

Accountability Plan & Report 2015/2016



Langara.

THE COLLEGE OF HIGHER LEARNING.

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Office of the Board of Governors
Office of the President

June 23, 2016

Honourable Andrew Wilkinson, Minister
Ministry of Advanced Education
PO Box 9870 Stn Prov Govt
Victoria, BC V8W 9T5

Dear Minister Wilkinson:

We are pleased to submit the Langara College Accountability Plan and Report for the 2015/16 Reporting Cycle. This document was prepared under our direction in accordance with the Budget Transparency and Accountability Act, the BC Reporting Principles, and the Taxpayer Accountability Principles. It describes the progress made towards achieving Langara's goals, objectives, performance measures, and targets for 2015/16.

In the final year of the 2013/14 Strategic Plan cycle, our faculty, staff, and administrators worked together toward realizing the vision of Langara as a leading college in the region.


Looking ahead, we are proud to announce the launch of the Langara 2020 Strategic Plan, with a focus on excellence, collegiality, innovation, and integrity. The College will move forward into 2016/17 with integrated Strategic and Academic Plans focused on providing students with the solid academic and experiential foundations necessary for success in their chosen pathway.

This document has been reviewed and approved by the Langara College Board of Governors, and with this letter, we hereby affirm our accountability for the Langara College Accountability Plan and Report.

Yours sincerely,



Kwin Grauer
Chair, Board of Governors



Dr. Lane Trotter
President and CEO

INTRODUCTION

This report is produced in compliance with the Ministry Mandate Letter for fiscal year 2015/16, which outlines the respective roles, responsibilities, and performance expectations of the Government and the College. The Accountability Plan and Report provides a medium for Langara to communicate our current and future goals, and to report on our progress toward internal targets and Ministry of Advanced Education performance measures. In addition, this document offers the public a general introduction to Langara's development and performance.

INSTITUTIONAL OVERVIEW

Langara College, located in south Vancouver, was established as an independent public college on April 1, 1994, after offering programs as part of Vancouver Community College for 29 years. Our mission and vision is to provide accessible educational opportunities that meet the needs of our diverse community and to support exceptional learning experiences that lead to employment, career advancement, and further education. We are firm believers in life-long learning and deliver on this commitment by charting exceptional educational pathways for students of all ages, backgrounds, and life stages. Langara plays a critical role in preparing students with the skills and knowledge needed for high-demand occupations both in our local region and in other BC communities.

We offer the most comprehensive university transfer program of any BC college: four baccalaureate programs, 24 career programs, and continuing studies courses in more than 80 subject areas. Students can pursue programs of study leading to a post-degree certificate or diploma, bachelor's degree, associate degree, diploma, certificate or citation. We also provide a wide range of educational experiences designed to enrich post-secondary learning, including co-operative education, domestic and international field studies, and educational partnerships with domestic and international institutions and organizations. Langara College Continuing Studies offers a unique selection of intensive English and academic skills programs for students whose first language is not English, in addition to personal and professional development courses designed to meet the needs and schedules of our community. The College served approximately 22,200 students in the 2015/16 fiscal year.

To facilitate an accessible, rewarding learning experience, Langara is continuously expanding and updating its offerings. Our small classes (33 students, on average) allow individual attention from instructors and increased student interaction, which fosters teamwork and communication skills. For years, we have been one of British Columbia's leading colleges, providing more transfer students to BC universities than any other college or institute¹. In light of the rising cost of post-secondary education, attending Langara makes economic sense. Compared to those attending a research university, students who take their first two years here can save almost \$4,500 on tuition², while those who complete a baccalaureate at Langara could save approximately \$16,900³ over four years.

¹ Most recent data available from the Student Transitions Project, Mobility Pivots and Dashboard (2002/03 to 2013/14).

² For a 120-credit Arts degree, of which 60 credits are completed at Langara. Calculation is based on the 2015/16 general cost per credit posted by UBC and Langara. SFU differential is higher.

³ Based on the 2015/16 tuition posted online for UBC's Bachelor of Commerce, General Business Administration and Langara's Bachelor of Business Administration.



2020 Strategic Plan

2016/17-2020/21 STRATEGIC PLAN

Vision

Langara is Canada's pathways college. We provide students with the academic and experiential foundation to chart their course to further education, professional and personal development, and career success. Our Vision categories include:

- **Relevant, Innovative, and High-Quality Programming:** Langara helps students achieve academic and career success by offering a multitude of educational pathways to recognized credentials and further educational opportunities. We are committed to continuing to meet the evolving needs of our students, partner institutions, and employers.
- **Organizational Sustainability:** Langara's breadth of high-quality programming as well as our student and employee support services attract and retain students, faculty, and staff. Our programming appeals to local, international, and continuing studies students, creating a diversified financial base that enables the provision of high-quality academic experiences. We continuously seek efficiencies in the ways we teach and work through improvement and modernization of our business processes, IT systems, and physical spaces.
- **People and Culture:** Langara is a respectful community of engaged students and employees. Student-centred, high-quality instruction and services have made the College a top choice for students. Our students and alumni report very high satisfaction with their educational experiences. The growth in experiential learning opportunities has helped more students achieve their personal, educational, and career goals.
- **Communities:** Langara students and employees as well as the wider communities we serve regularly interact for mutual benefit. We welcome the input of alumni and industry leaders in educational activities and provide a wide range of life-long learning opportunities to our local communities. Our students give back to the community and learn from these service opportunities. The connections forged through increased engagement have led to a growing number of alumni and donors who support fundraising initiatives.

Mission

Langara College provides accessible, high-quality undergraduate, career, and continuing educational programs and services that meet the needs of our diverse learners and the communities we serve.

Values

Our values describe what we believe in and how we will act as we implement the Strategic Plan. These values are based in part on those identified during the development of our Academic Plan, and include:

- **Excellence:** We strive for excellence - for our students, in teaching and learning, and in all aspects of administering the College.
- **Collegiality:** We welcome and include diverse people and perspectives, collaborating in mutual respect and dignity.
- **Innovation:** We are forward thinking and open to new ideas, approaches, and technologies.
- **Integrity:** We act in the interests of our students, with honesty and transparency, and are responsible stewards of public resources.

