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| **Vancouver Island University** | **Faculty of Management** |
| **Summative Program Assessment Template 2012** |  |
| **Program: Event Management Certificate** | |

***Context***

* Event Management Certificate was **approved in March 2006** by the Education Council and the Malaspaina University-College Board of Governors
* In 2004, the Tourism Educators Consortium of BC **identified the need for part-time** delivery of credit programming targeted to individuals presently employed, and others interested in entering the event management field
* Certificate aligns with the long term goal of the Recreation and Tourism Management Department to develop part time learning opportunities for students and professionals in the Recreation and Tourism fields (refer to appendix A for recruitment retention plan)
* Developed jointly between the faculty of Management at VIU, Thompson Rivers University and the Centre for Continuing Studies at VIU and it provides broad access and flexibility by on line delivery
* Certificate is drawn from the existing Tourism Studies Diploma and Bachelor of Tourism Management, with a focus on skills required **specifically for entry level and intermediate work** in the event management industry
* Six courses comprise the certificate; a.) Introduction to Tourism b.) Special Events Management c.) Celebrating Community and Culture d.) Event Volunteer Management e.) Event Law and Risk Management and f.) Event Marketing
* **All certificate courses ladder** into the Tourism Studies Diploma or Recreation and Sport Management Diploma and reflect the Department mission and goals (Appendix B)

***Relevance***

* Provides an opportunity for upgrading and certification for practitioners currently working in the field and **provides provincial certification** in the area of Event Management
* **Industry need for the training was identified** by the Tourism Educators of British Columbia Consortium in 2004 and the Recreation and Tourism Management program faculty to address the current needs of industry and the future of 2010 Olympic Games
* **Transfer opportunities are integral** to the design of the certificate; all courses will transfer directly between the Tourism educators Consortium provincial institutions with full recognition of all courses and credits
* *According to Work Futures BC, c*ompetition for employment in this field will likely be strong due to the desirable nature of this work

***Access***

* **Access is a central goal** for the design of the program supported through the scheduling and delivery of the certificate in an on-line, flexible and accessible format
* **No other programs in BC** with this format and focus
* On line format intention is to maxime access to students/practitioners across BC and beyond
* Advisory group identified the need for flexible and accessible delivery of credit programming and advised program be targeted to those individuals who are: working in the field, but lacking a credential; working in the field and seeking an opportunity to advance their skills and position; seeking an opportunity to pursue a career change into the fields of recreation and tourism and/or seeking an opportunity to pursue training for employment in the event management sector while continuing to meet other commitments and obligations

***Financial Performance***

* 2010/2011 4 courses offered with **94% filled capacity**
* A total of 112 students have completed the certificate
* Budget is cost recovery based with 22 students at breakeven point, maximum class size is 34
* Currently there are 15 coded as EMCP students who took CONV courses starting January 2012 and ending April 2012.

***Quality***

* Department has 7 PhD faculty with two new faculty joining us in August 2012, 4 additional faculty with MA degree and numerous sessional faculty. New faculty are attracted by the focus on teaching (small classes), experiential learning (cooperative education, field trips and international field schools) undergraduate and graduate research

***Institutional Priorities***

* Certificate continues to **fulfill training needs of the vital and growing festivals and events** industry in BC and supports the **academic plan by**; providing access to training and credentialing for individuals already working in the field, providing focused, short term training specific to the recreation and tourism sectors of the industry; and providing and opportunity for international marketing and development; maintain our commitment to academic, applied, developmental, experiential and professional programs that provide multiple educational opportunities

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  | | |  |  |
|  | ***Dean’s Recommendation*** | Expand | | |  |  |
|  |  |  | | |  |  |
|  | Due to demand, the Event Management Certificate has started to offer spring sessions and will continue to into the future.  One impact might be regularization in this particular program—currently taught by temporary faculty. | | | | |  |
|  |  | |  |  |  |  |
|  |  | | ***2013-14*** | ***2014-15*** | ***2015-16*** |  |
|  |  | |  |  |  |  |
|  | ***FTE Targets*** | | 13 | 14 | 15 |  |
|  |  | |  |  |  |  |
|  | ***Estimated Budget Increases or (Decreases)*** | | Cost recovery | Cost recovery | Cost recovery |  |
|  |  | |  |  |  |  |

**Appendix B**

# Recruitment and Retention Strategy

**2011-2014**

# Recruitment and Retention Strategy

2011-2014

# Department of Recreation and Tourism Management

February 2012

By the Student Success Committee

**Introduction and background**

The need for a strategic and planned approach to both student recruitment and student retention has become increasingly evident at Vancouver Island University and specifically within individual program areas. Institutions can no longer assume that enrolment demand is enough to fill seats in various programs and indeed, the VIU Academic plan estimates weakening enrolments in the upcoming years. Shifts in demographics now mean that there are simply not enough people coming out of high school to fill programs. In this type of environment, programs need to be clear on who their target markets are, what products they have to offer and most importantly, they need to actively promote to link the two together.

