

DEGREE QUALITY ASSESSMENT BOARD

BIRCH

Quality Assurance Process Audit



OCTOBER 2021

OUR VISION

We transform the lives of learners, employees and communities with experiences and engagement opportunities to actualize their passion and potential. We are a dynamic and accountable place of thought and action that inspires imagination, prioritizes health and well-being, and positively contributes to people and the planet.

OUR PURPOSE

At Capilano University, we cultivate life-enhancing learning experiences in diverse and inclusive environments. Our programs proactively respond to our fast-evolving world by sharing and creating relevant knowledge and timely skill development opportunities. We are committed to partnering and working with our communities for the greater good and for generations to come.

In our journey to grow, lead and innovate, we will embrace imagination as a foundational capability in order to discover new and better approaches to what we do. We will continuously reflect and learn from our decisions and achievements to effectively advance our commitment to co-create a distinct university experience. In this way, we will improve learning and research opportunities and the health and well-being of learners and employees.

OUR VALUES

- Innovation as a result of curiosity and imagination
- Commitment to Truth and Reconciliation, Indigenization and decolonizing approaches
- Collaboration, authenticity and belonging
- Health and well-being as a cornerstone of our culture
- Transparency and honesty in everything we do
- Sustainable actions towards a better place for our descendants

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COMMON ABBREVIATIONS

AIP	Academic Initiatives and Planning
ALC	Academic Leadership Collective
BGS	Baccalaureate Graduates Survey
CTE	Centre for Teaching Excellence
DASCO	Diploma, Associate Degree and Certificate Students Outcomes
DQAB	Degree Quality Assessment Board
IEA	Office for Indigenous Education and Affairs
IESC	Indigenous Education Steering Committee
IR	Institutional Research
NWCCU	Northwest Commission on Colleges and Universities
PEL	Paid Educational Leave
QAPA	Quality Assurance Process Audit
SAPPRC	Senate Academic Planning and Program Review Committee
SCC	Senate Curriculum Committee
SLC	Senior Leadership Council





1.

Institution

Profile



A. STUDENT ENROLLMENT FOR FISCAL YEAR 2020/21

Graduate FTE	Undergraduate FTE	None FTE	Total FTE
16.8	5377.8	573	5967.6

Note: "None" refers to developmental programs like ABE (Adult Basic Education) under the DDEF (Data Definition Standards) for submission to the Province's Central Data Warehouse (CDW).

Degree Program FTE	Non-Degree Program FTE	Continuing Studies FTE	Total FTE
3443.3	2498.7	25.6	5967.6

B. UNIVERSITY LOCATIONS

Capilano University is named after Chief Joe Capilano, an important leader of the Skwxwú7mesh (Squamish) Nation of the Coast Salish Peoples. We respectfully acknowledge that the University is located on the territories of the Lílwat, x"məθk"əyəm (Musqueam), shíshálh (Sechelt), Skwxwú7mesh (Squamish), and Səlílwətaʔ/Selilwitulh (Tseil-Waututh) Nations.

In addition to delivering programming in partnership with the Lílwat Nation in Mt. Currie, CapU delivers programming for the Sea to Sky region, with locations in North Vancouver and Sechelt. Academic programming primarily occurs at CapU's main campus in North Vancouver with the following FTE distribution by location:

	Mt. Currie (Tsz il Learning Centre)	North Vancouver (Main)	North Vancouver (Shipyards)	Squamish (Squamish Learning Centre)	Sechelt (kála-x-ay)	Online and/or other sites
Full-time equivalent (FTE)	.5%	84.7%	2.2%	.3%	.7%	11.2%

The North Vancouver main campus is the primary home of Capilano University's five Faculties and their program offerings, with a wide range of credential options housed in the Faculty of Arts and Sciences; Business and Professional Studies; Fine and Applied Arts; Education, Human, Health and Development, and Global and Community Studies. The main campus also features the BlueShore Financial Centre for the Performing Arts, Centre for Sports and Wellness, Children's Centre, Kéxwusm-áyakn Student Centre, Nat and Flora Bosa Centre for Film and Animation, University Library and Learning Commons and the Wong and Trainor Centre for International Experience.

CapU Lonsdale at The Shipyards is within walking distance of Lonsdale Quay. With six classrooms as well as flexible spaces, the unique interior design of CapU Lonsdale celebrates the natural West Coast environment and local waterways. This location is also the home of Continuing Studies. Learning at CapU Lonsdale draws on the rapidly evolving energy and activity of the Shipyards community, making it an ideal location for community-engaged learning and collaboration.

kála-x-ay, our Sunshine Coast Campus, is nestled amongst forests and mountains and bounded by the sea on the traditional territory of the shíshálh (Sechelt) and Skwxwú7mesh Úxwumixw (Squamish) People. Located in Sechelt, this regional campus focuses on community-focused offerings, including Adult Basic Education, First-Year Experience courses and health and education programming connected with current and future regional needs.

In partnership with the Lílwat Nation, based on more than 20 years of collaboration, Capilano University is honoured to offer courses and programs at the Tszil Learning Center, operated by the Nation. Courses and programs are established based on the desires and aspirations of the Lílwat Nation and include access programming, early childhood education and care and Lílwat languages. The Lílwat Nation Language and Culture program, taught from the Lílwat perspective, offers courses in Ucwalmícwts, the traditional Lílwat language, as well as other aspects of culture, history and tradition. Students benefit from small class sizes, warm and welcoming staff and instructors, a holistic approach to learning and ongoing Lílwat cultural activities.



C. PROGRAM OFFERINGS

Total number of credential programs offered by credential level.

Credential Type	# of Programs
Citations	8
Certificates	27
Diplomas	30
Associate degree programs	7
Bachelor degree programs	14
Post-baccalaureates certificates and diplomas	6
Graduate certificates and diplomas	3
Total	95

Currently, there are no active international partnerships associated with the delivery of programs resulting in the conferring of a credential.

D. IMPACT OF THE INSTITUTION MANDATE ON ITS QUALITY ASSURANCE MECHANISMS

Originally founded as a community college by the school boards and residents of the North Shore and Howe Sound through a referendum in 1968, Capilano College was redesignated a special purpose teaching university by the Province of British Columbia in 2008 by the University Act.

As with the Province's other special purpose teaching universities, the University Act establishes the framework for CapU's bicameral governance model. While the Board of Governors is responsible for the property, revenue and business affairs of the University, and the Senate is responsible for academic matters, there are also areas of shared responsibility. As such, there are five Board and six Senate policies and procedures guiding CapU's quality assurance processes in support of the approval and review of courses and programs, academic credentials and naming of credentials, program discontinuance, admissions requirements, and graduation requirements.

All academic planning and decision-making at the University is guided by the CapU's collaboratively developed and Board and Senate-approved strategic and academic plans: *Envisioning 2030* and *Illuminating 2030*. These complementary plans are both concrete and aspirational in nature. They establish our academic commitments and goals in relation to our learners, community partners and mandated region. In turn, CapU's quality assurance policies and procedures have been designed to ensure all academic programs are developed and reviewed in dialogue with the commitments and goals established in *Envisioning 2030* and *Illuminating 2030* and directives set out in the University's mandate.

As will be explored in the next section of the report, a range of thoughtfully designed processes and resources have been developed to support the delivery of academic programming aligned with CapU's shared academic commitments and goals.



2.

Quality

Assurance Policy
and Practice



The University's program review policy, procedures and processes ensure our academic and preparatory credentials are reviewed every five to seven years.¹ The review groupings are organized by department and/or school to ensure that laddering programs and/or thematically connected programs with curricular interdependencies are assessed alongside one another. For example, the 2021/22 program review schedule includes the School of Communications, whose program review includes the Communication Studies Diploma and the Bachelor of Communication Studies into which the diploma ladders.

All program review teams, typically led by a chair or coordinator from the relevant department or school, work with a common self-study template, with six sections designed to invite the review team to assess their program's alignment with *Envisioning 2030* and *Illuminating 2030*, as well as cultivating opportunities to explore a range of topics related to student learning and outcomes, including:

- How learning outcomes are being achieved (Section 2: Program and Curriculum Design);
- How student progress is assessed and measured (Section 3: Student Journey); and
- How faculty scholarship and professional development inform teaching and programming (Section 5: Foundational Resources).