Thematic Priority

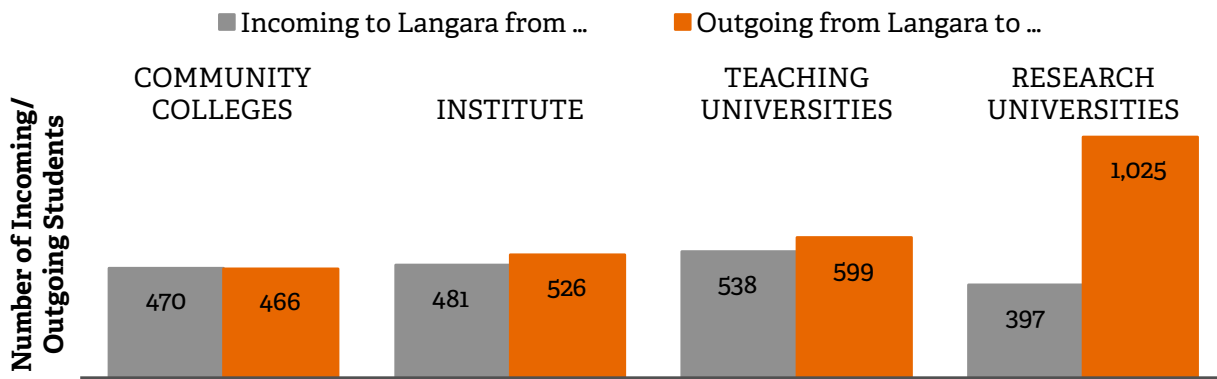
While all outcomes in the plan are important, the particular focus for the first two years is supporting our mission for academic excellence by prioritizing financial sustainability.

Strategic Context

STRATEGIC CONTEXT

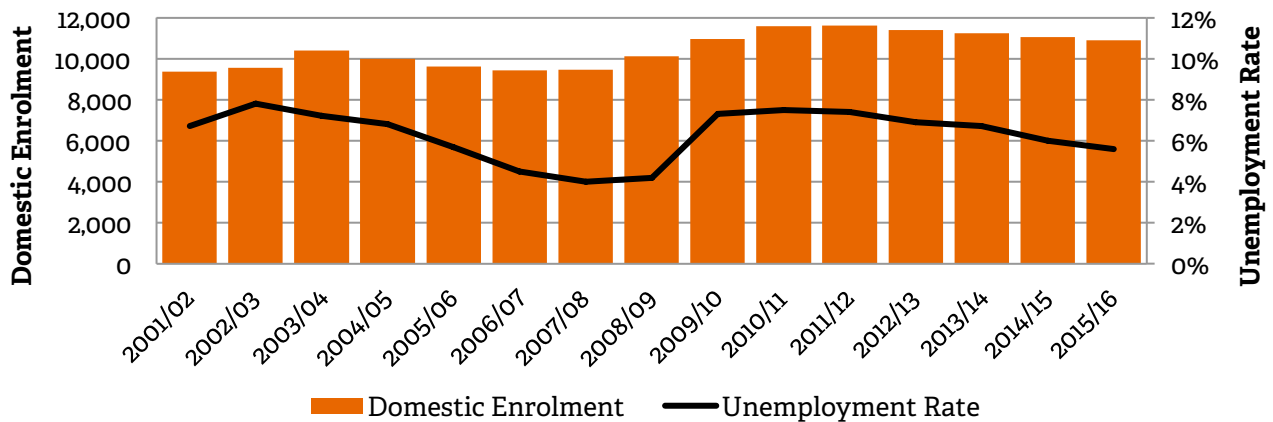
The Province defines the Langara College service area as the combination of Vancouver, Richmond, and Burnaby school districts⁴. For more than ten years, at least three quarters of our students have listed their residence within this region. The College’s primary demographic is 18 to 24 year old students (75% in 2015/16), but we also serve many who are entering or returning to school later in life, retraining for new careers or advancing their professional qualifications. Almost three quarters (73% in 2015/16) of our credit studies students are registered in University Transfer programs, and we successfully transfer more students to research and teaching-intensive universities than any other BC college or institute. However, Langara is not just a sending institution; of all BC Colleges, we are also the second highest recipient of transfer students. In 2013/14, we received almost 1,800 transfer students from BC colleges, institutes, and universities⁵.

2013/14 Pathways of Transfer Students to and from Langara



The total population of the College service area grew by 1% in the last year, and is expected to increase by 6% between 2016 and 2021⁶. Langara’s domestic enrolment generally reflects the population change in the 18-24 age group, modified by economic indicators such as regional unemployment.

Historic Domestic Enrolment and Unemployment Rate



It should be noted that the above population projection does not take into account two factors that may influence future enrolment. Langara draws a majority of our students from the 18-24 year old

⁴ Order of the Lieutenant Governor in Council; Order in Council No. 0077, approved Jan. 12, 1994.

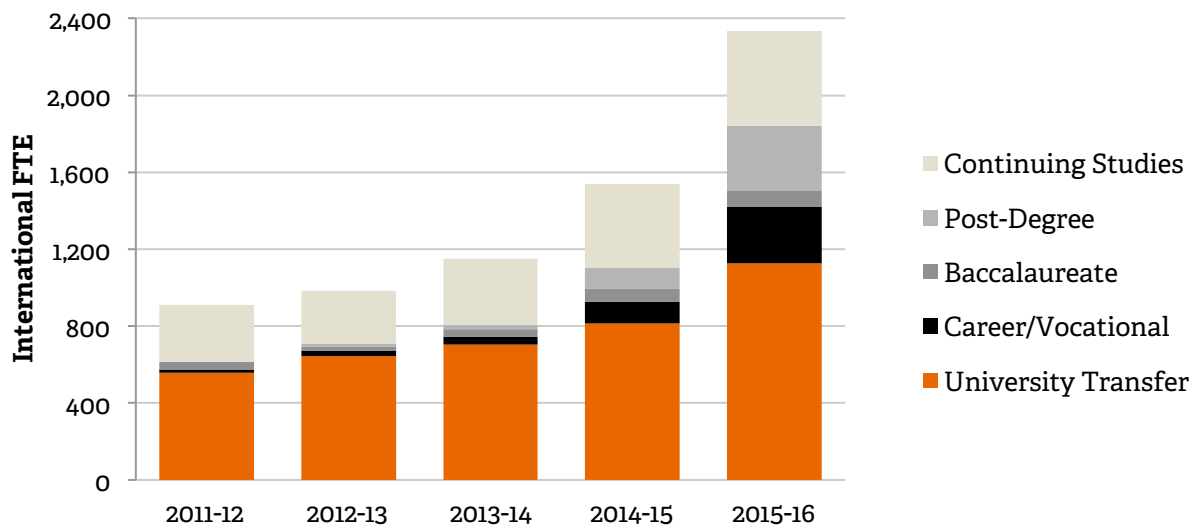
⁵ Most recent data available from the Student Transitions Project, Mobility Pivots and Dashboard (2002/03 to 2013/14).

