

# Cap Year Experience Consultation Report

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**01/06/2016**

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## Introduction

The following report discusses the consultation process for the Cap Year Experience Project. It looks at the key findings and conclusions as well as specific recommendations for the future.

## Methodology

Consultation was done in three phases over the period from September 10<sup>th</sup> to November 30<sup>th</sup> 2015 and consisted of internal and external discussion and feedback and external research (See Appendix A for schedule). All stakeholders were given the CYE document as well as an in person presentation. There was time for feedback and questions, which were documented (Appendix B). The feedback informed the content of the presentation and discussions as the consultation process evolved. It is important to note that the feedback process will still be ongoing in the New Year to continue the communication and allow for additional comments and questions, which will inform the marketing of the pilot.

The internal phase consisted of attending faculty DAC's, meetings, and forums. This phase also included discussions with staff and students via staff meetings and student forums. There were also several one on one discussions. Interactive forums were conducted at the end of November that incorporated some of the findings and allowed for feedback around how faculty may work together to create a CYE. A survey is also in the process of being developed by Institutional Research and should be ready for distribution in the New Year.

The external phase included meetings with staff (counselors and teachers) from SD 44 and SD 46. There were also a couple of discussions with students. This will continue in the New Year with a heavy emphasis on student input. A survey is also being developed to address this.

The external research phase included gaining a better understanding of the FYE research that exists as well as an in depth understanding of how FYE programs run at other institutions. Discussions with coordinators of FYE programs in Canada were also conducted. The National Resource Centre for the First Year Experience and Students in Transition (<http://www.sc.edu/fye/>) in South Carolina is a hub for research and publications from the U.S. and beyond. Some resources that pertain specifically to developing an FYE program as well as FYE programs both in Canada and the U.S that have been used to inform this report have been saved here (<http://moodle.capilanou.ca/course/view.php?id=1622>).

The questions and comments as well as the external research helped to inform a new framework for a Cap Year Experience and a draft Request For Proposals (RFP). (See Appendix C).

## Findings

### 1. Internal Phase

Following are some key findings from discussions with university faculty and staff.

There needs to be an emphasis on the following:

- Financial aid eligibility
  - Career options/career building
  - First nations Student Success strategy
  - Risk, adventure and excitement
  - Information literacy
  - Transferability
  - Certifications or certificate of completion
  - Alignment with Gen Ed
  - Strong guidelines around eligibility
  - Dedicated space for the project
  - Strong support for the development of academic skills
- Faculty also gave had direct questions and comments around the structure of the RFP and the process of the Cap Year project over the next 5 years

Students in first year expressed the following after being asked what they feel is missing from their first two months in university:

- Needing more transferable skills
- Requiring an engaged orientation
- Gaining a better understanding about the services Capilano University offers
- Allowing for more opportunities for campus engagement
- Having support for writing, reading and library services

## 2. External Phase

Following is sampling of comments from high school students and parents:

- More transferable credits and/or certifications would be good
- A good bridge to university
- The cohort model is good for accountability for students in the first year
- It provides a positive supportive first year
- It is university and not a Gap Year; therefore, it is important to make that clear
- A good idea for my son/daughter as he/she is not clear about her educational goals and needs support
- High school does not prepare you for university. This program would help with that.

Following is a sampling of comments from counselors and teachers

- A great option for those whom to not get into UBC/SFU
- There will be students and parents of students who will find this appealing as it provides an option for a student who wants to explore options
- Important to have ties to career building
- Strong alignment with current BC curriculum (especially the interdisciplinary piece)
- Important to incorporate a “cool” factor so it is appealing

## 2. External Research Phase

There are currently hundreds of FYE programs around the world and each one varies in terms of delivery mode and number and type of educational initiatives. A working definition for an FYE developed by Van Zyl (2011) states that “[an FYE] comprises both curricular and extra-curricular initiatives, and is far more than a single event, program or course. It attempts to establish an ethos and a way of life, through which all first year students will experience the transition into university life.”

