Action Plan: Department of Geography and Geology

Date Self-Study was submitted to AQA:

Date of External Review: 13 September 2024

Institutional Response
The Action Plan's identified goals of (1) increasing student enrollment, retention and success, (2) revising the existing credential and exploring new credential opportunities, and (3) exploring partnerships and pathways for courses and credentials with other post-secondary institutions is in alignment with, and supports, the institutional goals related to student retention and enhanced educational pathways. The department's emphasis on systematically collecting and analyzing student enrollment data to inform evidence-based decision-making is particularly well supported, especially in the context of declining international enrollment and shifting patterns of student demand. Additionally, the department's commitment to incorporating best practices in the development of online course offerings will contribute to high-quality and engaging online learning experiences. The Dean's office is committed to working with the department and supporting the development of pathways, and new credentials to meet student and community demand.

Signed

Signed

Laura MacKay	**January 7, 2026**	*[signature]*	January 14, 2026
Dean	**Date**	**Interim Provost and Vice-President**	**Date**

Recommendations from the Self-Study and External Review this Action Plan does NOT Address.

Provide a brief rationale for why each Recommendation cannot be addressed. Add or remove rows as necessary.

Recommendation	Self-Study or External Review (include p.#)	Rationale
None		

Goal 1: Increase student enrollment, retention and success

Academic Plan 2025 Lens (only include the title of the lens)
CURIOSITY, CREATIVITY, AND INNOVATION: CREATE THE FUTURE TOGETHER
HOLISTIC STUDENT ENGAGEMENT AND SUPPORT

Planned Actions: What Planned Actions will the department complete to achieve this goal? Add or remove rows as needed.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Review course offerings. Make a plan for regular course revision and new course development.	Mark Smith	Sept 01, 2025	Dec 31, 2025	
Explore new learning opportunities (e.g. technology, field trips, guest lectures, etc)	Leonard Tang	Sept 01, 2025	Sept 01, 2026	
Collect and examine student enrollment data so as to identify and respond to emeging trends	Katrina Erdos	Sept 01, 2025	Sept 01, 2026	This should be an ongoing action with no pre-set end date.
Development and maintain a relevant and up to date department website.	Tony Zhang	May 01, 2025	May 01, 2026	This is an ongoing action with no pre-set end date.
Establish policy for regular review of course articulation.	Katrina Erdos	Jan 01, 2026	Dec 31, 2026	

What Self-Study or External Review Recommendations do the Planned Actions support? Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.

Recommendation	Self-Study (specify page #)	External Review (specify page #)
Develop new courses where new and different subjects are introduced thereby increasing instructor and student engagement.	Page 15	
Continue examination of student enrollment data so as to know and better understand current trends.	Page 15	
Continue discussions about flexible schedule options (e.g. evening classes, compressed courses) to maximize student retention and success. Particular attention should be given to second year course schedules to increase student enrollment, retention and completion of credentials.	Page 15	
Continue to incorporate best practices in the development of online course options.	Page 15	
Work with administrators to develop course scheduling policy and practice to avoid sudden schedule changes. A plan for additional or longer term support is necessary for new courses to become established and for rejuvenation of courses struggling with enrolment.	Page 15	
Develop a plan to ensure a relevant and current department website is maintained.	Page 15	
Address student skills development, in particular expanding the use of technology (e.g. Geographic Information Systems) in the classroom and lab.	Page 21	
Advocate for better course transfer to and from Langara with all post-secondary institutions in BC.	Page 37	
Undertake additional research to assess the demand and feasibility of introducing new credentials, new courses, and/or significant course revision.		Page 4
Reduce and/or modify courses that transfer as 1xxx or 2xxx credits to improve pathways for transfer students.		Page 4

Recommendation	Self-Study (specify page #)	External Review (specify page #)
Consider developing an introductory statistics and/or remote sensing course; ensure that any expansion of GIS courses clearly supports university transfer and/or serves demand for applied GIS courses from other programs.		Page 5
Seek staff support to continue to develop a range of course delivery formats, including online, blended, and experiential learning approaches.		Page 6

NOTE: Add "Planned Actions" and "Recommendations" tables if there are distinct themes within each Goal.

What resources will be used to achieve this Goal? Indicate if existing resources will be used or if additional resources are requested.

Resources
Assistance from division chairs and associate deans when discussing course revision, new course development, course scheduling and new learning opportunities (e.g. field trips). Support from Institutional Research with student data. Assistance from Information Technology (IT) with department website.

Goal 2: Revise existing credential and explore opportunities for new ones

Academic Plan 2025 Lens (only include the title of the lens)
CURIOSITY, CREATIVITY, AND INNOVATION: CREATE THE FUTURE TOGETHER
HOLISTIC STUDENT ENGAGEMENT AND SUPPORT

Planned Actions: What Planned Actions will the department complete to achieve this goal? Add or remove rows as needed.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Review course offerings. Make a plan for regular course revision and new course development.	Mark Smith	Sept 01, 2025	Dec 01, 2025	
Review department credential by establishing guidelines for revision of existing credential and development of new ones.	Colin Mills	Sept 01, 2026	Dec 31, 2026	
Collect and examine student enrollment data so as to identify and respond to emeging trends.	Katrina Erdos	Sept 01, 2025	Sept 01, 2026	This should be an ongoing action with no pre-set end date.
Make contacts and possibly establish working groups to identify opportunities for joint credentials with other Langara programs.	Adrew Egan	Sept 01, 2025	Dec 31, 2026	This may involve joint opportunities other than credentials (e.g. jpint courses) amd may be done in conjuction with the section action on page 3 and the second action on this page.

