

Recommendations and Action Plan: Recreation Studies

Within the first three months after the self-study report has been received by the Dean


- Department steering committee reviews recommendations noted in Self-Study Report
- Department Chair initiates discussion with Division Chair and Dean to determine actions required to evaluate and implement the recommendations
- Department Chair and steering committee complete the action plan document, forwarding the original to their Dean and copy to program review facilitator
- The action plan will be reviewed and updated during the one-year post-review meeting

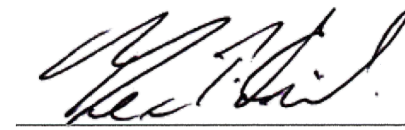
RECREATION STUDIES PROGRAM REVIEW COMPLETED JUNE 12, 2019; SELF-STUDY REPORT FINALIZED OCTOBER 2019; EXTERNAL REVIEW SITE VISIT CONDUCTED NOVEMBER 15, 2019.

Institutional Response

The Department is to be thanked and congratulated for their excellent and thorough work during this review. They have produced a thoughtful, comprehensive review and action plan that takes into account key factors and challenges. The Bachelor of Recreation Management degree is integral to our Academic Plan and strategies, and its success is important to our College and community. This review and plan will serve as a sound framework for the Department in moving forward and thriving through the next five to seven years.

The Dean and Provost have committed to fully supporting the Department in achieving their goals through the Action Plan. In particular, the Dean and Division Chair will support and facilitate the Department as they undertake their identified priorities to: set up a multi-departmental task force to address the Recreation Studies Department's recruitment, marketing and communication needs; and to address ways to build community, create gathering spaces, and facilitate wellness initiatives for Recreation Studies, students, faculty and staff.


Signed
Dean, Faculty of Social Sciences and Community
Programs


Signed
Provost and Vice-President Academic

May 14, 2020

Original: Department Chair; cc: Division Chair, Dean, Provost & VPAS, Director Academic Innovation

NOTE FROM THE OFFICE OF ACADEMIC QUALITY ASSURANCE

Program review is a relatively new and evolving process at Langara College. Recreation Studies' Action Plan reflects this evolution. Prior to Fall 2019, program reviews at the College did not include an external review. Consequently, Recreation Studies first developed its Action Plan following the completion of a Self-Study. In Fall 2019, as part of the College's Quality Assurance Process Audit (QAPA) preparation, external reviews became part of a Langara program review. Recreation Studies volunteered to be the first Langara department to host an external review and, subsequently, returned to

its Action Plan to incorporate its external reviewers' recommendations.

RECOMMENDATION #1

Develop an ongoing curriculum renewal and assessment process:

Academic Plan Priority One: Learning and Teaching

- 1.1. Promote and support innovation and quality in teaching and curriculum design
- 1.2. Advance the application of innovative technologies that support learning and teaching
- 1.3. Maintain and expand experiential education opportunities

External Reviewers' Recommendations:

- The learning outcomes could consider including language that reflects the importance of teamwork to both the field and the work being done within the course work. (Reference planned action 1.12)
- The learning outcomes may not clearly identify the specific job-related competencies that are part of the core of the program. This kind of language could be a distinguishing marketing & communication element for the program. (Reference planned action 1.12)
- Further opportunities to align students with industry recognized certifications (for job-ready skills) should be explored and balanced with need of post-secondary institutions to introduce students to a broad range of ideas and encourage further development of their critical thinking. (Reference planned action 1.13)
- The curriculum does not explicitly identify areas where business related computer application skills are developed. Clearly identifying or providing opportunities that develop these skills would be valued by employers. (Reference planned action 1.12)
- The self-review did not indicate a focus on developing qualitative research skills. Familiarity with qualitative and quantitative research methods is required by industry and should be reflected in the curriculum. (Reference planned action 1.12)
- The Department could take a closer look at their prerequisite or co-requisite for some of their courses. For example, RECR 4400 does not contain a prerequisite for LIBR 3210. LIBR 3210 would be very useful for students undertaking the capstone project and would align with the Library recommendations provided in the self-study. (Reference planned action 1.10)
- The Self-Study demonstrates a significant effort to critically assess the program, its offerings and relevance in the community and job market. On-going assessment and review will allow the program to remain nimble to reflect the needs of the community and innovative in its attraction of students. Integration of the indigenous, intercultural and inclusive lens expands the avidity of the program. Students with experience, background and comfort in working and collaborating in these areas will be at an advantage. (Reference planned actions 1.8 & 1.9)
- The department should maintain dialogue with industry related to course competencies and job expectations. (Reference planned actions 1.6 & 1.9)
- There is an opportunity for the Recreation Management diploma and bachelor's degree to further align with industry to provide students with job ready skills. (Reference planned action 1.12)

