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ACADEMIC BOARD

REPORT ON CAPILANO COLLEGE

to the

MINISTER OF EDUCATION

MAY, 1969

ACADEMIC BOARD

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ACADEMIC BOARD

REPORT ON CAPILANO COLLEGE

TO THE MINISTER OF EDUCATION

P A R T I

SUMMARY OF REPORT PREPARED BY THE COLLEGE

Capilano College was opened in September 1968 to serve the region comprising the School Districts of North Vancouver (#44), West Vancouver (#45) and Howe Sound (#48) which has eleven senior secondary schools. It operates during the late afternoon and evening in shared facilities of the West Vancouver Secondary School.

1. Staff

The members of the College faculty who teach Arts and Science courses are well qualified academically. However, during this stage of the College's development by far the largest portion of the staff are on a part-time basis, teaching from three to six hours per week. Most of the College instructors are members of the staff of either the University of British Columbia or Simon Fraser University, or are senior graduate students at these universities. Similarly the instructors for the technical courses are largely members of the teaching staff of the British Columbia Institute of Technology. While this arrangement has enabled the College to commence operations with a highly competent teaching staff it has undoubtedly reduced the participation of the staff in the general affairs of the College. Those whose primary responsibilities are to another institution rarely become fully attached to another institution where their interest is much more tenuous.

The following table shows the faculty strength during the first two terms.

TABLE I

Faculty Capilano College

	<u>Fall Term 1968</u>	<u>Spring Term 1969</u>
Full-time	6	8
Part-time	52	53
Lab. Assistants	11	11

2. College Enrolment

TABLE II

Enrolment

Full-time (4 or more college-level courses)

	<u>Fall Term 1968</u>	<u>Spring Term 1969</u>
Transfer Program	401	282
Vocational/Technical	52	34
B.C.I.T. Transfer	37	34
	<hr/>	<hr/>
	490	350

Part-time (less than 4 college-level courses)

	<u>Fall Term 1968</u>	<u>Spring Term 1969</u>
<u>Transfer Program</u>		
Less than Half-time	215	191
More than Half-time	79	114
	<hr/>	<hr/>
	294	305
 TOTAL ENROLMENT	 <u>784</u>	 <u>655</u>

TABLE III

Origin of Students

	<u>Fall Term 1968</u>		<u>Spring Term 1969</u>	
	<u>Full-time</u>	<u>Part-time</u>	<u>Full-time</u>	<u>Part-time</u>
Non-Canada	47	35	4	4
Canada, Non-B.C.	20	29	3	8
B.C. Universities	14	67	-	4
Colleges - Capilano	-	-	331	263
Other public	43	10	5	-
Private	-	14	-	1
Schools - Public	314	134	7	20
Private	17	5	-	2
Other	35	-	-	3
	<hr/>	<hr/>	<hr/>	<hr/>
	490	294	350	305
	<hr/>	<hr/>	<hr/>	<hr/>

The above tabulations show that the proportion of students in the transfer program greatly exceeds that of the Technical Program, as is typical of college enrolments elsewhere. In view of the percentage of students achieving less

than a C grade in the Arts and Science Courses an effort should be made to encourage students whose chances of success are poor to enter other programs that are more appropriate to their interests and abilities.

The proportion of students in the transfer program who are enrolled for 'less than half-time' is high and may contribute to some lack of cohesiveness in the student body. An analysis of this group of students in terms of age, sex, educational background, intentions, and part or full-time work would help to clarify this situation.

The overall drop in enrolment of 16.5% in the Spring Term may not be excessive for the first term of operation. The drop of 29.6% of the full-time students is largely accountable to some students dropping one course in the second term and thereby being reclassified as part-time. The increase of 44.3% in the 'more than half-time' enrolment is similarly accountable. A survey of those who discontinued by the end of the first term elicited a 33% return and indicated that some 40% of the respondents were in full-time employment and an additional 10% in part-time employment. About 50% indicated an intention to return to the College at some future time. About 40% of the respondents were 25 years of age or older and some 36% were married. Since there are no students graduating from Grade 12 at the time of registration for the Spring Term there is little possibility of any number of incoming students offsetting those who discontinued. Of the 784 registered in September 74% returned for one or more courses which is a reasonable percentage during the first period of operation.