This document provides a strategic plan for the Department of Recreation and Tourism Management to achieve three primary objectives: a) to increase the number and quality of students applying for our programs, b) to increase the percentage of students who successfully complete our programs, and c) to improve our relationship with the graduates of our program.

In recent years the Department of Recreation and Tourism Management has experienced fluctuations in the number and quality of applicants in both the diploma programs. The consistent message from executive is that recruitment and retention need to be the concern of every department. In 2008, the Department created its first Recruitment and Retention Strategy which has guided the actions of the Department since and which has allowed them to communicate their markets and actions to other Departments within the institution. This strategic plan was revisited in 2011 with the intent to develop an updated one to guide the Department into the next three years (to 2014). This is particularly important due to the evolution of the Department and the need to identify markets for programs that range from certificates, to diplomas, a degree and a graduate degree.

This document should be used internally to guide the workplan of the Department and externally to streamline resources to support the strategies mentioned.

The programs targeted in this document include:

* Event Management Certificate (max enrolment is 34)
* Recreation and Sport Management diploma (max enrolment is 34)
* Tourism Studies diploma (max enrolment of 34)
* Bachelor of Tourism Management – Major in Recreation (max enrolment of 34)
* MA in Sustainable Leisure Management (2011 intake of a minimum 5 domestic and 10 international students, max of 24)

# **Part A. Recruitment or attraction**

The market for the programs offered in the Department of Recreation and Tourism Management are split into two categories – undergraduate programs and graduate program:

Certificate target markets:

1. Our own – students taking a program at VIU and adding on the courses in the certificate to receive an additional credential (20-30%)
2. Part time students – students working or taking other programs who study on a part time basis (30-40%)
3. Distance learners – students off campus taking the program on line (30-40%)

Undergraduate target markets:

1. High school graduates – the market for current diploma programs largely emerges from regional high schools. The students often choose VIU due to its strategic location and as a way to lower costs of post secondary education. It is estimated that this market accounts for approximately 25% of the total student enrolment in the Department.
2. International students – approximately 20% of the total market of students in the Department emerge from countries outside of Canada. Students choose programs as a way to receive an international education experience and to enter Canada.
3. Transfer students- the market for current degree offerings emerge from graduates of diploma programs in Recreation, Sport, Hospitality and Tourism related programs. These students come from our current diploma programs and from outside Colleges with whom we have articulation agreements. It is estimated that this market accounts for approximately 30% of overall enrolment in the Department.
4. Discovery majors – the market of students who find their home in recreation and tourism programs after taking some time off after high school or studying in another program first. It is estimated that this market accounts for approximately 15% of enrolment.
5. Aboriginal students – a new area of focus in this plan is to attract additional First Nations students (10%).

Graduate program markets:

1. International students – In alignment with the goals of World Leisure, the Department is targeting a diverse mix of international students (50 – 70%).
2. Domestic students – A combination of graduates of the VIU degree and other Canadian undergraduate programs (30-50%). This program is run on a cost recovery basis with targets set out over the next few years.

With knowledge of the target markets, emphasis on recruitment is proposed to focus on the best means to attract individuals from respective locations. The following highlights the goals, objectives and tactics to recruit students from respective markets.