#	Planned Actions	Timeline
1.1	Revise Program Learning Goals (PLGs) and Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLO's) and	January 2019 -

	Descriptions for both Degree and Diploma (including external reviewer's feedback) and Submit revised documents to Education Council	September 2021
1.2	Align Methods of Assessment to CLO's for all RECR Courses	September 2019 – September 2021
1.3	Consult with TCDC to review BRM course mapping	July 2020 – September 2020
1.4	Liaise with Departments across Langara to discuss support courses and course transfer for equivalent courses, for the Diploma and the Degree	June 2019 - September 2020
1.5	Recreation and Aging (RECR 2395) course developed and offered in January 2020 for the Gerontology Diploma Program - Explore making the Recreation and Aging course (RECR 2395) a part of the required curriculum for the diploma program and omitting an elective.	September 2018 – January 2020
1.6	Explore the creation of a variety of Special Topics courses, i.e. advocacy, community development, youth and recreation, to broaden opportunities for students looking to specialize in serving different demographics in recreation	April 2019 – Ongoing
1.7	Consult with Subject Librarian on the following: - Integrate library instruction into courses that have research components. - Create a Recreation Studies resources page to be linked in the 'getting started folder' for all courses - Review the online library tutorials to enhance where necessary. - Consult with the Subject Librarian to test drive assignment – for the new courses	September 2019 – September 2021
1.8	Internationalize Curriculum - Based on external reviewer's recommendations, ongoing assessments of the program curriculum including intercultural and indigenous lenses.	June 2019 – Ongoing
1.9	Indigenize Curriculum - Based on external reviewer's recommendation, ongoing assessments of the program curriculum including intercultural and indigenous lenses	September 2018 – ongoing
1.10	Based on external reviewer's recommendations, review prerequisite for courses ie LIBR3120/RECR4400	July 2019 – September 2019
1.11	Based on external reviewer's recommendations, course delivery methods in the Diploma should be reviewed	July 2020 – July 2022

1.12	Based on external review recommendations, revisit: <ul style="list-style-type: none"> - Teamwork and specific job-related competencies should be in the learning outcomes. - Course curriculum with regards to computer application skills and qualitative and quantitative research skills. 	July 2020 – September 2020
1.13	Based on external reviewer’s recommendations, department will continue to explore relevant industry recognized certifications to include in courses throughout the diploma and degree	Ongoing

NOTES:

RECOMMENDATION #2

Continue to expand awareness and inclusiveness of Indigenous world-view:

Academic Plan Priority One: Learning and Teaching

- 1.1. Promote and support innovation and quality in teaching and curriculum design
- 1.2. Advance the application of innovative technologies that support learning and teaching
- 1.3. Maintain and expand experiential education opportunities

Academic Plan Priority Two: Student Support

- 2.1. Strengthen and develop student support systems
- 2.2. Maintain enrolments to maximize student access and success
- 2.3. Continue to develop and refine external and internal student pathways

Academic Plan Priority Three: Aboriginal Initiatives

- 3.1. Increase recruitment, retention, and graduation of Aboriginal students
- 3.2. Expand awareness, acceptance, and inclusiveness of Aboriginal cultures within Langara
- 3.3. Strengthen partnerships with Aboriginal community

External Reviewers' Recommendations:

- Work done to bring indigenous and international perspectives to the curriculum should remain a top priority. (Reference planned actions 2.1 - 2.6)
- These efforts should be paralleled with recruitment strategies that target international and indigenous markets. (Reference recommendation #6)