First Year Experience programs that have been shown to be successful in terms of student success and retention have some key educational initiatives:

- Strong interdisciplinary seminar content (Bers and Younger, 2014)
- Faculty buy in (L Dickson; personal communication; J. Goodman; personal communication 2015)
- Delivery modes in cycles (3 to 5 years) (L Dickson, personal communication; November 3<sup>rd</sup>, 2015)
- Twenty four as an ideal maximum cohort number (Sidle, M. W., & McReynolds, J. 2009)
- Academic and peer coaching program (AAC&U)
- Collaborative, integrative and grounded in experiential learning delivery modes; (J. Goodman; personal communication November 20<sup>th</sup>, 2015)
- Strong emphasis on student support services (Van Zyl, 2011)
- Ability to evaluate and add to the project in the future as new research on learning and high impact practices emerge (L Dickson; personal communication; J. Goodman; personal communication 2015)

## Conclusions

There was overwhelming support for this initiative from all stakeholders as many noted that certain types of first year students would benefit from this program. Although the support was high from faculty, the actual interest level to develop a proposal was low. Many faculty members expressed time and resources as barriers.

It was also evident that most faculty members needed time to think about how they would work with one another outside of their respective departments and faculties.

Faculty members also gave a lot of feedback around the details of what should go into a CYE. Often times this was based on their background and expertise. This information will be helpful when members look to finding other members to work with.

Based on the above findings, an RFP has been drafted which supports the key findings from this consultation process. Based on faculty interest, there will likely be less than five CYE proposals from interested faculty.

## Process Recommendations

Based on the findings and level of interest from faculty, two options are presented here in moving forward:

1. Put out the RFP as planned and invite all interested in submitting a proposal to a collaboration event in early January. Faculty will then be asked to “pitch” their ideas to allow for collaboration to begin. The CYE committee will select a proposal that meets specific criteria and the chosen “team” will begin work on developing a pilot CYE for implementation in the fall of 2017
2. Put out a call for expressions of interest to those faculty members who wish to work on a CYE. The committee will then look at how best to work with these faculty members to create a collaborative CYE.

## General Recommendations

1. As there still needs to be some work done consulting the external stakeholders, it is recommended that this process continue in the New Year as feedback will still help to inform the development of the CYE as well as its position in the marketplace.
2. There needs to be some alignment with General Education. As the process unfolds in the New Year, it will become more evident how the CYE and Gen Ed can be aligned. Both committees need to continue to work closely with one another.
3. There needs to be an evaluative process in place that will guide the CYE project and allow for the development of new educational initiatives to be implemented as the program grows and gains traction.
4. There needs to be a strong communications and marketing plan in place to attract students who would be ideal types for this program.
5. The Academic Peer Coaching Program, though a solid educational initiative needs to be developed outside of the CYE program and then implemented in future years. There may be an opportunity to “test” elements in the current Cap Year in the forums. The CIE currently has a model in place (<http://www.capilano.ca/Intl-and-Domestic-Student-Engagement.html>) as does the Access Work Experience Program (<http://www.capilano.ca/access/>). It would be a good idea to look into these programs and collaborate.
6. The National Resource Centre for the First Year Experience and Students in Transition provides research, program information and opportunities for professional development. Capilano University is currently on their list serve and this will continue to be monitored. It is important to stay closely linked with this resource, continue the research process, and attend conferences on an annual basis.
7. There needs to be ongoing communication with Canadian universities who have FYE programs as most of these programs are new and a lot can be learned from their implementation process. A suggestion would be to start a list serve or online group as a Canadian “arm” of the National Resource Centre.

## References

Association of American Colleges & Universities. High-Impact Educational Practices: A Brief Overview. *Excerpt from High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*, by George D. Kuh (AAC&U, 2008). Retrieved from [www.aacu.org/leap/hips](http://www.aacu.org/leap/hips)

Bers, Trudy and Donna Younger (2014). The First-Year Experience In Community Colleges. *New Directions for Institutional Research* 160: 77-93.

Sidle, M. W., & McReynolds, J. (2009). The freshman year experience: *Student retention and student success*. *NASPA Journal*, 46(3), 434–446.

Van Zyl, A. and de Kadt E. (2011). Growing an FYE initiative for the diverse student population at the University of Johannesburg. *Conference Presentation, South Carolina, U.S.A. Abstract retrieved from* <http://sc.edu/fye/events/presentation/international/2011/files/CI-16.pdf>.

