall 1971 approximately 250 students were enrolled in 53 sections.

There are $5\frac{1}{2}$ classrooms and a library/lounge area with a capacity for 50 students. Library services are under the co-ordination of a full-time library clerk at the centre.

Carson Graham Centre

In 1969-70 the College offered some classes in a school portable building on the grounds of the Carson Graham Secondary School, North Vancouver. In September 1970, the College opened its own two-classroom relocatable unit on this site. Major factors in choosing this location were accessibility in the west-central area of North Vancouver, near Lonsdale, and the availability of free rental land. Also, the Principals of Carson Graham and the College were interested in the advantages that could accrue to senior secondary school students from the ready availability of College courses which they could audit in co-ordination with their regular school classes, as well as their association with the College Career Programs.

In Fall 1970 and Spring 1971, a mixture of academic and career

courses were offered at this centre. In the Fall 1971 term the program comprised Business, Business Management and Retail Fashion courses and a new relocatable building has been added as a Library Lounge with Library services. With an additional enlargement of the faculty office area in the original building some ten "resident faculty" are housed at the Carson Graham Centre.

Welch Street Centre

Along with Carson Graham this campus is another major satellite centre having resident faculty. At a relatively central location, this centre opened in January 1971 with office and warehouse space to house the College Art Program; the latter had been moved out of West Vancouver Secondary School to permit day classes and to overcome problems with shared space in the high school. The accessible area has now been doubled to accommodate Early Childhood Education and Audio-Visual Programs also; approximately 200 students are served under this new arrangement.

A small reference library and a library clerk are available at the centre.

Smaller centres are located at:

Lonsdale

In September 1971 provision was made for students to take a complete first-term academic program at this centre. A library-lounge and library clerk were available. (It is understood that this facility is no longer in operation.)

Lyn Valley (Argyle Secondary School) and Seymour Heights (United Church Hall)

Evening academic courses have been offered at these locations at the eastern end of North Vancouver since September 1970. As yet no direct library services have been extended to these evening centres. Faculty assist in procuring media resources and students attend the College Library weekly.

Capilano Highlands (Highlands United Church)

Two evening academic courses were advertised for the first time in September 1971 but only English 100 was sufficiently subscribed.

No special services are provided.

Squamish

Evening academic courses have been offered here since September 1969.

Media Centre

Facilities, personnel and services have been extended to provide better service and to handle the increased demand. Library resources have been greatly improved and are, in general, nearing the level appropriate for the courses being offered.

Successful endeavours have been made to make resources available to the whole community and to develop a sense of participation for a wider public.

Science Laboratories

Facilities established in Fall 1969 were located at the main campus in separate portable units. These are much more suitable for College courses than those in the high school used during the previous year; an additional advantage is that the new facilities are available in the daytime.

TABLE II (on page 7) provides a summary of the teaching locations, classroom, study and laboratory space.

Instructional Programs

Extension of the range of academic programs offered has become broad enough to allow students to take a full program at the College and, subject to acceptable grades, to proceed to the Universities in both academic and professional programs without hindrance or delay in the majority of fields. These arrangements have been developed in co-operation with the respective departments at Universities and, almost without exception, all courses are accepted for credit by B.C. Universities. Different approaches at UBC and SFU in the field of Modern Languages apparently have led the College to offer two programs in French. Because of small enrolments it has not been possible to make similar arrangements for German and Spanish.

The Board commends the College for its encouragement of the liaison that is necessary to establish and maintain mutual understanding and confidence with instructors and administrators at other educational institutions. Continued support along these lines will assist the College departments to exchange ideas and information and will help to avoid many potential difficulties.

In addition to the strictly academic courses offered, academic departments contribute a number of academic electives to Career programs; these electives allow students to enlarge their cultural and intellectual interests as well as to acquire technical skills in specific areas. A course specially designed by the Chemistry Department was conducted on the premises of Hooker Chemicals Ltd. for the Company supervisory personnel and there have been other educational services rendered in the Community.