Almost 80% of the students who stated a preference gave Capilano College as their first choice of a post-secondary institution. It would be interesting to know the proportion of those who were not academically qualified to enter a university or the British Columbia Institute of Technology. Ten per cent of students stated that they intended to remain at the College for one semester, 56.8% for two semesters, 1.7% for three semesters, 25.6% for four semesters and 5.8% were undecided. As is the case with other public colleges the above percentages presage a considerable drop in the second year enrolments. Eighteen students were admitted after having failed at another college or university which is not an undue number at this stage of college development. A follow-up of the success of these students while at college would assist in formulating a policy for admitting failures.

Sixty-three of the students were employed full-time while in attendance and 261 were engaged in part-time work. This supports the claim of students in other public colleges that employment opportunities are better in one's home locality and, for those who have to earn their costs in whole or in part, it is considered an advantage for a student to remain at home while attending college.

Seventy-five per cent of the students were Grade 12 graduates, an additional 10% were short one course and 5.3% short two courses. No breakdown showing the percentage who graduated on the Academic-Technical Program and other Secondary-School Programs was provided. Taking the figures as a whole the percentage of those who had completed graduation or were not deficient in more than two subjects, being 91%, is about average for other public colleges.

Approximately 70% of the course enrolments are in the fields of English, Mathematics, Geography, Psychology, History and French which indicates a fairly typical program in First Year Arts. In keeping with the present trend in secondary and post-secondary institutions, the enrolment in Biology is appreciably greater than in Chemistry and Physics.

In the technical fields the courses in business management and administration account for a large part of the total.

The class sizes and the distribution of the students in the individual courses and sections thereof are fully satisfactory.

3. Student Standings

The distribution of grades in the Arts and Science courses vary markedly from subject to subject. For example, in each of Biology and Chemistry 5% of the students obtained an A grade at the end of the Fall Term and 37% received no credit having either failed or discontinued the course, whereas in French 11% obtained an A grade and 12% received no credit, and in Psychology 10% obtained an A grade and 20% no credit. These differences are not the result of science courses versus more discursive ones because in History 4% obtained an A grade and 23% obtained no credit and in Spanish 3% obtained an A grade and 27% no credit. It would seem that interdisciplinary discussions on gradings should be held in order to examine the grading methods and to achieve some uniformity in grading practices. As is typical of college grades there is some bulking at the C grade level, probably because this is referred to as the minimum level that is ordinarily accepted for transfer to university.

4. Library and Media Centre

The library staff is well qualified by training and experience. Initial book lists were prepared with the co-operation of the librarians and subject departments of the University of British Columbia and of Simon Fraser University. These were supplemented by lists prepared by the faculty and from basic bibliographic lists.

At the time of reporting the library had approximately 6,500 books and subscribed to 427 periodicals. Probably due to the limited time to receive deliveries before the opening of the college, the number of volumes was not adequate for the size of the college enrolment during the first term. However, some reference materials, such as standard encyclopedias, were available to the students from the secondary-school library. The number of available books in certain fields, notably Psychology, is far from adequate for college instruction. During the early part of the term library circulation was minimal but during the later part of the term it was definitely increasing.

The Media Centre provides microfilms, slides, film strips, etc. with some appropriate viewing devices. Reel tapes are on the shelves for loan to the foreign language students and there are three tape recorders ready for student loan in the wired carrels of the Centre. From January 15 to 31st., 48 tape recorders were signed out to the library carrels and 67 from February 1 to 15th. More than one student often listened to these tapes at one time.

Accommodation for library study is very limited although an attempt to relieve this has been made by utilizing space outside the library such as the secondary-school library after 4:35 pm and the school cafeteria.

The library staff has endeavoured to work effectively under the cramped conditions.

5. Student Services

Although the present space for student services is very limited, the College has made good arrangements for student advisory services, which indicates a recognition of the importance of this part of college activity. Excellent working arrangements with secondary schools of the region have been established whereby students are informed regarding the opportunities offered by the College and whereby they may complete their preregistration in their schools prior to graduation from high school.