## Appendix A: Consultation Schedule

<b>Date</b>	<b>Activity</b>	<b>Notes</b>
<b>INTERNAL: September to November</b>		
September 17 <sup>th</sup>	Faculty of Health, Education and Human Development DAC	Completed
September 28	Sunshine Coast DAC	Completed
September 30	Meetings with Associate Registrar and Advising	Completed
October 1	Meeting with SC Advisor	Completed
October 5	Faculty of Fine and Applied Arts DAC	Completed
October 6	Faculty of Business and Professional Studies DAC	Completed
October 7	Meeting with First Nations	Done
October 14	Meeting with Library	Done
October 14	Meeting with Advanced Leadership Team (Alumni Relations, Marketing, Communications)	Completed
October 15	Meeting with Capilano Courier for article	Completed: Article to be in October 26 <sup>th</sup> edition
October 16	Discussion with CFA	Completed
October 19	Presentation to Arts and Sciences Faculty	
October 19	Presentation to CSU #1	Completed
October 19	Meeting with Karen McCredie	Rescheduled for November 5
October 20	Meeting with SD 46 (Sunshine Coast)	Completed
October 20		
October 27	Presentation to Counseling, Accessibility and Learning Skills	Completed
October 29	Faculty of Business and Professional Studies Full Faculty Meeting	Completed
October 29	Faculty of Global and Community Studies DAC	Completed
November 3 <sup>rd</sup>	Presentation to CSU #2	Completed
November 3 <sup>rd</sup>	Presentation to Senate	Completed
November 4 <sup>th</sup>	Meeting with Centre for International Experience	Completed
November 18, 23 <sup>rd</sup> , 25 <sup>th</sup>	Three Open Forums for faculty, staff, and students	
Ongoing	Discussions with students and colleagues	
Ongoing	Communication of consultation plan with CYE committee members and Gen Ed committee	
<b>Ongoing</b>	Discussions with Cross Campus Collaboration Working Group	Sandra Seekins

<b>EXTERNAL: October/ November</b>		
Ongoing	Meetings with parents and high school students in both the NV and SC communities	
October 2	Meeting with Lisa Dickson from UNBC's IASK	Completed
	Cap U incoming student focus group	TBA: Karen McCredie
October 20	Discussion with Assistant Superintendent School District 44	Completed
October 29	Meeting with PLP Program Coordinator Brian Hughes, Seycove Secondary	Completed
November 19	Meeting with Collingwood counselor	Completed
November 19	Meet with Argyle group	Completed
November 25	Carson Graham student group	Postponed
November 25	Meeting with SD 46 Administration Meeting with SD 46 counselors	Completed
Ongoing	Research into FYE programs	
Ongoing	Setting meetings and/or looking into events with high school counselors and teachers	
Ongoing	Survey developed with IR for students To be distributed	
<b>REPORTING AND REVISING November/December</b>		
Nonmember 30 <sup>th</sup>	Final revisions to report complete	
	Reporting of key findings	
December 15	Call for proposals distributed to faculty	

## Appendix B: Feedback and Questions

### Internal Feedback: Faculty, staff and students

Faculty of Health, Education and Human Development September 17<sup>th</sup>, 2015

1. Will there be supports for ESL?
2. Can we umbrella with our CUP programs and how can we connect with the School of Access and Academic Prep?
3. What would service learning look like?
4. Would students be loaded at 100% or would there be an 80% option?
5. What are the questions that will be asked to the community to get this focused feedback? Can we have input into these questions?

Sunshine Coast DAC September 28<sup>th</sup>

1. Should be a strong focus on outdoor programming
2. Should be a focus on First Nations and integrate the First Nations Student Success Strategy
3. Would students be eligible for student loans?
4. Important to have some certifications like First Aid etc.
5. Counselor: Important to teach students skills around distorted thinking (refer to the Atlantic article, The Coddling of the American Mind <http://www.theatlantic.com/magazine/archive/2015/09/the-coddling-of-the-american-mind/399356/>)
6. Could we start small with two courses like some of the other institutions and then build it up from there?

Faculty of Fine Arts DAC October 5<sup>th</sup>, 2015

1. Challenge for the Fine Arts courses is that the courses are not open to the rest of the university. How would they get around this?
2. Important to marry the First Nations values in the experiential trips
3. In addition to reading, writing, thinking there should be an emphasis on entrepreneurship, business models, job fairs and career ideas.
4. Good idea to link with Gen Ed
5. There needs to be specific guidelines in place for faculty when the CFP comes out
6. Would it be worth looking at the SFU model of clusters; however this would make the program lose its interdisciplinary focus

Faculty of Business DAC October 6<sup>th</sup>, 2015

1. How would you ensure mandatory attendance?

2. Eligibility? What are the minimum requirements?
3. What is the maximum number of students per cohort?
4. Would there be room for a second pilot if more applied?
5. How could you market to parents the importance of the first year experience? It almost needs to be a paradigm shift.