⁶ P.E.O.P.L.E 20154 Projection Model, BC Stats, Government of British Columbia. July 1, 2015.

cohort, a population that is projected to decrease by 17% in the next 5 years⁷, partially influenced by the rapid escalation of regional housing costs. However, this may be counterbalanced by the development of the Cambie corridor, which will increase urban density in our neighbourhood, with the potential for significant impact on our long-term enrolment and space utilization planning. The College is working toward greater efficiencies in enrolment, course planning, and space utilization in order to maintain a balanced budget while upholding academic excellence, innovation, and quality undergraduate opportunities for all students.

International students are a rapidly increasing component of our student body, coming from 66 different countries, and comprising 24% of regular studies and 35% of continuing studies FTE enrolment in 2015/16. Langara’s LEAP and Summer English Language Programs draw students from all over the world. Our long-standing Takudai Program provides seven months of international language and experience to students from Japan’s Takushoku University⁸. Several additional agreements with individual international institutions and organizations allow for a wide variety of opportunities for international students at Langara, and for our domestic students abroad.

International FTE by Fiscal Year



⁷ P.E.O.P.L.E 2015 Projection Model, BC Stats, Government of British Columbia. July 1, 2015

⁸ The Takudai Program was launched in 1978, and has continued to serve students for 38 years.



New Directions and Initiatives

NEW DIRECTIONS AND INITIATIVES

Langara is moving into the future focused on excellence, collegiality, innovation, and integrity. In accordance with the direction provided by the 2020 Strategic Plan, the College is committed to our mission of academic excellence, while maintaining fiscal responsibility and sustainability. We are a teaching-centred institution which recognizes that both scholarly and experiential activity have important roles to play in providing students with the solid foundations necessary for success in their chosen pathways. We plan to enrich the student experience through strong, innovative, and diverse program offerings, improved facilities, excellence in teaching, and a collegial environment that respects diversity and integrity.

Academic Focus

Following the introduction of Langara's first Academic Plan, 2015/16 has been an eventful year. Academic Priority Action Groups were formed to oversee and guide work focused on each of the five academic priorities: Learning and Teaching; Student Support; Aboriginal Initiatives; International Initiatives; and Environmental, Financial and Social Sustainability. This effort has resulted in the development of new, innovative support programs for students and faculty, including a peer supported learning initiative, a case management approach to supporting students experiencing academic difficulty, an online academic integrity and success course, and a faculty program for exploring inter-cultural competencies.

Langara recognizes that highly relevant support and services are integral to the ongoing academic success of our students. We are taking specific steps to understand the unique needs of our diverse student population, and take action in the most meaningful and impactful ways. In addition to Aboriginal and international initiatives, Langara has prioritized improved access and supports for former Youth-in-Care students. As part of a four-year pilot initiative, the College has been providing former Youth-in-Care students with assistance in covering educational costs. So far, the program has accepted 49 applications for bursaries and allocated a total of \$55,725. We were also privileged to facilitate access to \$19,300 of external funding by way of the Youth Futures Education Fund, which went directly to covering any remaining unmet financial need. Planning is already underway to ensure that the program endures beyond its pilot phase.

Following our new strategic vision, Langara is continuing to expand pathway opportunities for our students. This year, we signed a first-of-a-kind articulation agreement with Queen's University in Ontario, allowing domestic and international students who complete an Associate Degree in Arts or Science at Langara to transfer into third year of any one of seventeen program options at Queen's University. Going forward, the College will be pursuing similar agreements with other Ontario Universities. In addition, we are exploring relationships that will provide opportunities for international students to finish their degree at Langara. For example, we are applying to become a progress partner of the Scottish Qualification Authority, which will allow students completing their Higher National Diploma in various business disciplines to enter the third year of our Bachelor of Business Administration program.

The College continues to pursue program review and renewal, which will lead to several exciting changes in Langara's offerings. The first of these occurred in September, when we launched our new Professional Photography program, redesigned to align more closely with projected industry career opportunities. In other disciplines, we are planning for new course and credential offerings that increase work-integrated learning opportunities and provide smooth pathways to the research universities.

In addition to reviewing existing programs, Langara is developing new offerings that are consistent with government and local needs. Last year, we launched the Web and Mobile Application Design and Development program and the Diploma in Applied Science for Engineering. In 2016/17, we will introduce a new diploma in Financial Services Management and a post degree diploma in Accounting. Programs under development include a Certificate in Creative Arts Exploration, an

Environmental Technologist Diploma, and a Post Degree Diploma in Data Analytics. These diverse new programs will meet market demand, provide opportunities for individuals in career transition, and support the BC Jobs Plan and Provincial International Education Strategy.

Aboriginal Initiatives

Langara acknowledges its location on the unceded traditional territory of the Musqueam First Nation. The College recognises its responsibility as outlined in the recommendations of the Truth and Reconciliation Commission to work with First Nations, Aboriginal and Indigenous peoples. As such, we have an opportunity to expand our understanding of Aboriginal cultures and peoples and to welcome Aboriginal students to our campus. To this end, the Langara Academic Plan establishes the following initiatives:

- Increase recruitment, retention, and graduation of Aboriginal students
- Expand awareness, acceptance, and inclusiveness of Aboriginal cultures within Langara
- Strengthen partnerships with Aboriginal communities.