An adequate system of students' records has been set up and the data are processed at the processing centre of Simon Fraser University which will enable the college authorities to be currently well informed regarding important matters respecting the work of the College.

Members of the staff of the Student Services have initiated evaluative and research projects which will be of great value in appraising the success of the college program. The Academic Board commends such enterprise.

P A R T I I

SURVEY BY THE ACADEMIC BOARD

On March 20, 1969 the Academic Board visited Capilano College. Discussions took place with the Principal, the Dean of Studies, the Librarian, the Co-ordinator of Student Services, subject co-ordinators, members of the faculty and representatives of the Student Council. Following these meetings the Board members toured the College with student guides in order to observe the accommodations, facilities, student services, library resources and laboratory equipment. The Board met with the College Council for dinner during and after which a general discussion on college matters was held. In the course of the following three weeks individual members of the Board revisited the College in order to consider in greater depth the work of the College in their special fields of interest. This section of the Report epitomizes the observations of the Board members during both visits.

1. Accommodations

The disadvantages of operating the College in secondary-school premises were very apparent in practically every aspect of college activity. Limitations of space interfere with many college functions; teaching periods have to be confined to late afternoon and evening, but what is even more serious is the effect upon the attitude of the students. This latter outcome was pointed out

clearly in a submission made to the Board by the Student Council of Capilano College which stated: "During this year, the growing pains of the Student Council have been many and varied but now, with the end of the first academic year in sight, we seem to see an overlying cause of the confusion and worry which has beset the College. The problem is one of identity. As yet there is no College because there is no material building or area which the College students can call their own other than the small student lounge.

The College is housed in a secondary school and because of this it has the atmosphere of a secondary school. Because of this lack the students miss an identity with the College because there is only a College existing on paper and in the minds of the Council, administration and community, but not in the minds of the students.

The possibility of the College developing its identity before it acquires its own campus is doubtful due to the atmosphere of the high school.

Because of the position the College is in at this moment, being housed in a secondary school, the College's standards may suffer and its gradual construction may suffer obstacles in its path."

This assertion was reiterated by the student Chairman of the Dean's Advisory Committee who stated: "The fact that this College is situated in a high school does seem to have some effect on the attitude of the student body. Some of the younger students feel that this College is a continuation of the high school environment. The danger in this is that Capilano College will come to be regarded as a second rate cram institution that is primarily concerned with filling the percentage requirement for entrance to UBC or SFU."

In discussions with students and instructors during the course of the Board's visit repeated reference was made to this major disadvantage, and as one instructor mentioned, the use of secondary-school premises perpetuates a high-school attitude on the part of the students which weakens their inclination to engage in self-directed study and contributes to apathy and lack of effort on the part of some students.

The full significance of the effect on the students may not be wholly realized when planning to commence college operations in readily available secondary-school premises. However, nothing is more important to the success of a college than the response of the students to the college setting as it affects their motivation to engage in serious study. As will be pointed out later there are other conditions in a college which may contribute to such an outcome, but it is evident, especially from the students' standpoint, that sharing secondary-school premises is a real hindrance to the effective development of the College.

The Academic Board advises that separate college premises be made available at as early a date as possible.

2. College Hours

As a corollary of the above, college classes must be confined to the late afternoon and evening. This naturally further impairs the identity of the

College as an established institution of higher education. The sense of belonging to a college community is thwarted and constant association with those who have studious interests is not as accessible. Of course this arrangement enables some students to engage in remunerative work while attending college. But during discussion with college instructors on the matter of evening classes versus the traditional pattern, the view was expressed that the most significant problem arising with students whose entire program is in the evening is that holding a full-time job means that the day is not devoted to study and the student arrives tired for classes and is unable to cope with a full course load. Although this reference is to students who are employed during the day it may be assumed that other students find little incentive to devote their daytime hours to study when there is no occasion for them to be at the college. It is more likely, especially for the younger students, that they tend to persist in their adolescent ways during the daytime hours when there are no classes to attend. Some surveys have indicated that the major difference between the study habits of first-class students and those of less attainment is the use the good students make of the hours between classes for study rather than the amount of time spent in study at other times.

