



Year One Self Evaluation Report

Prepared for the:

**Northwest Commission on Colleges and
Universities**

Fall 2013

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INSTITUTIONAL OVERVIEW

Capilano is a publicly funded post-secondary institution located in North Vancouver, British Columbia (BC). Capilano University (formerly Capilano College) began in 1968 as a community college located in a North Shore high school. Since then, Capilano has evolved in terms of place, scope, and mission.

The University has three campuses serving a region covering the North Shore of Burrard Inlet, extending north through the towns of Squamish and Whistler to Mt. Currie, and west across Howe Sound to include the Sunshine Coast. The main, largest campus resides on the wooded slopes of North Vancouver, and two small campuses are located in the towns of Squamish and Sechelt.

Capilano University's North Vancouver campus sits within the Greater Vancouver Regional District (population 2,318,526), within an hour's drive of two research universities, two teaching-intensive universities, three colleges, and three institutes. British Columbia has a well-developed transfer system, coordinated by the BC Council on Admissions and Transfer (BCCAT), which facilitates student mobility.

In Canada, education falls under provincial jurisdiction, and Capilano University is one of twenty-five publicly funded post-secondary institutions in British Columbia. Eleven of those twenty-five institutions are universities; another eleven are colleges, and three are institutes. Under the current government organization, the Ministry of Advanced Education has responsibility for public, post-secondary education.

While Canadian post-secondary institutions have much in common with their American counterparts, there are some distinct differences. For example, in British Columbia there is no tradition of private, liberal arts colleges. Colleges were originally transfer institutions that provided lower division courses as a foundation for entrance into one of the three research universities.

In the 1990s, the post-secondary landscape in B.C. underwent dramatic shifts; several colleges became university colleges with the authority to offer baccalaureate degrees. Then in 2003, BC colleges and institutes were authorized to offer applied degrees. In 2008, the provincial government re-designated Capilano College as Capilano University, including it in a new category of teaching-focused universities. While the designation as a university was new, Capilano had been in fact offering applied baccalaureate degrees since 1990—initially in collaboration with the Open University, and then independently since 2003.

As a new teaching-intensive university, Capilano's mandate was expanded to include non-applied baccalaureate degrees and master's degrees. Currently, no master's degrees are offered at Capilano University, but a number of new baccalaureate degrees have been added to the program mix. Capilano currently offers twelve baccalaureate degrees.

Capilano also continues to offer preparatory studies in accord with provincial mandate and funding as well as career programs such as: Jazz Studies, Music Therapy, Tourism, and Business, as well as recent additions in Legal Studies, Early Childhood Care and Education, and Motion Picture Arts. In addition, Continuing Education offers a robust and growing set of non-credit courses to the communities bordering the campuses. Continuing Education serves learners of all ages and has this

year engaged nearly 7,000 students in programs such as Community Music School, Eldercollege, Employment Skills Access, as well as a variety of general interest offerings and summer workshops for children.

UNIVERSITY STRUCTURE AND DEMOGRAPHICS

On the recommendation of the Capilano University Senate, in June 2012, the Board reorganized the faculties which are now: Arts and Sciences; Fine and Applied Arts; Business and Professional Studies; Education, Health and Human Development; and Global and Community Studies.

The total number of students enrolled in credit programs at Capilano University are approximately 7,500, with an additional 7,000 students registering in non-credit courses each year. The average class size is twenty six students; the collective agreement with the Capilano faculty requires that no class enroll more than thirty-five students.

In 2010-11, Capilano enrolled 708 international students, representing fifty-two different countries. International student enrollments are spread across all faculties, although Capilano has seen the largest growth in international enrollments in business. The number of Aboriginal students served at Capilano has also continued to grow, with 529 Aboriginal students enrolled in 2011-12.

Faculty and staff foster a supportive learning atmosphere, and the diversity of the learners at Capilano creates an environment responsive to a wide variety of learning styles and student needs. Capilano University lives up to its creed—“enabling all students to succeed”—by working diligently to support learners at all stages of their educational journeys.