In combination with the writing prompts embedded in the self-study report template and the resources in the *Program Review Reference Guide: A Reference Guide to Capilano University's Program Review Process*, the self-study phase of the program review process provides extensive opportunity to reflect on the above topics in support of ensuring up-to-date learner-centred academic programming.

Section 2: Program and Curriculum Design invites the program review team to assess how their programs are ensuring students meet both program and institutional learning outcomes through a review and/or development of curriculum maps and annual program assessment plans and reports.

Section 3: Student Journey. To assess and measure student progress, Section 3: Student Journey prompts program review teams examine the key performance indicators provided to them by Academic Initiatives and Planning (AIP) in collaboration with Institutional Research. As of 2021/22,

program review teams have direct access to annual enrolment, application transitions, course registration, graduation rates, student demographics, student retention, and so forth through CapU Analytics.²

Section 5: Foundational Resources includes an overview and discussion of faculty subject matter expertise; professional activities; creative activity, research, and scholarship; and teaching expertise and development in relation to the stated learning outcomes and curricular foci of the program(s) under review.

The review teams also reference relevant student outcomes surveys published by the Ministry of Advanced Education and Skills Training (i.e., Baccalaureate Graduates Survey (BGS) and Diploma, Associate Degree, and Certificate Students Outcomes (DASCO) Survey). In addition, as of Fall 2020, the Institutional Research team launched a new collection of student-facing surveys to gather qualitative and quantitative feedback about the student experience. These survey results are anonymized, but can be summarized based on program and faculty, thus providing an additional data point for program review teams.

1 On advice approved by Senate, the program review cycle established in B106.01 increased from every five years to every five to seven years at the Board of Governors meeting held on September 28, 2021.

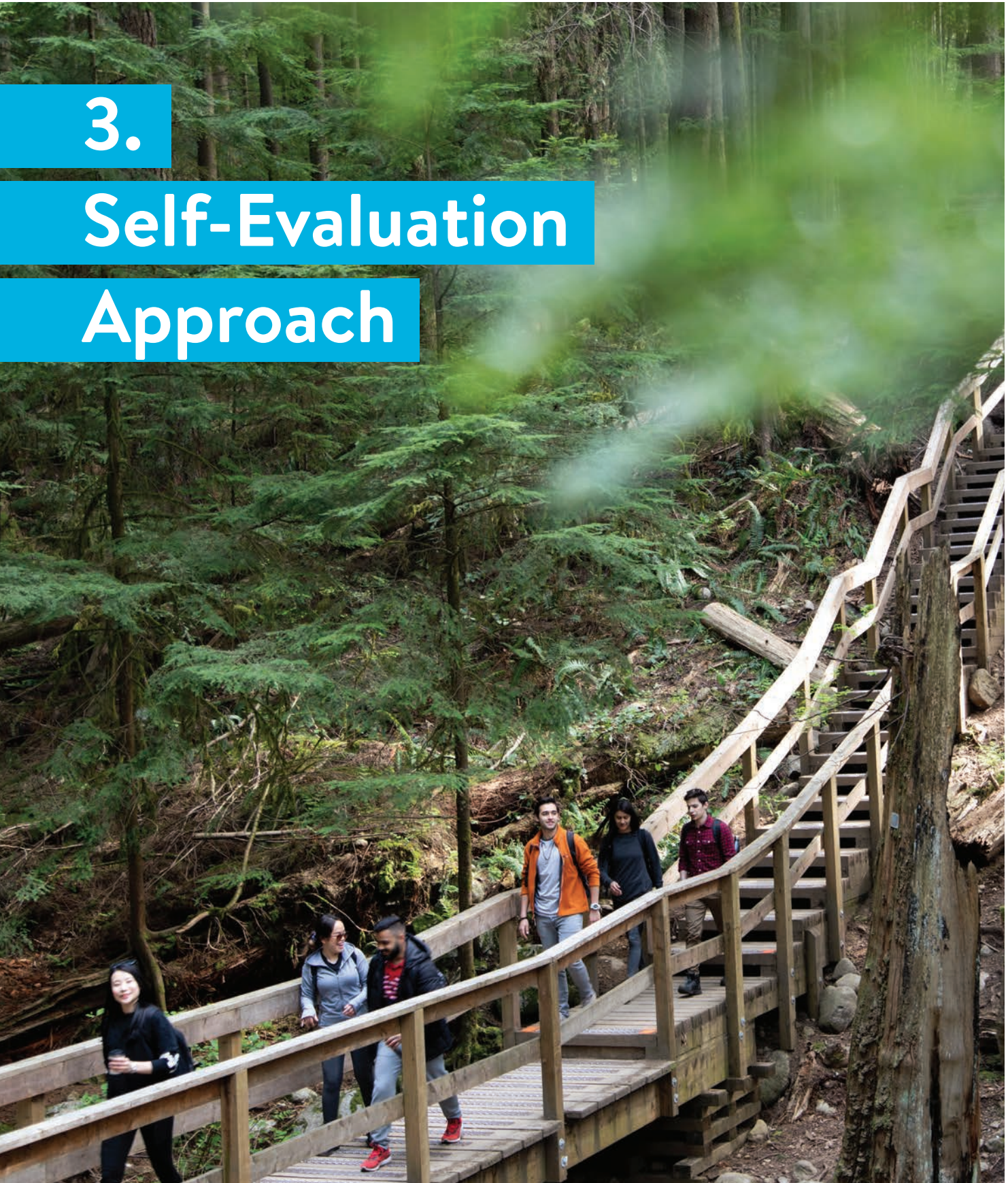
2 Prior to 2021/22, the data now accessed via CapU Analytics (Tableau) was provided in a static form via the Program Review Evidence Package (PREP).



3.

Self-Evaluation

Approach



After the University's DQAB Institution Briefing in mid-April 2021, AIP developed the initial QAPA action plan for the completion of the Institution Report. In May and early June 2021, the action plan and proposed focal points for the self-evaluation were shared with the following campus academic governance and leadership groups for information and feedback:

- Academic Leadership Collective (ALC)
- Senate
- Senate Academic Planning and Program Review Committee (SAPPRC)
- Senate Curriculum Committee (SCC)
- Senior Leadership Council (SLC)
- University Executive

These presentations, which were made by the AIP Director, included details on the distribution of duties with primary responsibility for the development of the audit report lying with AIP in collaboration with the Provost's Office and the support of a QAPA Advisory Group.

The core team responsible for the development of the report included:

- Laureen Styles, Vice President Academic and Provost (QAPA Executive Lead)
- Davee Alon, Executive Assistant, Vice President Academic and Provost
- Maryam Babu, Program Review Liaison, AIP
- Lisa Hoover, Program Development Planner, AIP
- Joyce Ip, Director, Institutional Research and Strategy
- Aurelea Mahood, Director, AIP

The Advisory Group included:

- Laureen Styles, Vice President Academic and Provost (QAPA Executive Lead)
- Maryam Babu, AIP Liaison, Program Review
- Sue Dritmanis, Chair, SAPPRC*
- Miriam Elfert, Faculty*
- Lisa Hoover, Program Development Planner
- Miranda Huron, Director, Indigenous Education and Affairs
- Joyce Ip, Director, Institutional Research, Strategy and Analytics
- Deb Jamison, Chair, Senate Curriculum Committee
- Mary Jukich, Senate Administrative Assistant

- Laura MacKay, Director, Centre for Teaching Excellence
- Aurelea Mahood, Director, AIP*
- Keri Minty, Faculty*
- Lauren Moffat, Past Chair, SAPPRC
- Toran Savjord, Vice President, Strategic Planning, Assessment and Institutional Effectiveness

* Advisory Group members with an asterisk beside their name have also directly participated in the program review process as members of program review teams and/or external expert panels.

In addition to supporting the final review of the University's Institution Report, the Advisory Group provided input and advice in advance of sharing the draft report for feedback from the Senate, SAPPRC, and SCC at their September meetings.

With the input of the academic governance and leadership groups referenced above, we are evaluating and reflecting upon our current quality assurance processes in relation to their ability to:

1. Advance the academic goals and commitments set out in *Envisioning 2030* and *Illuminating 2030* ; and
2. Respond to recommendations made by the Northwest Commission of Colleges and Universities (NWCCU) Commissioners in their formal response to our Year 7 Evaluation of Institutional Effectiveness Report.

During the development of the report, the following university planning documents and resources were referenced and reviewed with the objective of reflecting on opportunities to strengthen and advance the University's ability to advance its *Envisioning 2030* and *Illuminating 2030* commitments and goals through its quality assurance processes. These documents and resources are provided in the Appendix.