TABLE II

CAPILANO COLLEGE - TEACHING LOCATIONS,
CLASSROOM, STUDY and LABORATORY SPACE

Location	Number of Classrooms	Study space	Hours open	Date Commenced
* Mathers (West Vancouver Secondary School - main campus)	23	90 (student carells)	4.00 - 10.00 pm Monday - Thursday	September 1968
St. Davids	5	50**	8.30am - 5.30pm Monday - Friday	January 1971
Carson Graham	2 (plus 2 high school rooms in evening)	30**	8.30am - 10.00pm Monday - Thursday 8.30am - 6.00pm Friday	September 1969
Welch Street	4	15**	8.30am - 10.00pm Monday - Thursday 8.30am - 5.00pm Friday	January 1971
Lonsdale	1	30**	8.30am - 10.00pm Monday - Thursday 8.30am - 5.00pm Friday	September 1971 (now closed)
Lyn Valley	1		Evening	September 1970
Seymour Heights	1		Evening	September 1970
Capilano Highlands	1		Evening	September 1971
Squamish	1		Evening	September 1969

(Classroom capacity varies between 25 and 40)

- * High School Cafeteria has served since September 1969 as the College student lounge, open from 3 - 10.30pm each day.
- ** Library-lounge area in all cases.

Laboratories with capacities

Biology	20	Photographic	25
Chemistry	20	Typing (2 areas)	32 and 34
Physics	24	Business Machines	25
Language laboratory	18 (per 3/4 hour period)	Editing - filming	25
		Physics/Electrical	24

Career programs in the fields of:

Art (Fine and Applied)	Early Childhood Education	Outdoor Recreation
Audio-Visual Resources	Electrical and Electronics	Leadership
Business and Commerce	Medical Laboratory	Retail Fashions
Business Management	Music Teacher (Private)	Secretarial Science

appear to be well-designed, in conjunction with broadly representative advisory committees (in addition to links with faculty at B.C.I.T. for their transfer options), and to offer a reasonable scope and variety for student choice. At the same time, opportunities for suitable employment are carefully monitored and follow-up studies have been initiated with graduates from these programs.

Student Services and Counselling

This area has been considerably expanded and follows a 'broad spectrum' philosophy under which attempts are made to meet all counselling needs of students. Although the Counselling complex is centred at the College headquarters, counsellors are tending to move away from the office-bound concept of counselling and efforts are being made to serve the students in all centres.

Community Service Program

The objective of this program is:

"(for the College) to become the centre for the cultural, intellectual and social development of people from all walks of life and all ages....."

This aim is reflected in the broad range of activities sponsored by the College in which the community-at-large has been involved. In view of the large number of continuing education courses offered by the North Shore Adult Education Department, unnecessary duplication has been carefully avoided.

Relationships and Liaison

The development of relationships with respective University departments has been largely the responsibility of the Division Chairmen and subject Co-ordinators. These contacts appear to have been effectively initiated and continued so that students can be advised beforehand and given assurance of recognition on transfer in the case of virtually all academic courses. Liaison with B.C.I.T. for well-identified career programs is also being pursued diligently.

The developments have occurred over a period during which members of the College Council, faculty, staff and students have also been very much

pre-occupied with more general, and fundamental, concerns. The College as a whole has been very actively engaged in seeking to work out the roles it can best serve in its own community, to determine and foster its own identity and to establish its own central campus.

The Board wishes to commend the College for the ingenuity displayed in assembling the resources of the community to serve the educational objectives which are being identified and defined more clearly. Much effort has been exerted and there have been many disappointments in the process. In the light of the many difficulties encountered the present position of the College is, on the whole, much better than it might have been.

SPECIFIC APPRAISALS AND COMMENTS

The following appraisals have been made with the over-riding constructive purpose of assisting the College's healthy endeavour to take stock of its own strengths and weaknesses at this time.

FACULTY

In general, the faculty, both full-time and part-time, appears to be well qualified and determined to provide for students the best learning opportunities in difficult circumstances.

The Board believes that in a College there are certain advantages in having a proportion of part-time instructors. This arrangement allows the College to respond to immediate needs more effectively and to diversify its programs without the necessity of making full-time commitments. It is useful and stimulating also to be drawing new people, even on a part-time basis, so that there is a continuing enthusiastic input as the College matures and its full-time faculty members tend to establish their attitudes and procedures and therefore adopt more conservative roles; the engagement of part-time faculty sometimes avoids problems of too many courses for one person. However, the proportionate size and the rate of turnover within that proportion are important considerations because they affect the degree of commitment to the College, to particular courses and programs and the continuity in instruction. This is not to say that several of those employed on a part-time basis have not shown other than commendable dedication to the College in its early formative years, but rather to underline the need for a substantial faculty-core to build and continuously review College programs, provide significant input for the development of the College and assist in the establishment of College identity. All part-time faculty members should expect to spend time outside the classroom on College premises and to participate actively in College affairs.