First Nations Student Services: October 7<sup>th</sup>, 2015

1. Really like the idea of integrating the Aboriginal Student Success Strategy
2. A good idea to have indigenous mentors working with all students in the CYE
3. Integration of Aboriginal community events in Squamish/SC/NV
4. Truth and Reconciliation Week: Have an assignment that is part of it and attach marks to attending events
5. Important to include the Indigenizing the Academy working group

Library: Tania Akeleson October 14<sup>th</sup>, 2015

1. Needs to have information literacy as a key element (part of the reading, writing, critical thinking)
2. Idea for overlapping with Gen Ed: one Gen Ed course could be a CYE course.
3. Interested in possibly integrating the new course that Jocelyn is developing on information literacy
4. Seeing the librarian as a support instructor

ALT: Advanced Leadership Team: Development and Alumni Relations, Communications, Marketing

October 14<sup>th</sup> 2015

1. Similar high school program at Seycove High School called Performance Learning Program (will research this program). Need to find out if other schools offer this.
2. Marketing the changing of the theme every year will be a challenge
3. Eligibility idea: Have students submit a video or an essay (in addition to their established minimum entrance requirements).
4. Very important to include life skills like understanding tax returns, letter writing, health and wellness, nutrition
5. Would this compete with Arts and Sciences e.g.? Many "confused" students choose AS courses. How to differentiate?
6. How will approval work with the Ministry of Education and/or BC CAT

7. Important to put a TM beside the name Cap Year Experience™ (as per Irene's meeting with legal business experts).
8. What about replacing critical thinking with creativity? <http://www.cbc.ca/radio/thecurrent/thecurrent-for-september-07-2015-1.3217914/critical-thinking-discourages-ideas-says-professor-1.3217951>

Faculty of Arts and Sciences DAC October 19<sup>th</sup>, 2015

1. There needs to be an increase in transferability. Perhaps the UNBC model is a good one to use (6 new interdisciplinary courses and students then choose courses according to their interests)
2. Will we be themed and capstoned project to death? How can we make this different?
3. Need to use this as a substitute for a GAP year in the marketing
4. Can there be a CYE for high functioning students?
5. Can there be a part time CYE?
6. When the call for proposals go out, please make sure to have templates with suggested text and headings etc.
7. Transferable courses need to align with Gen Ed.
8. Have a certificate of completion at the end.

Counseling, Accessibility, Support Services October 27<sup>th</sup>, 2015

1. Overlap with Gen Ed or even have a Gen Ed/CYE course
2. How will these departments be brought in? How will support networks (counseling and support services) be integrated into the Cap Year model?
3. There needs to be section allocation to the Cap Year for learning specialists and counselors.
4. Will there be a USS course and forums for student success? Will that not be overlap?
5. Good to have a designated counselor for students for one on one support
6. As USS is not transferable, maybe the support services should be part of a forum
7. There needs to be support for students going into 2<sup>nd</sup> and 3<sup>rd</sup> years etc.
8. Will having faculty submit proposals "pitt" one against each other?

Full Faculty Meeting Faculty of Business and Professional Studies October 29<sup>th</sup>, 2015

1. Can there be a CYE semester instead of whole year
2. Important to note that only three credit courses transfer to Business courses
3. Increase the transferability

Faculty of Global and Community Studies DAC October 29<sup>th</sup> 2015

1. It would be helpful to have a schematic with both academic initiatives and how degrees/minors/majors fit in.
2. Could there be a Cap Half (one semester?)

3. How will seat utilization be handled when students are transferring in from the Cap Year to diplomas and degrees?

Current 3<sup>rd</sup> year business student at Cap U

1. There will be questions around the credits and the numbers. If there is any way to increase them, students will be pleased.
2. Clarity around transferability
3. There needs to be some consistency in themes and a five to ten year plan
4. Languages would help prepare them for a global economy
5. Needs to include Outdoor Recreation being the longest running OR program in Canada and using our resources.
6. Imperative to have campus community connection as this is a commuter campus and it still has a reputation as university transfer institution
7. What if I am the only student in the cohort who ends up being interested in going into Business? Do I have the skills to “survive” the second year with a group of brand new students? There needs to be a solid transition to 2<sup>nd</sup> year for all students.
8. BADM 101 should be a core course

CSU pizza and discussion November 3<sup>rd</sup>, 2015

General comments:

Interdisciplinary courses would be a great idea as I think it would make me more interested in the topic and it would lead to better grades for me.