PREFACE

INSTITUTIONAL CHANGES SINCE 2012

REVIEW OF THE UNIVERSITY MISSION

Capilano reviewed its mission and is about to make one small, but significant change. Where we identified ourselves as “teaching-focused” in our mission statement, we will change that to read: “learner-focused”.

This change reflects our broader perspective of learning that engages the entire community, students, faculty, staff, administration, alumni and the community at large. We are committed to creating and sustaining a learning environment that is welcoming and effective.

EXPANDING AND ASSESSING LEARNING OUTCOMES

Articulation of learning outcomes at the institutional level has been well received at Capilano University, and we are making great strides towards ongoing assessment. Central to that process is the embedding of learning outcomes at the Faculty, program, and course levels.

To date, all academic units have submitted assessment plans focused on learning outcomes. Applying these approaches at the course level is only a matter of time, with all Faculties committed to scaffolding alignment of learning outcomes throughout the institution.

DEVELOPMENT OF NEW CORE THEMES

Pursuant to recommendation #1 in our Comprehensive Initial Accreditation Report of January 2013, we have re-developed our core themes and are satisfied that they now capture the essence of our university.

We have broadly consulted the university through focus groups and presentations resulting in a draft version of the new core themes. These were presented to Senate at the June meeting, and the Senate was advised that a resolution for debate would come forward to their August meeting.

Our new core themes, *opportunity*, *learning*, and *community* provide a clear pathway to mission fulfillment, a focal point for measurement of key strategic outcomes and a framework for continuous improvement for all faculties, divisions/schools and departments.

IDENTIFYING AS CHANGEMAKERS

We are currently exploring the development of a relationship with the Ashoka University ‘Changemakers’ program. Many of our departments have embraced the concept and begun Changemaker activities inside and outside the classroom. We feel this program will provide a wonderful gathering place for cross-disciplinary activities among students and faculty and we are also pleased with how Changemakers connects with our new core themes.

FOCUS ON THE FUTURE

In the fall of 2012, we engaged the university and the external community in a dialog about visioning on a five to twenty year horizon. We ran a series of focus groups involving diverse audiences, posing questions about programming, institutional branding, physical space and other unique characteristics that would become our 'signature features'.

These focus groups provided valuable input to the development of our new core themes as well as beginning to develop a framework for academic and capital asset planning. In the coming months, Capilano University will be creating its first Academic Plan since being reclassified as a "special purpose, teaching university." This plan will be guided by Capilano's mission and vision, its core themes and learning outcomes, and will also serve as a roadmap for strengthening our burgeoning culture of assessment.

ADDRESSING FISCAL CHALLENGES

In 2013, Capilano University's Board of Governors directed the executive team to balance the 2013/2014 budget as required by the University Act. Doing so required us to review our programs and services to find ways to eliminate the projected \$1.3 million shortfall.

In past years, we balanced our operating budget by identifying and implementing cost-efficiency measures and reducing administrative expenses, including not filling a number of vacancies. But in the 2013/2014 budget, we reached the point where further cuts would have had an impact on the quality of education and support for all students.

While our operating costs continue to face inflationary pressures and the transition to a university has resulted in increased costs, our provincial operating grants have remained flat. In order to balance the budget, we have had to make recommendations to continue to shape Capilano in ways that will build on our core strengths, increase our sustainability and continue to increase quality as a learner-centered university.

This meant some programs and courses had to be suspended in order to meet the budget shortfall. Rather than do across-the-board cuts, which affect quality for every student, we suspended intakes in some programs and reduced classes in other areas. Increase to services, staffing and equipment, as were some capital projects, were also suspended.

These actions were required to eliminate the projected shortfall and to prepare for the current fiscal challenges facing the entire post-secondary sector.

We will continue to guarantee access for students already in programs at Capilano University as well as ensure timely progress to program completion. We are also maintaining services to support student success.