Because of their concentration on teaching the responsibilities of faculty in community colleges differ to some extent from those in

universities. In universities the major responsibilities are shared between teaching and research while contributions in the administration of the university and in the community are also considered. In a community college the opportunities for research are clearly considerably reduced since library resources and experimental facilities are necessarily more limited. Further, assistance in research by the use of graduate students is unavailable and the number of staff in any particular discipline is very limited. However, where the faculty member has the background and interest to continue research work and where the required facilities are relatively modest or available within a university setting, the Board believes that continued participation in research may be advantageous for the faculty member and hence the College, by providing a continued updating of material together with the excitement engendered by participating at the frontier of knowledge. Nevertheless, the main responsibility of the college instructor will clearly be in his teaching role.

The Board is pleased to note that every attempt is being made to incorporate a variety of methods for evaluating the teaching effectiveness of individual instructors. However, an opinion was expressed during Board discussion that it is always wise to avoid undue emphasis on any single method or grouping. The whole question of evaluating teaching effectiveness is being actively pursued on many campuses; the difficulties encountered in developing effective mechanisms for teacher evaluations elsewhere suggests that caution should be applied in this area. Every effort should be made to include additional provisions relating to determination of the quality of thought and the creativity of the instructor.

The Board believes that those in the College will recognize the dangers of relying too heavily on any particular source or channel, to the exclusion of others.

LIBRARY FACILITIES AND STUDY SPACE

The library is centralized, with some reserve books provided at each teaching location. Such an arrangement causes delay in some cases but as a temporary expedient it is working reasonably well.

Some misunderstanding apparently arises regarding the availability of subject-material resources for programs offered entirely at a centre away from the main campus. Although it would appear logical to have these resources shelved at the specialist centre, such material (eg History of Art at Welch Street, Economics for Business Programs at Carson Graham) is held at the central library because it is also required for other courses. If single copies only are available this decision is probably correct but some thought might be given to reduction of the inconvenience and delay caused under this arrangement. Provision of additional copies at each location might be the best solution. Despite the increased cost, it is very desirable to have relevant books and other material readily available for courses offered at each centre.

The collections are being developed well, for the Humanities, Social Sciences, Sciences and Career programs. It is always a problem how best to supplement a basic teaching collection with chosen works which will encourage students to read beyond the formal areas of requirements. Such supplementary materials in a library can have a very great interest in arousing enthusiasm and fostering interests. There is evidence that some purchases of this kind are already being made and, no doubt, as the College catches up with the problem of building its basic collection, it will be able to devote more of its resources to this aspect of the collection.

Suitable study-space for students is very restricted, particularly during the day-time at the central campus. At other locations attempts have been made to make the very limited space available for both student-lounge and study areas. These two functions are quite incompatible and provision of adequate, separate areas for study at all locations is essential. Until such space is made available, perhaps greater use of empty classrooms for study purposes is worth consideration.

At this stage of the library's growth a full-time professional person, whose expertise is in cataloguing and bibliographical services, is needed. Certain features of the library service itself could be improved including the following items:

- i) Cataloguing of volumes, xeroxed articles for course readings and audio-visual materials by subject is much slower than that by author and title.
- ii) Satellite campuses do not provide card indexes for total holdings, hence students may miss the sort of training in preparing their own bibliography, an experience which is most desirable for them to have in the College. Consideration might be given to preparation of duplicate card indexes located in or close to reading rooms at satellites, particularly where programs for liberal arts are offered.
- iii) In view of the special seminar course in local history the McGregor collection of newspaper clippings and memorabilia concerning Vancouver's past should be made readily available without delay.

SUBJECT-AREAS OF STUDY

Sciences

Courses are offered in the first two years in Biological Sciences, Physics and Chemistry. Capilano College has been successful in recruiting a good faculty team in the Sciences. These faculty show enthusiasm for the subjects which they are teaching and recognize the specific role that the College must play in instruction. Their academic backgrounds are satisfactory and the courses being offered seem appropriate and well thought out.

Biological Science

The College has identified three groups of students which should be served by appropriate courses. Two courses are designed specifically for those intending to take no further Biology and these appropriately feature current concepts in Biology as they relate to the interests and problems of contemporary society. The introductory Biology designed for those going on into Biological Sciences is traditional in general orientation and in line with what is available at the same level in the universities. The College has identified the career students as the third element in its clientele and offers four one-term courses that seem well-designed.

Courses at the second-year level are well chosen and diversified so as to have something of interest for a broad spectrum of those going on into Biological Sciences at the university level.