- Action Plan Template
- B.101: Vision, Values, Mission, Goals and Strategic Directions
- B.106: Program and Course Review Approval, Program Review Procedure, and Program Approval Procedure
- *Envisioning 2030*
- External Review Report Template
- External Reviewer Handbook



- *Illuminating 2030*
- Program Review Reference Guide
- Programs and Courses Guides: Revisions to Current Curriculum and New Course Proposals
- Self-Study Report Template



4.

Quality Assurance

Process Audit

Self-Study



4.1 OVERALL PROCESS

A. DOES THE PROCESS REFLECT THE INSTITUTION'S MANDATE, MISSION AND VALUES?

The University has a cyclical program review process in place to assess the effectiveness of its educational programs and their responsiveness to student, labour market and social needs, with the objective of ensuring continuous institutional improvement in support of meeting our mandate, mission and values. Board Policy B.106: *Program and Course Review and Approval* directs the University to conduct “periodic formal review of existing programs to ensure alignment with the University’s values, priorities, and goals, and with the requirements of the Ministry.” As per B.106’s program review procedure, all academic programs are reviewed every five to seven years.

The program review schedule is maintained by AIP. Every Fall term, the schedule is reviewed and updated as required in consultation with the Deans and coordinators/chairs of the University’s academic units. The current schedule is then shared with Senate and the relevant sub-committees at their November or December meetings in preparation for onboarding the upcoming program review cohort early the following year. The program review schedule is also made available to the university community via AIP’s Frontlines site.³

In keeping with our commitment to a culture of reflection established in *Envisioning 2030*, the University embraces program review as an opportunity for institutionally supported self-study, with the objective of identifying opportunities to strengthen, renew and/or reimagine its academic programs. As stated in B.106-01, program review provides the opportunity for “input from all stakeholders, including faculty, staff, administrators, current students, former students, community members, business/industry representatives, and prospective employers”. In alignment with the University’s mandate and key planning tools, the goal of the program review process is to “highlight opportunities for improvement and growth, recommend changes where appropriate, and indicate pathways for future directions” (B.106-01).

Responsibility for the program review process, guided by B.106: *Program and Course Review and Approval* and the accompanying procedures, lies with the Vice President

Academic and Provost as delegated to the Office of AIP and its director. With the support of the AIP Program Review Liaison, AIP onboards each program review cohort through an annual series of orientation sessions and workshops in preparation for completing their respective self-studies.⁴ Once onboarding is complete, the AIP Program Review Liaison supports administrative and research support during the self-study phase, including workshops and campus consultation sessions, organizes the site visit, and assists with preparing the final program review package submitted for the consideration and approval of SAPPRC.

In addition to Section 1: Background and Section 6: Outcomes, the self-study template includes four sections specifically structured to facilitate reflection on the effectiveness of the academic unit’s programs and services as well as their responsiveness to student, labour market and social needs:

- Section 2: Program and Curriculum Design
- Section 3: Student Journey
- Section 4: Community Connections and Commitment
- Section 5: Foundational Resources

The self-assessment is reviewed by an external review panel in advance of a site visit, after which the panel produces a report for the consideration of the program review team when developing their post-review action plan in collaboration with their dean. The Dean then prepares a memo summarizing the review findings and proposed action plan in preparation for SAPPRC’s evaluation of the program review package. SAPPRC reviews the package for completeness and adherence to the University’s program review process and, beginning with the 2019/20 program review cohort, provides input, as required, on the unit’s action plan in relation the academic goals and commitments set out in *Envisioning 2030* and *Illuminating 2030*. Once a program review package is accepted as complete by SAPPRC, the sub-committee chair notifies the Senate of their decision.

Once SAPPRC has moved to accept an academic unit’s program review package as complete and endorsed the action plan, the program area and their dean are responsible for implementing the action plan. Twelve months after the approval of the review package and action plan, the

³ Frontlines is Capilano University’s intranet; it is accessible to all CapU employees.

⁴ In collaboration with the academic unit and Dean, a modified version of the common program review process is developed for any programs that require accreditation from an external body.



Program Review Team and Dean present a progress report to SAPPRC as a means of ensuring academic units are implementing their action plans and/or identifying any emerging institutional or program-specific challenges hindering the implementation of the plan.

B. IS THE SCOPE OF THE PROCESS APPROPRIATE?

B.1 Program Review

Policy, Procedure and Process

As described in the previous section, Board Policy B.106: *Program and Course Review and Approval* directs the University to conduct “periodic formal review of existing programs... to ensure alignment with the University’s values, priorities, and goals, and with the requirements of the Ministry.”

While the policy and the accompanying procedures have not been reviewed since their respective adoption in 2015 and 2017, AIP has continued to refine the supporting documentation and resources throughout the first cycle of centrally supported program reviews, with the objective of strengthening the effectiveness of program review as a foundational quality assurance process. This has included the development of the *Program Review Reference Guide* and the 2020/2021 adoption of a cohort model, wherein all academic units participating in program review in a given academic year participate in common workshops throughout the onboarding and self-study phases with relevant campus partners, including Academic Advising, Alumni Relations, Centre for International Experience, Finance, and Human Resources.

Additionally, recent refinements have also incorporated the addition of formal touch points with academic support units, including the Centre for Teaching Excellence (CTE) and the Office for Indigenous Education and Affairs (IEA). For example, the Fall/Winter quarterly Indigenous Education Steering Committee (IESC) meeting hosted by the IEA Director includes an overview of the upcoming program reviews, with the objective of identifying which if any of the five territorial rights holders would like to participate directly in the community consultations associated with the program review process.

An overview of the program review process is available via the AIP Frontlines site. More recently, program review teams and their deans also have access to the Program Review MS Teams site where there are general resources, including the self-study template and *Program Review Reference Guide*, and individual channels for each active

program review team with program-specific resources. Examples of program-specific resources include annual program assessment plans and reports, faculty CVs, Human Resources and Finance reports, labour market analysis, program comparator scans and program profiles.

Self-Study

The self-study template provides a systematic, university-supported, evidence-based opportunity to reflect on the strengths and weakness of a unit’s academic program(s), with the objective of identifying potential opportunities for renewal and reimagining in alignment with Capilano University’s Senate- and Board-approved strategic and academic priorities.

To ensure consistent evidence-based approaches to program review across the University, AIP works with Human Resources and Finance to provide the program review teams with program-specific reports from these units alongside direct access to CapU Analytics for access to institutional data drawn from the University’s performance dashboards managed and maintained by Institutional Research (IR). The program review teams also review the provincially administered student outcomes surveys (BGS and DASCO) to inform their reflections and recommendations.

Continuing appropriateness of the program’s structure, admissions requirements, method of delivery and curriculum for the program’s educational goals and standards

The self-study template includes modules that invite program review teams to reflect on key changes in program direction since its inception, including program revisions, program assessments and curriculum mapping. These modules seek to evaluate program and curriculum structure, delivery methods and admission criteria as they relate to program educational goals and standards. In turn, the review teams are also asked to reflect on ways their programs uphold CapU’s mandate, strategic plans and goals, with an emphasis placed on aligning programming with actionable items outlined in both *Envisioning 2030* and *Illuminating 2030*.

Related self-study sections and modules include:

- **Section 1: Background**
 - A. Program Description and Aims and
 - C. Program Health
- **Section 2: Program and Curriculum Design**
 - E. Curriculum structure and G. Modes of Delivery
- **Section 3: Student Journey**
 - C. Admissions



Adequacy and effective use of resources (i.e., physical, technological, financial and human)

The self-study template incorporates modules designed to support evaluations of the adequacy and effectiveness of the program's human resources (i.e., faculty and staff), technology, physical resources, teaching spaces and library resources.

Related self-study sections and modules include:

- **Section 2: Program and Curriculum Design**
 - J. Library and Academic Support Services and
 - K. Facilities and Equipment
- **Section 5: Foundational Resources**
 - F. Operating Budgets and Resources

Faculty performance including the quality of teaching and supervision and demonstrable currency in the field of specialization

The self-study template invites program review teams to assess their faculty's subject matter expertise, professional activities, creative activity, research, scholarship, and teaching expertise and development.