In pursuit of these goals, we are working to offer targeted Aboriginal student recruitment, expand transition support systems that reflect Aboriginal cultures, advance and implement support services to ensure Aboriginal learner success, promote awareness of Aboriginal cultures on campus, and formalize partnerships and policies to effect strong college–community connections.

In recognition of the strengthening relationship between Langara and the Musqueam First Nation, and our location on traditional Musqueam territory, Langara was honoured to receive the Musqueam name of *snəwəyəʔl leləm*, meaning house of teachings. The phrase references the advice given to a child to build their character and to guide them in to adulthood. The ceremony on January 11, 2016 was attended by: Grand Chief Edward John; representatives from the Musqueam First Nation, including Chief Wayne Sparrow, Elder Mary Charles, and Siem Henry Charles; the Honourable Andrew Wilkinson, Minister of Advanced Education; Vancouver Mayor Gregor Robertson; and members of the Langara College Board and community. Gail Sparrow, a former Musqueam Chief and Langara’s Elder in Residence, served as master of ceremonies.

“I know that this naming ceremony will now become part of the culture of the College and be a source of pride for Langara students and all who come to the campus. By honoring Musqueam and incorporating its symbols and traditions into the very fabric of the College you begin a process of reconciliation and lay a foundation for new and positive partnerships for the future.”

- Wayne Sparrow, Chief of the Musqueam First Nation

Stemming from this relationship, and dialogue with our Aboriginal students, enrolment support for Aboriginal learners has been a key area of focus. This has resulted in institutional changes in the registration process, ensuring that Aboriginal learners have vastly improved access to course offerings. For those considering a university degree, we have signed a formal partnership with the University of British Columbia that guarantees admission into a growing list of academic programs for Aboriginal learners who complete program requirements at Langara. This partnership also includes access to scholarships and bursaries at both campuses, and outlines co-curricular opportunities that are aimed to improve student preparation and allow for a smoother transition overall.

International Education

Langara has been working diligently to provide our students with an environment rich with international learning and experiences. We have expanded the cultural diversity of our student body to include growing numbers of students from India, Saudi Arabia, Southeast Asia, and South America. We will continue to explore new markets, including Vietnam, Mexico, and the Ukraine. In 2015/16, the College collaborated with Shenzhen Polytechnic Institute to offer our Bachelor of Business

Administration students their first study abroad opportunity. This unique field study option allows our BBA students to immerse themselves in academic and experiential learning within the cultural, historical, and business environment of China. In addition, we launched several programs that offer increased opportunity for international and domestic students to work together as they develop skills for high-demand careers.

The College has far exceeded the government goal of a 50% increase in international enrolment by 2015/16. This success can be attributed to an excellent International Education support department, and the development of innovative programming that matches the aspirations of international student markets. In 2015/16, we launched post-degree programs in Web and Mobile App Design, Applied Planning, Business Administration, and Marketing Management. In 2016/17, we will add post-degree programs in Supply Chain and Logistics, Nursing Diversity and Inclusion Leadership, and Accounting. In addition to our traditional academic offerings, Langara is expanding our services for professionals seeking international experience and education. In 2015/16, we provided custom training for post-secondary administrators from Yunnan province, China. This year, we have signed new agreements with two Japanese universities to provide short term, industry-specific English language programming. These diverse programs meet market demands, provide learning opportunities for individuals in career transition, and support the Provincial International Education Strategy and BC Jobs Plan.

In addition to relevant programming, Langara provides a number of experiences that encourage international students to gain a deeper understanding of Canadian culture. In 2015/16, we introduced the i-Guide program, which offers new international students a chance to benefit from the guidance, advice, and support of a more experienced student mentor during their first semester on campus. The initial year was a success, and we intend to expand the i-Guide program in 2016/17. Many international students also live with Metro Vancouver families, either as part of our Summer English Language Program, or through our extensive network of more than 1,300 Homestay families. The Homestay program provides revenues to serve institutional priorities and supplements the income of participating families in the region. Homestay also supports international education initiatives for Vancouver School Board, Burnaby School District, UBC Continuing Studies, and Emily Carr University of Art and Design. Langara will continue to seek opportunities to serve other public sector education and advanced education institutions.

Planning and Success

Langara's recruitment and program development efforts are supported by our academic plan and newly adopted strategic plan. Together, these plans will ensure that we continue to provide students with affordable and exceptional educational opportunities. The strategic plan lays out an ambitious agenda for the coming five years. Proposed activities are centred on four major vision categories: organizational sustainability; people and culture; communities; and relevant, innovative, and high quality programming. The vision categories include a series of critical objectives, each with associated performance metrics. As such, the plan will hold the institution accountable for its performance in addressing critical issues and in achieving measurable outcomes that demonstrate the College's progress. Specific strategic objectives include:

- Improvement of key business processes and infrastructure
- Implementation of robust, highly available, and effective IT systems
- Increased financial independence within the public post-secondary sector funding framework
- An environment that supports a culture of collegiality and respect
- An increase in the number and quality of service learning opportunities for our students
- Development of new program offerings that support life-long learning within our community
- An expanded student support and financial assistance program
- Increased program offerings that link seamlessly to further education and employment.

While all objectives and outcomes of the strategic plan are important, the College has established financial sustainability in support of academic excellence as its overarching thematic priority for the

next two years. In support of this objective, we continue to develop new and innovative programming that matches the aspirations of our international and domestic student markets, aligns with the Government's Skills for Jobs blueprint, and supports the Provincial International Education Strategy.

Recognizing that many students need to balance education and retraining with existing family and work responsibilities, Langara Continuing Studies (CS) is focusing on increased program development and diversity. This includes improvements in articulation and the development of many new full and part-time professional programs, advanced credentials, and curriculum sharing agreements. In 2015/16 CS launched two new diploma programs (Registered Massage Therapy and Real Estate) and 11 new certificate programs, including Strategic Resilience for First Responders, Geographic Information Systems, Real Estate Investing, and Engineering. We are in the process of launching Continuing Studies' first post-degree diploma (Supply Chain and Logistics) and updating our successful Accounting program to meet new industry standards.