#	Planned Actions	Timeline
2.1	Explore ways to reduce barriers, increase recruitment, retention, and graduation of Indigenous students	May 2018- Ongoing
2.2	Department of Recreation Studies representation sit on the Academic Plan Action Group (APAG) for Indigenous initiatives.	May 2018 – Ongoing
2.3	Increase participation in indigenous related events to explore ways to increase Indigenous student recruitment and to build connections/partnerships within Indigenous communities.	May 2019 – Ongoing
2.4	Expand awareness, acceptance, and inclusiveness of Indigenous cultures within Recreation Studies programs through faculty professional development	July 2019 – Ongoing
2.5	Continue to incorporate Indigenous worldviews in the curriculum (reference recommendation #1)	July 2019 – Ongoing
2.6	Include Indigenous representation during Program Advisory Committee (PAC) meetings. Include Indigenous representation on PAC	December 2019- Ongoing

NOTES:

RECOMMENDATION #3

Continue to expand awareness and inclusiveness of intercultural world-views:

Academic Plan Priority One: Learning and Teaching

- 1.4. Promote and support innovation and quality in teaching and curriculum design
- 1.5. Advance the application of innovative technologies that support learning and teaching
- 1.6. Maintain and expand experiential education opportunities

Academic Plan Priority Two: Student Support

- 2.4. Strengthen and develop student support systems
- 2.5. Maintain enrolments to maximize student access and success
- 2.6. Continue to develop and refine external and internal student pathways

Academic Plan Priority Four: International Initiatives

- 4.1. Position Langara as the school of choice for post-secondary international students in British Columbia
- 4.2. Increase intercultural supports for students, faculty, and staff
- 4.3. Provide international learning opportunities, both on campus and abroad for students and faculty

External Reviewers' Recommendations:

- As the Department advances its efforts to enhance the level of diversity and inclusion of the curriculum, it should continue its approach of engaging with priority communities to develop and deliver curriculum. (Reference recommendations #1 & #2 and planned actions 3.0 - 3.6).
- The Department should also seek, where possible, opportunities to hire faculty that hold a similarly diverse lived experience. (Reference planned action 3.3)
- Work done to bring indigenous and international perspectives to the curriculum should remain a top priority. (Reference recommendation #1)
- These efforts should be paralleled with recruitment strategies that target international and indigenous markets. (Reference recommendation #6)
- Focusing on international markets, in particular, could aid in increasing enrollment and generating revenue for the Department. Along with the already identify target countries, countries that are engaged with sport-for-development could be considered. (Reference action plan below 3.0 and reference recommendation #6).

#	Planned Actions	Timeline
3.0	Develop and implement an Internationalization Strategy for the Recreation Studies Department (Outcome of the Applied Research Project completed 2019)	June 2018 – March 2019
3.1	Apply for COIL Fellowship (Collaborative Online International Learning) - college wide initiative & execute COIL projects	June 2019 -Ongoing
3.2	Create and maintain international partnerships through international visits and outreach.	June 2019 – Ongoing
3.3	Offer Internationalization Competencies Training for Faculty and recruit with intercultural competencies and attention on diversity moving forward.	June 2019-December 2019

3.4	Ensure representation from Department of Recreation Studies to sit on the Internationalization APAG working group.	September 2017 – April 2019
3.5	Add a link to department's web landing page that includes resources and scholarships/ bursaries that are available to both indigenous and international students	March 2019 – September 2020
3.6	To Increase recreational opportunities on campus with the intent to build stronger international relationships among campus-wide students, staff and faculty.	July 2019 – Ongoing

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RECOMMENDATION #4

Review and explore new experiential learning opportunities and build partnerships within the college and community to support student experiential learning:

Academic Plan Priority One: Learning and Teaching

- 1.1. Promote and support innovation and quality in teaching and curriculum design
- 1.2. Advance the application of innovative technologies that support learning and teaching
- 1.3. Maintain and expand experiential education opportunities

Academic Plan Priority Two: Student Support

- 2.1. Strengthen and develop student support systems
- 2.2. Maintain enrolments to maximize student access and success
- 2.3. Continue to develop and refine external and internal student pathways

Academic Plan Priority Four: International Initiatives

- 4.1. Position Langara as the school of choice for post-secondary international students in British Columbia
- 4.2. Increase intercultural supports for students, faculty, and staff
- 4.3. Provide international learning opportunities, both on campus and abroad for students and faculty

External Reviewers' Recommendations:

