

## Action Plan: Health Sciences

**Date Self-Study was submitted to AQA:** April 17, 2025

**Date of External Review:** May 9, 2025

### Institutional Response

Congratulations on a very thorough and thoughtful program review. I would like to recognize Catherine Glass's dedication and perseverance in advancing this work. I strongly support the priorities identified in this action plan which focus on strengthening the Health Science program, digital presence and brand identity. The work identified to support student success and progression through updating program learning outcomes, creating new courses, updating course learning outcomes and curriculum mapping is vital to keeping the curriculum relevant. Student pathways are further supported by the clear communication of the scope of Health Sciences and the relevance of arts versus science streams. Thank you for all the great work so far and all the work that is being done.

**Signed**



Jun 3, 2026

**Dean**

**Date**

**Signed**



June 3, 2026

**Provost and Vice-President**

**Date**

## Goal 1: Develop a clear, compelling brand identity and an engaging departmental website to attract and inform prospective students

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.)
Prioritize updating and expanding the functionality of the departmental website, which may be a significantly under-used resource.	Self-Study, page 43	AY25/26	Sara	Communications & Marketing	
Prioritize creating a strong and clear HSCI brand identity to <u>raise awareness and encourage enrollment</u> (high priority).	External Review, page 4	AY26/27	Haley	Dean	
Develop clear, compelling, and recognizable HSCI branding to <u>define the program and career options</u> (high priority).	External Review, page 11	AY25/26	Catherine / All department		
Prioritize education about what HSCI encompasses, including potential career and educational pathways, to help students make informed decisions (high priority).	External Review, page 4				
Clearly articulate what Health Sciences encompasses, including career and educational pathways (high priority).	External Review, page 11				
Need to normalize expectations of program curriculum and future employer mandates for students (literacy, critical thinking, time management, etc).	External Review, page 8	AY25/26	All department		

## Goal 2: Develop (and expand upon) a standardized module for HSCI 1130 to further support student success and progression

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.)
Introduce a standardized module in HSCI 1130, to provide more detailed guidance about program expectations (including academic integrity) and completion, academic and process-oriented support, and information about realistic career options following credential achievement.	Self-Study, page 23	AY25/26	Catherine		Career panel with BCIT repeated (202430+202530), but very poor attendance. Initiated HSCI 1130 module in the fall term 202530. Students appeared to appreciate and much more effective point of contact.
Identify components of HSCI 1130 that can be standardized across sections.	Self-Study, page 23	AY26/27	Haley / All department		
Improve student understanding of the long-term relevance of the arts versus science streams in HSCI. This would likely best be added to the orientation module planned for HSCI 1130.	Self-Study, page 39	AY25/26	Catherine		Included in HSCI 1130 guidance class.
Continue to work on community building including recruitment of both current and former students to inform new students about pathways to employment, and strategies for academic success, to complement the planned introduction of an orientation module to HSCI 1130.	Self-Study, page 42	AY 25/26	Catherine		

### Goal 3: Maintain transfer pathway to SFU

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.)
Reinforce connections with SFU and revise program descriptions and courses accordingly: a. Regularly review and update articulation agreements with SFU Faculty of Health Sciences to ensure clarity, practicality, and transferability. b. Consider having students take HSCI 220 - Indigenous Experiences of Health, and potentially other courses after arriving at SFU as part of the articulation agreement.	External Review, pages 8 and 12	2025-2026	Catherine	Nienke Van Houten and Ben Lee	Regular meetings with Faculty of Health Science SFU initiated as of 202520.
Continue to add courses, where possible, to restore full block transfer capacity to SFU or work on an agreement with SFU which would avoid barriers to efficient transfer. Specific, required SFU courses not currently in development in Langara HSCI, include: Environmental Health and Health Economics.	Self-Study, page 39 and External Review, page 6	2024-2026	Catherine		HSCI 2204, HSCI 2207, HSCI 2220 (in progress), HSCI 2230 added to the curriculum
Collaborate with SFU and other post-secondary institutions to share information about upcoming transfer and program information sessions. Ensure Langara students are notified to support their academic planning.	External Review, page 4	2024-2026	Catherine		(Functionally covered by above two rows). SFU FHS student advisor has offered to conduct an information session.