Facilities

Langara remains committed to developing the facilities required to support the growth and improvement of the excellent learning environment we provide for our students. To this end, we continue to pursue our Facilities Master Plan, which includes both new and repurposed academic buildings. A facilities audit of College buildings has identified many components of our main academic building (Building A), including laboratory facilities and equipment, as beyond their useful service life and in need of replacement. To ensure that our students have the space and equipment to support optimum learning, Langara is self-funding the construction of a new Sciences and Technology building, expected to open by September 2016. Langara will continue to pursue Ministry funding for the Langara College Centre for Creative Industries and Innovation, and has submitted Strategic Investment Fund applications to the Provincial and Federal governments. In addition, the college will seek funding for the much-needed remediation of Building A, including seismic and energy efficiency upgrading.

In support of our pledge to incorporate sustainability practices in our campus operations, academic curricula and college life, Langara is working hard to reduce our energy utilization and waste generation. Since 2009/10, we have reduced energy consumption by 20% and greenhouse gas emissions by 26%. Our recycling and compositing initiative has increased the amount of waste we divert from the landfill by 55%. In 2015/16, we completed the second phase of our new central heating plant, which is designed to connect to a future Low Carbon District heating system planned for the Cambie corridor. Langara is also implementing several other sustainability projects, including energy efficient lighting and green IT solutions in student labs and employee workstations. In 2016/17, our primary focus will be on bringing the new Sciences and Technology Building online, and confirming that it meets the designed energy efficiency standards. We will also be creating a Sustainability Coordinator co-op position, dedicated to increasing awareness and engagement within the College community.

Employee Sustainability

Langara is dedicated to implementing programs that build upon respect, excellence, recognition, and engagement. In addition to our existing Respectful Workplace program, we have finalized an on-line Respectful Workplace training tool that will allow employees to maintain their education in this important area. We have also moved forward with the initial steps of the Employee Engagement Plan: measuring existing levels of engagement, and identifying areas of planning focus. 2016/17 will see the rollout of departmental action plans. Investing in faculty and staff engagement benefits our employees directly, and the College as a whole, through increased productivity, reduced turnover, and improved morale.

Langara's Leadership Development Program invests in employee sustainability by building and supporting leadership capacity. Recommendations based on research conducted among our leaders include the exploration of increased faculty mentorship, internal development opportunities, leadership resource toolkits, and administrative compensation and support.



Goals, Objectives, Performance Measures, Targets & Results

GOALS, OBJECTIVES, PERFORMANCE MEASURES, TARGETS AND RESULTS

Ministry of Advanced Education Goals for 2014/15-2016/17:

1. Students are supported to achieve their education, employment and training goals.
2. Maintain a quality post-secondary education system that provides B.C. with a global competitive advantage.
3. An innovative approach to education and training that maximizes return on investment and supports British Columbia’s diverse communities.

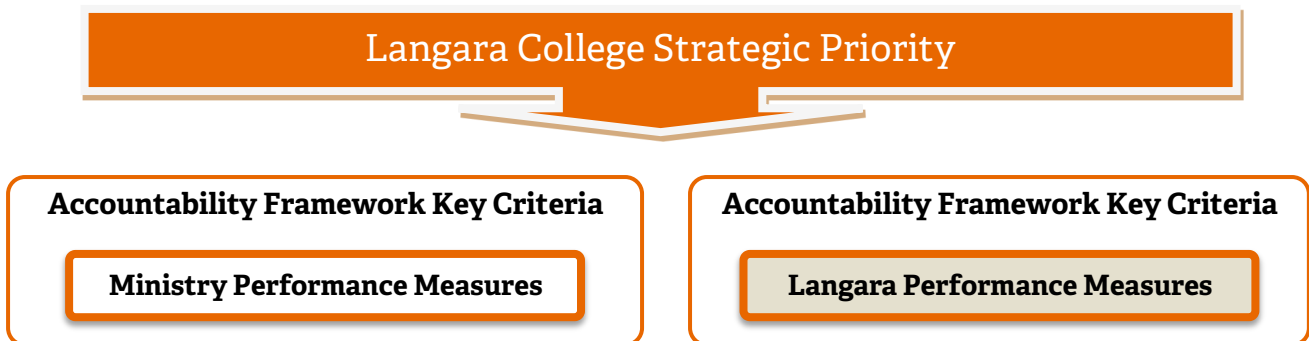
Ministry of Advanced Education Accountability Framework Key Criteria:

1. **Capacity:** The BC public post-secondary system has sufficient capacity to meet the evolving needs of the province.
2. **Access:** The BC public post-secondary system provides equitable and affordable access for residents.
3. **Quality:** The BC public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students.
4. **Relevance:** The BC public post-secondary system is relevant, having the breadth and depth of programming to meet the evolving economic needs of the province.
5. **Efficiency:** The BC public post-secondary system is efficient, providing multiple and flexible student pathways with clear returns on public and individual investments.

This section includes the new Langara College strategic priorities and associated performance measures. All of the goals presented are linked to internal or Ministry performance measures through the Accountability Framework Key Criteria. The graphics provide a visual breakdown of each College priority and objective, the associated Ministry Key Criteria, and the performance measures⁹ used to gauge progress. The tables that follow provide the baseline, annual targets, and results for each performance measure.

Target assessment criteria are defined by the Ministry:

- **Exceeded** if we have achieved at least 110% of the target
- **Achieved** if we have achieved 100%-109.9% of the target
- **Substantially achieved** if we meet 90 – 99.9% of the target
- **Not achieved** if we meet less than 90% of the target
- **Not assessed** for descriptive measures, measures without targets, and where survey results have <20 respondents or a margin of error of 10% or more.

