2021/22 QUALITY ASSURANCE PROCESS AUDIT
CAPILANO UNIVERSITY

The Summary was prepared by the Degree Quality Assessment Board Secretariat using the Institutional Report, the Expert Panel Report, and the Response to the Expert Panel Report. Capilano University was one of four post-secondary institutions to undertake the Quality Assurance Process Audit in 2021/22.

Introduction

The Terms of Reference for the Degree Quality Assessment Board establish that audits will be based on information provided by public post-secondary institutions to ensure that rigorous, ongoing program and institutional quality assessment processes have been implemented.
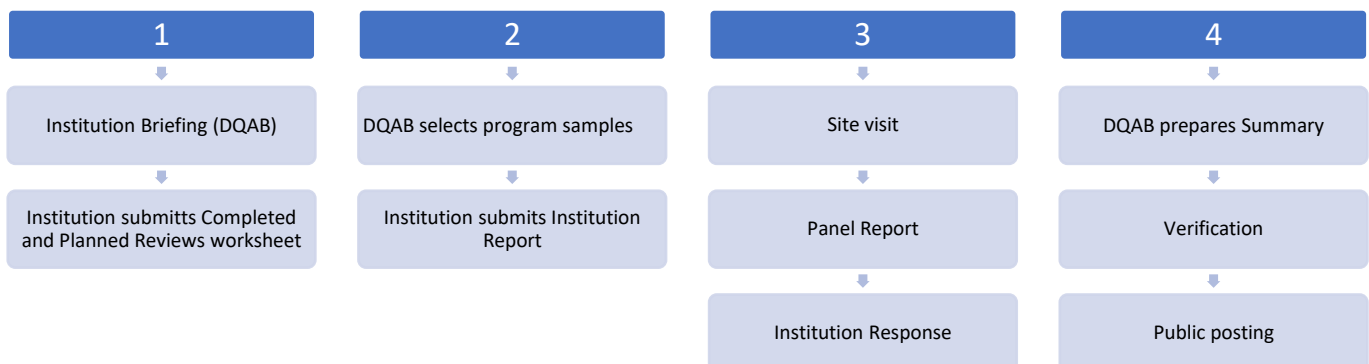
The main objectives of the quality assurance process audit (QAPA) are to ascertain that the institution:
   a) Continues to meet the program review policy requirements outlined in the DQAB's *Exempt Status Criteria and Guidelines* and the *Degree Program Review Criteria and Guidelines,* as applicable to the institution;
   b) Has and continues to meet appropriate program review processes and policies for all credential programs; and
   c) Applies its quality assurance process in relation to those requirements and responds to review findings appropriately.

The QAPA assessment is focused on answering questions in two categories:
   1. Overall process
      a. Does the process reflect the institution's mandate, mission, and values?
      b. Is the scope of the process appropriate?
      c. Are the guidelines differentiated and adaptable to respond to the needs and contexts of different units, e.g. faculties or departments or credential level?
      d. Does the process promote quality improvement?
   2. Review findings
      a. Were the responses to the sample program review findings adequate?
      b. Does the process inform future decision making?
      c. Are the review findings appropriately disseminated?

Figure 1: QAPA Process

1	2	3	4
Institution Briefing (DQAB)	DQAB selects program samples	Site visit	DQAB prepares Summary
Institution submitts Completed and Planned Reviews worksheet	Institution submits Institution Report	Panel Report	Verification
		Institution Response	Public posting

Capilano University – Institutional Context

Capilano University (CapU) is named after Chief Joe Capilano, an important leader of the Sḵwx̱wú7mesh (Squamish) Nation of the Coast Salish Peoples. The University is located on the territories of the Líl̓wat, xʷməθkʷəy̓əm (Musqueam), shíshálh (Sechelt), Sḵwx̱wú7mesh (Squamish), and SəĹílwətaʔ/Selilwitulh (Tsleil-Waututh) Nations.

Originally founded as a community college 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 CapU's collaboratively developed 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 CapU's academic commitments and goals in relation to its 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.