High school did not prepare me for writing in university. I am finding it hard.

1<sup>st</sup> year student question: Now that you are two months in to your semester, what things are working for you? What skills are you not getting that you feel will help you? What can be improved?

- More writing skills and APA work
- More opportunities for connection across faculties
- More events that are directed at students like Chat Live
- Orientation: I was expecting a place where you could meet and connect with new people but the lectures were from instructors who just went on about how great their faculty was. I know how great it is; I already paid and signed up!
- Will there be more space for a Cap Year?
- More opportunities to get into two courses that are restricted to certain students?

Ben Glassen 3<sup>rd</sup> year Tourism Student

While Lydia talked to another group, I asked two girls from the Music Theatre program what they thought of the Cap Year Experience. They conceded that the program makes sense for youth, like the one girl's sister, in grade 12 and not sure what she wants to study in University, but their parents are

prepared to enroll them.

The concerns of the two music theatre girls were around credit transfers and cohort program compatibility. The CYE will transfer maybe 18 credits to a first year in a regular Capilano program like Tourism, Business or Early Childhood Care and Education. The problem occurs in a close cohort program like Musical Theatre or MOPA. Students are expected to enroll in all the courses with the cohort with nearly no exception. For these students the CYE would not benefit their academic progress.

Having said that, there are ways that this program is still beneficial despite those concerns. Firstly, with CYE only 15 or 18 credits transferring as a pose to a full first year of 30 credits. Even the fewer credits of CYE can be very beneficial in the long run. My education path is an example of that, having completed MBO, coming into OREC I had space available in my cohort schedule from the transfer credits and so I added second year courses. Once in second year OREC, I had room to add Tourism Classes and in the long run, I am able to graduate with MBO, OREC and Tourism in 9 terms, one summer practicum having only ever had 4 classes per term in 4.5 years.

The second response to the concerns of the music theatre girls is this; credits may not transfer now, but in the future they may. Transfer credits last forever. For students in a very specific program like music theatre or motion picture arts, they may be mandated to take every class with their cohort until graduation, but chances are they will seek further education in some fashion in the future. After music theatre student has finished, so they can manage a stage they may turn to an administration program where many of the CYE credits will transfer. I'm always shocked when the academic adviser adds credits toward my graduation first from my short experience behind a computer in TRU graphic design school, and further to that, an elective for my BTM will be a course I took as a grade 11 student in a high school advancement program at the old Malaspina College. This goes to show, transfer credits last forever.

Centre for International Experience November 4, 2015

1. Important to incorporate Fine Arts
2. This would be a good program for international students who do not know what they want to do.
3. Certificates of completion would be good to get and would help justify payment
4. International students want to be with Canadian students so an all international Cap Year would not make sense. Best to blend the students.
5. Peer to peer support model can be based on the CIE mentorship program. (Contact Stacia for details)

Meeting with Leighan Crowe

1. Needs to satisfy Gen Ed requirement (2 courses); therefore need to work with Gen Ed
2. Good idea to think of faculty who will work well together before putting out the RFP
3. Important to discuss the lack of engagement in courses that are not credit based in the Open Forum.

4. Response to RFP would be the same as RFPs for field schools and new courses: They do not always get selected.
5. There needs to be a way to encourage the interdisciplinary thinking i.e. How can we matchmaker to look at who will work well with each other.

Advising (NV and SC campus)

1. What would the academic requirements be?
2. Would languages be included?
3. Would math be included?

Karen McRedie November 8<sup>th</sup>, 2015

1. Transfer credits: All credits are transferable. Some may not be “program friendly” but they all transfer as university credits. All credit bearing courses are transferable.
2. EG. CYE 100 transfers to UBC as unassigned credit
3. Talk to Rick about Ministry of Education approval. If it is a credential program, it will need this.
4. Karen will work with us when it comes to looking at more detail in the course planning.

## External Feedback

Informal conversations in both the NV and SC communities

SC Parent:

Sounds like a great program. When I graduated high school, my friend and I went to a community college because we were not ready for university. We ended up going to Whistler for lunch each day. There was no accountability. No one cared if we showed up or not. It was a waste of a year.

SC Parent:

- A great program for students who need that baby step to reach their educational goals
- We coddled our kids so this would appeal to parents as it is supportive and engaging. University would be too intimidating for my children (Grade 11 and 12).
- NV high school student
- Not sure what the point is. If you are not ready, why not go travelling or work full time? I don't think there needs to be a transition year.