What Self-Study or External Review Recommendations do the Planned Actions support? Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.

Recommendation	Self-Study (specify page #)	External Review (specify page #)
Develop new courses where new and different subjects are introduced thereby increasing instructor and student engagement.	Page 15	
Explore opportunities for offering joint credentials (e.g. Associate of Arts, Associate of Science, Diplomas, etc) with other college programs.	Page 15	
Review and update learning outcomes for the Associate of Arts in Geography and the entire department. This may include a plan to complete a curriculum map for the department.	Page 21	
Explore possibilities for closer collaboration with other programs to increase demand for GEOG/GEOL courses among existing Langara students.		Page 4
Revise and update program learning outcomes and develop an AA program curriculum map.		Page 5

NOTE: Add "Planned Actions" and "Recommendations" tables if there are distinct themes within each Goal.

What resources will be used to achieve this Goal? Indicate if existing resources will be used or if additional resources are requested.

Resources
Assistance from division chairs. associate deans and deans when revising, replacing or implimenting department credentials. Support from Institutional Research with student data. Cooperation from other departments when exploring opportunities for collaboration.

Goal 3: **Coordinate courses and credentials with other post-secondary institutions**

Academic Plan 2025 Lens (only include the title of the lens)
CURIOSITY, CREATIVITY, AND INNOVATION: CREATE THE FUTURE TOGETHER
HOLISTIC STUDENT ENGAGEMENT AND SUPPORT

Planned Actions: What Planned Actions will the department complete to achieve this goal? Add or remove rows as needed.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Review course offerings. Plan for course revision and new course development in the context of other post-secondary institutions.	Mark Smith	Sept 01, 2025	Dec 01, 2025	
Collect and examine student enrollment data so as to identify and responds to emeging trends.	Katrina Erdos	Sept 01, 2025	Sept 01, 2026	This should be an ongoing action with no pre-set end date
Identify successful programs at other post-secondary institutions that present possible opportunities for the department.	Leonard Tang	Sept 01, 2025	Dec 01, 2027	
Establish guidelines for revising and adding courses and credentials that enhance student transfer to other post-secondary institutions.	Mark Smith	Jan 01, 2026	Sept 01, 2026	This action to follow from the first action on page 3 and the first action on this page.

What Self-Study or External Review Recommendations do the Planned Actions support? Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.

Recommendation	Self-Study (specify page #)	External Review (specify page #)
Develop new courses where new and different subjects are introduced thereby increasing instructor and student engagement.	Page 15	
Explore opportunities for offering joint credentials (e.g. Associate of Arts, Associate of Science, Diplomas, etc) with other college programs.	Page 15	
Investigate the possibility of transfer agreements, especially with UBC – Vancouver and SFU.	Page 37	
Liaise with other post-secondary institutions with similar programs to better understand other courses and credentials, take advance of opportunities, avoid redundancy and ensure transferability.	Page 15	
Work with the college to better promote geography and geology courses both internal and external (e.g. high school counsellors) to the college.	Page 44	
Review curriculum maps of top transfer institutions to ensure that program learning outcomes at Langara align sufficiently with those of transfer institutions		Page 5
Seek support from the Dean's office, Marketing and Communications, and the Work - Study office to facilitate outreach opportunities		Page 6
Seek biannual meetings with top transfer institutions to facilitate course tuning and mutually learn about instructional trends, upcoming program changes and career opportunities		Page 7
Seek course equivalency approval from the Engineers and Geoscientists of BC (EGBC) or BC Institute of Agrologists (BCIA) where appropriate; ensure students are aware of the need for Professional Geoscientist or Professional Agrologist accreditation early in their program		Page 7

NOTE: Add "Planned Actions" and "Recommendations" tables if there are distinct themes within each Goal.

What resources will be used to achieve this Goal? Indicate if existing resources will be used or if additional resources are requested.

Resources
Assistance from associate deans and deans when discussing opportunities for collaboration with other post-secondary institutions. If possible, help from Institutional Research acquiring information about other post secondary schools. Assistance from Communications and Marketing with promotional material.