Table 1: Student enrollment (FY 2020-21)

	Undergraduate	**Graduate**	**Degree Programs**	**Non-Degree Programs**
Full-time equivalent (FTE)	5,377.8	16.8	3,443.3	2,498.7

The North Vancouver main campus is the primary home of Capilano University's five Faculties and their program offerings. CapU also delivers programming in Sechelt and in Mt. Currie in partnership with the Lílwat Nation.

Table 2: Program offerings (FY 2020-21)

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

Institution Self-Study

The CapU QAPA review was initiated with an institution briefing on April 19, 2021. Due to the public health order in place to limit the spread of COVID-19, the briefing was conducted virtually by video conference. The briefing provides an overview of the QAPA process and the documentation institutions are requested to submit.

At its meeting on August 23, 2021, the Quality Assurance Audit Committee reviewed the Completed and Planned Review worksheet submitted by CapU and selected three reviews for sampling: Bachelor of Arts with a Major in Liberal Studies; Bachelor of Business Administration; Bachelor of Music Therapy; Education Assistant Certificate.

Self-Evaluation Approach
The Academic Initiatives and Planning (AIP) office developed the initial QAPA action plan for the completion of the Institution Report following the Institution Briefing. 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 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:
- Vice President Academic and Provost (QAPA Executive Lead)
- Executive Assistant, Vice President Academic and Provost
- Program Review Liaison, AIP
- Program Development Planner, AIP
- Institutional Research and Strategy
- Director, AIP

The Advisory Group included:
- Vice President Academic and Provost (QAPA Executive Lead)
- Program Review Liaison, AIP
- Chair, SAPPRC*
- 2 Faculty members*
- Program Development Planner, AIP
- Director, Indigenous Education and Affairs
- Director, Institutional Research, Strategy and Analytics
- Chair, Senate Curriculum Committee
- Senate Administrative Assistant

- Director, Centre for Teaching Excellence
- Director, AIP*
- Past Chair, SAPPRC
- 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.

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.

Quality Assurance Policy and Practices

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.

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 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.

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 subcommittees 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. 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.

The University's program review policy, procedures and processes ensure its academic and preparatory credentials are reviewed every five to seven years. 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.

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).

Institutional Research (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.

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.

In addition to annual professional development activities, 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.

Program Development
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 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. All degree programs recommended for approval move to Phase 4: External Review and Ministry Approval of the Stage 1: Initial Assessment and Stage 2: Full Program Proposal. The Ministry approval process 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.

Program Review
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. The policy 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."

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 site.

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). 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. 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.

An overview of the program review process is available via the AIP 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.

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. 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.

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. The program review teams also review the provincially administered student outcomes surveys (BGS and DASCO) to inform their reflections and recommendations.

The self-study template includes modules that invite reflection 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 the University's strategic planning documents.

External Assessment
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
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.

An action plan progress report is provided to SAPPRC 12 months after the review package is confirmed complete. The *Program Review Reference Guide* 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.

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.

QAPA Review

The QAPA panel conducting the assessment were Dr. Ronald Bond, panel chair, and panel members Dr. Patricia Lasserre and Dr. James Mandigo. The site visit, held virtually using video conferencing, occurred on January 10-11, 2022. A member of the DQAB Secretariat, Ms. Dao Luu, also attended the site visit.

The QAPA panel submitted its report on January 24, 2022. The panel report provided commendations, affirmations and recommendations.

Commendations are areas where the institution has shown exemplary practice. Areas of exemplary practice:
• The development of templates and guidelines are key parts of a QA system and the AIP has undoubtedly supported the QA process at CapU by providing an array of templates and guidelines that have supported the program development and review processes.

- The panel found also that the onboarding of a cohort of several program review teams simultaneously is a good idea as it creates a community of practice, and is particularly relevant as those processes are new for the institution.
- The idea of integrating an internal/external reviewer in the review panel follows best practices by supporting colleagues to learn how the QA process works. In fact, the QAPA review process follows the same principle.
- Incorporate input from other academic units during the development of new programs is a strength of the program-development process.
- We found that data gathering and analytics have evolved from the time of the first reviews we examined in comparison to the last ones. Allowing departments to view data on a regular basis, both for review of programs and for program development, is a noteworthy advance that will support QA overall.
- CapU has strongly integrated Senate in the QA process. In particular, the fact that Senate and SAPPRC (Senate Academic Planning and Program Review Committee) approve concept papers for stage1 program proposals is an excellent idea that reinforces the bicameral system and encourages the Senate to be fully engaged in the institution's success. To us, CapU is a leader in this regard.
- Finally, the panel found that there was a strong sense of collegiality, mutual trust, and collaboration at all levels of the university. The panel is convinced that this cohesiveness should pave the way for the creation and evolution of a QA culture at CapU. It was also clear to the panel that integrated planning will benefit from the QA work that has been developed at the institution.