WV high school student

- Would like to see more transferable credits
- Please do not use the words field trips (She liked “experiential trip” better) as we have heard this since K and are tired of them.

- What would the goals of an OE experience entail?

Cap U student (who has also been to a bigger university)

It appears the teachers are valued at Cap U and they are passionate about teaching. This was not the case at the other institution. This will be a very important thing for the CYE as students who have anxiety about university need this to succeed.

SD 46: October 20<sup>th</sup>, 2015

Vanessa Clarke, Manager, Student Support Services

David Barnum, Transitions Coordinator

1. Many students do not get into SFU/UBC so this may be a great option
2. There a lot of students on the SC who are uncertain of their direction
3. The culture on the Coast is still about wanting to leave after high school, therefore it would need to have elements off Coast to make it appealing
4. Important to have ties to career building, service (Katimavik)
5. Link to nature education, great idea for community collaboration
6. Important to have elements of risk, adventure and excitement

Meeting with Seycove High School Coordinators of PLP Program:

- Strong alignment with the new BC curriculum
- Important to create a perception of prestige in the marketing
- Interested in continued collaboration and doing a focus group with students

Meeting with Marc Pearmain, Assistant Superintendent of SD 44

- Great program for many students who cannot get into SFU/UBC

Lisa Dickson, UNBC iask Program

Do you have any student support elements built in to your program?

--Yes, one of the best innovations we've incorporated is embedded student supports. So, we have an embedded librarian in our Foundations of Learning courses who delivers "just in time" instruction on databases and research skills. We have a number of guest visits from Wellness, Access Resource (formerly disability services), and Peer Support etc. and bring in student mentors. We also have introduced this year a "Wellness inventory" project to help the students to reflect on balance and coping skills.

2. How did you decide on your delivery mode? There seems to be so many out there!

--The delivery mode was determined by the learning outcomes. The Diamond book has a great chart showing the links between outcomes and implementation and another showing the factors to be considered. We were tasked with being COLLABORATIVE, INTEGRATIVE and grounded in Experiential learning, so that determined the delivery method that emphasizes high impact practices. (Again, the SPACE can't be underestimated here as this has been a big struggle for us in terms of finding spaces that can accommodate our needs--modular workspaces, access to the internet for "just in time" teaching, a scheduling method that puts all three courses on the same days to provide continuity, etc. Beyond those

core principles, the deliver method of individual classes is flexible and is not locked in to a specific model. Each team develops their own practice based on what works best for their styles and goals, within those larger parameters.)

3. What is the maximum number of transferable credits a student can come out with? This seems to be a touchy issue here.

We're still working on the articulation issue ourselves. The IASK program is 18 credits. We're aiming for block transfer as humanities credits, although it is possible that individual courses may be able to be articulated by discipline. There must be some model for interdisciplinary programs out there, but this is not something I've looked into yet. Students may transfer IN with 18 credits (any more requires a waiver of the limit).

4. Was there a piece of research or a program that you found particularly helpful? I did buy that Robert Diamond book and it is great for future planning. Thanks.

--Diamond was our go-to. We used our Learning Outcomes Workbook Project findings to clarify our LOs. I know that Peter Wolf at Guelph has developed a curriculum mapping program that is helpful.

5. Do your courses take on different themes each year?

--The course content is up to individual instructors; however, the curriculum committee is tasked with ensuring that there is strong continuity among the 4 "substantive" or content-based courses. As new partnerships are created as people "ladder in and ladder out," themes have to be reviewed and approved. Right now we're dealing with how to manage the possible proliferation of IASK courses in the calendar, which can be a problem as new instructors enter. We started with some generic "big questions" that can be interpreted in a wide range of ways with the understanding that new instructors could "ladder in" to existing courses and then negotiate with their teams what their particular iteration might look like. Ideally, every team would have at least 2 years together, one to test the theme and one to run it with variations and adaptations based on what they learned first time through. We're thinking of setting a 3-year commitment to the program for new faculty. Faculty is a huge issue that we're still grappling with. We need to maintain consistency in the program while giving faculty the ability to teach to their strengths and interests. No one should be forced to "teach someone else's course."