Related self-study sections and modules include:

- **Section 5: Foundational Resources**
 - A. Subject Matter Expertise; B. Professional Activities; C. Creative Activity, Research and Scholarship; and D. Teaching Expertise and Development

Learning outcomes achieved by students/graduates meet the program's stated goals, the credential level standard and, where appropriate, the standards of any related regulatory, accrediting or professional association

Multiple modules in Sections 2 and 3 support an exploration of whether a program is successfully supporting students in meeting the stated program learning outcomes. Additionally, program learning outcome attainment is also examined in relation to CapU's institutional learning outcomes and with credential-level standards mandated by the Ministry. Where relevant, program areas also review attainment of student learning in relation to the requirements of accrediting and regulatory associations.

Related self-study sections and modules include:

- **Section 1: Background**
 - A. Program Description and Aims
- **Section 2: Program and Curriculum Design**
 - B. Accreditation or Regulation and C. Program Learning Outcomes

- **Section 3: Student Journey**

- E. Student Success, F. Learner Satisfaction,
- G. Alumni Success, and H. Alumni Experience

Continuing adequacy of the methods used for evaluating student progress and achievement to ensure that the program's stated goals have been achieved

In addition to completing self-study modules focused on evaluating student progress and achievement in relation to the program's learning outcomes, this reflective analysis is supported by curriculum mapping and related curricular analysis activities facilitated by educational developers from CapU's CTE. These activities are designed to ensure alignment between student success and the stated program and institutional learning goals.

Related self-study sections and modules include:

- **Section 1: Background**
 - A. Program Description and Aims
- **Section 2: Program and Curriculum Design**
 - C. Program Learning Outcomes, D. Field of Study, and E. Curriculum Structure

Graduate satisfaction level, student satisfaction level and graduation rate

When completing Section 3: Student Journey, the associated modules invite review teams to work with a mix of internal qualitative and quantitative data sets with the additional option of meeting with student and alumni focus groups. The teams also review the relevant Baccalaureate Graduates Survey (BGS) and Diploma, Associate Degree, and Certificate Students Outcomes (DASCO) Survey published by the Ministry of Advanced Education and Skills Training. Survey data assessing student and graduate satisfaction, at the course and program levels (where available), are also drawn upon in support of evaluating graduate and student satisfaction levels.

Related self-study section and modules include:

- **Section 3: Student Journey**
 - E. Student Success, F. Learner Satisfaction,
 - G. Alumni Success, and H. Alumni Experience

External Assessment

As established in [B.106-01: Program Review Procedures](#), the program review process includes an external review of the program, including a scheduled site visit (on-campus or virtual) and formal evaluation with findings and recommendations. The external review typically incorporates a two-day site visit and the provision of an External Review Report. The panel includes a minimum of



two external faculty members with relevant subject matter expertise and one faculty member internal to CapU from an academic unit housed in another Faculty. Panel nominations are made by the program review teams with the oversight and approval of the dean.

In preparation for the site visit, the external review panel receives the completed self-study, including the program review evidence package and other related documents such as university-level strategic planning documents and unit-specific materials (e.g., Arts and Sciences Academic Model and Bachelor of Arts Framework). The site visit is organized with the support of AIP. During the site visit, the external reviewers meet with the program review team, program faculty and support staff, current students, graduates, senior academic leaders and administrators and program advisory committee members. While on-campus site visits include a campus tour of the physical facilities, the virtual site visits piloted during the COVID-19 pandemic have incorporated photography and video tours.

After the site visit, the external review panel completes the External Review Report with the administrative support of the Program Review Liaison. In addition to the *External Reviewer Handbook*, the panel is provided with an external review report template through which to communicate their observations and findings. The report template invites the panel to assess institutional alignment and program quality with the option to recommend areas for quality improvement.

Review Summary

As described above, the program review process concludes with the generation of a summary memo by the Dean foregrounding the approved action plan as expression of the findings and recommendations made in the self-study and external review reports. The completed program review package is then submitted to SAPPRC for their consideration and approval.

B.2 Program Development

The program development process at Capilano University is guided by Board Policy B.106: *Program and Course Review and Approval* and the accompanying B.106-02: *Program Development Procedures*. First issued in in 2015, this policy acknowledges the joint responsibilities of the Board and Senate in relation to the establishment and revision of courses and programs as out in Section 35.2(6) of the University Act.

As established in B.106, the Senate sets the criteria for credential requirements, approves the related curriculum

and establishes admission and graduation requirements. As such, Senate Policy S2020-01: *Academic Credentials* establishes the minimum credit requirements and any additional required curricular elements, such as in the example of bachelor degrees, for all academic credentials offered by the University. For example, as set out in S2020-01, all baccalaureate degrees must incorporate the Senate-approved Cap Core requirements.

Cap Core is a general education framework that supports students in meeting common baccalaureate degree requirements and choosing their elective courses in an intentional way to integrate perspectives from curriculum across the University. The aim of Cap Core is to assist students in becoming well-rounded, successful graduates, with the broad knowledge base and skills needed to support lifelong learning and intellectual growth. The framework ensures Capilano University graduates have a baseline of foundational and professional knowledge and skills required to succeed in academia and beyond.

Foundation courses (6 credits) taken in first year ensure students have basic numeracy and literacy skills that they will use and build on in subsequent courses. Integration courses (18 credits) provide students with opportunities to explore the world from a range of disciplinary perspectives. These courses are grouped into the following three broad subject areas: (a) Culture and Creative Expression, (b) Science and Technology and (c) Self and Society. The Professional Practice courses (6 credits), taken at the end of a student's program, provide an opportunity for students to put their learning into practice through the completion of Experiential Learning and Capstone courses.

With the exception of the Senate-approved Bachelor of Arts and Bachelor of Science Frameworks, which were developed by the Faculty of Arts and Sciences in alignment with S2020-01 requirements for baccalaureate degrees, all Senate policies, including those related to credential requirements, admissions, residency and graduation, are developed through a process of university-wide consultation in collaboration with the relevant Senate sub-committees and the oversight of the Senate's By-law, Policy and Procedure Committee.

Senate and Board policies are typically reviewed every five years, with the oversight and guidance of the named responsible officer. All academic policies and the related procedures are the responsibility of the Vice-President Academic and Provost.

The University's program development process aligns with the degree-level standards and requirements established



by the Ministry of Advanced Education and Skills Training, including the Ministry's Stage 1: Initial Assessment of New Degree Proposals, which requires institutions to establish institutional mandate/capacity, social and economic benefits, system coordination and program duplication, and student demand and outcomes in relation to the proposed new credential.

These complementary processes ensure that all program development takes the strategic priorities and commitments

of the University and the province into consideration during the conceptualization, development and internal and external approval phases, all while remaining attentive to the needs of students and wider communities. The primary objective being the development of future-ready topical and relevant quality academic programs aligned with CapU's institutional learning outcomes and academic plan. Copies of the policies related to program development as listed in Table 1 are provided in the Appendix.

Table 1: Policies Related to Program Development

Policy	Name	Date issued/revised	Next review
S2002-03	Prior Learning Assessment	2002/May 2021	2026
S2003-01	Academic Freedom	Feb 2003/May 2010	N/A
S2006-02	Educational Qualifications	Feb 2007/Aug 2011	N/A
S2009-06	Course Outlines of Record and Course Syllabi	Jun 2018	Jun 2023
S2011-01	Senate Academic Planning and Program Review Committee	Jun 2011/May 2016	2021
S2013-01	Transfer Credit Policy	Feb 2013	Feb 2016
S2013-02	Teaching Out of Discontinued Programs	Mar 2013/Mar 2015	Ma, 2018
S2017-04	Graduation	Nov 2017	Jan 2023
S2019-01	Admission	Sep 2019/Mar 2020	2022
S2020-01	Academic Credentials	May 2020	May 2023
S2020-02	Course Number and Credit Level	May 2020	May 2023
S2020-03	Senate Teaching and Learning Committee Mandate and Structure	Jun 2020	2025
S2021-02	Research Ethics Policy: Research with Human Participants	Oct 2021	2024

Institutional support for the program development and approval process is provided by AIP. Housed in the Provost's Office, AIP works directly with faculty members participating in the development of all new academic credentials. Information on the program development process by credential types is available on the AIP section of the University's Intranet. Program development is conceptualized as a five-step process during which the University's mandate and strategic and academic plans are foregrounded as primary framing documents:

- Phase 1: Conceptualization and Planning
- Phase 2: Development
- Phase 3: Internal Review and Approval
- Phase 4: External Review and Approval (as required)
- Phase 5: Implementation

Phase 1: Conceptualization and Planning begins with the creation of a dean-approved program working group comprised of faculty members with relevant subject

matter expertise in the proposed program's field of study. Approved program working groups are invited to submit a desk research request for a preliminary program comparator scan and labour market analysis produced by AIP. This arms-length report is intended to inform the development of the concept paper. The program working group develops a concept paper with an overview of the proposed program (i.e., credential type, goals, knowledge, skills and values), including alignment between the proposed program learning outcomes and CapU's institutional learning outcomes. Additionally, concept papers must comment on sectoral alignment and feasibility in relation to institutional resources, projected demand and future opportunities for graduates. Final approval of a concept paper lies with the Senate after review by the relevant department/school and Faculty Council or equivalent, the Provost and ALC and the Senate's Academic Planning Program Review Committee.