Affirmations are areas where the institution has identified weaknesses and intends to correct it. Areas the institution identified for improvement:
- Given the recent approvals of CapU's *Envisioning 2030* and *Illuminating 2030* (institutional and academic plans, respectively), CapU has made a commitment to aligning their self-studies for new programs and program reviews with these key strategic documents. We encourage CapU to continue to evolve and align their program development and program reviews with the vision, values and goals identified in their strategic plans.
- CapU acknowledged the need to improve their communication strategies for sharing program action plans with the broader CapU community. Possible avenues to support this area include engaging Senate more fully in reviewing and discussing the action plans, the possibility of more regular updates (perhaps biennially) from Departments and Deans on progress made in implementing action items, and sharing reviews and recommendations with key support areas of the University with the expectation that they would be involved in helping to implement recommendations and action plans.
- The panel appreciated CapU's acknowledgement of the need for more student engagement in program reviews and encourages the university to continue to explore ways of capturing student voices throughout the quality assurance review process.
- CapU's commitment to Indigenization and decolonization is evident throughout the *Envisioning 2030* and *Illuminating 2030* documents and it was also prioritized in the introductory comments by the President and Provost during the site visit. A desire to engage with local Indigenous leaders such as Elders, Indigenous scholars, and the Indigenous Learners Librarian to examine the process and ways of information-gathering and understanding within program review demonstrates CapU's ongoing commitment to Indigenization and decolonization. The panel strongly endorses these and similar initiatives.

- CapU has identified in the Self Study a desire to pursue graduate -level education and to put in place the appropriate program development processes to support this goal. The panel emphasizes the importance of embedding into the processes the strategic directions described in *Illuminate 2030* to ensure alignment with CapU's ambitions.
- CapU's Self Study identified additional resources to assist in program development such as the publication of an Academic Credentials companion guide and a resolve to strengthen synergies between AIP and Institutional Research. These moves would assist in informed decision-making. The panel supports the addition of these types of resources that will improve the program development process. Particularly important is the need to address and articulate resource allocation in new program development.
- Although not addressed in the Self Study, discussion surrounding program approvals for micro-credentials is ongoing. CapU staff identified the ongoing need to find the right balance between the readiness to respond rapidly to educational programming to address local emerging issues and the time it takes to ensure that any new credential meets the rigorous quality assurance standards. This is important work, and we encourage CapU to continue to work towards finding the right balance. This venture will be particularly vital in post-pandemic recovery efforts and in contributing to the new economy.

Recommendations are areas needing improvement. The panel identified the following areas:
- When reviewing the two main QA policy documents (B.106 and B.106.2), CapU should bear in mind the need to ensure that the one-size-fits-model now in place is suitably adjusted to allow for flexibility and the needs of credentials and programs of different sizes and scope.
- When considering the documents required for quality assurance, CapU should determine how best to balance the need for privacy and candour, on the one hand, and the need for public accountability on the other.
- In the aftermath to program reviews, CapU should institute progress reports to Senate not only in year 1, but also in years 3 and 5, assuming that it will be relying on a 7-year interval between cycles.
- CapU should consider constituting external review teams with three rather than two senior academics.
- We encourage CapU to gather input relevant to the quality of programs and their graduates from Program Advisory Committees.
- CapU should consider how to support smaller programs in recognition of their reduced capacity and the burden on them of preparing QA materials.
- CapU should update templates and guidelines to ensure they are aligned with the institutional and academic plans.
- We encourage CapU to create an action plan, with milestones, for pacing of and prioritizing the changes and improvements it intends to pursue.
- We encourage CapU to include consultation with all administrative units during the program development process to facilitate integrated planning.

Capilano University provided a response on April 25, 2022 that included an action plan to address the recommendations.