The single laboratory is attractive, neat and well-ordered. It seems to be adequate in equipment and in layout for the students at present enrolled. It could be too small within a matter of a year or two to offer appropriate time and space for a larger and perhaps slightly more diversified group of users. The laboratories have gone part-way in using the open laboratory system inasmuch as they have unitized the exercises, opened the schedule, and put much of the material on tape available to the individual student. The department has not yet been able to take the next step into adding visual support material for the individual student. Presumably this is a matter of cost and the step will be taken in due course unless some more satisfactory method of presenting this material can be devised.

Chemistry

The Chemistry laboratory appears adequate in layout and equipment but suffers from a shortage of storage space. Much of the glassware has to be brought from a location in the main building which clearly requires extra time, energy and forward planning by the instructors. The equipment seems up-to-date and of good quality and for the present enrolment of students appears very adequate. As in Biology, courses are designed so that students can proceed directly to sequential courses at the university.

Physics

The Physics laboratory appears less adequate both in space and equipment and is a much less attractive room. Again there is clearly a need for adequate and effective storage space within or close by the laboratory. The lack of space inhibits the acquisition of further equipment and the laboratory appeared marginally equipped to provide an adequate job of teaching a two-year program of Physics.

Mathematics

Capilano College is represented on the provincial Mathematics

Articulation Committee, which provides for regular exchange of ideas and information on current and proposed new courses. Mathematics courses are of a high standard.

In general, a review of the Science facilities and faculty suggests that students are being well prepared for further work in the disciplines; although the facilities are small, they can cope with the present student enrolment. The teaching loads for faculty do however seem excessive when one takes into account the need to up-date material, revise audio tapes and continually review the laboratory exercises. ✓✓

Humanities

English

Instructors in English are adequately qualified to teach at the College level; it is understood that all department members without an M.A. are actively engaged in completing their higher qualifications.

Apart from courses concerning the techniques of study or communication (including English 100 - Writing at SFU) and 'English 158 - History of Children's Literature', which is not academically oriented, credit is allowed for English courses towards their lower division requirements by the Universities.

The number of English courses at Capilano makes it possible for a student to enter upper level English at SFU with a more varied background in English than if he had begun his studies at SFU. A student with a satisfactory standing in English from the College is adequately prepared to begin upper levels work there.

At UBC, six courses at first-year level and two at second-year level are acceptable for assigned credit, others for unassigned credit.

History

The faculty is excellent and enthusiastic; the course offerings are imaginative, well planned and supported by library resources which are particularly suitable for College students at the first and second year level. The weekly readings assigned as the basis for discussion reveal a grasp of the literature available for beginning students.

Modern Languages

All language courses involve $5\frac{1}{2}$ hours contact per week, distributed as follows: 3 hours of lectures, 1 hour of conversation practice monitored by native speakers and $1\frac{1}{2}$ hours of language laboratory drill. There is an 18 position language laboratory which seems entirely adequate for Capilano's current enrolment requirements.

On the whole, there has been no difficulty in equating Capilano's

courses with those at UBC or SFU respectively. Members of the faculty have maintained reasonably close contact with colleagues at B.C. Colleges and Universities through articulation committee meetings and other opportunities for liaison.

The only full-time faculty member teaches French and acts as Co-ordinator; part-time instructors teach French, German, Spanish and Japanese (no credit). Current enrolments in language programs are low, as elsewhere in B.C., and this makes it rather difficult to appoint more full-time faculty (and to appoint part-time faculty on a more permanent basis).

The Humanities faculty do not meet as a division and the area lacks cohesion and a broad philosophy because the faculty have not been involved in overall planning as a group. The course in Philosophy, for example, is in jeopardy because of low enrolments but there appears to have been no faculty discussion on the desirability of keeping it in the Humanities program. There is no 'overview course' for Career program students, comparable to those offered in Science and Social Science.

Some areas in the Humanities, such as Art and Music, present difficulties in evaluation for a Co-ordinator who is not a specialist in these fields. The range covered by one co-ordinator is therefore too broad. Although a separate College Co-ordinator for these subjects is not necessarily needed, some provision should be made for the evaluation procedure to involve appropriate specialists.

Social Sciences

The Social Sciences division at Capilano covers and to some extent co-ordinates work in Anthropology, Political Science, Psychology, Sociology and Economics. The offerings provide a basic transfer program approximately equivalent to first and second year instruction in the disciplines in the Universities. The College has, quite rightly, backed away from offering the equivalent of third and fourth year courses at a more elementary level.

