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| **Vancouver Island University** | **Faculty:** |
| **Summative Program Assessment Template 2012** | Department of Recreation and Tourism |
| **Program: MA Sustainable Leisure Management** | |

***Context***

* MA SLM was approved in 2011 and first cohort implemented in August 2012
* Degree offered in conjunction with World Leisure Organization (WLO) and reflects both the Department mission and MA SLM vision (Appendix A)
* Instructed by full time VIU faculty and enhanced learning from **international visiting scholars** and guests, both face to face and via technology
* Visiting scholars contribute to breadth in teaching by participating in the delivery of lectures, seminars, public presentations and thesis committees
* Focus is to facilitate the professional preparation of aspiring and practicing leaders conversant with the concepts of sustainability, innovation and knowledge mobilization within the context of leisure
* **Global learning** environment with a **collaborative** commitment to professionalism built around liberal education, **practical experience**, and **applied learning** opportunities that encourage research, service and knowledge mobilization
* **Successful first year evaluation** approved by Degree Quality Assessment Board and met projected target for first cohort year with 10 students enrolled
* If degree were to be discontinued it would default on an agreement entered into by and between the WLO and VIU on September 15th, 2009. The agreement will be in effect until June 30,2015 at which point it is subject to renewal
* MA SLM supports VIU’s core values through diversity in the learning environment which are equitable, diverse and inclusive with both an **international and domestic** student cohort (see appendix B – Recruitment and Retention plan)

***Relevance***

* To engage leaders with interest in innovative, experiential approaches that advance sustainable social, environmental and economic leisure developmental goals
* Graduates will explore a leisure services **career as a sustainability professional** in public agencies, nonprofit organizations, and commercial enterprises or pursue a profession in academia
* VIU has been designated as an international **Centre of Excellence** by the WLO, an international body of leisure scholars and practitioners who have also endorsed the MA SLM degree. VIU is one of only two designated Centres in North America and the first in Canada
* VIU will create the World Leisure Centre of Excellence to advance, promote and exchange leisure concepts, best practices and other related topics in an internationally focused program of teaching, research and service that will bring together researchers, scholars, professionals and students
* Students will engage with WLO activities in a number of ways such as conferences, visiting scholars and international field schools
* **Demand locally or worldwide for tourism managers** in operations or marketing, college instructors, or young professionals seeking to work in the sustainable industries can be examined in terms of general a) growth in the workforce, b) gaps in existing graduate instruction, and c) the need to address sustainability trends and innovative changes in society today

***Quality***

* Department has 9 faculty with a PhD (7 existing, 2 incoming in 2012) and 4 with MA degree. The group is prominent in the annual **VIU Scholarly Activity report and successful SHRCC recipients**
* Two full time research chairs attached to the Department of Recreation and Tourism; Regional Innovations Chair in Tourism and Sustainable Rural Development and Canada Chair in Coastal Resource Management
* Some **highlights from student focus group**: “loved the diversity of global learning, connection and access to faculty and everyone involved was engaged in our learning”
* MA SLM students will join a worldwide alumni of World Leisure Organization Centre of Excellence graduates
* Significant formal process in place to address **student success through a mentorship** model assigned with all faculty and FOM Dean involved. Graduate committee and student success committee in place (refer to terms of reference subcommittee appendix)
* Full time classroom dedicated to MA SLM students

***Financial Performance***

* MA SLM is cost recovery based and is in the first year of a five year start up budget
* Program is meeting financial and enrollment targets based upon reaching full capacity by 2015/16

***Access***

* **Evidence of strong demand for 2012** (to date we have reviewed 20 international applicants and 8 domestic)
* Ten students in the 2011/12 cohort (three international and seven domestic of which one is aboriginal)
* Current Tourism Management Degree ladders into the MA SLM
* Department of Recreation and Tourism, in consultation with VIU Foundation and student services award department, will establish and maintain a plan for scholarships, assistantships and funds for research projects as well as plans for recruiting international students
* **Full expenses for one (2012) Ghanaian student** has been confirmed through faculty research grants and department of international education support which reflects VIU’s commitment to international scholarship

***Institutional Priorities***

* MA SLM was the third Masters degree at VIU supporting the academic plan in expanded markets and educational products
* MA SLM helps **fulfill objectives of the academic plan** in relation to; student learning, engagement and success, experiential learning opportunities and involvement in scholarship and community based learning, development of high quality programs, community engagement and institutional effectiveness
* Recruitment of strong graduate students for the MA SLM and focus on building and funding the program so that it has high quality, deep community engagement opportunities and international recognition. This is **linked to the academic plan objectives** in areas of; promote dynamic and contemporary cross-disciplinary themes, raise the profile of the University and further develop opportunities for experiential learning.
* In keeping with VIU academic goal of engaging regionally, nationally and internationally, the department of Recreation and Tourism will contribute to internationalization by partnering with leading leisure and tourism educators around the globe for the purpose of fostering international understanding and cooperation

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|  | ***Dean’s Recommendation*** | Expand | | |  |  |
|  |  |  | | |  |  |
|  | Recommendation is to maintain MA SLM and remain committed to the five year start-up plan. | | | | |  |
|  |  | |  |  |  |  |
|  |  | | ***2013-14*** | ***2014-15*** | ***2015-16*** |  |
|  |  | |  |  |  |  |
|  | ***FTE Targets*** | | 20 | 25 | 33 |  |
|  |  | |  |  |  |  |
|  | ***Estimated Budget Increases or (Decreases)*** | | Cost recovery | Cost recovery | Cost recovery |  |
|  |  | |  |  |  |  |

**Appendix A**

**Department of Recreation and Tourism Management**

**Mission Statement**

**Master of Arts in Sustainable Leisure Management**

**Vision Statement**

**Departmental Mission Statement**



## Recreation and Tourism Department – 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.

**Master of Arts in Sustainable Leisure Management – Vision Statement**

Our vision is to facilitate the professional preparation of aspiring and practicing leaders conversant with the concepts of sustainability, innovation and knowledge mobilization within the context of leisure. Graduates of the program will advance and mobilize the knowledge, innovations and skills central to the design, delivery, assessment, and monitoring of sustainable leisure services in the communities in which they reside and work. The degree program will advance individual career goals by incorporating those skills into a professional field experience and innovative research-based thesis.

**Appendix B**

**Department of Recreation and Tourism Management**

**Recruitment and Retention Plan**

**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)