## Goal 4: Enhance student academic success by encouraging the use of support services/resources and improving transparency/communications

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

- Student success, recruitment and retention
- Excellence in programs, teaching, and learning
- 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.)
Strongly encourage attendance at student orientations to highlight campus support services (Writing Center, Peer Tutors, etc).	External Review, pages 7 and 11	AY25/26	All department		
Ensure students meet prerequisites for courses. Transparency in requirements is needed.	External Review, page 4	AY26/27	Catherine		Difficult to do in times of fiscal restraint. Filling classes is priority.
Under 'review prerequisite options for students entering the program to ensure they are better prepared': 4. Consistently enforce prerequisites; minimize overrides.	External Review, page 12			Dean	As above.
Have department-specific advising available (as per Alumni), to complement a peer mentorship program.	External Review, pages 6 and 7	2026/2027 (for implementing a peer mentorship program)	Sara and Lauren	Other departments/existing peer mentoring programs.	Peer mentorship program is the focus. The department will continue to advise students.
Roll out Student Academic Planner ASAP to assist students in navigating and planning courses and meeting goals. Improve clarity and navigability of programs: o Develop a clear course planner or handbook to assist with program navigation.	External Review, page 4 & 7	2025-2026	Catherine	Academic Excellence (AQA)	<b>Completed</b> program map / Academic Planner for Health Sciences <a href="https://planner.langara.ca">https://planner.langara.ca</a>

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>Improve processes and practices:</p> <ul style="list-style-type: none"> <li>o Work with EdTech and TCDC to build Brightspace course shells with existing course materials, especially to support instructors who are new to a course.</li> </ul>	External Review, page 9	2026	Catherine	Academic Excellence (EdTech)	Create Brightspace shell which is accessible to all deptment members.
<p>Connect with the Co-op and Career (CCDC) department to explore opportunities for WIL, including funding for students who take extended positions (i.e. beyond a project which might form a component of curriculum).</p>	Self-Study, page 23	2025/2026	Catherine + department	CCDC	<p>One meeting has already happened. We were recommended not to pursue a co-op pathway. Other barriers exist to implementing WIL. Budget has been cut. Lauren has initiated resume advising and will consider expanding to include mock interviews. Haley will compile a list of opportunities and pathways.</p>

## Goal 5: Consult with the Dean on Faculty Resources (when financially feasible)

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

- Human capacity

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.)
Explore opportunities for increasing the number of base sections allocated to HSCI to permit continuing employment of four full time faculty	Self-Study, page 42	TBD		Dean	Appointment with dean and division chair. Budget cutbacks likely preclude.
Improve delivery and effectiveness: 2. Increase funding for additional instructors and prep time and decrease class size to prevent Instructor burnout/turnover. If this is not possible, review course offerings and consider the bare minimum of courses required to run the program so as to reduce the number of preps for instructors (e.g., electives could be reduced).	External Review, page 8 and 9	2025/2026			Class sizes were reduced from 40 to 32.

## Goal 6: Create a multi-year plan to renew curriculum

Note: Start AY25/26, led by Chair, supported mainly by Academic Excellence (TCDC)

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
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- 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.)
<b>Learning Outcomes / Skills</b>		<b>See note under goal statement</b>	<b>See note under goal statement</b>	<b>See note under goal statement</b>	
Review and update program learning outcomes	Self-Study, page 23	2025/2027	Chair and Lauren (during NID) with support from the department.	TCDC	Will dovetail with curriculum mapping which has been initiated in the 2025-2026 year.
Develop credential level learning outcomes.	Self-Study, page 23				
Update curriculum map	Self-Study, page 23				Initiated with TCDC
Review and potentially revise skills which HSCI courses are intended to develop. Strengthen methodology for skills development where outcomes appear to be less successful.	Self-Study, page 39				
Enhance program to improve retention: o Consider other goals for the Diploma, such as strengthening general writing, numeracy, and transferable skills for a variety of career paths, not necessarily specifically health.	External Review, page 4				Brainstorm with department
Improve existing course content rather than replacing or creating completely new course content	External Review, page 9				Plans in place for HSCI 1130.