RESPONSES TO NWCCU RECOMMENDATIONS

Our Comprehensive Initial Accreditation Report, received in January of 2013, cited four recommendations:

1. Capilano University has identified four core themes in response to Standard 1.B. to represent essential elements of its mission. The evaluation committee recommends that the university revisit its core themes to ensure that they "individually manifest essential elements of its mission and collectively encompass its mission" to effectively guide core theme planning (Standard 1.B).
2. The evaluation committee recognizes the significant work the institution has done to initiate a culture of assessment, but this work is still in progress. The committee recommends that the institution ensure that all university functions and units have outcomes-assessment plans established, implemented, and published, and that the results of these assessments are evaluated and lead to improvements. In particular, the evaluation committee recommends a focus on student learning outcomes for all academic courses and programs (Standards 2.C.2, 4.A.2, 4.A.3, 4.B.1, and 4.B.2).
3. The evaluation committee recommends that the university establish a written policy that specifically outlines what arrangements the university will make to ensure that students enrolled in a program have an opportunity to complete their program in a timely manner with a minimum of disruption were the university to eliminate a program or significantly change program requirements (Standard 2.A.16 and 2.D.4).
4. The evaluation committee recommends that the university take the steps necessary to ensure that all programs include a robust general education component with identified and assessable learning objectives. Those steps should include the creation of a consistently strong connection between institutional student learning outcomes and program-level learning outcomes, and the development of the means for determining whether, at a university level, institutional learning outcomes have been achieved (Standards 2.C.9, 2.C.10, and 4.A.3).

In addition, we were instructed to address the four recommendations as follows:

"In granting initial accreditation, the Commission requests that Capilano University prepare an addendum to its Fall 2013 Year One *Mission and Core Themes* Self-Evaluation Report to address Recommendations 1 and 3 of the Fall 2012 Comprehensive Initial Accreditation Peer-Evaluation Report. In addition, the Commission requests an addendum to the university's Fall 2015 Year Three *Resources and Capacity* Self-Evaluation Report to address Recommendations 2 and 4 of the Fall 2012 Comprehensive Initial Accreditation Peer-Evaluation Report."

The Capilano University community is working diligently to address these recommendations and believe that we are making progress in all areas. Indeed, the NWCCU accreditation process and subsequent self-evaluation reports have re-energized the Capilano community.

In response to recommendation #1, we have returned to our core themes and revised them to better reflect the "essential elements" of our mission and values. We have settled on three core themes that we feel are appropriate to Capilano University:

- *Opportunity* - ensuring access to and opportunities for engagement with a learning environment that inspires and encourages our learners to explore themselves and their communities in new ways;
- *Learning* - engaging our learners within a challenging environment to help them discover new learning and to connect that learning to their various communities, and;
- *Community* - inspiring, connecting and engaging all members of the University community to imagine and explore new connections and new engagements with the public we serve and to enhance the continued mutual interdependence of our communities.

A more detailed account of these core values is presented in “Chapter One: Mission, Core Themes, and Expectations”.

In response to recommendation #3, Capilano University developed a new policy¹ detailing the university’s responsibility to students in an eliminated program or a where a program’s requirements have significantly changed. The Senate approved that policy during its February 12, 2013 meeting. This policy (S2013-0) confirms that students will have the opportunity to complete their program in a timely manner and with minimum disruption (Standard 2.A.16 and 2.D.4) and is included as Appendix 1.

As requested, recommendations #2 and #4 will be comprehensively addressed in our Fall 2015 Year *Resources and Capacity* Self-Evaluation Report.

With that said, Capilano University is well on its way to addressing recommendation #2, and has embarked on a rigorous program of student learning outcomes articulation and assessment. At the institutional level, this begins with a very public statement regarding learning outcomes:

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

- Self-directed learning, awareness, and responsibility
- Up-to-date information gathering and research skills
- Communication skills
- Quantitative reasoning ability
- Group and social interaction skills
- Creative, critical, and analytical thinking skills
- Community/global consciousness and responsibility”²

Within the individual Faculties, program-level learning outcomes are at the core of our ongoing commitment to accountability and each assessment plan explicitly builds on student learning objectives and explicit measures for achievement and improvement. Assessment plans and reports are shared internally, with an eye to collaboration ongoing improvement.

