Special Request Required Follow-Up: The NWCCU requests Capilano University, "Submit an Addendum to the Fall 2020 Year Seven Self-Evaluation Report to address, Recommendation #4 of the Fall 2012 Initial Accreditation Peer Evaluation Report."

The Peer Evaluation Recommendation #4, from Fall 2012 Report is as follows:

"The 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 6 level learning outcomes, and the development of the means for determining whether, at a university level, institutional learning outcomes have been achieved." (2.C.9,2.C.10,4.A.3)

As a result of the recommendations from the NWCCU, CapU has implemented the following changes to its curriculum with the goal to improve the student experience through General Education and Program Assessment. As the University moved towards implementing general education framework, a variety of models were considered. An April 2015 Report on General Education, submitted to the Vice President Academic and Provost, outlined five possible general education models. As the model chosen for Capilano was the Core Curriculum Model, 'Cap Core' was selected as a fitting name.

The Core Curriculum Model is typically delivered in the introductory stages of a student's course of study in order to provide a strong foundation on which to build future student success. However, many universities that follow the Core Curriculum Model are recognizing that distributing the core curriculum over the student's entire course of study rather than concentrating it in the first year leads to improved student learning. Hence the decision to introduce the Foundation, Integration and Professional Practice elements spread across the entirety of students' undergraduate education.

General Education: 'Cap Core'

All students enrolled in baccalaureate degrees in British Columbia are required to meet an academic breadth requirement. The purpose of Cap Core is to provide a framework for meeting this requirement in an intentional way. Cap Core invites students to design a personalized learning program integrating perspectives from across the university. It ensures that CapU graduates have the foundational and professional knowledge and transferrable skills required to succeed in academia and in their careers.

Common intellectual experiences, such as Cap Core, are a high impact educational practice. Cap Core is designed to provide students with transferrable skills, including literacy, numeracy, communication, problem solving, critical analysis, synthesis and evaluation. These skills will enable graduates to stand out from the competition in the job market and to be flexible, no matter which direction their career takes them. Employers need educated and trained graduates, but also socially, interpersonally,

environmentally aware individuals, with broad-based knowledge and understanding, who are critical and creative thinkers, effective communicators and problem solvers. When general education learning outcomes are aligned with institutional learning outcomes and program learning outcomes, assessment can measure student achievement of these skills and demonstrate the breadth and depth of learning across CapU. These results can be shared with community partners to increase transparency and accountability.

Cap Core Themes and Credits

Cap Core is a set of courses grouped by theme. Each theme contains several courses at different levels. As students' progress through their credentials, they work through the themes and levels of Cap Core. Since fall 2018, students in baccalaureate degrees have been required to complete 30 Cap Core credits as part of their programs.

Beginning in fall 2021, students in certificate and diploma programs laddering into CapU baccalaureate degrees will typically complete their foundational requirements and a portion of their integration courses while fulfilling their certificate and diploma program requirements. The remaining Cap Core requirements will be met while completing their baccalaureate degree requirements. Specifics will vary from program to program.

Cap Core Themes within a 30 Credit Framework:

Foundation (6 credits):

Establishes the fundamentals in Literacy and Numeracy; Normally completed in the first year; Degrees require 3 credits each of Literacy & Numeracy; Senate-approved Literary and Numeracy courses.

Integration (18 credits):

Understanding of the world through a variety of perspectives; Incorporated into degrees only; At least three credits in each of the following subject areas: Culture and Creative Expression; Science and Technology; Self and Society. May be completed across the four years of a degree; Senate-approved Culture and Expression, Science and Technology and Self and Society courses.

Professional Practice (6 credits):

Putting what students have learned into practice through Experiential and Capstone courses; Completed in the final year; Senate-approved Capstone and Experiential courses.

WHAT IS CAP CORE?

Cap Core is a framework for selecting courses that helps students become well-rounded graduates. Courses are organized into three themes that are designed to provide the foundational and professional knowledge for career success.

CAP CORE THEMES

Foundation
Literacy
Numeracy

Integration
Self and Society
Science and Technology
Culture and Creative Expression

Professional Practice
Experiential
Capstone

CAP CORE REQUIREMENTS

BACCALAUREATE DEGREE

YEAR 1	YEAR 2	YEAR 3	YEAR 4
6 credits	18* credits		6 credits

* Integration courses may be completed during any year of study

Program Assessment and Structured Program Reviews

Program assessment is a process that gathers evidence of how well CapU students have achieved program learning outcomes. It encourages the use of evidence of student learning to inform important decisions, especially regarding curriculum and pedagogy. It is a tool for equity, program understanding, and improvement of the learning system, with benefits on multiple levels.

A well-established program assessment process promotes a continually improving, evidence-based learning experience that develops key competencies, knowledge and skills. It provides faculty members with useful information for communicating program successes and needs to community partners, evidence of effective teaching and learning practices and supports informed, productive and effective discussions about the status of student achievement of learning outcomes and how the program can be improved. Finally, program assessment demonstrates an institutional commitment to continually improving academic programs offered by the university.

Overview of Program Review Process

Every five (5) years, the University conducts individual formal reviews of existing programs to ensure quality and currency, as well as alignment with the values, priorities, goals, expectations and requirements of the University, and the provincial government. Program review is a process of quality assurance and ongoing improvement that provides a regular opportunity for self-reflective, in-depth, formative and summative, internal and external assessment and peer review. Program reviews are meant to be evidence-based and comprehensive, addressing a wide range of criteria and all aspects of the learning environment. It is assumed that all programs, even those of the highest quality, may benefit from review with an eye to improvement. A comprehensive 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. The goal is to identify program strengths and weaknesses, highlight opportunities for improvement and growth, recommend changes where appropriate, and indicate pathways for future directions.

Initiation of Program Review

No later than May 1st of each year, the Vice-President, Academic and Provost identifies programs scheduled for review in the following academic year (i.e. August through July) and notifies the Board of Governors, the Senate, and the Dean of the program areas to be reviewed. The Dean of the Faculty in which a program resides will be responsible for oversight and direction of the program review process, and for presenting the results to the Vice President Academic and Provost.

Components of the Program Review Process

Components and criteria for program review, including administrative procedures and timelines, will be set, updated as required, and published electronically by the Vice-President Academic and Provost. In general, components include: Preparation of the Program Review Report; External review of the program including a scheduled site visit and formal evaluation with findings and recommendations; Revision of the Program Review Report and presentation to the Dean, the Vice President Academic and Provost, and the Senate for review.

Final Review and Senate Approval

The Final Program Review Report will be presented to the Senate Academic Planning and Program Review Committee (SAPPRC) for review. Once SAPPRC is satisfied with the Program Review Report, it provides written confirmation to Senate that the program review process has been successfully completed. Once Senate approves the Program Review Report it is presented to the Board of Governors for information. The Vice-President Academic and Provost will post all approved Program Review Reports on the University Intranet and maintain a current copy of file until the next program review.