- There is an opportunity for the Recreation Management diploma and bachelor's degree to further align with industry to provide students with job ready skills.
- Efforts to identify co-op placements, or reflective learning within student's employment situation should be encouraged. (Reference planned action 4.7)
- The campus is lacking in fitness related recreation and sport facilities that support student wellness, build campus community, and are essential to recreation delivery. (Reference planned action 4.7 and College Support Section)
- The College may wish to further leverage senior level guest lecturers to ensure that a variety of perspectives from the community are integrated into the program. Furthermore, this balance would be an asset to students seeking employment in a market that is shifting towards evidence-based decision-making across the municipal corporation. (Reference planned actions 4.0 - 4.3)
- Partnership are identified as another important area could be leveraged to continue with curriculum development and increase enrollment. (Reference recommendation #1, recommendation #6 and reference planned actions 4.0-4.3).

#	Planned Actions	Timeline
4.0	Create curriculum inventory of all experiential learning opportunities	September 2018 – September 2021

4.1	Continue to build relationships with Alumni to support experiential student learning opportunities	Ongoing
4.2	Continue to Build relationships with Associations/businesses/organizations/non-profits to support experiential student learning opportunities	Ongoing
4.3	Continue to build and create relationships within Langara College Departments (relate to experiential learning and teaching)	Ongoing
4.4	Investigate changing department's use of term "internship" to practicum.	January 2019 – September 2021
4.5	Enhance student and faculty support through participation in college and industry workshops.	June 2019 – Ongoing
4.6	Host/Share space on campus through collaborations with industry organizations to enhance partnerships, create student and faculty opportunities and marketing of the programs.	May 2019 – Ongoing
4.7	Explore opportunities to partner with college community to promote on-campus recreation and recreation programs and create a community for students/faculty and staff.	March 2019 – Ongoing
4.8	Continue Recreation Studies Legacy by securing 'homeroom' gathering space for Recreation Studies cohort G103 Investigate creating a gathering space for Recreation Studies in partnership with Athletics and Recreation	2019-2024
4.9	Continue to apply for funding for 2 Applied Research Projects per year.	September 2019 – Ongoing

NOTES:

RECOMMENDATION #5

Continue to facilitate the success of students and faculty/staff:

Academic Plan Priority One: Learning and Teaching

- 1.1. Promote and support innovation and quality in teaching and curriculum design
- 1.2. Advance the application of innovative technologies that support learning and teaching
- 1.3. Maintain and expand experiential education opportunities

Academic Plan Priority Two: Student Support

- 2.1. Strengthen and develop student support systems
- 2.2. Maintain enrolments to maximize student access and success
- 2.3. Continue to develop and refine external and internal student pathways

External Reviewers' Recommendations:

- Moving forward the Department should continue to weigh the pedagogical value of the cohort model as currently presented, with the pressures students face in pursuing post-secondary education and maintaining a work/life balance. (Reference planned action 5.1)
- The program goals and learning outcomes are appropriate. To further develop and tailor the program and students, it would be helpful to learn at what level students are able to acquire a permanent position following completion of the program. (Reference planned action below)
- If students are satisfied with the quality of their education experiences, but not with the sense of community derived from the cohort delivery model, it may be possible to further explore other delivery methods without diminishing the educational integrity of the programs. (Reference action plan 5.1)
- Further opportunities to align students with industry recognized certifications (for job-ready skills) should be explored and balanced with need of post-secondary institutions to introduce students to a broad range of ideas and encourage further development of their critical thinking. (Reference recommendation #1)
- Opportunities for distance learning, and part-time study would be an asset for both employer and student. (Reference planned action 5.1)
- The number of respondents for the student exit survey are small. These results should be interpreted with caution. Alternate methods of data collection may provide more reliable insight into past-student experiences. (Reference planned action 5.1)
- As part of the admission requirement, a letter of intent could be a potential tool to evaluate the suitability of the candidate and provide the department with more insight into why the student would like to complete the program. (Reference recommendation #6)
- The campus is lacking in fitness related recreation and sport facilities that support student wellness, build campus community, and are essential to recreation delivery.
- There seems to be a shift away from dedicated classrooms for the program. If this trend continues, consideration should be given to creating spaces where students can gather and that will promote a sense of community that is integral to the program. (Reference recommendation #4)
- The education, experience, and passion of the faculty are a triangulated asset. Moving forward, the program should consider the competitive advantage of building a faculty with staff who have both advanced or graduate degrees and experience working in the field (Reference planned action 5.4)
- The College may wish to further leverage senior level guest lecturers to ensure that a variety of perspectives from the community are integrated into the program. Furthermore, this balance would be an asset to students seeking employment in a market that is shifting towards evidence-based decision-making across the municipal corporation. (Reference recommendation #4)