Phase 2: Development is initiated following Senate's approval of a concept paper. As per Ministry requirements, degree program working groups complete the Stage 1:



Initial Assessment and Stage 2: Full Program Proposal templates, while non-degree program working groups complete the Ministry's non-degree proposal template. This phase includes extensive supported opportunities for internal and external consultations with appropriate post-secondary and sectoral partners to inform the development of the proposed program's learning outcomes and curriculum, including opportunities for foregrounding the learning commitments made in *Illuminating 2030* (e.g., decolonizing and Indigenization of the curriculum, land- and place-based learning, experiential and work-integrated learning, etc.)

Phase 3: Internal Review and Approval commences with an AIP desk check for completeness in advance of tracking through the established internal approval process by credential type (e.g., degree or non-degree). The lens through which each approval body considers a credential proposal is determined by their respective terms of reference.

Phase 4: External Review and Approval. As required by the Ministry, all degree programs recommended for approval move to Phase 4: External Review and Approval of the Stage 1: Initial Assessment and Stage 2: Full Program Proposal, which typically includes a site visit by an external review panel with subject matter expertise in the proposed credential's field of study. In keeping with the guidance provided by the Ministry, non-degree programs only require internal review and approval, except in the instance that they must also be posted externally (e.g., laddering certificates and diplomas) to the Ministry's Post-Secondary Institution Proposal System for peer review.

Phase 5: Implementation. Depending on the credential type, once approved by the Board of Governors (non-degrees) and/or the Ministry of Advanced Education and Skills Training (degrees), new credentials move into Phase 5: Implementation. AIP provides notice of approval to implement to relevant support units (i.e., Advising, Centre of International Experience, Finance, Marketing and Digital Communication, and Recruitment) in preparation for the launch date agreed upon by the academic unit, Dean, Registrar and Provost.

Are the guidelines differentiated and adaptable to respond to the needs and contexts of different units (e.g., faculties or departments or credential level)?

Capilano University's policies and processes guiding program development and review ensure a consistent shared approach as regards to its institutional mandate and strategic goals set out in *Envisioning 2030* and *Illuminating 2030*.

Program Development: Irrespective of credential type and prior to formal development work, all new programs typically complete concept papers during Phase 1: Conceptualization and Planning.⁵ As discussed, the concept paper template includes prompts directing program working groups to describe how the proposed program goals and content will contribute to the fulfilment of the University's mandate and strategic goals and actions established in *Envisioning 2030* and *Illuminating 2030*.

All concept papers approved for development by the Senate must then address the following:

- Alignment with institutional learning outcomes and academic credential policies
- Curricular alignment with *Envisioning 2030* and *Illuminating 2030*
- System coordination and consideration of comparable programs
- Projected labour market needs and graduate outcomes
- Internal and external consultation with subject matter experts and community partners associated with the proposed field of study (e.g., relevant industries, private and public sector partners, non-profits, etc.)
- Student demand
- Faculty subject matter expertise and capacity
- Institutional resources and budget required to deliver the program

Guided by Ministry of Advanced Education and Skills Training criteria, new degrees and non-degrees complete the appropriate template (degree or non-degree) in advance of following the appropriate approval process (both internal and external).

Program Review: All CapU academic programs are governed by the same policy and procedures and follow the

⁵ New citations, non-laddering certificates, cognate minors, and concentrations may be exempted from the concept phase requirement if they are drawing on existing resources; the decision to exempt is in dialogue with the relevant dean(s), program chair or coordinator, and the program working group.



same three-part process: (a) self-study, (b) external review and (c) action plan. During the self-study phase, depending on the program type, some of the modules associated with the seven self-study sections are optional. See the scope section of the program review self-study template for detailed information on required versus optional self-study modules by credential type.

The selection of the optional modules is completed by the program review team and their dean in collaboration with the AIP Program Review Liaison to ensure that selected review parameters will ensure all relevant questions and/or concerns are explored and addressed during the review process.

Does the process promote quality improvement?

Accountability Mechanisms and Resources

IR maintains CapU Analytics on Tableau for access to institutional key performance metrics, such as retention and graduation rates, and other relevant university-level data to assist the University community with academic planning and decision-making. All Deans and program/ school chairs have access to CapU Analytics.

As of 2021/2022, all program review teams receive direct access to CapU Analytics for the duration of the self-study period in place of the static data included in the Program Review Evidence Package that was previously jointly produced by IR and AIP. The university-level data available via CapU Analytics is also drawn upon during the program development process in support of assessing student demand with program working group access via AIP, program/school chairs, and/or deans.

To support program development and review, AIP also produces research reports in support of program development featuring program comparator scans and a labour market analysis. The labour market analysis draws on the BC Labour Market Outlook and related resources. In the future, this will be further supported by annual general strategic research conducted by IR intended to assist in identifying strategic areas of growth based on future market needs and CapU's current programming expertise.

When assessing the student experience at Capilano University in relation to its quality assurance activities, the University also draws on data from internal and external surveys. The University's annual internal surveys include the following: Welcome Survey (new students), Welcome Back Survey (returning students), Admission Offer Survey, Graduation Survey, Departure Survey, and Alumni Survey. Externally, CapU participates in the Canadian University

Survey Consortium, which operates on a three-year cycle, alternating graduating students, first-year students, and middle-year students, and the US-based National Survey of Student Engagement, typically every two to three years.

Capilano University is also accredited by the Northwest Commission on Colleges and Universities (NWCCU). NWCCU accreditation indicates that the institution meets or exceeds criteria for assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future.

Accredited member institutions are evaluated against two standards: (a) Standard One: Student Success and Institutional Mission and Effectiveness; and (b) Standard Two: Governance, Resources, and Capacity. As accredited institution, we participate in a seven-year cycle of accreditation-related activities, including:

- A yearly institutional update report;
- Scheduled self-study reports in the first, third, and seventh year of the institution's cycle;
- Any additional reports requested by the Board of Commissioners; and
- Reporting any changes that fall under the Commission's Substantive Change Policy.

Throughout the seven-year cycle, every institution is reviewed by NWCCU staff, peer evaluators and the Board of Commissioners to ensure that the institution is improving any identified problem areas, continues to be an effective school, offers a high-quality education, and is working to fulfill its mission. Capilano University's status as an NWCCU-accredited institution was affirmed in early 2021. The University has now entered year one of its next 7-year accreditation cycle.

Faculty Scholarship and Professional Development in Relation to Relevant Academic Programming

As established in the Collective Agreement, the University "encourages employees to maintain current contacts with their discipline areas, and to improve and expand their effectiveness as educators." Regular full-time faculty have eight weeks per academic year available for professional development activities, which may include, but are not limited to, workshops and courses, creative and scholarly activity and research, and non-instructional duties, such as union activities, committee assignments, course planning,



and mentoring. In the development of their annual professional development plans, faculty are encouraged to participate in scholarly and professional activities that will advance the academic objectives and needs of their functional area (i.e., department or school) as it relates to their subject matter expertise and the programs delivered by their unit. The professional development plans are approved by the functional area's coordinator and the relevant dean. For additional details, see Section 6.9 of the Collective Agreement.

In addition to the annual professional development activities described above, Capilano University's Professional Development Fund provides access every two years for up to \$2,500 per eligible faculty member. These funds are accessed by application. The funding applications are reviewed the Capilano Faculty Association's Faculty PD Committee and prioritized based on significance, applicability and demonstrated need of the funding proposal. The application process requires the applicant to describe the contribution or expected benefits of the planned activity in relation to teaching and learning at Capilano University, including how the knowledge acquired will be shared with their colleagues. Letters of support from colleagues, including the coordinator and/or Dean, attesting to the professional relevance and value of the proposal are incorporated into the application package.