¹ Appendix 1: Senate Policy: Teaching Out Suspended or Discontinued Programs (S2013-02)

² <http://www.capilanou.ca/Vision-Values-Mission-Goals-Strategic-Directions/>

This same approach to student learning outcomes, assessment, and accountability will be mirrored at the Faculty and University levels, and our goal is that by 2015 Capilano University will have an integrative and transparent system for understanding, measuring, and communicating student learning accomplishments as well as a self-reflective process for course, program, and institutional improvement.

We have likewise made significant progress towards addressing recommendation #4, the alignment of learning outcomes throughout the curriculum and the crafting of a robust general education thread throughout. Institutional learning outcomes have guided the pathways taken by all Faculties and all courses within those Faculties, including those addressing key skills and core capabilities.

CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS

EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 2 & 3

AUTHORITY

Capilano University has been authorized to operate and award degrees as a higher education institution by the province of British Columbia since 1968, initially as Capilano College and since 2008 as Capilano University. Capilano is designated as a “special purpose teaching university” and authorized to offer certificates, diplomas, associate degrees, baccalaureate degrees, and master’s degrees.

MISSION AND CORE THEMES

Capilano University’s mission and core themes are clearly defined and adopted by its governing Board consistent with its legal authorization and are appropriate to a degree-granting institution of higher education. Capilano University’s mission was revised and our core themes were established through a consultative process; in 2009, the Board of Governors voted its approval. Capilano University’s purpose is to serve the educational interests of its students. Our principal programs lead to recognized degrees. The institution devotes most of its resources to support its educational mission and core themes.

As of June 2013, the University has replaced its core themes from 2009 with a set of new themes that are better aligned with our mission, and more accurately capture the essence of Capilano University. These new themes, still a work in progress, are currently working through the approval process: they will go before the Senate in the fall of 2013 and before the Board shortly thereafter.

STANDARD 1.A - MISSION

CAPILANO UNIVERSITY MISSION STATEMENT

“We are a teaching-focused university offering a wide range of programs and services ***that enable students to succeed*** in their current studies, in their ongoing education, in their chosen careers, in their lifelong pursuit of knowledge, and ***in their contribution as responsible citizens in a rapidly changing and diverse global community.***”

CAPILANO UNIVERSITY VISION

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

INTERPRETATION OF MISSION FULLFILMENT

A common notion that emerged from discussions about the core themes was that the university community expects Capilano to make a positive difference in the lives of students. They also expect

students to make a positive difference in their communities. The concept of students as independent learners, thinkers, and doers actively contributing to their communities is the hallmark that distinguishes Capilano University from other BC institutions and is supported by our mission and our vision. The core themes of *opportunity*, *learning* and *community*, provide a framework for achieving the mission and vision in all areas of the university including:

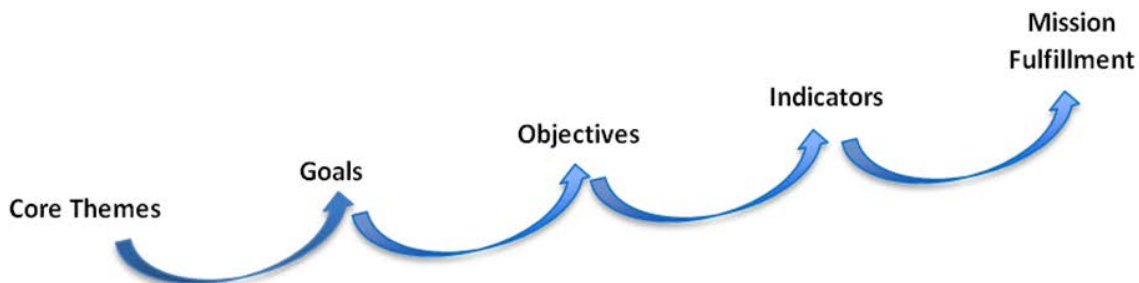
Programs: ensuring students have the opportunity to engage with a learning environment that inspires and encourages them to imagine their future and their communities in new ways.