- The faculty demonstrates a good balance of scholarly activity. The ability of faculty to pursue research and teaching is seen as a Department strength. The research, to date, appears to help the department create strong bonds with the field of practice and key communities and enhance the quality and relevance of its curriculum. (Reference planned action 5.4)

#	Planned Actions	Timeline
5.1	Review and revise exit surveys used for student, graduate and industry feedback. As recommended by the external reviewer's, the questionnaire will include questions regarding the relevancy of cohort model.	May 2019 – April 2020
5.2	Include professional development sessions at faculty meetings.	Ongoing
5.3	Create a communications plan specific to support services that ensure students are aware of the services available to them. (See communications details in recommendation #6)	Ongoing
5.4	As recommended by the external reviewers, on-going education, experiences and academic applied research projects is encouraged and facilitated for faculty and staff to ensure that they are and engaged in student success. This is also integral for faculty to ensure they are relevant and engaged in the community of practice of which they are teaching.	Ongoing
5.5	Continue to develop relationship with the Foundation/Scholarship and Award Donors	2018 – Ongoing

NOTES:

RECOMMENDATION #6

Continue to improve program communications, marketing and recruitment for ongoing development of environmental, financial, and social sustainability:

Academic Plan Priority One: Learning and Teaching

- 1.1. Promote and support innovation and quality in teaching and curriculum design
- 1.2. Advance the application of innovative technologies that support learning and teaching
- 1.3. Maintain and expand experiential education opportunities

Academic Plan Priority Two: Student Support

- 2.1. Strengthen and develop student support systems
- 2.2. Maintain enrolments to maximize student access and success
- 2.3. Continue to develop and refine external and internal student pathways

Academic Plan Priority Four: International Initiatives

- 4.1. Position Langara as the school of choice for post-secondary international students in British Columbia

Academic Plan Priority Five: Environmental, financial, and social sustainability

- 5.1. Create and strengthen programming that encompasses the cross-disciplinary nature of sustainability
- 5.2. Advocate and model sustainable practices
- 5.3. Build sustainable partnerships with employers, community partners, and alumni

External Reviewers' Recommendations:

- The Department's decision to pursue transfer agreements outside of the province is seen to provide a strategic advantage for growing course and program enrollment, particularly through the Department's continued investment in providing high-quality online learning. (Reference planned action 6.6)
- There are more opportunities to leverage potential students already working in recreation who require a degree for consideration for promotion. The online format provides flexibility for students needing to balance full or part-time work, caregiving of parents or children and pursuing a degree program. (Reference planned action 6.5)
- The learning outcomes may not clearly identify the specific job-related competencies that are part of the core of the program. (Reference recommendation #1) This kind of language could be a distinguishing marketing & communication element for the program. (Reference planned action 6.5)
- The department should maintain dialogue with industry related to course competencies and job expectations. In this light, promotional materials should be reviewed for accuracy of expectations. (Reference planned action 6.5)
- The employment trend should be monitored (reference planned action 6.7), and if possible, at a more discerning level. In future, students and industry may need support in recognizing the value of the transferable competencies gained through the programs. (Reference action plan below)
- The apparent success of the faculty should be leveraged in marketing the Department and shared with other community-focused programs across the College.

(Reference planned action 6.5)