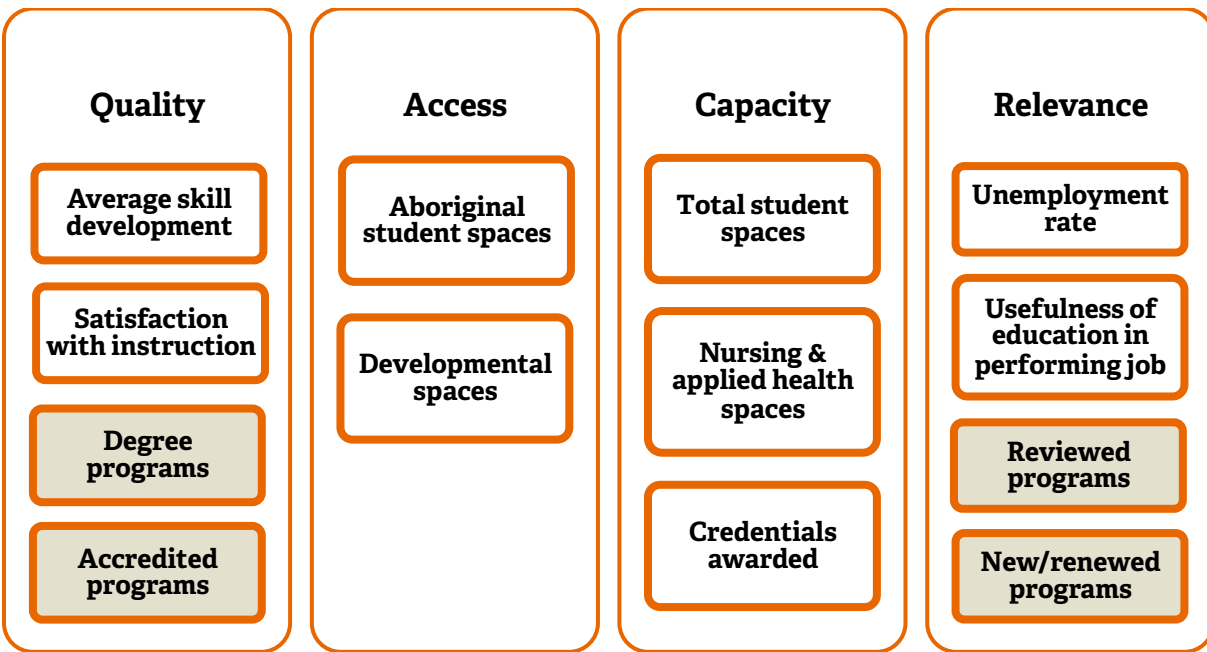


⁹ Langara benchmarks colour coded at Ministry request.

Relevant, Innovative, and High-Quality Programming

Langara helps students achieve academic and career success by offering a multitude of educational pathways to recognized credentials and further educational opportunities. We are committed to continuing to meet the evolving needs of our students, partner institutions, and employers.

Langara will provide our diverse student community with relevant, innovative, and high quality programs that link seamlessly with further education or employment.



Programming – Quality

Performance Measures	2014/15 Actual	2015/16 Targets	2015/16 Results	2016/17 Targets	2017/18 Targets	2018/19 Targets
Former Certificate, Diploma & Associate Degree students						
Quality of instruction	97.6% (+/-0.6%)	≥90%	91.3% (+/- 1.3%) Target achieved		≥90%	
Average skill development	Results not comparable ¹⁰	≥85%	84.7% (+/- 1.6%) Target achieved		≥85%	
-Written communication	Results not comparable	n/a	85.3% (+/- 1.6%)		n/a	
-Oral communication	Results not comparable	n/a	75.3% (+/- 2%)		n/a	

¹⁰ In the current DACSO Survey cycle, both the wording and scale used to assess this measure changed to better align with the Baccalaureate Graduate Survey. The previous survey asked respondents to assess on a 5-point scale, 'how well their program helped them develop various skills'. This was revised to a 4-point scale of 'how helpful their program was in developing various skills'.

Performance Measures	2014/15 Actual	2015/16 Targets	2015/16 Results	2016/17 Targets	2017/18 Targets	2018/19 Targets
-Group collaboration	Results not comparable	n/a	86% (+/- 1.5%)		n/a	
-Critical analysis	Results not comparable	n/a	88.1% (+/-1.4%)		n/a	
-Problem resolution	Results not comparable	n/a	87% (+/-1.5%)		n/a	
-Learn on your own	Results not comparable	n/a	83.6% (+/-1.7%)		n/a	
-Reading & comprehension	Results not comparable	n/a	87.5% (+/-1.4%)		n/a	
Baccalaureate graduates						
Quality of instruction	96.4% (+/-2.0%)	≥90%	90.3% (+/- 3.2%) Target achieved		≥90%	
Average skill development	92.2% (+/-2.9%)	≥85%	81.2% (+/- 4.2%) Target achieved		≥85%	
-Written communication	90.6% (+/-3.2%)	n/a	76.9% (+/-4.7%)		n/a	
-Oral communication	91.3% (+/-3.1%)	n/a	78.8% (+/- 4.5%)		n/a	
-Group collaboration	95.7% (+/-2.2%)	n/a	84.3% (+/- 3.9%)		n/a	
-Critical analysis	95.7% (+/-2.2%)	n/a	83.7% (+/- 3.9%)		n/a	
-Problem resolution	91.4% (+/-3.1%)	n/a	78.2% (+/- 4.5%)		n/a	
-Learn on your own	90.7% (+/-3.1%)	n/a	86.2% (+/- 3.8%)		n/a	
-Reading & comprehension	89.9% (+/-3.3%)	n/a	80.2% (+/- 4.4%)		n/a	
Accredited Programs	n/a	n/a	5		Maintain or increase	
Number of Applied Baccalaureate programs.	4	Maintain or increase	4		Maintain or increase	

Programming – Access

Performance Measures	2014/15 Actual	2015/16 Targets	2015/16 Results	2016/17 Targets	2017/18 Targets	2018/19 Targets
Aboriginal student spaces ¹¹	185	165	193 FTE Target not assessed		Maintain or increase ¹²	
Number of student spaces in developmental programs	197 FTE	252 FTE	200 FTE Target not achieved	252 FTE	252 FTE	TBD

Langara's developmental offerings are focused on English and Math at a pre-college level, and English as a Second Language. Historically, developmental instruction has been tuition-free for domestic students, with targeted government funding covering much of the cost. The mandated transition to tuition-based funding model for ESL has resulted in a decline in the number of domestic developmental seats the College was able to offer. We do not expect future growth in this area.