Students: engaging students within a challenging learning environment where students are able to question and investigate.

Faculty: challenging students to discover new learning and connecting that learning to their community. Transforming and enhancing through the application of skills and knowledge to improve our environment.

Staff: providing and enhancing opportunities for students to learn, discover, and imagine in a secure and safe community.

Administrators: inspiring and challenging the university community to imagine and discover new connections and new engagements with the stakeholders we serve and to enhance those opportunities for learning, for transforming, and for building community.



Our ultimate aim is to develop a framework of measurement that supports the continuous improvement of our programs and departments in the fulfillment of our mission, and leads ultimately to improvements in learning, teaching, and institutional planning.

In the previous generation of our core themes, we developed a wide range of metrics that captured operational characteristics from academic programs and departments, as well as service areas. But these earlier core themes did not enable a logical collection of data that would allow for core theme planning and mission fulfillment.

To solve this problem, we developed a set of core themes that would provide more logical measures providing a pathway to mission fulfillment. Three core themes (*opportunity*, *learning*, and

community) provide the basis for developing the goals and objectives of the institution. Indicators of success and assessments of the goals and objectives are incorporated into our strategic plan.

In the development of the new core themes, we were careful to ensure that the good work done to date would not be lost. We tested our existing set of metrics against the new core themes and we were satisfied with the results. However, the new core themes have of course led to the need for additional performance measures. During the 2013-2014 academic year, Capilano will be developing a range of benchmarks and standards aligned with our new core themes. This project is iterative, building on existing data sets but also necessitate new measurements of student learning to create a cycle of inquiry, analysis, and improvement. We look forward to presenting NWCCU with a more detailed portrait of these efforts in our next report.

The goals and objectives of each core theme will be developed in conjunction with faculties, departments and divisions. Senior administration will monitor progress toward achieving the goals and objectives.

ACCEPTABLE THRESHOLD, EXTENT, OR DEGREE OF MISSION FULLFILMENT

Each core theme (opportunity, learning, community) has been defined in a way that shapes its meaning for Capilano University. For example, learning is designed to “shape the Capilano University culture by making the student learning experience a chief value and design principle in every university policy, procedure, plan, and initiative.” Each core theme has associated goals identified that will help us document and provide evidence for how that core theme is achieved throughout the institution.

Capilano will develop objectives in order to document achievement of the goals; these provide a means of monitoring the achievement of the core theme. The articulation of these objectives through the action(s) or strategies needed to document compliance form the focus of the strategic plan. In addition, assigned responsibilities for achieving the objectives of the goals will be identified. Mission fulfillment will be determined and addressed through an examination of:

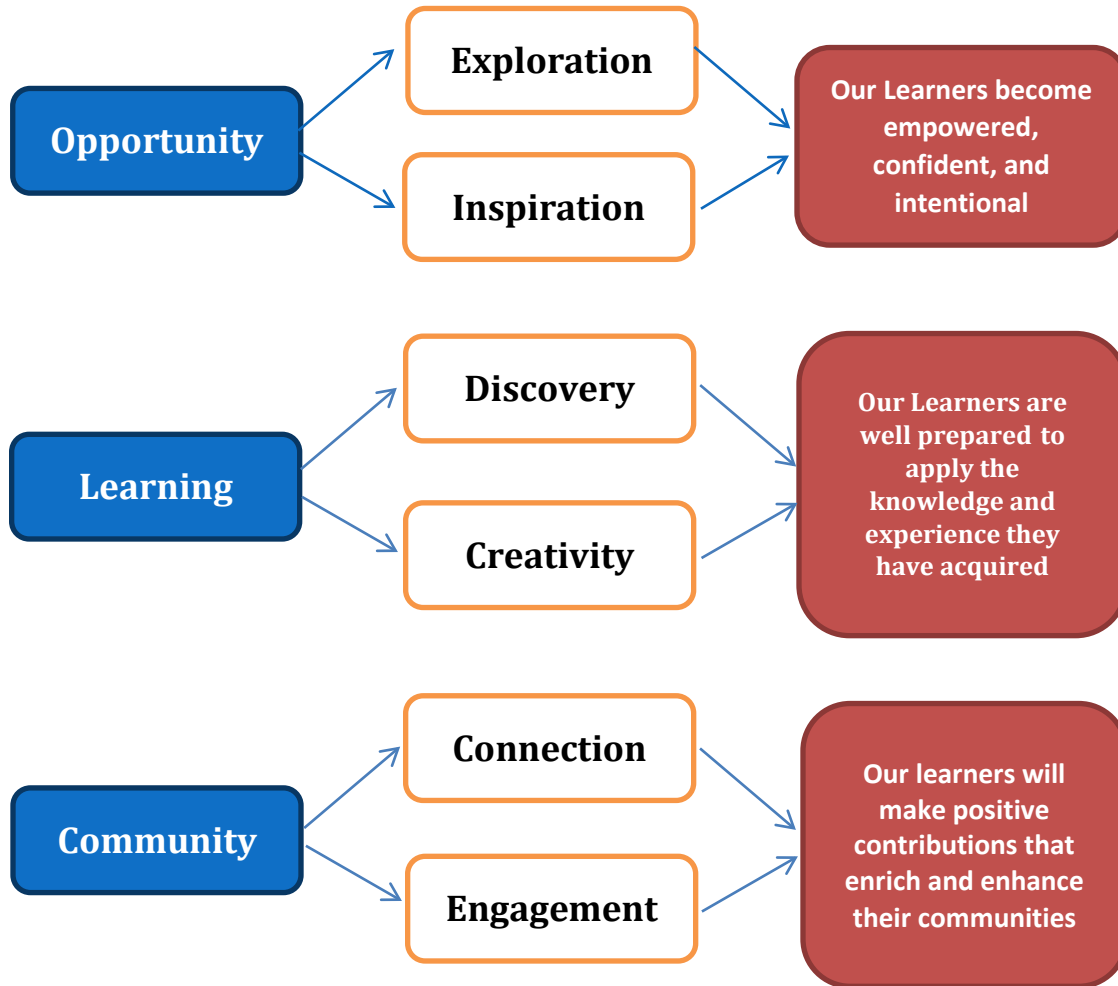
- a. Opportunities provided by our changing academic profile (as determined by a clear articulation of outcomes at all levels and a prominent commitment to globalization, community engagement, and “changemaking”);
- b. Learning that leads to students’ success (as measured by traditional metrics—including graduation, time to completion, employment, recruitment, etc.—as well as more formative and qualitative processes such as learner-generated inquiry, student intention, and trans-disciplinary integration); and
- c. Community engagement both internal and external to the institution (as indicated by the extent to which we successfully serve the current and future needs of the region, provide programming that distinguishes Capilano University from other post-secondary institutions, and build a culture of commitment).

STANDARD 1.B - CAPILANO UNIVERSITY CORE THEMES

In the following section, we have defined the core themes, presented a small set of potential goals, and applied an example of possible measures for those goals. Our task, over the coming months, will be to engage the university community in the development of a comprehensive set of goals, and measures to support those goals, which link to our strategic planning process. This process will begin in September 2013, after the Senate has approved our new core themes.

OVERVIEW OF CORE THEMES

Theme	Activity	Outcome
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CORE THEME - OPPORTUNITY

This core theme is about ensuring access to opportunities for engagement with an academic environment that inspires and encourages them to explore themselves and their communities in new and productive ways, leading to enhanced learning within and beyond the university.

Core theme	Element	Goals	Outcomes
Create pathways for Capilano University students, faculty, and staff through access to quality educational programming and services that inspire and encourage goal achievement.	Exploration	1. Provide learners with multiple access points through which they can explore educational opportunities, connections and experiences.	Learners become empowered, confident, and intentional.
	Inspiration	2. Provide learners with an academic environment that encourages creativity, curiosity and motivation.	