November 20<sup>th</sup>, Jackie Goodman, Department of University Transitions, University of Toronto

- Themed seminars
- Two programs; one for regular students and one for scholars
- Program started 5 years ago and is being built upon and changed ever since
- Run out of Office of Transition
- Strong peer academic coaching
- Exam Jam: collaboration with student affairs and health and wellness committee
- Research now shows 24 students is a key number
- Need a working group comprised of Liberian, student affairs, counseling, 1<sup>st</sup> year instructor and support services

Programs in Canada with like courses:

Lisa Dickson, University of Northern BC

IASK program: A first year experience program

<http://www.unbc.ca/calendar/undergraduate/integrated-analytical-skills-and-knowledge>

- Pilot was 2012
- 20 students in a cohort
- Cohort is a key factor
- Developing a strong connection with alumni so that they can come and mentor students
- Key research book: Robert M Diamond Designing Curricula
- No documented research yet but anecdotally, students are staying in UNBC and are doing well

UBC: Arts One or Science One <http://artsone.arts.ubc.ca/about-arts-one/>

Students need 80% to get in

SFU: <http://beedie.sfu.ca/bba/options/transition-programs/>

Arts One/Business One/Environment One

University of PEI: <http://www.upei.ca/programsandcourses/first-year-experience>

University of Manitoba: <http://umanitoba.ca/u1/about/about.html>

University of Saskatchewan: <http://www.usask.ca/programs/colleges-schools/engineering/programs/common-first-year/index.php>

University of Guelph-Humber <https://www.guelphhumber.ca/life/first-year-experience>

These programs have various parts of the FYE such as a common seminar or an orientation or two courses that are interdisciplinary

University of Toronto: <http://www.artsci.utoronto.ca/newstudents/courses/ones>

Many of the key FYE elements and CYE elements; First Year Foundations Programs

Memorial University Newfoundland

<https://www.mun.ca/success/overview/courses/>

First year Success Program

Capilano University Moodle Site for the CYE committee: Research and FYE programs

<http://moodle.capilanou.ca/course/view.php?id=16220>

## Appendix C: Request for Proposals

### Cap Year Experience Pilot Project Request for Proposals

#### *Introduction*

The first year of University is a pivotal year in the academic, intellectual, social and emotional development of students. As an instructor, this is your opportunity to create Capilano University's model for a first year experience - an intentional and comprehensive program that consists of different components working together to increase academic performance, provide a cohesive learning experience, increase student persistence, assist in the transition to university, facilitate a sense of commitment and community to the university, and increase personal development.

#### *Background and Rationale*

Capilano University's Strategic plan lists the Cap Year Experience (CYE) as a strategic priority initiative. This is based on research that has found that First Year Experience (FYE) programs have been shown to enhance student engagement and success. An FYE is a common learning experience that takes place over two semesters. It includes an intentional combination of academic and co-curricular initiatives including an orientation, common first year seminars, interdisciplinary curriculum, and forums. It is intended to support new students, both personally and academically, as they transition to university life.

A committee was struck in early 2015 with representatives from each of the faculties to create a framework for a CYE. The committee published a report and consulted with both the internal and external community in the latter part of the year, producing a final draft plan of the Cap Year Experience.

The Cap Year Experience will be piloted in the fall of 2017 with a two semester curriculum that will provide students with a shared first year including a common curriculum and extracurricular support. It will also allow students to explore the many program offerings and educational experiences that Capilano University has to offer. The CYE has the potential to attract more students directly from high school who would be interested in a dynamic experience and who would benefit from the personal and academic support this program would provide.

#### *Request for Proposal (RFP)*

You, as a faculty member, are invited to develop the pilot Capilano Year Experience and to work across departments utilizing creativity and collaboration to create a CYE to be piloted in the fall 2017 term. The CYE Committee is currently seeking proposals from interested faculty members.

The following RFP describes the requirements of the development proposals- what the students will achieve; how they will achieve it; and the required educational initiatives of a Cap Year Experience.

For more information on FYE programs, go to <http://www.sc.edu/fye/>

## **What will students achieve from participating in the CYE?**

As a result of participating in the CYE, students will achieve the following:

### **Learning Outcome 1: Academic and Career Selection**

**Successful students will:**

1. Identify two university resources available to assist them in achieving their academic goals
2. Outline occupations compatible with their personality, ability and interests
3. Select a program of study that supports their academic career and career goals

### **Learning Outcome 2: Academic Growth and Development**

**Successful students will:**

1. Use critical thinking in the exploration of issues, ideas and events
2. Create a reasoned, persuasive argument both orally and in writing
3. Apply interdisciplinary concepts, theories, and practices to an individual portfolio and/or group Capstone project based on the CYE designated theme
4. Collaborate and interact confidently and effectively with others