# Undergraduate programs (certificates, diplomas, degree)

| Market | Objective | Tactics | Roles and responsibilities | Resources |
| --- | --- | --- | --- | --- |
| High school students  GOAL  To attract 25% of current enrolment from regional high schools | To clarify the roles and responsibilities in the institution with respect to recruitment (based on recent changes to student services).  To develop and distribute promotional materials to inform regional high school students to enrol in a recreation or tourism diploma program.  To educate regional high school students, counsellors and internal recruiters on the opportunities in recreation and tourism.  Develop stronger relationship with professional organizations and operators who can refer us to students as well as hire our students/graduates.  To promote the first year entry into the degree.  To build links with Leader in Training type programs through Parks and Recreation Departments as potential feeder sites.  Develop an exit requirement that allows our current students to go into high schools and promote our program | Learn about how Vancouver Island University is working with High School markets.  Review and upgrade promotional materials annually (brochures, postcards, web materials, Viu-book).  Distribute promotional materials to high school counsellors.  Arrange to speak at local high schools about career possibilities in Recreation and Tourism (ambassador program)  Utilize existing students to promote to their own highschools (incentive to participate such as exit requirements).  Work with existing students to develop a social media campaign for the programs.  Maintain regular presence in the regional media and on a Department blog about events and highlights in the program (and our students).  Ensure promotional materials and advisors communicate the potential to enrol in the degree in the first year of study (to capture the degree vs. diploma markets).  Identify and meet with LIT programs and develop market specific promotional tools to attract them to study in recreation and sport.  Joanne to work with Sharon to develop the exit requirement program. |  |  |
| International students  Goal – to maintain strong demand and 20% enrolment from international markets. | Share the recruitment and retention strategy with the International Education Department and develop tactics to attract suitable markets for our programs. | Determine key international markets that will be pursued.  Set up a meeting with International and engage them.  Solicit regular feedback with current international students to understand their decision to study in the program. Get input on best methods to attract students. |  |  |
| Transfer students  Goal – to increase the number of transfer students to create a second stream of upper level courses (increase to 30% of our enrolment) | Maintain the level of transfer students entering into the third year of the BTM degree. | Develop an inventory of the existing articulation agreements and post those on the website for students to be aware of.  Renew existing articulation agreements with diploma targets.  Increase the number of articulation agreements with post-secondary institutions offering recreation and tourism diplomas.  Learn what the key attributes are for selecting to study in the Department and at VIU;  Continue recruitment visits to “feeder” programs;  Use existing transfer students to market to potential students back at their former institution. |  |  |
| Discovery majors (15%)  Goal – to facilitate better awareness and access to our programs for discovery majors | To bundle and promote opportunities for current Vancouver Island University students to enter into our programs.  To profile mature learners and career changers in our promotional materials. | Learn more about the discovery student as a potential market;  Identify courses that are suitable for students from other programs and “package” them in ways that make them attractive “options” for students.  Reflect new packages in our promotional efforts to external audiences.  Encourage the Leadership team to liaise with other Departments on campus to make them aware of elective offerings in our program. |  |  |
| Aboriginal students (10%)  Goal – to increase the number of First Nations learners in the programs. | Learn more about the location and needs of First Nations students; | Meet with Sharon Hobenshield to discuss FN student markets and appropriate tactics.  Meet with existing FN students to obtain their input on markets and also retention strategies.  Explore the potential benefits of having an Elder in residence for the Recreation and Tourism programs.  Build on the base of knowledge learned from the above tactics in developing additional actions. |  |  |

# Masters in Sustainability and Leisure

| Market | Objective | Tactics | Roles and responsibilities | Resources |
| --- | --- | --- | --- | --- |
| International Students (50-70%)  Goal: To attract a diverse mix of international students into the degree. | To develop and promote the broader World Leisure Center of Excellence to attract attention to VIU and the degree  To create awareness of the new degree among the international community;  Work with International Education marketers to develop tactics to attract desired international markets;  To utilize the resources of World Leisure to attract qualified students.  To develop a culture of recruitment among current VIU faculty for the MA program. | Develop a strategic plan for the WL center of excellence. Establish a presence online and develop a network to link the academic community to VIU. Secure funding for the Center to bring in funding opportunities that attract students.  Set up a regular communication system with International Recruiters and Registration staff.  Develop promotional materials for the international market:   * 2 pager * Postcards * Expanded 4 page * VIU book * Website   Send out communications on organization and faculty related mailing lists (listservs, faculty contacts and distribution lists).  Create a presence on-line with social networking tools:   * Linked in, * Facebook, * Department blog and website; * VIU web * World Leisure web * Youtube   Maintain regular presence in the international media and about events and highlights in the program (and our students).  Ensure that at least one faculty member attends World Leisure Congress.  Maintain an institutional membership with WLO.  Identify and coordinate coverage at important international conference and event activities among faculty (to promote the degree – i.e. recruitment sessions at NRPA, tradeshows).  Select the visiting scholars by (at minimum) January each year and include them on our promotional materials (web, print) as a means to entice students.  Encourage all faculty members to become members of World Leisure Organization and expand their own international network.  Develop a student chapter of WLO  Engage with the University of the Arctic and other consortia to develop innovative mechanisms to bring graduate students together. |  |  |
| Domestic Students (30-50%)  Goal: To attract existing VIU students and additional CDN students into the degree. | To develop a culture of recruitment among current VIU faculty for the MA program.  To create awareness about the new degree among VIU students and CDN recreation and leisure programs. | Develop promotional materials for the domestic market:   * 2 pager * Postcards * Expanded 4 page * VIU book * Website   Send out communications on organization and faculty related mailing lists (listservs, faculty contacts and distribution lists).  Create a presence on-line with social networking tools:   * Linked in, * Facebook, * Department blog and website; * VIU web * World Leisure web * Youtube   Host an information session for VIU students on the degree.  Encourage faculty to give guest lectures at other CDN institutions to raise the profile and opportunities at VIU.  Create a culture of reciprocity among other CDN institutions with respect to student enrolment (Acadia, Waterloo, U of A, Guelph, Dalhousie, etc. – their students here and ours there).  Encourage a CALS discussion to create a map of graduate learning opportunities within Canada to enable students to make decisions, compare options and make good choices.  Develop an inventory of graduate opportunities in Canada.  Develop a student chapter of WLO. | (Tom) |  |