EXPLORATION		
Objective Example	Rationale Example	Measures Example
<i>1.1 Develop and enhance access to educational opportunities and support services for traditional and non-traditional student populations.</i>	<i>Improved sorting, supporting, and connecting of students through improved services will enhance success of “at-risk” students. Students who achieve their educational goals will become confident and intentional learners.</i>	<i>1.1 Traditional and non-traditional student enrolment and success in their programs including retention and credential completion for student cohorts. 1.2 Student use of and satisfaction with advising, career, learning, and counseling services.</i>

INSPIRATION		
Objective Example	Rationale Example	Measures Example
<i>2.1 Support internationalization through increased international student enrolment, activities fostering increased cultural awareness, and Canadian students studying abroad.</i>	<i>Students will develop a greater appreciation for and an understanding of diverse cultures and international events providing a foundation for life-long learning and creative application of learning in their communities.</i>	<i>2.1 International student enrolment and participation in programs and Canadian student enrolment in Study Abroad programs, including Canadian student participation in learning projects in other countries.</i>

CORE THEME - *LEARNING*

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

Core theme	Element	Goals	Outcome
Shape the university culture by making the student learning experience a chief value and design principle in every university program, department, policy, procedure, plan, and initiative.	<u>Discovery</u>	1. Meet our learners' diverse expectations, needs and aspirations.	Learners are well prepared to apply the knowledge and experience they have acquired.
	<u>Creativity</u>	2. Engage our learners in ways that enable creative adaptability and collaboration skills in different contexts.	

DISCOVERY		
Objective Example	Rationale Example	Measures Example
<i>1.1 Develop, enhance, and utilize Program Learning Outcomes assessment data in continuous program improvement.</i>	<i>As faculties become more aware of and engaged with program level learning outcomes and institutional learning outcomes, students will become confident that they are well prepared to engage with their communities.</i>	<i>1.1 Increase the number of programs developing and using Program Learning Outcomes data for program improvement.</i>
		<i>1.2 Increase the number of programs that link, embed, and assess our institutional learning outcomes in their program assessments.</i>

CREATIVITY		
Objective Example	Rationale Example	Measures Example
<p><i>2.1 Provide and enhance opportunities for students to practice and apply skills and knowledge in their communities.</i></p>	<p><i>Opportunities for students to practice, reflect upon, and apply their learning both within and outside of the classroom. Creativity prepares students as independent learners, thinkers, and does actively contributing to their communities.</i></p>	<p><i>2.1 Student participation in Service Learning projects, local and international partnerships for learning, Co-op opportunities, and ChangeMaker³ projects.</i></p>
<p><i>2.2 Provide opportunities for faculty and students to reflect upon and evaluate their educational progress.</i></p>	<p><i>Documenting and evaluating teaching innovations in a risk-free environment will enhance discovery as will students' documentation of learning and progress toward personal educational goals.</i></p>	<p><i>2.2 Increase in the use of e-portfolios to document teaching innovation and student progress.</i></p>
	<p><i>Peer recognition for innovative teaching promotes a learner-focused culture.</i></p>	<p><i>2.3 Increase in number of faculty recognized for accomplishments in innovative teaching.</i></p>

³ See [ChangeMakers](#) heading on page 3

CORE THEME - COMMUNITY

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

Core theme	Element	Goals	Outcomes
Continue to foster our relationships, services and programs with our professional and geographic communities.	Connection	1. Building synergies among our university communities.	Our learners will make positive contributions that enrich and enhance their communities
	Engagement	2. Foster an active community on campus, in our region, and globally.	