¹¹ Results for 2015/16 Aboriginal student spaces are based on the 2014/15 fiscal year Student Transitions Project data.

¹² The development of specific Aboriginal student targets is pending Ministry guidance.

Programming – Capacity

Performance Measures	2014/15 Actual	2015/16 Targets	2015/16 Results	2016/17 Targets	2017/18 Targets	2018/19 Targets
Total student spaces	7,054 FTE	7,056 FTE	6,853 FTE Target substantially achieved	7,056 FTE	7,056 FTE	TBD
Student spaces in Nursing and allied health programs	1,038 FTE	670 FTE	1,092 FTE Target exceeded	670 FTE	670 FTE	TBD
Total credentials awarded ¹³	1,195	1,274	1,199 Target substantially achieved	1,167	TBD	TBD

Programming – Relevance

Performance Measures	2014/15 Actual	2015/16 Targets	2015/16 Results	2016/17 Targets	2017/18 Targets	2018/19 Targets
Student outcomes: Usefulness of knowledge & skills in performing job						
Former Certificate, Diploma & Assoc. Degree students	71.0% (+/-4.9%)	≥90%	76% (+/- 4.7%) Target not achieved		≥90%	
Baccalaureate graduates	96.2% (+/-2.2%)	≥90%	90.4% (+/- 3.4%) Target achieved		≥90%	
Student outcomes: Unemployment rate						
Former Certificate, Diploma & Assoc. Degree students	10.7% (+/-3.1%)	≤ 10.4%	9.9% (+/- 3.1%) Target achieved	≤ 10.8%	≤ unemployment rate for individuals with high school credentials or less in the region	
Baccalaureate graduates	0.7% (+/-1.0%)	≤ 10.4%	3.8% (+/- 2.1%) Target exceeded	≤ 10.8%		
Programs Reviews Completed	n/a	n/a	2	+12	+12	+12
New/Renewed Programs	n/a	n/a	2	+2	+2	+2

Langara did not meet the Ministry target for former Certificate, Diploma & Associate Degree students' ratings of 'usefulness of knowledge & skills in performing job'. We continue to express our concern with the global application of this measure, since it is highly influenced by the educational goals of the student population. According to the latest Student Outcomes research, 77% of Langara university transfer students continue their education elsewhere. These students are more likely to be working part-time to subsidize the cost of study, than to be employed in their targeted discipline. Former Langara Career/Vocational students, most of whom are employed full-time and in their intended field, have historically provided very positive ratings of the 'usefulness' measure (≥80% in all of the last 5 years¹⁴). Most (90%) of Langara's baccalaureate graduates felt that the skills and knowledge they gained at Langara were useful in their work¹⁵.

¹³ Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2015/16 reporting year are a three-year average of the 2012/13, 2013/14, and 2014/15 fiscal years.

¹⁴ BC Diploma, Associate Degree and Certificate Student Outcomes (DACSO) Survey, 2015.

¹⁵ Baccalaureate Graduate Survey Report, 2015 survey of 2013 graduates.

People and Culture

Langara is a respectful, collegial community of engaged students and employees. Student-centred, high-quality instruction and services have made the College a top choice for students.

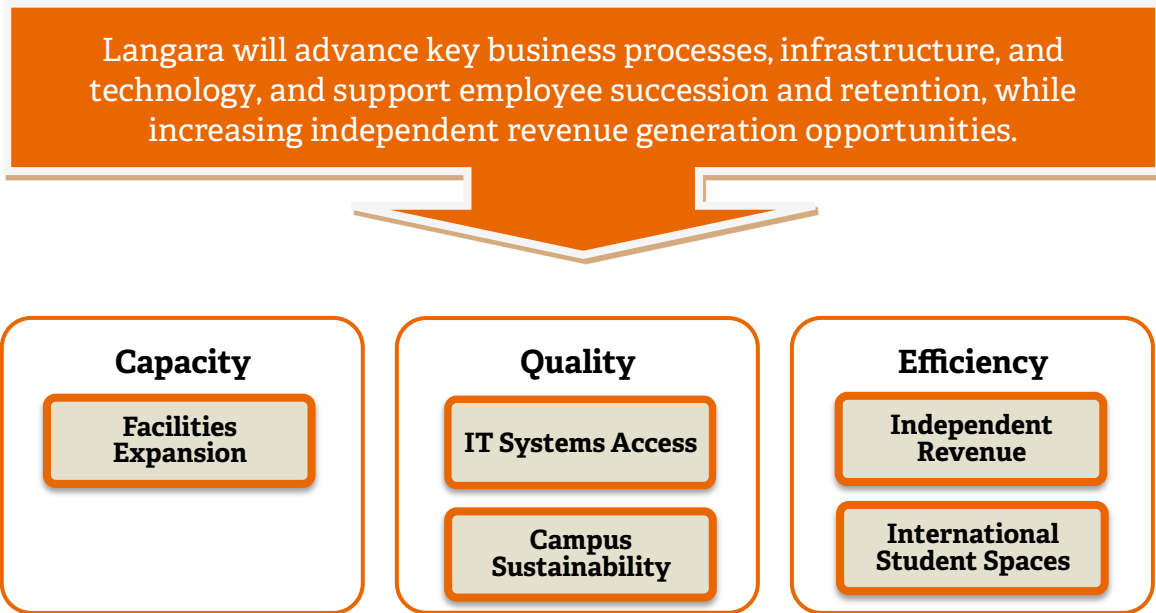
Students are at the centre of all we do and we strive to exceed their expectations. We provide an environment that supports culture of collegiality and respect.