# International Students and Activity

The Department places a high priority on the value of international students and in exposing our students to the world via fieldschools, research projects etc. A number of our programs depend on international students (i.e. MA SLM).

In order to ensure that we meet international targets, the Department should seek additional resources to create a half time workload for Department mobility. This would include securing agreements with other schools for international MOU’s, managing relationships, promoting international opportunities to our current students, marketing our programs with International Education to appropriate target markets, maintaining relationships with existing partners, expanding the network of international scholars and playing a role in the WL Center of Excellence.

**Part B. Retention – enhancing the student experience in our Department**

Attracting students is one aspect of enrolment management, but the Department places a high value on student success and retention of our current student base. In order to satisfy the learning and social needs of current students it is important to support them in the classroom, in the community, and while they are away on Co-op or Internship work terms. Throughout the years, the department has developed meaningful learning experiences for student through interactions with community projects and faculty research programs. These initiatives have not only strengthened our program and introduced students to industry and community leaders but have also help to show student the relevance of their classroom education. Program reviews have shown that students respond well to and value these experiences.

| Market | Objective | Tactics | Roles and responsibilities | Resources |
| --- | --- | --- | --- | --- |
|  | Welcome | Host an annual off-campus orientation to welcome students into the program.  Leadership will be done collaboratively where 3 faculty members will work together in conjunction with the Program and Event Planning classes to organize and operate the day.   * The event will be evaluated yearly and results shared with the Department.   A short orientation will be held for new students starting in January by the Student success committee.  Focussed orientations or welcome meetings will also be done with incoming exchange students  Track the origin markets of our students so we can monitor and inform decision making with data vs. Assumptions.   * Part a) have the Chair work with registration to provide ongoing DETAILED information on registrations (each month from February to June with where they are from, program of intended enrolment) * Part b) Develop a welcome survey (online) that can be sent to students when they are admitted so we can learn more about them – their background, expectations, skill sets, etc. |  |  |
|  | Coursework | Course scheduling will be done internally to ensure student centred approach.  Continue to develop the strong relationship with Campus Career Centre by including support staff in Department communications, activities and meetings.  Instructors in each phase of the individual programs (e.g., 1st Year RMGT, or 3rd Year TRMT) will determine assignment due dates in consultation with each other to ensure balance for students (in August and December of each year)  Each fall term, one week will be set aside as a “light” week (i.e., no assignments due or quizzes held) to allow students to absorb material and make progress on their assignment load.  Elective offerings will be bundled together in “concentration areas” to facilitate the registration process and to highlight potential concentrations available to students.  Relationships with other Vancouver Island University departments and programs will be developed to allow students access to classes of interest and to expose our program to potential discovery majors (i.e. business, INTD courses, media services, child and youth care). |  |  |
|  | Student interaction | Faculty will all make a commitment to, where possible, attend:  a) orientation,  b) student showcase type events during the year and  c) graduation ceremonies    Where possible, opportunities for students to interact with program alumni will be developed via classroom visitation, profiles in class, skype sessions, social media or special events.  Faculty will provide ongoing support to the Vancouver Island University Recreation and Tourism Association (student association) by designating someone to engage with RTA on a yearly basis. |  |  |
|  | Life enriching experiences and community engagement | Continue to develop and promote domestic and international study tours that offer students unique learning experiences.  Continue the practice of integrating an applied component to each course offered in the program. Coordinate these experiences among faculty of the same year to ensure that the workload is “doable” and that multiple communities or organizations are not oversaturated  Further enhance opportunities for students to gain non classroom insights by resourcing fieldtrips and bringing in off campus guests.  Develop and promote professional development opportunities for students in partnership with RTA, through the World Leisure Center of Excellence and through exit requirements. |  |  |
|  | Support | Develop and send regular “Department Communications” to students to inform them of VIU and Professional Development related opportunities. Develop and send regular “Research Matters Communications” to students and the external community to promote opportunities to students and to profile our work externally.  Develop a database of external community partners for VIU including Coop employers, research partners, and communities that we engage with. Use this to maintain relationships and to market opportunities.  Designate internal advisor resources to support students in their education planning within the Department. Identify “at risk” students and gives them the assistance they need to complete their programs through Vancouver Island University Student Services.  Be flexible in the delivery of our program to allow students to complete the program in ways that satisfy their unique circumstances and their learning goals. Locate potential sources of funding for Graduate students to facilitate their success in the program.  Promote financial awards available to students on our website and through communications. Identify which ones are in need of top up. Commit as a Department, with the RTA to fundraise and provide top up funding to these awards each year (one per year). |  |  |
|  | Recognition | Celebrate success of students in the Department through a) the Dean’s list, b) promoting and supporting internal and external awards, and c) showcasing our student’s talents through media relations office and our website.  Host a “showcase” of our graduates to the community through the Graduating Seminar course each spring.  Attend and celebrate achievements during the graduation ceremonies.  Support student efforts and contributing resources to graduation celebration/ceremonies. |  |  |
|  | Faculty and staff development | Encourage participation in teaching and learning to enhance excellent teaching practice  Promote Vancouver Island University teaching and learning initiatives  Determine and facilitate support to embed innovative teaching practices in our program through workshops (i.e. refworks, digital media)  provide ongoing internal opportunities to exchange scholarship ideas |  |  |
|  | Evaluation | Promote ongoing evaluation of courses and the program with students  Undertake annual exit surveys of 2nd and fourth year students  Undertake exit calls or interviews with students that leave our program each year  Undertake focus groups with first and third years to learn about ways to enhance their experience  Encourage faculty to undertake course evaluations and to measure successful teaching practices |  |  |