CONNECTION		
Objective Example	Rationale Example	Measures Example
<i>1.2 Expand collaborations with international partners.</i>	<i>Enhanced international learning opportunities for students to apply their skill and knowledge prepare students for participation as global citizens.</i>	<i>Increase collaborations with international partners and assessments of student learning outcomes resulting from these projects.</i>
<i>1.3 Develop and provide strategies to enhance meaningful contributions to regional PSE institutions.</i>	<i>Peer participation in Program Learning Outcomes assessment helps integrate university communities focused toward a culture of learning and continuous improvement and provides a foundation for building synergy among diverse institutions.</i>	<i>Participation in and satisfaction with workshops, conferences, and other informative activities in the assessment of learning outcomes for other BC institutions.</i>

ENGAGEMENT		
Objective Example	Rationale Example	Measures Example
<p><i>2.1 Develop strategies that utilize the expertise of faculty and students to explore, with community members, the physical and cultural environments of local, regional and international communities.</i></p>	<p><i>Enhanced opportunities for students and community members to actively participate in mutually beneficial projects provide greater integration of our communities and foster the application of learning to benefit communities.</i></p>	<p><i>Student and faculty participation in synergistic community projects including community gardens, lecture series, community presentations, Centre for Performing Arts events, life-long learning opportunities responsive to community needs, transition training for new immigrants, and tutoring for children of new immigrants.</i></p>

CONCLUSION


This past year we have been facing significant fiscal challenges, which provided an opportunity for a thorough review of program offerings, services to our community, partnerships with external stakeholders, and many other aspects of our university. We are at a turning point that many of our communities consider the most important this university has ever encountered. Looking forward, we have confidence that Capilano University will evolve as a leaner focused university with programs and services that fit the unique communities we serve.

We feel that the new core themes provide us with an important opportunity, and they will be used: as a framework for academic and strategic planning, as a guide to integrating learning outcomes throughout the institution, and as a vehicle for planning the future of student learning at Capilano University.

Over the next planning cycle the entire community will be engaged in the integration of core themes with the planning and reporting processes. Through this we hope to learn how best to proceed as we develop our 2014-2018 Integrated Academic Plan, and reimagine the opportunities that will be available in the coming years. It is our sincere hope that “Opportunity, Learning and Community” will provide a touchstone to mission fulfillment, a signpost for measurement of key strategic outcomes, and a roadmap for continuous improvement of all faculties, schools and departments.

We are excited about our prospects, as we continuously mover forward.

APPENDIX 1

	Policy No.	Replaces	Policy
	S2013-02		Senate
	Policy Name		
Teaching Out Suspended or Discontinued Programs			
Approved by	Responsibility		Category
Senate	Senate		
Date Issued	Date Revised	Revision	Related Policies, Reference
March 2013		March 2016	

Purpose

This policy is to provide direction regarding the teaching out for students currently enrolled in programs that are discontinued or suspended.

Scope

This policy relates to all academic programs at Capilano University (Capilano), including but not limited to Bachelor Degrees, Associate Degrees, Diplomas, and Certificates.

Policy Statement

Capilano reserves the right to review programs and make decisions regarding the discontinuation of the program at any time. Capilano is committed to provide students who are currently registered in their programs a reasonable opportunity to complete the program if the program is discontinued or suspended.

Procedures/Guidelines

1. Students currently registered in a Capilano program normally will be provided a minimum of one term notice when the program is being discontinued or suspended.
2. The discontinuation or suspension of a program will follow this process:
 - a. The initial step is not to accept new applicants to the program.
 - b. Discontinuation of the first year of the program,
 - c. Discontinuation of the second year of the program,
 - d. Discontinuation of the third year of the program,
 - e. Discontinuation of the fourth year of the program.
 - f. Discontinuation in sequence of any subsequent years of the program.
3. Capilano will offer the required courses for students up to the year they would have normally completed those courses PLUS one additional year. Appropriate substitute courses may replace previously required courses after consultation with the program area and the Registrar's office. These substitutions may take place at another post-secondary institution. Credit will be applied toward their Capilano credential.

4. Students seeking graduation from discontinued or suspended programs must complete all requirements and apply to graduate within one year after the official discontinuation or suspension of the final year of the program.