

Action Plan: Associate of Arts (General)

Date Self-Study was submitted to AQA: May 2025

Date of External Review: July 2025

Institutional Response

Congratulations on a very thorough and thoughtful program review. In particular, a recognition of the effort and perseverance of Mono Brown, who did the work here.

Generally, I support the need to better "take care" of the Associate of Arts (General) pathway. To this end, I know much of the action outlined in this Action Plan is already well underway and thus subject to the changes in current and flow that come with such endeavours. As we work to reduce barriers, make paths clear, and ensure the viability of articulation across all the areas covered within the Associate of Arts (General), we will need to continually assess how students enrol in and/or "end up" in the credential.

There is much work to be done in terms of fully leveraging the high enrolment in the credential to support students who want to explore or who are seeking to find a path to what might interest them academically and professionally. In short, I feel that these elements have been identified, but I suspect there is much more to learn as we work through operationalizing these elements. I look forward to supporting this work and remaining flexible to emerging contexts and barriers.

Again, congratulations on completing this essential work. I'm looking forward to what comes next.

Signed



March 30, 2026

Dean

Date

Signed



April 8, 2026

Provost and Vice-President

Date

Goal 1: Enhance oversight of the Associate of Arts (General) program (to improve student retention, foster external connections, and enhance faculty engagement)

This goal supports the following [Future Forward Strategic Priority or Priorities](#) and/or [Academic Plan 2025 Lens or Lenses](#):

- Student success, recruitment, and retention
- Holistic student engagement and support
- Social responsibility/community relationships

The following Self-Study and/or External Review Recommendations support the Goal:

Recommendation	Self-Study or External Review (page #)	Estimated Start (AY25/26, AY26/27, AY27/28, AY28/29, AY29/30)	Led by	Support from (if required)	Notes (include near-term planned actions, etc.)
An overarching opportunity identified in the Self Study is for more oversight of this credential. This is critical as it will identify ways we can better support the students and, especially important, ways we can improve retention rates.	Self-Study, page 2	AY 25/26	Dean and Division Chair		
Ensure that there is a resourced home for general programs (e.g. school of university transfer studies) o As popular and flexible programs, there is no anchoring department to which either program is attached. The programs (students and faculty) would greatly benefit from having resourced homes to help guide enrolled students and promote the programs to prospective students	External Review, page 6	Approximately AY28/29	Dean and Division Chair		
There is a need for more faculty engagement with the programs since it is supported by the Arts and Social Science departments. Faculty engagement is important for student transfer advising that occurs in the context of course delivery. One incentive for faculty to engage with students in both programs would be broad cross departmental involvement in any common or cohort course development	External Review, page 5	Approximately AY27/28	Dean and Division Chair	Academic Excellence (AQA) – transfer mapping	
Implement recommendations from earlier chapters both to create and foster external connections to the Associate of Arts (General).	Self-Study, page 44	Approximately AY27/28	Dean and Division Chair	Langara Global Langara Global	Interest from SFU and KPU.
Implementing recommendations will help to build external connections.	External Review, page 5				

Goal 2: Streamline Associate of Arts (General) credentials

This goal supports the following [Future Forward Strategic Priority or Priorities](#) and/or [Academic Plan 2025 Lens or Lenses](#):

- Student success, recruitment, and retention

The following **Self-Study and/or External Review Recommendations** support the Goal:

Recommendation	Self-Study or External Review (specify page #)	Estimated Start (AY25/26, AY26/27, AY27/28, AY28/29, AY29/30)	Led by	Support from (if required)	Notes (include near-term planned actions, etc.)
<p>Reconsideration of proliferation of degrees o This is already in progress. Coordinating offerings and streamlining the programs are meaningful steps towards providing students with clear options and paths and for building community within each program.</p>	<p>External Review, page 6</p>	<p>AY 25/26</p>	<p>Dean and Division Chair</p>	<p>RES</p>	<p>For Fall 2027 intake</p>
<p>Streamline the Associate of Arts (General) to improve retention, reduce confusion, and retain a flexible degree option for Langara students.</p>	<p>Self-Study, page 17</p>				<p>Consult with RES and Deans in the Faculty of SS&CP and Faculty of Science</p>
<p>Coordinating offerings and streamlining the program are meaningful steps towards providing students with clear options and paths and for building community within the program. Elimination of the streams of ‘Arts, ‘Science’ and ‘Social Science’ would not meaningfully impact the delivery of the program while clarifying the generalist nature of the degree program. Given that AA (General) enrolments seem to be based largely upon transferability into a Bachelor’s degree program at nearby universities, a focus on student (self-declared) enrolment would be useful. Streamlining efforts should be led and coordinated with direction and coordination by an Arts and Social Science faculty, whose specializations correlate with student AA concentrations and university transfer goals.</p>	<p>External Review, page 3</p>				
<p>Launch a special project to coordinate Associate of Arts offerings at Langara.</p>	<p>Self-Study, page 17</p>	<p>TBD</p>	<p>Dean and Division Chair</p>		<p>Additional resources required</p>