**Alumni Relations**

The Department has a wealth of alumni from its various programs. Historically, the Department has utilized alumni to keep in touch with other Alumni, to enculture current students and to report on the relevancy of the programs offered. However, one of their unofficial and primary duties is the promotion of our programs. The following list details some of the activities that can be undertaken to ensure that expand our current relationship with program alumni.

1. Use social media (linked in, facebook) to locate and update our alumni listings and profiles.

1. Develop a database of program alumni to be kept “in house” by the Department Secretary.
2. Work with the Campus Career Centre to offer services such as the “Jobs for Grads” email as well as the posting of positions.
3. Track the career transition and trajectory of our graduates as well as their overall preparedness for work based on our program curricula.
4. Profile successful graduates on our Department website, blogs and other social media.
5. Link our alumni to our program via program advisory committees. Ask for regular feedback on the programs.

**Resources for the recruitment and retention plan**

Many of the tactics in the recruitment and retention strategy can be done as part of the role of faculty members in the Department. However, to fully realize the success of these new strategies, additional resources will have to be secured. These resources may come from: the department budget, the Faculty of Management, or central resources at Vancouver Island University. The resources will have to come in a variety of formats including workload (release section), commitment by current faculty as departmental activity (i.e. student success committee), student work and partnerships.

To summarize, the student success committee proposes that the following resources are required to realize the recruitment and retention strategy:

1. Faculty commitment and time on many of the activities
2. Additional cash resources to host events, undertake promotional materials, distribution and travel (add up the tables first and then finish this section)

**Appendix A**

**Department of Recreation and Tourism Management**

**Mission Statement and Goals**

**Departmental Mission Statement**



**and Goals**

## Mission Statement

The Department of Recreation and Tourism Management is concerned with the ways in which tourism and recreation experiences are understood and enhanced through the effective use of leisure. We see leisure as a means of sustaining healthy individuals, healthy communities and healthy environments. Therefore, we are concerned with how individuals, groups, and societies plan, organize, manage, and utilize opportunities and resources for leisure. Through an atmosphere of excellence in learning and teaching, the Department contributes to student success, the advancement of tourism and recreation experiences, and the advancement of individual and community life.

## Department Goals

* To enhance education experiences in recreation and tourism delivered by the Department
* To strengthen the high quality faculty and staff complement in the Department
* To ignite inquiry among students and faculty in the Department
* Actively recruit and retain high quality students