Faculty may also apply for Paid Educational Leave (PEL). PEL applications are currently adjudicated based on "merit plus seniority." All eligible applicants must establish (a) how their PEL proposal will enhance the University's educational goals (i.e., academic programming), (b) the excellence and the professional merit of the leave proposal and (c) the competence of the employee to accomplish the purposes of the leave. For additional information on the funding and administration of paid educational leaves, see Section 10.4 of the Collective Agreement.

The activities of the University's CTE complement the above to ensure the delivery of relevant, formal professional development opportunities throughout the academic year in support of faculty growth as teaching professionals.

The CTE supports the University's strategic and academic plans through faculty, student, and staff programming, mentoring, professional development opportunities, and research on effective and innovative teaching practices for high-quality student learning. The CTE works with faculty on course and program-level learning outcomes, assessment and alignment. In collaboration with AIP, the CTE offers pedagogical guidance for academic units

developing new credentials and those undergoing program review.

Assessment of Learning Outcomes and Student Progress

Capilano University's Board of Governors approved seven institutional learning outcomes in 2013 through an internal consultation process. With the adoption of the institutional learning outcomes and the support of the University's Assessment Analyst housed in AIP, all academic programs participate in annual program assessment activities. Program assessment builds on the following four-step process:

1. Establish meaningful, measurable and manageable program learning outcomes mapped against the University's institutional learning outcomes;
2. Ensure students have sufficient opportunities to achieve these outcomes;
3. Gather, analyze and interpret evidence of student learning in relation to the outcomes; and
4. Use results to strengthen and improve student learning.

The four-step process is anchored in the annual development of a program assessment plan and report. Annual program assessment plans and reports are collected in June and capture the proposed activities for program improvement for the upcoming academic year based on a departmental response to the findings captured in the annual report for the previous academic year.

While steps one and two are incorporated into the program review process, steps three and four take place every year. Step four departmental or school activities might include, but are not limited to, restructuring of program requirements, course redesign and/or developing workshops/resources to support student learning in collaboration with campus partners, including educational developers, librarians, academic and/or student support units.

In turn, program review builds on the annual program assessment activities, including the opportunity to revise and update program assessment plans with the support of the assessment analyst housed in AIP. Additionally, the program review self-study template includes modules where review teams are prompted to review all past assessment plans and reports while reflecting on achievement of student learning outcomes and program effectiveness. As needed, program review action plans may include the recommendation to revise program learning outcomes and



undertake a curriculum mapping and redesign based on the program review findings and recommendations.

CAPILANO UNIVERSITY'S ASSESSMENT OF 4.1 OVERALL PROCESS

A. Program Review

Strengths

As Capilano University nears the completion of its first centrally supported program review cycle, the University's quality assurance culture is noticeably stronger, with a deepening collective understanding of the interdependencies between the three phases of the academic program life cycle: (a) program development, (b) assessment and (c) review.

This is evident in the thoughtful incorporation of annual program assessment plans and reports into the program review process. In turn, the program review recommendations and action plans are assisting with the identification of evidence-informed opportunities for program renewal and development.

Since its launch in 2017, guided by Board Policy B.106, AIP has developed and refined university-wide standards and resources in support of program review. The rollout of a centrally supported program review process has strengthened and continues to strengthen the University's approach to program review. As identified during the self-study process, the University has identified the following as its current strengths.

- Program review's focus on structured opportunities for reflection and renewal support the institutional commitment to reflection and continuous improvements embedded in *Envisioning 2030* and *Illuminating 2030*.
- The program review process now includes all associated academic credentials "internal" to degree programs (e.g., Communication Studies Diploma and Bachelor of Communication Studies).
- The creation of AIP has permitted the development of a "one university" quality assurance unit for program development, assessment and review, including a dedicated Program Review Liaison. The AIP Program Review Liaison works alongside the program development planner and assessment analyst. This core team supports faculty groups as they participate in the complementary, interconnected and often generative program assessment, review and development processes.

- Over the past four years, the program review process has gradually incorporated, strengthened and expanded collaborations with key campus partners in support of resource development (e.g., access to CapU Analytics in partnership with IR) and curriculum review, design and mapping support (e.g., topic-based workshops led by the CTE and 1:1 access to CTE educational developers).
- Since 2020, program review teams and their deans have access to centralized digital templates, university resources and standardized evidence packages through MS Teams, which is also used as a collaboration, storage and project planning space.
- As of 2020, CapU adopted a cohort model for program review. All program areas in the same program review cycle attend common workshops facilitated by AIP in support of creating an informal community of practice to share knowledge, resources and approaches to program delivery and course design, resource allocation, action plan development and so forth.
- As of 2021, the program review process explicitly supports CapU's commitment to decolonizing and Indigenizing its academic programming and curriculum through the addition of opportunities for direct dialogue with the five territorial rightsholders facilitated through the IEA and IESC. In turn, programs and their deans are strongly encouraged to include review team members who have completed or will be completing CTE's Introduction to Decolonizing and Indigenizing Curriculum. This week-long workshop is typically offered at least once every academic year.

Areas for Improvement

The QAPA self-study has provided the University with a collective opportunity to reflect on its maturing program review culture and consider further means through which the process can strengthen the assessment of student learning and further increase program alignment with the University's mandated responsibilities and community-generated strategic directions as set out in *Envisioning 2030* and *Illuminating 2030*.

As the University moves into its second centrally supported review cycle, it will identify further opportunities to strengthen the connections between program review, program assessment and annual planning activities, including budgeting and resource allocation associated with Integrated Planning.



- In parallel with the above and in collaboration with the University's Integrated Planning team, AIP will develop improved communication strategies for sharing out program review action plans with the wider CapU community to enhance awareness of the diverse academic programs and learning activities supported at the University, including opportunities for cross-unit collaboration and resource sharing.
- Building on the University's maturing program review culture, it will identify models for more effectively leveraging the intersections between program review and annual assessment, with the objectives of (a) creating a seamless complementary quality assurance culture and processes and (b) ensuring the associated findings and recommendations consistently inform university-level strategic planning and resource allocation.
- In keeping with the stated *Illuminating 2030* commitments regarding learners as co-creators and community-engaged academic programming, CapU will also seek to strengthen and expand direct student engagement in the program review process. This, for example, could include a program review pilot of McMaster's student partnership model.
- In support of CapU's commitment to the delivery of regionally relevant and future-oriented academic programming, AIP and IR will collaborate on the identification of additional internal and external data and research to support the overall aims and objectives of program review.
- In support of CapU's commitment to decolonizing and Indigenizing its academic programming and curriculum, AIP will continue to refine and expand its approaches to supporting program review teams with the development of their action plans. This will include collaborations with IEA, CTE, and the University Library to identify appropriate resources and supports that can facilitate meaningful and lasting curriculum renewal and/or design. For example, the ongoing engagement of the territorial rightsholders and the engagement of Indigenous scholars and alternative ways of knowing with the support of the Indigenous Learners Librarian and related subject matter experts.

B. Program Development

Strengths

As with program review, the 2017 launch of AIP and appointment of a dedicated program development

planner have fostered the development of university-wide resources and supports for program development. Similarly, the strengths identified below have emerged through an ongoing process of reflection and learning over the past four years.

- The development of centralized in-house expertise in support of credential development. During the pandemic alone, the Minister of Advanced Education and Skills Training has approved three new degree programs for implementation and launch: Bachelor of Kinesiology (Fall 2021 launch), Bachelor of Arts with Major in Psychology (Fall 2021 launch), and Bachelor of Science-General (Fall 2022 launch). This past year, CapU has also received DQAB approval to implement and launch four new cognate minors (Business, Cinema Studies, Communications, and Legal Studies) and new concentrations in its Bachelor of Business Administration and Bachelor of Motion Picture Arts.
- With this increased and successful program development activity, the University has an expanding archive of in-house examples of successful proposals and internal resources available to the University community via Program Development MS Teams site modelled on the Program Review MS Teams site.
- In turn, the program development workflow is now supported through digital collaboration tools (e.g., MS Teams, Planner, etc.) maintained by the AIP program development planner, who works alongside program working groups and their deans throughout all five phases of the program development process.
- As of early 2020, AIP-generated program comparator scans and labour market research reports have been added to the program development process to assist program working groups and internal approval bodies in assessing the strength, relevance and viability of proposed programs.
- Since 2020/2021, in consultation with SAPPRC, academic leadership and faculty focus groups, the University has adopted annualized approval dates for concept papers to better support academic and resource planning at the department and university level. Concept papers are reviewed by SAPPRC every January (degrees and non-degrees), May (non-degrees only), and September (non-degrees only).
- During the above period, the program development process has expanded to include dean-approved program working groups to ensure that the development process involves multiple subject matter experts.