Goal 3: Create a plan to improve student pathways and retention

This goal supports the following [Future Forward Strategic Priority or Priorities](#) and/or [Academic Plan 2025 Lens or Lenses](#):

- Student success, recruitment, and retention
- Holistic student engagement and support

The following **Self-Study and/or External Review Recommendations** support the Goal:

Recommendation	Self-Study or External Review (specify page #)	Estimated Start (AY25/26, AY26/27, AY27/28, AY28/29, AY29/30)	Led by	Support from (if required)	Notes (include near-term planned actions, etc.)
Consider building cohort structures for first year o To promote each program and facilitate retention, build cohort structures and schedules. Fostering a sense of community and providing shared resources and spaces will help with student engagement.	External Review, page 6	AY 25/26	Dean and Division Chair		
Mandatory Advising o While the benefits of both programs' flexibility are clear, students and faculty would be better served with dedicated advisors for each program. Students often self-navigate through these programs and see it as a buffet of course options. With these untethered credentials, both students and faculty are missing a guide to each program's structure and many options.	External Review, page 6	AY27/28	Dean and Division Chair		
Launch a pioneering reverse-transfer campaign to improve Associate of Arts (General) completion rates.	Self-Study, page 38	AY28/29	Division Chair		Promoting to Langara alumni experiencing challenges at UBC/SFU/UVic, and/or students from research universities who have decided not to continue pursuing a baccalaureate degree.
More regular communication with alumni would facilitate the possibility of more explicit, intentional reverse transfer. Consultation with UBC and SFU program heads on how reverse transfer operates already with other nearby colleges could prove useful.	External Review, page 5				

Goal 4: Develop Program Learning Outcomes and a Curriculum Map

This goal supports the following [Future Forward Strategic Priority or Priorities](#) and/or [Academic Plan 2025 Lens or Lenses](#):

- Excellence in programs, teaching, and learning
- Transformational learning experiences

The following [Self-Study](#) and/or [External Review Recommendations](#) support the Goal:

Recommendation	Self-Study or External Review (page #)	Estimated Start (AY25/26, AY26/27, AY27/28, AY28/29, AY29/30)	Led by	Support from (if required)	Notes (include near-term planned actions, etc.)
Developing program learning outcomes and a curriculum map for the Associate of Arts (General).	Self-Study, page 21	AY 25/26	Dean and Division Chair	Academic Excellence (TCDC)	
Working with faculty to build sets of learning outcomes intersecting DQAB guidelines with institutional capacity will help to bring supporting departments together to provide a coherent picture of the structure of this program. A meaningful set of learning outcomes should stress two interrelated curricular criteria: 1) based on the foundational role played by first-year English courses, the degree would stress the importance of reading comprehension, writing, analytical skill building across different disciplines or concentrations; 2) the learning outcomes would stress the importance of learning across the disciplines and the value of creative and reflective work in the arts and sciences. The College might consider an additional cohort requirement that would contribute to the unified curriculum that the self-study highlights as important.	External Review, page 4				
Conduct an environmental scan to determine how Langara's Associate of Arts (General) curriculum compares with that of similar institutions.	Self-Study, page 21				
The second recommendation in this chapter of the self-study concerns an 'environmental scan' that would gather data on other area general studies programs. A set of data to compare against this scan would be the generalist curricular components of various arts, social science and science programs. The generalist components to majors and minors within Bachelor's degree programs are a more accurate comparator to the Langara AA program given the high rate of Langara AA students who use the degree for Bachelor's degree transfer purposes.	External Review, page 4				

Goal 5: Promote the value of a generalist credential and transfer opportunities

This goal supports the following [Future Forward Strategic Priority or Priorities](#) and/or [Academic Plan 2025 Lens or Lenses](#):

- Student success, recruitment, and retention
- Social responsibility/community relationships

The following **Self-Study and/or External Review Recommendations** support the Goal:

Recommendation	Self-Study or External Review (specify page #)	Estimated Start (AY25/26, AY26/27, AY27/28, AY28/29, AY29/30)	Led by	Support from (if required)	Notes (include near-term planned actions, etc.)
Engage in consultation work to identify and promote the value of generalist credentials to Indigenous students specifically.	Self-Study, page 17	AY27/28	Dean and Division Chair		
Promote the Associate of Arts (General) as a flexible, highly transferable Arts degree option at Langara that offers a high-quality educational experience.	Self-Study, page 38				
With a clearer picture of the structure and purpose of these programs, they should be promoted so that prospective students see their value and can better navigate through the flexible paths within each of them. Attention to common curricula and/or a cohort specific academic course in addition to mandatory academic advising would raise the profiles of each program and their ability to contribute to student success.	External Review, page 5				
The Diploma [in Arts and Science General] should be clearly promoted as an exit credential while the Associate of Arts as a laddering credential. Both programs have inherent value, but students need to have it made clear, both through advising and published information, what are the differences between them.	External Review, page 6	AY25/26	Dean and Division Chair		

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

Recommendation	Self-Study or External Review (include p.#)	Rationale
N/A		