The faculty are keen, attempt to innovate within the course requirements without losing standards, are building up interesting library holdings, and have discussions about standards and the program. Only in this year has it been possible for the faculty to detach themselves from the problems involved in beginning basic work, and to look further ahead towards the special characteristics which might apply to a Social Science program at the College. Active discussions are now going on towards this end, with the possible outcome of interdisciplinary courses directed toward the special interests of students from the participating communities, yet communicating basic discipline techniques. It is to be hoped that this will lead to the establishment of Social Science courses for the 'general' student, for which Universities will give general Arts credit rather than discipline major credit. In addition,

with University understanding, more flexibility in the substantive content of majors equivalent courses should be possible, provided this is not confused with general interest approaches.

Increased flexibility should be the strength of College programs. However, such a goal is limited by the small numbers of faculty. It is disturbing to note that the problem of small size of staff is exacerbated by having the staff repeat the instruction of numerous sections in order to meet an artificially high requirement for the teaching load. Repetitive instruction, while not yet dampening instructor enthusiasm, will assuredly do so before long, and it is unnecessarily restricting curriculum innovation. ✓

Most students in the Social Science courses will not become Social Science majors in University programs. New developments in the Social Sciences should be based on this characteristic of the student body, while maintaining the goal of communicating the highest possible standards of objective analysis.

Geography

An excellent program, suited to the needs of the College and the area it serves, and involving the interaction of the physical environment and society, could well be put together within the framework of Geography. The Board is, however, concerned that the full potential is not being met.

Little attention appears to have been given to the development of Geography on a sustained and focussed basis. For example, since the opening of the College Geography has been included with Economics under the direction of a person who is primarily an economist with other considerable administrative responsibilities.

Since the beginning no regular appointments have been made in Geography, the courses having been given by a series of graduate students and faculty from neighbouring universities. Although from time to time these staffing arrangements may well have led to well-taught courses, they do not lend themselves to a serious development of the subject. Recent conversations with members of the administration suggest that the intention is to change this.

Career Programs

The enrolment of full-time students in these programs has increased over seven times in less than three years and now forms over 37% of the total full-time students enrolled in the College. The Board commends the efforts of the College, faculty and staff which have made this possible.

At the time of the Board's earlier visit, in Spring 1969, all instructors in Career programs were part-time. At the present time 60% are qualified, competent, full-time staff members. Because of the

variety of community demands for special career programs, a large turn-over of other part-time appointments is probable and, in many respects desirable. A category of 'permanent part-time staff' in Capilano College faculty classification should assist the College in retaining qualified instructors.

The scope of Career Programs is being enlarged and individual programs are being capably developed by enthusiastic instructors. The College is to be complimented in particular for the earnest attempt to appraise the on-the-job performance of career program graduates, although some time may elapse before any firm conclusions can be drawn. Both the establishment of program advisory committees and continuous liaison therewith are very commendable.

Capilano Business Programs are flourishing under able leadership. The Board also wishes to acknowledge the role played by faculty from Capilano College and Malaspina College, with the co-operation of the Faculty of Commerce, UBC, in initiating, about a year and a half ago, the province-wide Business Programs Articulation Committee of the Academic Board. This committee provides very good liaison among representatives and is a suitable forum for discussion of mutual concerns. Individual reports have been received from B.C.I.T. and from the Faculty of Commerce, UBC, on those students transferring from the College; these are most helpful.

Two specialized centres at Carson Graham and Welch Street are considerable improvements over the former arrangements and enable the courses offered to be developed with fewer constraints. Nevertheless, appropriate space for separate study and lounge-areas should be provided. Lack of opportunities for involvement in (some) extra-curricular College activities is a cause of some concern for many students.

In career-oriented programs where new ground is being broken, time and opportunity to identify demand and develop programs to match community needs are especially necessary. Recognition of faculty-time spent on this component and the significance of field-work for both faculty and students in such courses should not be overlooked. } ✓

Cap 'A' Program

Since the first visit of the Academic Board the Cap 'A' program has been inaugurated. This appears to be serving a significant and useful purpose and it is understood that all students are fully advised of the transfer status at each public B.C. University before undertaking the program. There are, however, some concerns:

- i) Humanities faculty have not, as a group, been involved in the overall planning;
- ii) Goals are not clearly defined, nor are the techniques for determining the degree of success in attaining such goals;
- iii) Faculty involved in this program have heavy teaching loads. The program makes extra demands on faculty and it may be inadvisable

to calculate teaching loads without taking this element into account.

The Board would be very interested to receive a report from the College, after there has been an opportunity to evaluate this program.

COUNSELLING and STUDENT SERVICES

The Dean of Student Services is responsible directly to the Principal for the areas of Counselling and Student Services.