- Improved cross-unit communication of program development activities in support of long-term academic and integrated planning, as well as increased collaboration with other units (i.e., CTE, IEA, Marketing and Digital Experience, and the Registrar's Office).
- As of 2021, in support of the University's commitment to decolonization and the Indigenization of academic programming, all concept papers are presented by the program working group and dean to IESC. In addition to identifying new programs that may be of particular interest to students from the respective Nations, or that may address capacity gaps in the Nations, this step provides an opportunity to identify possible areas for collaboration and the incorporation of Indigenous ways of knowing and expertise from the local Nations. IESC includes representatives from all five territorial rightsholders and the Métis Nation of BC. A space is also available for a representative to speak to the needs of the urban Indigenous diaspora, but that seat is currently vacant.

Areas for Improvement

The dialogue fostered through the QAPA self-study process in combination with feedback gathered from program working groups and their deans has identified the following primary areas for improvement:

- Capilano University does not yet have exempt status for baccalaureate-level degree programs. Upon completion of its QAPA, the University will submit its application for exempt status (baccalaureate-level degree programs) to the DQAB.
- In anticipation of emerging and growing interest in the future development of graduate-level degrees, CapU will begin to identify and develop the procedural and process refinements that may be required in support of the development of graduate programs as distinct from the University's current supports and process in place for undergraduate programming.
- CapU will develop an academic credential companion guide (i.e., descriptive companion to S2020-01 Academic Credentials on types of credentials and learning opportunities associated with them) to better support faculty and deans considering the range of possible program development options in their departments, schools and faculties.
- Expand research collaborations between AIP and IR in support of strategic program development and feasibility testing.

4.2 REVIEW FINDINGS

A. WERE THE RESPONSES TO THE SAMPLE PROGRAM REVIEW FINDINGS ADEQUATE?

With the adoption of Policy B.106: *Program and Course Review and Approval* in Fall 2015, Capilano University adopted its first centrally supported program review policy and a rolling review cycle for all academic programs. This included program review procedures that require SAPPRC confirm completion of the required program review report and recommend that Senate accept a program area's review as complete.

The required follow-up process, described in Section 4.1A wherein an action plan progress report is provided to SAPPRC 12 months after the review package is confirmed complete, is set out in the *Program Review Reference Guide*. The Reference Guide also incorporates guidance and advice on how best to ensure that program review recommendations and action plan items inform future planning and resource decisions at the department/school, faculty, and university level.

On the strength of the positive progress made by the four sample program review teams as documented in their action plan presentations, SAPPRC did not request follow-up reports. In turn, there has been additional good progress by the review teams as they continue to refer to their action plans as road maps informing strategic planning activities on an annual basis.

B. DOES THE PROCESS INFORM FUTURE DECISION MAKING?

As the University nears completion of the first centrally supported program review cycle and enters into its fourth integrated planning cycle in Fall 2021, it will identify specific strategies to strengthen the connections between review, planning and fulfilment of its strategic goals and actions set out in *Envisioning 2030* and *Illuminating 2030*.

The action plans emerging from completed program reviews inform multi-year activity at the department/school and faculty level on multiple fronts. These activities might include course and/or program profile revisions, adoption of new program learning outcomes, development of new concentrations and/or associated credentials (e.g., cognate minors and/or post-baccalaureate certificates/credentials), succession planning and hiring practices, resource and budget reallocations, and, when appropriate, program suspensions or discontinuance as guided by Board Policy B.104: *Discontinuance of Programs and Courses*.



Progress updates on these activities are provided to SAPPRC and the Senate one year after their approval, with the objective of ensuring program review results and action plans inform university-level planning and decision making.

At the university level, the systematic widespread sharing of program review action plan items will help shape achievement of the University's long-range strategic plans and inform its annual integrated planning process. These connections are not yet fully taken advantage of on a consistent basis, and the proposed reimagining (see Assessment of 4.2 Review Findings) of how the University disseminates review findings will address this opportunity for connection building and strategic planning.

C. ARE THE REVIEW FINDINGS APPROPRIATELY DISSEMINATED?

Completed program review packages, including the self-study, external report, dean's memo, and action plan, are reviewed by the relevant department/school (required), Faculty Council or equivalent (recommended), the Senate and SAPPRC (required). In turn, the program review progress reports, required one year after the review package is deemed complete by SAPPRC, are reviewed by the department/school and SAPPRC.

As of Fall 2021, AIP will be producing an annual program development and review report that includes an overview of common action plan topics/themes and provides status updates on program development activity at the University. The report will also include the annual program review schedule. Going forward, this report will be shared with the Senate, including SAPPRC and SCC. The QAPA Advisory Group is also proposing that the annual reports along with the action plans be published on the University Intranet for reference and use by employees in support of integrated planning and the identification of opportunities for cross-departmental collaboration.

CAPILANO UNIVERSITY'S ASSESSMENT OF 4.2 REVIEW FINDINGS

A. Were the responses to the sample program review findings adequate?

Strengths

The incorporation of action plan progress reports into the University's program review process ensures departments/schools are accountable to SAPPRC and the Senate. If SAPPRC deems a department/school to have made insufficient progress on their action plans within 12 months,

the committee may request a follow-up report at a date of their determination.

The progress reports are intended to foster a quality assurance culture, wherein the recommendations and actions emerging from program review in combination with the annual program assessment plans and reports guide and inform academic decision-making and resource allocation within the department/school, faculty and University.

In turn, the direct involvement of deans in the development of the action plans and generation of program review completion memo has been adopted with the objective of maximizing alignment with faculty and university-level commitments and strategic objectives.

Areas for Improvement

The progress shown in the initial action plan updates to SAPPRC by the opening three program review cohorts has been mixed. While there have been numerous exciting progress updates, primarily in relation to non-resource intensive items, such as program name changes, curriculum mapping initiatives and program learning outcome revisions, the updates suggest the importance of identifying ways in which the making of meaningful connections between program review action plan items related to new positions (faculty and/or staff), space needs and capital costs can be strengthened.

A similar observation emerged in the Spring 2021 NWCCU External Review Report with respect to exploring ways in which the University can prioritize and respond to program review findings to assist with resource allocations and planning to better support achievement of student learning. As reported to the Board of Governors, during the 2021/2022 academic year, a NWCCU Recommendations Task Force with representation from the Provost's Office and the Office of Strategic Planning, Assessment and Institutional Effectiveness will be identifying and implementing processes.

B. Does the process inform future decision making?

Strengths

As the University nears the completion of its first centrally supported program review cycle, there is preliminary evidence suggesting that the process increasingly informs decision-making at the department/school, faculty and university level. In particular, the program review process has fostered increased collective familiarity with the University's mandate and strategic directions, which, in turn, guide the University's annual integrated planning and budgeting processes.



For example, the adoption of a common frame of reference in the form of *Envisioning 2030* and now *Illuminating 2030* has assisted in identifying opportunities where university-wide initiatives can benefit multiple program areas in meeting directional goals designed to strengthen achievement of student learning and progress. Recent examples include the expansion of institutional support for work-integrated learning in the 2021/2022 University budget and the adoption of community-wide consultation processes with IESC during program review.

Areas for Improvement

As discussed above in response to whether the review findings are appropriately disseminated, with the upcoming adoption of an annual program review and development report produced with the support of AIP, the University will be in the position to better track common themes emerging from the program review process and action plans.

The University is looking forward to exploring how the new annual program review summary report might (a) assist SAPPRC in better fulfilling its mandate as set out in its terms of reference and (b) foster thoughtful and informed discussion about university-level resource allocation decisions anchored in program review findings during integrated planning each Fall.

C. Are the review findings appropriately disseminated?

Strengths

Capilano University has processes for ensuring completed program review packages, including recommendations and action plans, are disseminated within the program area's faculty and to SAPPRC, the responsible Senate sub-committee.