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<b>EDI and Indigenization</b>		<b>See note under goal statement</b>	<b>See note under goal statement</b>	<b>See note under goal statement</b>	
Incorporate culturally diverse elements into courses so that students see their cultures in what they are learning. When new courses are created, ensure that their content reflects the cultural diversity of the Lower Mainland	External Review, page 4				Ongoing.
Include (as per Alumni) updated and relevant materials (ie, Trauma/Culturally informed practices, ethics, communication (verbal/interpersonal/professionalism), computer (Excel -stats), time management skills	External Review, page 6				Ongoing.
Formulate a proposal for development of an Indigenous Health course, which ensures sufficient time for the course to meet necessary standards related to Truth and Reconciliation.	Self-Study, page 23	2025-2026	Haley	Dean	External Review, page 6: This course needs to be well-resourced. Haley has done significant work on this course, but requires significantly more resources to implement appropriately.
<b>Applied and Work-integrated Learning</b>		<b>See note under goal statement</b>	<b>See note under goal statement</b>	<b>See note under goal statement</b>	
Include content on real problems relating to health, and concrete skills towards the end goal of employability. Could combine with micro-research opportunities or job shadowing within a course.	External Review, page 6	2026-2027	Lauren and Haley to review 2215 for possible.		All instructors include real-world content all the time (current material). Job shadowing is not viable or useful.
Consider teaching select 2nd year courses in a case-based format, which would help students learn how to work in groups (a skill that was not highly ranked in the survey) and discern reliable information sources.	External Review, page 6				Uncertain that this is appropriate for our courses and students. However,

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					a conversation has been initiated about implementing partial case-based content.
Consider piloting small, applied projects within courses to create experiential learning and job shadowing opportunities.	External Review, page 6				
Develop partnerships with certification agencies to facilitate "in-house" student acquisition of supplementary training to support post-credential employment. This would be especially beneficial for students for whom time and/or financial constraints make it difficult for them to build on their academic qualification. Such certifications could include qualifications such as: WHMIS, First Aid/CPR, conflict resolution/de-escalation, trauma-informed care, and/or Foodsafe.	Self-Study, page 23				Aim for 2027 implementation.
Build a network of community partners and invite them to participate in program recruitment activities or help promote the program within their health-related fields. Partners could speak to students about real-world applications of their studies.	External Review, page 11				
<b>Pathways, Progression, Retention</b>		<b>See note under goal statement</b>	<b>See note under goal statement</b>	<b>See note under goal statement</b>	
Collapse the two diplomas into one and redesign it with an applied focus. a. Broaden diploma objectives to include foundational writing and numeracy skills. (High priority) b. Prepare students for diverse employment opportunities beyond health-specific roles. c. Integrate culturally diverse content (foundational or in-depth courses). d. Emphasize real-world health challenges, offering micro-research opportunities or job shadowing experiences.	External Review, page 12	2027-2028	Chair + department.	Dean, Academic Excellence (TCDC)	Important but a lot of work with a small department. Precursor work required (curriculum mapping etc.)

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Reduce the number of qualifications offered, from four to three (retaining the two associate degrees, but one diploma), and reorient the diploma to a single qualification which is broader and more applied, possibly in collaboration with Biology. Determine whether such a diploma should still attempt to fulfil transfer requirements for higher studies in HSCI.	Self-Study, page 18				See above.
Develop a pre-requisite map for each credential.	Self-Study, page 18	2026-2027			Discuss with TCDC.
Clarify benefits and learning goals/outcomes of degrees vs diplomas, and transferability.	External Review, page 6				<b>Completed.</b> Included in orientation module in Foundations class.
Remove "C grade in CMNS 1114" requirement from HSCI 1130 to align with other prerequisites listed.	External Review, page 12	2025/2026	Catherine	RES	Done
Submit Education Council (EdCo) forms to bring HSCI course English requirements into line with practice.	Self-Study, page 18				
Carry out research to inform program restructuring and reduce barriers to credential completion. Information required would likely include: location of secondary completion, residency, academic background, qualification intention, qualification outcome, and factors associated with noncompletion/switching.	Self-Study, page 18	2026/2027	Catherine + department	Academic Excellence (AQA) - if required	Pilot a set of in-class survey questions via MS Forms (e.g., educational goal, intentions to complete, demographics, etc.)
Increase participation grades to encourage attendance. Set specific parameters for participation grade	External Review, page 10				<b>Completed.</b>
Review back-to-back mid-term exams in courses (as per faculty suggestion). Possibly stagger them.	External Review, page 6				Done. We already do this. Accommodations are made within reason.