- It is noted that faculty hold a considerable responsibility for marketing and advertising of the program. Certainly, their input into messaging is critical to the overall success of these efforts. However, given the workload and importance on ensuring that courses remain relevant to a changing industry, and the value of engaging in research that further supports the quality of the curriculum, the Department should consider, potentially with support from the College, securing additional staff support to reduce the amount of time faculty spend on marketing and advertising. In particular, faculty time currently dedicated to outreach should be reviewed. (Reference planned action 6.11 and department priority ask).
- The strong focus on arts and cultural recreation is unique to other similar post-secondary that could be explored in marketing to a broader audience or leveraged as transfer credit to students enrolled in other institutions. (Reference planned action 6.5)
- It is our opinion that all major program and administrative decisions made over the next 3-5 years should focus on increasing enrollment in both the diploma and degree programs.
- In reviewing all of the Department assets, we believe that expanding online learning, particularly within the diploma, presents the greatest opportunity for the Department to increase enrollment. (Reference recommendation #1 and planned action 6.10)
 - in part by stretching its reach beyond the lower mainland or promoting the program to local potential students who may need to work why continuing their education.
- Expand transfer agreements with post-secondary institutions outside of the province and leveraging professional association relationship, like that of the Canadian Parks and Recreation Association can help the Department to grow its enrollment. (Reference planned action 6.6)
- Interviews revealed opportunities to further leverage and profile the program alumni as they assist in promotion and endorsement of the programs. (Reference planned action 6.8)
- As the College changes its application process to limit the number of programs an applicant can apply to, the pedagogical and evaluative usefulness of the supplemental questionnaire should be weighed against the administrative cost of processing and reviewing the questionnaire (reference action plan 6.2).
- Reducing the credit allotment or providing PLAR opportunities could increase the distance learning potential of the program (reference action plan 6.2).
- As part of the admission requirement, a letter of intent could be a potential tool to evaluate the suitability of the candidate and provide the department with more insight into why the student would like to complete the program. (Reference planned action 6.2).
- The first-year entry to the BRM program and reduced GPA requirement will need to be monitored to determine how these changes impact enrollment, the implications for the students and the perception of the program. (Reference planned action 6.1).
- Municipalities across the country are looking to hire and promote qualified recreation staff. The ability of the curriculum to provide ‘job ready’ competencies is unique and should be explored for its marketing potential and course offering potential (e.g., Refrigerator Operator Certification, Pool Operator 1 & 2, Occupational First Aid and CPR-C, High Five and Food Safe certifications). (Reference planned action 6.5)
- The Department’s recommendation and action plan is well done. It shows strong connections to the College’s strategic plan. It also reflects the Department’s firm grasp on what it needs to do to advance its own goals. Many of the items identified in the action plan are already being advanced. With several of the curriculum renewal items having been completed, future actions should focus on recommendations that directly related to increased enrollment. (Reference planned actions 6.1-6.11)

#	Planned Actions	Timeline
6.1	Investigate feasibility of a first-year entry to the BRM.	January 2018 – September 2020
6.2	Review Program admission requirements for the Diploma	September 2018 - January 2021

	<ul style="list-style-type: none"> – Review program admission requirements for English. – Review potential letter of intent compared against supplemental form 	
6.3	<p>Review BRM admission requirements.</p> <ul style="list-style-type: none"> – PLAR – UT vs University Level – Supplemental Form – English Requirements – Prerequisites /Accounting – Bridging Courses (1160/1115/Stats) 	June 2019 – January 2024
6.4	Update the website and create a more user- friendly platform	Ongoing
6.5	<p>Create new targeted promotional material (online, print, and swag) to showcase careers in recreation and pathways through the Recreation Studies Department:</p> <ul style="list-style-type: none"> – Promote job skills in PLOs – Promote value of competencies gained in the program – Showcase faculty’s knowledge/experience in promotional material – Promote focus on arts and culture – Promote industry certificates received in program. – Promote the value of the transferable competencies gained through the programs (business, sport, gaming, tourism) – Promote the online BRM with emphasis on flexibility for individuals working full-time/outside of Vancouver 	January 2019 – Ongoing
6.6	Explore/update Articulation Agreements with feeder and receiver post-secondary institutes	2018 – Ongoing
6.7	Continue to develop relationships with the Recreation Studies industry	Ongoing
6.8	Continue to develop and strengthen relationships with Recreation Studies Alumni	Ongoing
6.9	Enhance and build upon current recruitment strategies	Ongoing
6.10	Perform an Environmental Sustainability study on the Recreation Studies Department, identify and implement sustainable initiatives	Ongoing

6.11	As recommended by the external reviewers, the departmental responsibilities for marketing and recruitment need to be reviewed, as substantial amount of faculty/staff is invested in recruitment, marketing and advertising.	June 2020 – December 2020

Notes:

The following external review recommendations/observations and departmental priorities require further discussion and College support:

Priority #1- Recruitment and Marketing

- **External review recommendations/observations** “It is our opinion that all major program and administrative decisions made over the next 3-5 years should focus on increasing enrollment in both the diploma and degree programs.”
- **External review recommendations/observations** “It is noted that faculty hold a considerable responsibility for marketing and advertising of the program. Certainly, their input into messaging is critical to the overall success of these efforts. However, given the workload and importance on ensuring that courses remain relevant to a changing industry, and the value of engaging in research that further supports the quality of the curriculum, the Department should consider, potentially with support from the College, securing additional staff support to reduce the amount of time faculty spend on marketing and advertising. In particular, faculty time currently dedicated to outreach should be reviewed.”