Although every effort has been made to have the library resources open to the students during day-time hours and on Saturday and Sunday afternoons, there is not the same inclination on the part of students to make full use of the library when they are not in day-time attendance at the College.

Mention was made of the possibility of introducing a trimester system. The Academic Board advises that this proposal should be very carefully examined before attempting to introduce such a system at this stage of college development. Experience elsewhere has indicated that it is a very costly arrangement and places great pressures upon the administration and senior members of faculty. Even though summer semesters are invariably poorly attended a whole range of courses must be offered and qualified staff retained for this purpose.

3. Teaching Staff

The academic qualifications of the present staff range from good to excellent. During discussions with college students the quality of the teaching was rated as excellent.

The great disadvantage of the present staffing, as was pointed out in Part I of this Report, is that only a very few members of the faculty were employed on a full-time basis. With almost the entire staff teaching in the College for only 3 or 6 hours per week, it is not to be expected that participation in college affairs can take place to anything like the same extent as with a full-time staff. This was borne out by repeated references made by members of the teaching staff to the effect that they were not as well informed on college matters as they would like to be. Naturally communication between the teaching staff and the administration, as well as between the faculty members themselves, is much more difficult when the instructors are at the College during only the few hours when they are conducting their classes.

Another problem regarding a part-time staff is the heavy turnover from one term to the next. This breaks the continuity of the instruction and prevents the regular revision of courses which is carried out by full-time instructors. It also interferes with the constant endeavour on the part of the instructors to advise the librarian on acquisitions for the subject fields. Some of the continuity can be maintained by the instructors keeping log books that record such detail as course requirements, student performance, text and reference books, mark lists and suggestions for the revision of courses. This is a practice that has been found valuable in other institutions with a full-time staff and is recommended as a general practice.

The Academic Board is aware that steps are being taken to engage full-time faculty members and strongly endorses this endeavour, with the caution that the high quality of the staff should be maintained otherwise the academic future of the College can be endangered. It is considered that the experience of having had a highly qualified staff during this first year of operation should be drawn upon when selecting faculty members who are well qualified and keenly interested in college teaching.

Notwithstanding the disadvantages of a part-time staff, the College was very fortunate in being able to procure such well qualified teachers during its first stage of operations. The fact that the College depended so largely upon the universities and the British Columbia Institute of Technology for staff has laid a groundwork for maintaining an effective articulation with these institutions. At the present time the potential for recruiting a highly qualified staff is very good and the College should take full advantage of the favourable circumstances to select those with superior academic qualifications and interest in college teaching.

4. College Library and Media Centre

Although the library is at a great disadvantage because of cramped space both for students and stacks, the library staff has endeavoured to make the best of the limited facilities and has displayed commendable ingenuity in doing so. However, more space for the library is desperately needed. The open shelf policy that has been adopted has alleviated some of the limitations that curtail library use, and spreading over into the secondary-school library and cafeteria during the available hours has helped to relieve the crowding that was observed on some occasions in the College library.

Library circulation appears to have made a slow start but picked up during the second term and doubtless will reach a satisfactory figure when the facilities are improved. At present the use of the library is uneven with considerable usage for courses in such fields as English and Economics but remains minimal in some other fields. This probably reflects the imbalance that exists with regard to books and periodicals that are available. At present Literature, History, Political Science and Economics account for over half of the holdings while some other fields, such as Psychology and Mathematics, are poorly represented in view of the large number of students enrolled for courses in these fields.

A sampling of the books that are on the shelves indicates that good purchases have been made. The periodical list is satisfactory and back files

of the more important titles are being acquired on microfilm. Although much has been accomplished in the first year, the present holdings are decidedly below the minimal needs of the present student enrolment. The Academic Board strongly recommends that a concerted effort be made to speed-up the procurement of new acquisitions and to provide more stack and student space.

It was mentioned that the establishment of a college standing committee on library was under active consideration. The Academic Board endorses this proposal and suggests that it would be useful to include one or two students on the committee. Such a committee will increase the understanding of and support for the library within the faculty and will make known to the librarian the views of the academic users of the library and thus obviate misunderstandings.