Performance Measures	2014/15 Actual	2015/16 Targets	2015/16 Results	2016/17 Targets	2017/18 Targets	2018/19 Targets
% of students in programs with work-integrated components	n/a	n/a	34%		≥44%	
Employee Engagement Action Plan	n/a	Gather data	Data collected	Create Action Plans & implement priority items	Implement remaining action items from 2015/16 review	TBD
Satisfaction with education						
Former Certificate, Diploma & Associate Degree students	94.8% (+/-0.9%)	≥90%	93.4% (+/-1.1%) Target achieved		≥90%	
Former Baccalaureate students	94.8% (+/-0.9%)	≥90%	92.5% (+/-2.8%) Target achieved		≥90%	
Langara graduates	n/a	n/a	95%	Contribute to College aspirational goal of 100% satisfaction		
Satisfaction with Transfer Experience						
Former Certificate, Diploma & Associate Degree students	n/a	n/a	88%		≥95%	

Organizational Sustainability

Langara will seek greater financial independence within the public Post-secondary sector framework, by pursuing improvement, efficiency, and modernization in processes, infrastructure, and technology.



Performance Measures	2014/15 Actual	2015/16 Targets	2015/16 Results	2016/17 Targets	2017/18 Targets	2018/19 Targets
Facilities Expansion: Sciences & Technology building	Construction ongoing	Complete Sciences & Technology building	Construction ongoing	Relocate Sciences & Student Services; repurpose vacated space	n/a	n/a
Campus Sustainability Initiative ¹⁶	21.5% energy reduction	23% energy reduction	20.5% energy reduction ¹⁷	n/a	n/a	n/a
Langara IT Systems Access	n/a	n/a	99%	Contribute to goal of 99.9% '24/7/365' access by 2020		
Independent Revenue	n/a	n/a	60%	Contribute to goal of 75% by 2020		
International Student Spaces	1,536 FTE	Contribute to Provincial target of +50% from 2011/12	2,333 FTE Exceeded Provincial Target	≥ previous year		

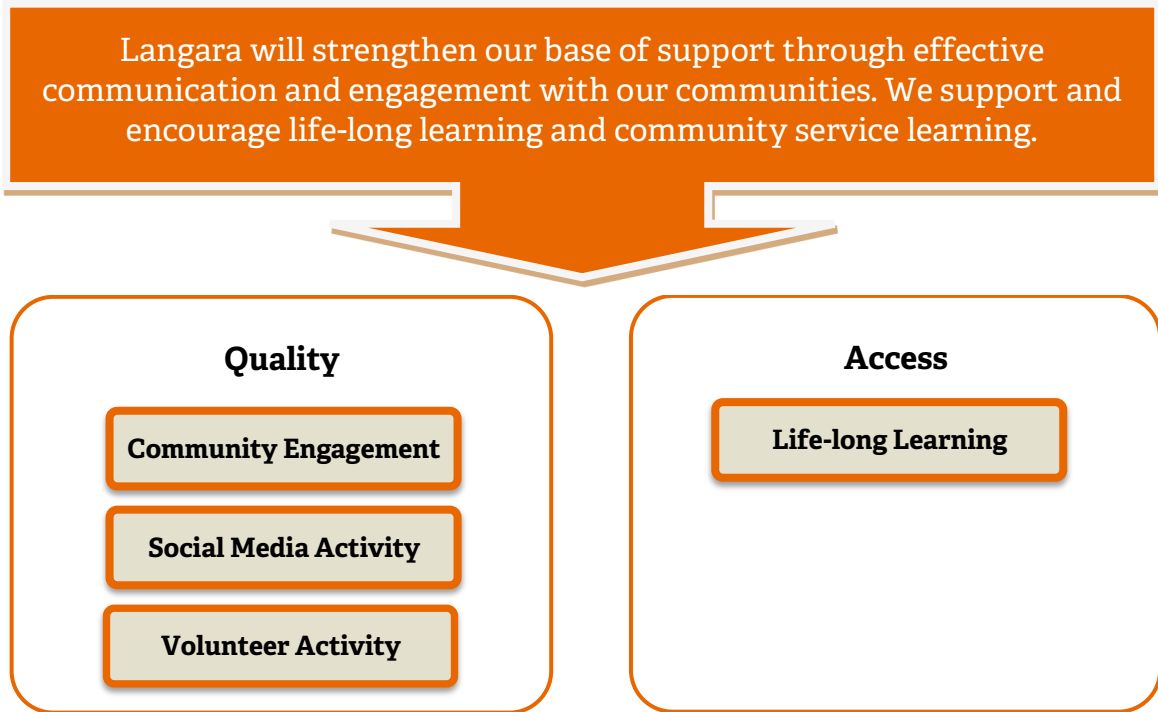
Facilities expansion and Campus Sustainability Initiative performance measures are based on the previous Strategic Plan, with targets in place for 2013/14-2015/16. Inclusion of these measures will be reassessed in the next reporting cycle.

¹⁶ Energy reduction Targets and Actuals are measured from 2009/10, adjusted for variation in weather and building space.

¹⁷ Langara is currently investigating the cause of a measured increase in gas usage over 2015 winter months.

Communities

Langara welcomes the input of alumni and industry leaders in educational activities and provides a wide range of life-long learning opportunities to our local communities. Our students give back to the community and learn from these service opportunities.



Performance Measures	2014/15 Actual	2015/16 Targets	2015/16 Results	2016/17 Targets	2017/18 Targets	2018/19 Targets
Community Engagement	44 Langara events open to the public	Maintain or increase	49 Langara events open to the public	n/a	n/a	n/a
Social Media Activity	+33%	Increase social media presence by 20%	+55%	n/a	n/a	n/a
Student Volunteer Activity	n/a	n/a	2,100 student volunteer hours	Contribute to goal of 3,300 hours/year by 2020		
CS Life-Long Learning Spaces	n/a	n/a	1,410 FTE	1,481 FTE	1,555 FTE	1,632 FTE

Community Engagement and Social Media Activity performance measures are based on the previous Strategic Plan, with targets in place for 2013/14-2015/16. Inclusion of these measures will be reassessed in the next reporting cycle.

FINANCIAL INFORMATION

Langara College has maintained a balanced budget for years and remains committed to financial accountability and sustainability. For the most recent financial information, please see the Audited Financial statements available at the web site of the Ministry of Advanced Education: <http://www.aved.gov.bc.ca/gre/financial.htm>.