### **Learning Outcome 3: Personal Growth and Development**

**Successful students will:**

1. Exhibit effective time management skills
2. Examine how their background and experiences impact their values and assumptions
3. Compare and contrast diverse perspectives to develop or modify their points of view
4. Describe and demonstrate principles of responsible citizenship within and beyond the campus community

## **How will the learning outcomes be achieved?**

The CYE will have the following characteristics that are key to successful first year experiences:

#### **1. Exposure to interdisciplinary curriculum**

The CYE will be developed and taught by a team of instructors from two or more faculties allowing for students to gain a more complete picture and unified understanding of the curriculum.

#### **2. Introduction to foundational capabilities and transferable skills and development of personal and social responsibility**

The CYE team will work with the library, writing centre and math centres, advising, counseling and learning specialist services and implement these into forum and seminar content.

#### **3. Participation in experiential learning**

The CYE team will create opportunities for students in forums as well as the capstone course to engage in volunteerism, advocacy and / or entrepreneurship.

#### **4. Exploration and demonstration of intercultural understandings**

The CYE team will work with the other university departments to implement content into seminars, forums and courses.

**What are the required educational initiatives of the CYE?**

Educational Initiative	Description	Credits
Orientation	<ol style="list-style-type: none"> <li>1. One week at the end of August</li> <li>2. Allows for an outdoor recreation experience</li> <li>3. Builds relationships, sense of place, trust and community</li> <li>4. Connection to university culture including First Nations Community</li> <li>5. One day of staff orientation with financial services</li> <li>6. Orientation to new faculty, staff and students</li> </ol>	Non credit
Seminars	<ol style="list-style-type: none"> <li>1. Two new CYE small learning communities</li> <li>2. Interdisciplinary</li> <li>3. Team taught</li> <li>4. Theme based</li> <li>5. Strong emphasis on critical thinking, reading, writing</li> <li>6. Exploration of an idea, topic or event</li> </ol>	6 credits
Introduction to University Success Skills	<ol style="list-style-type: none"> <li>1. A course that focuses on time management, learning skills, managing stress, and effective interpersonal skills integrated into Cap U courses.</li> </ol>	3 credits
Capilano University courses	<ol style="list-style-type: none"> <li>1. Three existing or new courses related to the theme of the program</li> <li>2. Content revised accordingly</li> </ol>	9 credits
Forums	<ol style="list-style-type: none"> <li>1. Required weekly learning communities</li> <li>2. Content linked to assignments in seminars and courses</li> <li>3. Integrates Cap Student Support Services <ul style="list-style-type: none"> <li>• Career Centre</li> <li>• Advising</li> <li>• Information Literacy</li> </ul> </li> <li>4. Two forums focused on specific program theme</li> </ol>	Non-credit
Capstone Course	Portfolio creation or capstone project	3 credits
Total		21 – 27 credits

## Request for Proposal Instructions

Name of the Cap Year Experience: \_\_\_\_\_

Submitted by:

Names	Department

Create a development proposal of no more than 5 pages to describe the educational initiatives of your program.

- Overall theme for CYE
- Orientation outline
- Seminar 1 title and description
- Seminar 2 title and description
- Introduction to University Success Skills
- Course 1, 2 and 3 linked to overall theme
- Capstone course
- Forum 1 title and description
- Forum 2 title and description
- Link CYE learning outcomes with seminars, forums and courses
- What will attract students to this program?

Resources:

- How many instructional sections are required? (There will be one section for coordination)
- How many instructional spaces are required?
- Additional staff or other personnel
- Special equipment dedicated to the program

### Additional Details

- If you have any questions, please contact Lydia Watson  
There will be **two options for a networking meeting** where faculty members will be invited to collaborate and share ideas (Room TBA). Dates and times are Thursday January 14<sup>th</sup> at 11:30 am and Thursday January 28<sup>th</sup> at 11:30 am. Please RSVP to [lwatson@capilanou.ca](mailto:lwatson@capilanou.ca)
- Proposals will be reviewed as the first stage in the development process of a pilot CYE
- Email proposals to the CYE committee at [lwatson@capilanou.ca](mailto:lwatson@capilanou.ca) by **February 15th at 4:00 pm.**
- Development proposals that are from only one Faculty will not be considered.
- The CYE committee will evaluate all of the RFP's in relation to the above criteria.