5. Student Services

The Student Service Centre with Mr. Hollick-Kenyon as co-ordinator, who also acts as College Registrar and Advisor to the Student Association, is an active and enterprising part of the college establishment. In addition to being an advisory service for students, the Centre is responsible for all student awards and loans, provides liaison with the secondary schools, universities and employment agencies, maintains a housing bureau, and as opportunity permits engages in follow-up studies of students leaving the College. In its diverse activities it is the endeavour of this division to become an integral part of the students' educational experience. It was emphasized by both the college Principal and the Co-ordinator of Student Services that this was not thought to be a compartment within the College but rather to be a service which transcended departmental boundaries and should in effect be a unifying force within the College. To aid in this the Division works closely with the co-ordinators of the subject fields. The Academic Board strongly commends this objective.

The Division is also responsible for determining whether or not applicants for admission meet the requirements for entry to the College. An admissions committee consisting of faculty, the Student Services Centre, students and administration act as an appeal board for students who have been rejected.

It is the opinion of the Academic Board that the Student Service Centre is operating effectively under the rather adverse conditions that affect the College generally. The overall design and plans for the development of the Centre are sound and the services that are provided are very satisfactory.

6. College Students

Although as repeatedly stated: "Capilano College has committed itself to an open door policy", it is far from clear what is meant by this. If it means that students who are not suitably qualified are admitted to the transfer and the technical programs then the standard of education that can be provided is bound to be lowered even though very high failure rates are maintained. The classroom presence of students who are not capable of meeting the course requirements works to the disadvantage of the competent students, makes the instructors' task much more difficult and detracts from the quality of the educational program. The high failure rates in certain fields imply that some

dilution of the quality of the student body does occur. If students are admitted to courses for which they are not suitably qualified, the number of 'failures', 'withdrawals' and 'D' grade records are bound to remain at a high level if academic standards are to be maintained and transfers to be satisfactorily arranged. Although the instructors state that they have some excellent students, they claim that they cannot offer university-level courses to some of their students and expect them to reach any recognizable level of attainment.

The students with whom the Board members discussed college affairs made repeated reference to the poor attendance at classes. Some of the instructors mentioned that absenteeism has been a serious problem. The high demand that was reported for the taped lectures that are available in the Media Centre doubtless has some bearing on this situation. In any case scholarly discipline is something that each student must learn if he is to succeed in the more demanding upper years at university or in the intensive technical studies carried out in the British Columbia Institute of Technology. Neglecting one's present responsibilities is not a propitious start on any kind of a career. It was reported that many of the most unsuccessful students dropped the course which is indicative of either a lack of ability or poor motivation. In the Technical Program attendance records are kept and excellent attendance is reported.

In a submission to the Academic Board presented by the Capilano Student Association Steering Committee it was stressed that the "problem of transferability of credits is the most important issue confronting, confounding and restricting the potential college student. To make the college system work every avenue of approach should be considered in attempting to eliminate this problem. Further we should like to take this opportunity on behalf of the Capilano College students to compliment you on your efforts along these lines." College students should be informed regarding improvements in transfer arrangements and the success at University of college students who have transferred.

Almost without exception the students that met with the Board displayed a mature attitude to the College. They were very appreciative of the quality of the instruction, concerned about the disinterest of some students and were very conscious of the unsatisfactory conditions under which the College operated by having to share secondary-school premises.

7. College Programs and Courses

The Transfer Program for the First Year was arranged in consultation with the three public universities of the Province. The curriculum provides an adequate range of subjects to enable students to complete a full year of university work. Offerings for the Second Year are now being discussed by the faculty in workshop situations, but within the scope of present operations there is little leeway to expand beyond a standard program. Proposals that were discussed, largely in the Science field, were appropriate for purposes of transfer to university.

The opinions expressed by the students differed regarding the equivalence of the college courses to those at the universities. Some students claimed that their course assignments were less demanding than those of some of their friends at university. Others claimed that their assignments were more demanding.

In view of such conflicting comments, the college instructors should endeavour to impress upon the students that college work is equivalent in all respects to that done in the first two years at university and ensure that class assignments are done on time and corrected promptly.