Goal 4: **Promote geography and geology learning at high schools**

Academic Plan 2025 Lens (only include the title of the lens)
CURIOSITY, CREATIVITY, AND INNOVATION: CREATE THE FUTURE TOGETHER
SOCIAL RESPONSIBILITY/ COMMUNITY RELATIONSHIPS

Planned Actions: What Planned Actions will the department complete to achieve this goal? Add or remove rows as needed.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Collect and examine high school student data (e.g. post secondary applications) so as to identify and responds to emeging trends.	Jenny Francis	May 01, 2025	Dec 31, 2025	
Identify high schools, high school programs and high school teachers that present possible opportunities for the department.	Jenny Francis	May 01, 2025	Sept 01, 2025	
Create promotional material.	Sean Pope	May 01, 2025	Dec 31, 2026	
Document a policy and plan to promote the department with high schools.	Jenny Francis	May 01, 2025	Dec 31, 2025	
Explore possibility of using social media to promote department.	Katrina Erdos	Spet 01, 2025	Dec 31, 2026	This action may be coordinated with action 4 on page 3 and the third action on this page.

What Self-Study or External Review Recommendations do the Planned Actions support? Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.

Recommendation	Self-Study (specify page #)	External Review (specify page #)
Explore possibilities to engage future, present and former students through other means of communication so as to increase enrollment and retention.	Page 15	
Develop a plan to ensure a relevant and current department website is maintained.	Page 15	
Advocate for better course transfer to and from Langara with all post-secondary institutions in BC.	Page 37	
Work with the college to better promote geography and geology courses both internal and external (e.g. high school counsellors) to the college.	Page 44	
Focus on strengthening 1000-level enrollments and streamline 2000-level course offerings until sufficient demand exists to maintain enrollment in second-year courses.		Page 4
Seek support from the Dean's office and Marketing and Communications to improve external recruitment.		Page 4
Seek support from the Dean's office, Marketing and Communications, and the Work - Study office to facilitate outreach opportunities.		Page 6

NOTE: Add "Planned Actions" and "Recommendations" tables if there are distinct themes within each Goal.

What resources will be used to achieve this Goal? Indicate if existing resources will be used or if additional resources are requested.

Resources
Assistance from associate deans and deans when discussing opportunities for collaboration with high schools. If possible, help from Institutional Research acquiring information about high schools. Assistance from Communications and Marketing with promotional material.

Goal 5: **Promote future growth and success of the department**

Academic Plan 2025 Lens (only include the title of the lens)
CURIOSITY, CREATIVITY, AND INNOVATION: CREATE THE FUTURE TOGETHER
HOLISTIC STUDENT ENGAGEMENT AND SUPPORT
TRANSFORMATIONAL LEARNING EXPERIENCES
SOCIAL RESPONSIBILITY/ COMMUNITY RELATIONSHIPS

Planned Actions: What Planned Actions will the department complete to achieve this goal? Add or remove rows as needed.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Establish a policy and make a plan to better engage current and former students.	Colin Millls	Sept 01, 2025	Sept 01, 2026	
Confirm a plan, with schedule, to complete renovations of department faciltities (e.g. Geography Resource room).	Ed Derksen	May 01, 2025	May 01, 2027	
Create a schedule for department meetings that considers more frequent and focused agendas	Katrina Erdos	Sept 01, 2025	Sept 01, 2027	

What Self-Study or External Review Recommendations do the Planned Actions support? Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.

Recommendation	Self-Study (specify page #)	External Review (specify page #)
Explore possibilities to engage future, present and former students through other means of communication so as to increase enrollment and retention.	Page 15	

Recommendation	Self-Study (specify page #)	External Review (specify page #)
Develop a plan to ensure a relevant and current department website is maintained.	Page 15	
Establish a plan for continual update of student support facilities (e.g. Geography Resource Room) and services (e.g. library material).	Page 44	
Build a framework, a process whereby faculty and lab demonstrators can better share knowledge and experience to improve their own and the student experience.	Page 44	
Work with the college (e.g. Indigenous Education and Services, Teaching and Curriculum Development Centre) to increase Indigenous knowledge and experience in course curriculum.	Page 44	
Work with the college (e.g. Office of Equity, Diversity and Inclusion) to promote equity, diversity and inclusion in all aspects of the department.	Page 44	
Improve awareness and cooperation between the department and support services (e.g. counselling, accessibility) so as to improve the student experience.	Page 44	
Invite alumni to provide feedback to the department and perhaps mentor current geography and geology students.	Page 46	
Focus on strengthening 1000-level enrollments and streamline 2000-level course offerings until sufficient demand exists to maintain enrollment in second-year courses.		Page 4
Seek support from the Dean's office, Marketing and Communications, and the Work - Study office to facilitate outreach opportunities.		Page 6
Seek support from the Dean's office around: 1) Software, IT support and tech equipment 2) International student success 3) EDI and Indigenization/decolonization for instructors		Page 7

Recommendation	Self-Study (specify page #)	External Review (specify page #)
4) Liaising with Marketing and Communications around recruitment.		
Explore what the unit can provide to alumni, who are vitally important for careers and skills panels, mentorship etc.		Page 7

NOTE: Add "Planned Actions" and "Recommendations" tables if there are distinct themes within each Goal.

What resources will be used to achieve this Goal? Indicate if existing resources will be used or if additional resources are requested.

Resources
Assistance from division chairs, associate deans and deans when discussing opportunities for more, better department engagement. Help from Institutional Research acquiring information about current and former students. Assistance from college support services (e.g. Facilities, EDI) with department improvement.