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

Recommendation	Self-Study or External Review (include p.#)	Rationale
Provide accessible program information to high school counsellors and international recruitment agents	External Review, page 11	Out-of-scope for the department
Develop creative strategies to attract a more diverse student population, including men, Indigenous persons (with continued outreach to Musqueam students), mature learners, and differently-abled individuals	External Review, page 4 <i>(similar recommendations noted on page 11)</i>	Out-of-scope for the department
Consider alternative delivery of courses (possibly changing hours/days) to facilitate attendance of courses	External Review, page 8	Low priority
Offer core courses more than once per year to accommodate different schedules (as per alumni)	External Review, page 6 <i>(similar recommendation noted on page 12)</i>	Low enrollment
Match class sizes of writing intensive classes to other writing intensive classes at the College, if financially feasible. Alternatively, test other mechanisms for providing additional help, such as hiring qualified markers.	External Review, page 4 <i>(similar recommendation noted on page 18, Self-Study)</i>	Not well aligned to department/College priorities
Include (as per Alumni) Co-op, preceptorships/practicums, and career opportunities. Focus on community building and pathways to employment (inform through consultations with typical or desired employers). More focus on application vs memorization.	External Review, page 6	Resources not available at this time. A partnership was developed with Vancouver Coastal Health, but seems to have died with recent cutbacks at the Health Authorities.
Invite more guest speakers (as per Alumni)	External Review, page 6	Ongoing not new action. Initiated since 2024, with partnerships with BCIT, SFU, and guest speakers in 1180, 1195, 2214, 2215, and 2295.
Implement a brief yearly alumni survey to gather data on long-term alumni outcomes and professional progress.	External Review, page 11	Not a priority. BC outcomes former student survey data available every year.
Consider developing a connection with alumni who might be willing to serve as a resource for current students with questions about strategies to enhance employment opportunities, pathways following completion of their credentials, or for the department to call upon for presentations and information sessions for current students.	Self-Study, page 43	Ongoing – the department has invited alumni regularly to speak at events such as Student Welcomes and Career Panels. Resources are not available at this time for an alumni to serve as a resource for current students.
Foundational courses such as Math and English should be done on-site rather than at other colleges. Students should be encouraged to complete English at the beginning of the program not at the end.	External Review, page 8 <i>(similar recommendation noted on page 12)</i>	Course availability – out of scope for the department Transfer agreement
Under 'review prerequisite options for students entering the program to ensure they are better prepared': 1. Ensure new students meet Math and English competency requirements. Encourage students to write the Langara English Test	External Review, pages 4 & 11	Outside of department control / not at this time

Recommendation	Self-Study or External Review (include p.#)	Rationale
(LET) at the beginning of the program; stream accordingly into regular or preparatory courses.		
Continue to explore opportunities to inform student about academic integrity, connect with TCDC consultants to better understand the factors driving AI violations, and develop strategies to manage high rates of AI infractions.	Self-Study, page 23	Ongoing work – not a new action
Improve processes and practices: o Transparency in expectations of students' performance (ie, AI/Plagiarism, attendance, participation, time management, foundational skills, Science literacy, etc.)	External Review, page 9	Ongoing work – not a new action
Reallocate office space and establish a centralized location for the HSCI program. Appeal to senior administration for this change.	External Review, page 10	No longer relevant – Faculty reached a level of seniority that grants NID.
Improve faculty retention, stability, and workload: a. Assign instructors to teach different sections of the same course per semester, rather than four different courses, reducing preparation workload. Consider reviewing whether all electives need to be offered. A reduction could reduce number of courses prepped by faculty each term (e.g., offer two sections of HSCI 212 instead of HSCI 212 AND HSCI 215) b. If there is success in increasing student numbers, create funding for additional instructors, which can help offload administrative work and teaching responsibilities to more faculty.	External Review, pages 9 & 12	Not relevant - most courses do not have multiple sections. / Resources not available at this time.
Assign advisors to specific areas to improve the accuracy of advice.	External Review, pages 6 & 7	Ongoing – not a new action. Department has connections with Advising and department members also advise students. Resources not available at this time.