Areas for Improvement

While review findings are consistently shared with SAPPRC, there is an important opportunity to improve how review findings, recommendations and action plans are shared with the wider university community, including academic support units. In a drop-in session organized by AIP, the action plan development phase of program review includes structured opportunity for program review teams to consult with representatives from the Centre for International Experience; Centre for Teaching Excellence; Creative Activity, Research, and Scholarship; Marketing and Digital Experience; and Registrar's Office among others.

This, however, is not currently accompanied by a formal follow-up communication that could assist in workplan

development and resource planning within the academic support units. As shared above, the Advisory Group proposes the University address this through the sharing of the action plans and an annual program development and review report, rather than relying on the University community to review Senate submissions for access to these rich planning resources. During the upcoming review of Board Policy B.106: *Program and Course Review and Approval* and its procedures in combination with the activities of the NWCCU Recommendations Task Force, the described change in review findings dissemination practices will be further refined and considered alongside other yet to be identified options for strengthening the ways in which CapU's quality assurance activities meaningfully inform university planning and resource allocation.



5.

Final

Institution

Comments



After an extensive community-based visioning process led by President Dangerfield, the new university plan, *Envisioning 2030*, was endorsed by the Board of Governors in Spring 2020. With this community-generated planning document in place and the guidance of the Provost, the University then embraced the opportunity to develop a new academic plan. The resulting academic plan, *Illuminating 2030*, is anchored in *Envisioning 2030*'s core themes: community, imagination, distinct university experience, and health and well-being. Presented to the Board of Governors in February 2021, the new academic plan articulates the University's evolving commitments to learners, communities, knowledge development and knowledge sharing.

These recently completed direction-setting activities and the resulting plans have suggestively and meaningfully informed the QAPA self-study process. In particular, the explicit commitment to reflection embedded in *Envisioning 2030* has provided the University community with an opportunity to make thoughtful and often exciting connections between internal and external accountability activities and requirements.

Throughout the QAPA self-study process, the University has gained a heightened awareness of the degree to which ongoing reflection and continuous improvement have informed the evolution of program development and review processes since the formation of AIP. We have been positively struck by the degree to which our processes have evolved and deepened since our earliest centrally supported programs review, such as the Bachelor of Business Administration and Bachelor of Music Therapy, and the launching of this academic year's program review cohort.

In Spring 2022, when CapU creates a university-level action plan, thereby mirroring the internal program review process, the University will seek to make thoughtful connections between its QAPA learnings and the commitments made in *Envisioning* and *Illuminating 2030*. In particular, the University is interested in developing a post-QAPA action plan that furthers our commitment to the following:

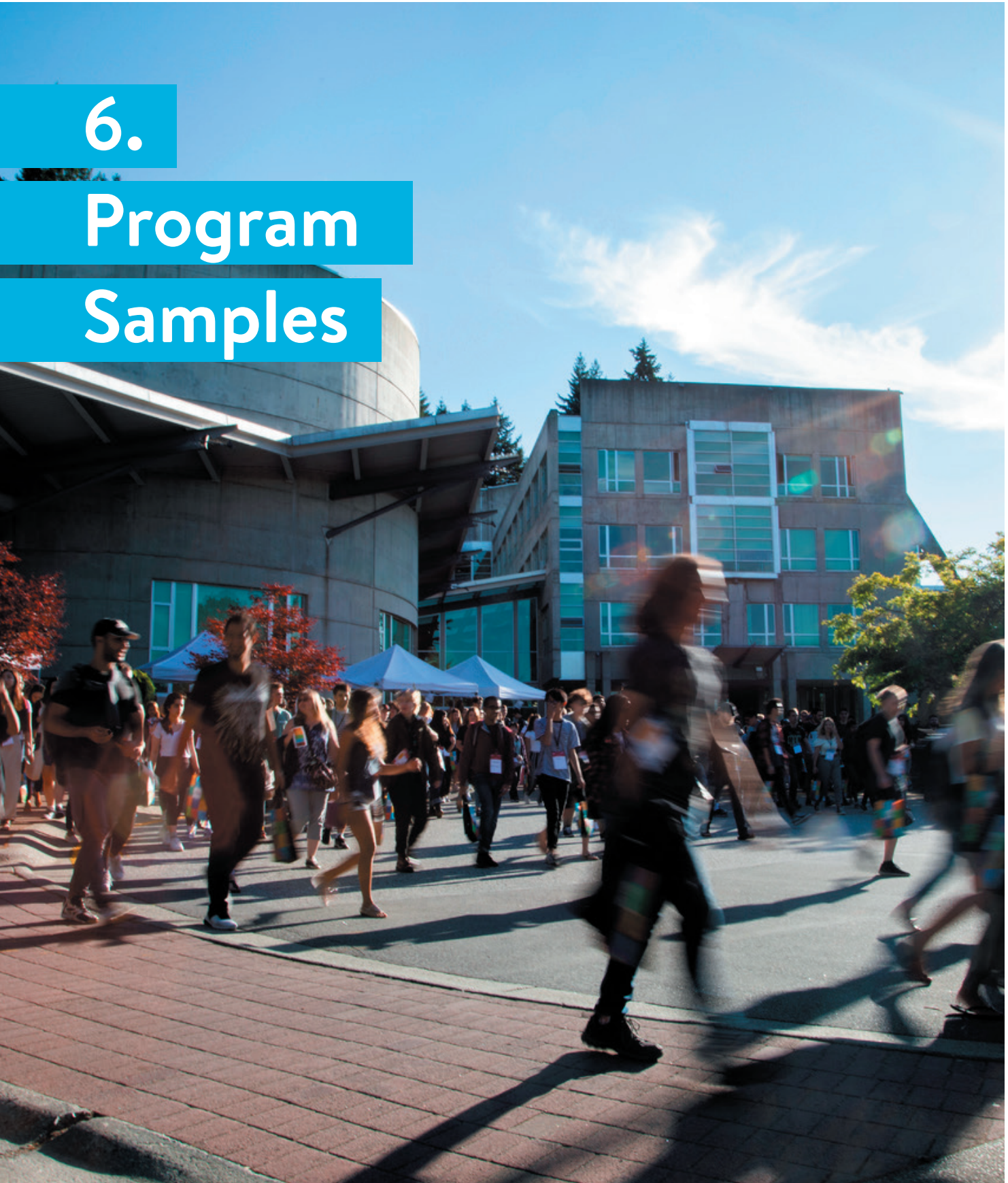
- continued identification of opportunities for supporting the decolonization and Indigenization of academic programming through program development and review activities;
- expanded student engagement and participation in program development and review; and
- deepened and strengthened interconnections between annual program assessment and cyclical program review.

With this final step in mind, the University is looking forward to beginning the dialogue with its external expert panel during the January 2022 site visit and the report that will follow.



6.

Program Samples



- A. Bachelor of Arts with a Major in Liberal Studies (2018-2019)
- B. Bachelor of Business Administration (2017-2019)
- C. Bachelor of Music Therapy (2017-2019)
- D. Education Assistant Certificate (2019-2020)

Please see the exemplar program packages created for each of the above programs. The program packages include:

- Self-study
- External reviewers' report
- Response and action plan



7.

Appendices



(SEE SEPARATE FOLDER)

Policies and Resources Related to Program Review and Quality Assurance

- A. Action Plan Template
- B. B.101: Vision, Values, Mission, Goals and Strategic Directions
- C. B.106: Program and Course Review Approval, Program Review Procedure, and Program Approval Procedure
- D. *Envisioning 2030*
- E. External Review Report Template
- F. External Reviewer Handbook
- G. *Illuminating 2030*
- H. Program Review Reference Guide: A Reference Guide to Capilano University's Program Review Process
- I. Programs and Courses Guides: Revisions to Current Curriculum and New Course Proposals
- J. Self-Study Report Template 2021-22

Policies Related to Program Development

- A. S2002-03: Prior Learning Assessment
- B. S2003-01: Academic Freedom
- C. S2006-02: Educational Qualifications
- D. S2009-06: Course Outlines of Record and Course Syllabi
- E. S2011-01: Senate Academic Planning and Program Review Committee
- F. S2013-01: Transfer Credit Policy
- G. S2013-02: Teaching Out of Discontinued Programs
- H. S2017-04: Graduation
- I. S2019-01: Admission
- J. S2020-01: Academic Credentials
- K. S2020-02: Course Number and Credit Level
- L. S2020-03: Senate Teaching and Learning Committee Mandate and Structure
- M. S2021-02: Research Ethics Policy: Research with Human Participants