Full-time Counsellors have backgrounds other than high school counselling and were apparently selected to provide diverse expertise, in addition to their generic ability. In order to retain contact with the classroom situation, counsellors occasionally teach a section. The roles covered are indicated by the following headings and brief descriptions:

Counselling

Five counselling functions are served: a) Student Personal Development; b) Program Counselling; c) Educational plans; d) Career plans; e) Mental health. All advisors tend to serve the first three functions, those counsellors with appropriate expertise tending to concentrate on the latter two. In general, counselling is carried out on a referral and/or a voluntary basis. All students withdrawing from the College prior to completion of a program are interviewed by a counsellor.

Counsellors pay visits to the various College centres, particularly early in each semester, in order to establish relationships with students and encourage students to seek assistance from counsellors at the main centre. Much informal referral of students to counsellors is made by faculty.

There is no referral system of serious student mental health problems to outside psychiatrists. Such a system did exist but was found to be unsatisfactory; instead it was decided that such problems should be referred to the advisor with expertise in clinical psychology.

Admissions

All students seeking admission are interviewed either by an advisor or other faculty used for interviewing at peak periods. For some Career programs students are also interviewed by a faculty member from the department involved.

Recruiting

A regular program of visitations to Guidance 11 classes in the feeder high schools has been established. Further, a mobile information

unit has been in operation in the feeder areas.

Testing

A testing service was initiated in September 1971 and appears to be utilized extensively. (The scope of this service is indicated in Section Eleven, page 134 - 135 of the College Report.)

Follow-up

Follow-up is undertaken to determine whether graduates from Career programs have found suitable employment.

Student Activities

Advisors are involved in student government and athletics on an advisory basis.

Records

Computers are employed for the records and old records are being microfilmed.

COMMENTS

Facilities

Although easily accessible in the Student/Faculty building the counselling centre is not visually distinguishable from the administrative office.

Present facilities at the main campus are adequate for individual counselling, although it is not certain that students from other centres make as much use of the available services as they should. There are no areas suitable for group work.

Student Orientation Program

At present little, if any, orientation is provided for new students. While a need for further development is recognized, no definite plans have been formulated. The counsellors apparently intend to develop a video-tape in the near future to begin serving this function.

Group Program

At the moment, almost no group counselling is being undertaken owing to a lack of suitable space. A strong interest in establishing a group program was expressed, as soon as facilities are available.

A start is being made in group sessions with mature students and

group work is planned for foreign students in the near future.

Student Government

The student organization in the College is not functioning satisfactorily. Possibly this is because the student government does not adequately represent the student community at the College.

The enrolment is widely distributed in terms of part-time/full-time commitment and the total age-structure; this suggests it is unlikely that a body can be developed similar to one appropriate for a large majority of young full-time students. It is not clear which proposals for change have been defined and are being actively considered.

Student Activities (Athletic)

Although an athletic program has been initiated and two gymnasias have been provided at the Mathers Campus, the program has met with very limited success. This is attributed to the lack of facilities and competition with similar activities sponsored by other agencies in the community.

RECOMMENDATIONS

Many improvements in Capilano College are in accordance with recommendations made by the Academic Board in its previous report. A number of others have emerged from the experience and insight of the College itself. Even with these improvements, two major areas of concern still remain: the absence of the College's own central premises and the rather slow development of College identity and spirit.

The Board is well aware that the College Council, faculty and staff have made strenuous efforts to overcome the many problems inevitably confronting a new College and that substantial progress has been made. The Board offers its comments and advice in order to aid the College in formulating its own general and specific goals and plans for future development.

In the previous section a number of suggestions were made and some specific recommendations were put forward. While the former should not be neglected, it might be worthwhile to summarize, and in some cases augment, the latter in order to provide a survey before making final comments.

1. Faculty

- a) A further increase in the proportion of full-time to part-time faculty should be sought;

- b) It is essential for instructors to maintain continuing contact with their peers and new developments. Participation in, and active contribution to, professional and scholarly associations is an important way of keeping up with current developments and new horizons in the respective fields. Many members of Capilano College do accept this responsibility but the patterns, priorities and opportunities are not yet generally recognized. Part-time faculty members equally need to be encouraged to maintain continuing contact; this liaison is particularly important for those who are not at the same time graduate students at one of the Universities;
- c) Although the main responsibility of a College instructor is for teaching it might be desirable, in certain circumstances, to encourage research work by a faculty member;
- d) Some of the Articulation Committees are developing programs concerned primarily with the substance of subject areas rather than pedagogical methods. The Board welcomes this development and hopes that Capilano College will be able to support financially the participation of its faculty in these programs.