The articulation of the first year program for transfer to the British Columbia Institute of Technology has been carefully prepared and is being continually reviewed by the two administrations. The B.C.I.T. staff members co-ordinate and control the pertinent technical courses and are mutually concerned with the quality of the performance obtained on the balance of this curriculum beyond their direct control.

There is an Advisory Committee on Early Childhood Education, the membership being drawn from the community. The program seems to be well designed.

The laboratory courses in Science are of a standard form and patterned after those of either the University of British Columbia or Simon Fraser University. The equipment in use at present is largely that which was used in the former Grade 13 program and needs to be supplemented with equipment that is commonly in use in the first and second year university laboratories.

8. Instruction and Grading

Although the students commented most favourably upon the quality of the teaching, they stated that there was a lack of continuity between the lectures and the tutorials, sometimes to the extent of there being no apparent relationship. If it is the intention to have the tutorials related to the lecture sessions, the tutors should attend the lectures or at least be fully briefed on the topics that are covered. If such is not the intention then it should be made clear to the students that this is the case so that they may not be confused.

As has been mentioned previously, the gradings lack consistency from course to course and from term to term. While the present freedom of individual instructors in matters of grading is desirable and students' grades should not be adjusted at any administrative level, some degree of uniformity in method should be considered in order to avoid confusion on the part of the students. The consistency of the grades obtained by individual students in the various courses they take is a matter for consideration. Although some instructors may minimize the importance of grades there is no doubt that to the majority of the students they are important and of great concern.

If A grades are considered to be of the same level as top grades assigned in the universities, some of the college courses show a percentage of the class obtaining this grade that is most unlikely to be maintained by a similar percentage of the students after transfer to university. Any wide discrepancies in this regard can lead to disappointment on the part of the students and a tendency for the universities to discount the grades assigned at the college.

The relatively high proportion of 'D', 'F', 'W' grades has already been mentioned and the question arises regarding the extent to which this reflects a tendency to admit students to university-level courses who lack either the aptitude or the intent to reach a satisfactory level of achievement.

9. Student Activities

Because of the limitations imposed by sharing secondary-school premises and the consequent necessity of restricting the classes to the late afternoon and evening, there is little opportunity to arrange any wide participation in student activities. The students have displayed some initiative in this respect but their activities are necessarily limited. One major lack is the absence of adequate facilities for physical recreation. It was reported by the students that the school gymnasium is not available for their use and that the use of the out of door facilities was greatly restricted.

10. Summary and Conclusion

The Academic Board advises: 1. As soon as possible college premises apart from a secondary school should be provided wherein a full schedule of daytime classes can be conducted; 2. When appointing full-time staff every effort should be made to procure those who are best qualified to conduct classes of a university standard; 3. The library facilities and acquisitions should be strengthened prior to commencement of the next college session; 4. The grading system should be considered by the college faculty in order to obviate some of the apparent anomalies; 5. Facilities for physical recreation are needed; 6. Present laboratory equipment should be supplemented with equipment commonly in use in first and second year university laboratories; 7. College instructors should ensure that the work required of the students is equivalent to that of the first and second year university and impress upon their students that this standard is being maintained; 8. College students should be made aware of the success at university of students who have transferred from colleges; 9. In view of the high failure rates in some courses the policy of student admissions to such courses should be reviewed.

The Academic Board considers that, from the standpoint of the attitude of the students and the faculty, there is real urgency for the college to have its own premises and a full-time staff, the appointment of which will help to strengthen united endeavour toward common aims. The urgency of the first arises from the problems of academic atmosphere and subsequent achievement imposed by the evening program in secondary-school facilities. Experience elsewhere has shown that it is very difficult to build a university type program by evening classes, and it is rendered even more difficult where a large part of the student body is continuing in a school environment. However, the situation is to some extent eased where there is a considerable component of mature students. Undoubtedly a better start could have been made had there been more time for planning prior to the opening of the College. However, the Academic Board can understand the desire to make as early a start as possible to meet a growing need throughout the Region for facilities in post-secondary education.

In general, the Academic Board considers that Capilano College has made a reasonably good start, and in view of the inevitable problems that beset a new institution, the College has done as well as could have been expected in its difficult first year.

May, 1969