In response to the above recommendations from the external reviewer’s, it should be noted:

- The role of the Department Chair, Coordinators and IA surely include liaising with C&M and recruitment as well as attending conferences and tradeshows to promote the programs, however the allocation of time for marketing and recruitment is becoming detrimental to their other duties ie teaching and departmental leadership duties, IA duties.
- The current time allocation of the recruitment departments is not sufficient to support Recreation Studies Department needs, nor have they increased our enrolment.
- The current time allocation of the C&M department is not sufficient to support Recreation Studies Department needs
- The Recreation Studies Department is lucky that our current Leadership Team and IA have marketing and recruitment skillsets, however it is not a requirement for our staff and faculty, moving forward the current model is not sustainable.

The department has identified an action plan to move forward with the external reviewer’s recommendations:

1. Set up a multi-departmental task force to address the Recreation Studies Department recruitment, marketing and communications needs
 - Include College representatives from Communications & Marketing, and Recruitment within the task force.
 - Develop a long-term proposal / action plan for improved recruitment, marketing and communications.
 - i. Short term: review and assess all opportunities for resources to support recruitment, communications and marketing. This may include, Co-op, government funding, internal college funding and allocation of departmental resources.

Priority # 2- Building Community and Wellness

- **External review recommendations/observations** “The campus is lacking in fitness related recreation and sport facilities that support student wellness, build campus community, and are essential to recreation delivery.”
- **External review recommendations/observations** “There seems to be a shift away from dedicated classrooms for the program. If this trend continues, consideration should be given to creating spaces where students can gather and that will promote a sense of community that is integral to the program.”

In response to the above recommendations from the external reviewer's, it should be noted:

- The Department is involved in the Campus-wide Mental Health initiatives and is working alongside the Athletics and Intramurals Department, along with Student Services and People and Culture to expand upon the possibilities of campus-wide recreation and wellness opportunities. It should be noted this work is another example of how the department's efforts to invoke positive change in the College in the efforts to promote student, staff and faculty wellness.

The department has identified an action plan to move forward with the external reviewer's recommendations:

1. Set up a multi-departmental task force to address building community, creating gathering space's, and facilitating wellness initiatives for Recreation Studies students, faculty and staff.
 - Include representative's (including but not limited to) Student Services, Athletics, Kinesiology, People and Culture
 - Develop a long-term proposal / action plan to address community development and wellness.
 - i. Short-term: In collaboration with the Langara College Mental Health Advisory Committee, review and assess all opportunities for resources to support wellness and community development for Recreation Studies students, staff and faculty.

Departmental comments/observations:

The Program Review took a considerable amount of time and energy above and beyond normal duties, from all the department's faculty and staff. The new Program Review process has addressed this and moving forward, departments will not be under as much administrative strain. It should be noted that our department has demonstrated considerable participation in all College priorities and initiatives ie internationalization, indigenization, mental health, creating intradepartmental partnerships to move the college strategic and academic plan forward. We are proud of our proactivity and trail blazing, but it has been taxing.

The current challenges that the department is undergoing with DQAB will require ongoing attention and departmental human resources. We are the first to go through this administrative process and we are currently navigating new policies and procedures. We are grateful for the support we have received to date, and the support we will receive moving forward with this extremely large project.

Our department is very proud of what we do, and we are always excited, and eager to make changes to progress the department and college agenda, all the while being exemplary in the work we do. This work has defined us time and time again as a leader/trailblazer in the college, and in the recreation community. We absolutely want to continue to uphold this reputation and quality of work, we owe this to our students; however, we are feeling our efforts are not sustainable. Please consider the above recommendations in order to help us continue to achieve our department's goals, honor our 50-year legacy and continue to build this legacy for years to come.