Continuing effort should be made towards increasing faculty opportunity to participate in Professional Development schemes in subject-areas. Perhaps a competitive scheme, involving some leave and re-inbursement every two or three years might be explored, with other alternatives;

- e) Caution should be exercised in the use of mechanisms for evaluation of instructors.

2. Curriculum

- a) There is evidence of considerable initiative in the development of courses now being offered and of innovative proposals for the future. The Board is concerned, however, at the absence of an overall policy of curriculum objectives against which future course proposals could be judged. The process of defining an overall curriculum philosophy should involve College Council, faculty and students. All these groups have an interest in ensuring that the curriculum is more than either: a) the sum of those individual courses proposed by present faculty; or b) the residue left, after special interests have been promoted. Each should learn to develop and maintain a healthy respect for other participants, while taking full advantage of its own right to participate. In addition to a need to devise a framework and criteria for curriculum development, it might also be wise to make provision for review by a committee of Division Chairmen which could report curriculum proposals to the Principal.

The Board encourages co-operative efforts to work out a curriculum philosophy, if only to resolve the kinds of difficulties that have occurred in the past because these criteria have not been understood by those proposing and approving new courses;

- b) In the light of the College's experience during the past year with the Cap 'A' Program, a careful review of this program should be made in order to clarify objectives, identify methods of evaluating attainment and define suitable faculty loads for such a program.

3. Physical facilities and equipment

- a) Faculty-offices should be improved to allow privacy for more effective faculty-student interviews and individual professional and academic pursuits;
- b) Adequate and effective storage space is needed for both Chemistry and Physics laboratories. Equipment in the latter is below the standard necessary for adequate teaching in a two-year program of Physics and should be improved;
- c) Adequate space for separate study and lounge-areas for students is essential at all centres.

4. Library

- a) Certain features of the library service should be improved: cataloguing of reading and audio-visual materials by subject and provision of card indexes at satellite campuses for total holdings;
- b) In order to provide better library service at the centres some thought might be given to duplication (perhaps multiplication) of holdings in order to provide ready access at dispersed campuses and encourage usage, rather than depend on a single copy held at the media centre.

5. Counselling

- a) Especially as material from testing services becomes available for more than individual counselling, a general review of the Counselling Service should be undertaken with the object of developing more definite goals, both general and specific, and criteria to measure progress. An increase in data collection and follow-up studies appears desirable for analysis in formulation and evaluation of specific objectives;
- b) Development of a detailed orientation program for implementation during the summer months could help to decrease errors in student selections of programs;

- c) A careful study of student government in the College is needed as early as possible to make the structure and function viable and to bring focus upon the distinctive problems inherent in a College with a student population having an extensive age-range and a high proportion of part-time students;
- d) Analysis of athletic programs in the community and implementation of a complementary program at the College seem to be indicated.

6. Enrolment and Admissions

- a) An analysis of the reasons for low enrolments in second-year programs would be very useful. The sharp drop in second-year continuation is a problem faced by all Colleges, especially in early stages of development, but a better understanding of the contributory factors in the local situation might suggest feasible corrective measures;
- b) Since the enrolment-variable sets acute problems for the administration, in terms of staffing and facilities, it would be useful to obtain greater insight into the constituent-variables represented in the College population. For example, in the College Report no indication of the standing of part-time students on admission is given. Relevant detail of this and other kinds might be collected in conjunction with an age-distribution.

7. Career Programs

- a) Follow-up studies on student graduates should be continued and the results used in the development of programs and assistance in placement of students;
- b) Consideration might be given to increased recognition of field-work for both instructors and students in some programs.

8. The Dispersed Campus

The Board appreciates the difficult situation within which Capilano College has been contending since its inception. However, as the construction of its own facilities approaches it is important that the College think through very carefully the educational objectives and the best possible means of achieving these.

The present situation whereby courses of instruction are given at a number of different locations were seen as causing a great deal of distress both to the faculty and to the students. Very few regarded it as academically desirable and many spoke of the problems it introduced into the efficient discharge of their responsibilities, both as students and as faculty, and the manner in which it inhibited the building of any kind of College identity.

The College quite properly seeks to reach out into the community as broadly as it can, to arouse interest there, and to seek to establish as widely as possible a recognition of the College as a valued part of the life of the community. It would seem that this outreach can best be achieved in the development of evening programs and courses designed for the general cultural enrichment of the community it serves. On the other hand, the burden of experience strongly suggests that the central academic program should be located, in the first instance, on a single campus so that the College can muster its resources in a manner best designed to serve the introduction and development of academic and career programs in depth as well as in breadth. Centralization of resources permits the most effective use of people and physical resources and also facilitates in the College the addition of vital and diversified ancillary activities. It follows that de-centralization of academic offerings, if it is to be carried out effectively and appropriate standards are to be maintained, will be appreciably more costly in terms of capital and operating funds.

The development of a strong central campus seems to be one of the most vital activities lying immediately ahead for Capilano College. This will have importance beyond the mere acquisition of adequate, suitable space. It will present the opportunity for a 'new start' to be made in building esprit among faculty and staff and establishing a College identity towards which everyone is striving. Once the central campus is firmly established it will then be possible to look forward to the opportunities for developing supporting programs in other community centres. Programs at other locations might, in some cases, be planned to provide a more or less complete program for a suitable student population but these should be developed in an orderly manner as an outgrowth of central strength.

9. Integration of the Academic and Career Programs

The increase in the proportion in the total full-time enrolment of students in Career Programs since the College was opened is a healthy trend. Although useful for purposes of such comparisons, the distinction between these programs and others should not be over-emphasized. A very useful objective, recognized as such by many College faculty, would be to further break down the separate orientation of the career and academic programs. It is desirable to have as much opportunity as possible for students to transfer from one program to another. It is also efficient to make use of faculty in providing instruction in both areas, insofar as their capability permits.

Capilano College has already gone a long way in this direction. The purpose of this comment is merely to endorse the trend and to urge further study of effective ways of integrating the total College program at the instructional level and avoiding polarization. Because it would be inconsistent with the overall objective, the Board would advise against the establishment of a separate campus or centre for Career programs.

10. Relations within the College

The Board is concerned with the gulf of misunderstanding which has developed between and among the faculty, the administration, and the Council. This is no doubt the most important issue to be faced by the College in the immediate future. It is of the greatest concern that the growing tensions be alleviated. It is urgently necessary that a careful review be made of administrative attitudes and practices, with the end in view of increasing the understanding of respective roles of the three bodies, and of thereby increasing the respect in which each of the interacting groups holds others.

One of the more difficult aspects of College administration, as viewed by the Board, is the designation and encouragement of the proper role of Faculty in the development and implementation of academic programs. Here, it may be useful to attempt to distinguish those matters which relate more directly to the academic programs of a College, such as courses and curriculum, from those which have more to do with a staff member's relation to his institution - though it must be recognized that there are other matters, the expected teaching load is an example, with implications for both areas of concern. The Board believes that all recommendations to a Council with respect to academic programs should come as the recommendations of a senior academic body. A Committee composed of the directors of academic divisions might well act in such a capacity.

The respective roles of the College Council, the Principal and the Deans in terms of the responsibility for decision-making should also be carefully reviewed in the light of the experience gained so far. It is most unfortunate, in our view, that the Council has sometimes found itself in the position of acting as arbiter between competing academic recommendations coming to it, on the one hand from the Principal and, on the other hand, from faculty representatives. The normal channel by which such matters are brought before the Council should be the Principal acting on the advice of a senior academic committee, as set out above. Where this is not done, the result must be a breakdown in the Principal's authority and the placing of the Council in a position which it should not accept.

The role of the faculty in the hiring of new faculty is another contentious area and should receive careful attention to ensure procedures which will avoid misunderstandings and confrontations. While the final responsibility for recommending academic appointments rests with the Principal, the faculty in the subject-area concerned certainly has a major contribution to make and the Principal will normally act on the advice of his faculty. In this matter, as in other academic concerns, a senior staffing committee composed of experienced and well-qualified members might be appropriate to act as the final advisory body to the Principal.

While the Board believes that recommendations to the Council on matters pertaining to academic affairs and staff appointments should be transmitted through the Principal, the Council should be prepared to hear

representatives of the faculty where other matters relating to the general terms and conditions of employment are to be decided. In this way, Council will keep itself informed of areas of potential difficulty and so be able to forestall major problems.

CONCLUSION

In compiling this Report the Academic Board has been striving to arrive at an objective assessment of the present state of Capilano College. A College is a most complicated organism and thus difficult to appreciate in relatively short contact. The Board trusts that this report on its assessment will be helpful to the College at this important stage of its life.

The College is almost at the end of its fourth year of operation and now has the advantage of considerable experience of its own on which to draw. While it would not claim to have reached all its objectives, or any one completely, at this time much has been achieved in the face of many difficulties and constraints outside its own control. The College has made genuine advances during the last three years and the Academic Board is confident that it will surmount its immediate problems and will continue to move forward to even greater success.

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