

Institutional Accountability Plan & Report

2020/21 REPORTING CYCLE

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**Institutional Accountability
Plan & Report
2020/21 Reporting Cycle**

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Office of the Board of Governors
Office of the President

June 24, 2021

Honourable Anne Kang, Minister
Ministry of Advanced Education and Skills Training
PO Box 9870 Stn Prov Govt
Victoria BC V8W 9T5

Dear Minister Kang:

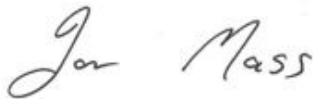
We are pleased to submit the Langara College Accountability Plan and Report for the 2020/21 Reporting Cycle. This document was prepared under our direction in accordance with the Budget Transparency and Accountability Act, the BC Reporting Principles, and the Taxpayer Accountability Principles. It describes the progress made towards achieving Langara's goals, objectives, performance measures, and targets for 2020/21.

Strategic Plan 2020 sets out a vision of a modern institution that sustains itself by delivering exceptional academic and market-relevant programming for our students. It continues to put the people who make up our college community at the heart of all we do, while increasing our engagement with the communities we serve. In this final year of our Strategic Plan 2020, the College continued to make progress in all four vision categories. This accomplishment would not have been possible without the talent and efforts of the College faculty and staff. Our values – excellence, collegiality, innovation, and integrity – continue to guide the community as we work to improve results and reach our goal to be “Canada’s pathway college.”

2020 has been a challenging year for the College as our enrolments and services were significantly affected by the COVID-19 pandemic. Thanks to the collective efforts and the continuing hard work of the college community, Langara College is able to mitigate the impact of the pandemic on our students and employees and is striving to maintain the highest standard of its education and services.

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 2020/21.

Yours sincerely,



Ian Mass
Chair, Board of Governors



Dr. Lane Trotter
President and CEO

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INTRODUCTION

This report is produced in compliance with the Ministry Mandate Letter for fiscal year 2020/21, which outlines the respective roles, responsibilities, and performance expectations of the Government and the College. The Accountability Plan and Report provides a medium for snəwəyət̚ lələm̚ Langara College to communicate our current and future goals, and to report on our progress toward internal targets and Ministry of Advanced Education and Skills Training performance measures. In addition, this document offers the public a general introduction to the College's development and performance.

INSTITUTIONAL OVERVIEW

snəwəyət̚ lələm̚ Langara College, located in south Vancouver, was established as an independent public college on April 1, 1994. Our vision is to be Canada's pathways college and our mission 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 College 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: seven baccalaureate programs (Bachelor of Business Administration degrees in Accounting, Business Management, International Business Management, and Marketing Management; a Bachelor of Recreation Management; a Bachelor of Science degree in Nursing; and a Bachelor of Science degree in Bioinformatics), 25 career programs, and continuing studies courses in over 60 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 work-integrated learning (which includes 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 nearly 20,000 students in the 2020/21 fiscal year.

To facilitate an accessible, rewarding learning experience, the College is continuously expanding and updating its offerings. Our small classes (29 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 institute.¹

¹Most recent data available from the Student Transitions Project, Mobility Pivots and Dashboard (2002/03 to 2018/19).

2016/17–2020/21 Strategic Plan



VISION 2020 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:

- **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 high satisfaction rates 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.
- **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.

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

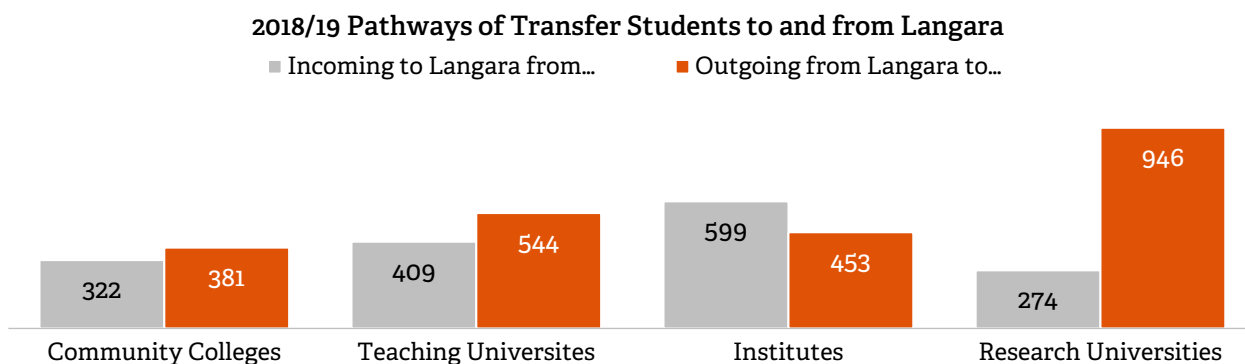
While all outcomes in the Strategic Plan are important, the particular focus in our fifth and final year of this Strategic Plan, has by necessity been our response to the COVID-19 pandemic, ensuring that students can continue to safely make progress towards their academic goals.

An aerial photograph of a university campus, split diagonally from the bottom-left to the top-right. The upper-left portion is overlaid with a semi-transparent orange filter, while the lower-right portion is overlaid with a semi-transparent light blue filter. The campus features several large, modern buildings with flat roofs and glass facades, interspersed with green lawns and trees. A parking lot with several cars is visible in the lower-right quadrant. The overall scene is a high-angle, wide-area shot of an academic institution.

| Strategic Direction

STRATEGIC DIRECTION

The Province defines the Langara College service area as the combination of the Vancouver, Richmond, and Burnaby school districts.² For more than ten years, over 70% of our students have listed their residence within this region. The College's primary demographic is 18- to 24-year-old students (74% in 2019/20), 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 two-thirds of our credit studies students (65% in 2020/21) are registered in university transfer (UT) 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 receive the highest number of transfer students. In 2018/19, we received over 1,600 transfer students from BC colleges, institutes, and universities.³



The total population of the College service area grew by 1% from 2019 to 2020 and is expected to increase by 7% between 2021 and 2026.⁴ However, according to BC Statistics, the College service area population in the 18-24 age group is projected to decrease by 9% in the next five years,⁵ partially influenced by the rapid escalation of regional housing costs. Langara's domestic enrolment generally reflects the population change in the 18-24 age group, which tends to be affected by economic indicators such as regional unemployment. It should be noted that the current COVID-19 pandemic has posed significant challenges to the College in maintaining its 2020 enrolments at the pre-pandemic level and declines in future enrolments are anticipated in following years. In light of what is happening to the entire post-secondary education sector and to the College in particular, Langara has been pro-actively engaging its community and stakeholders in exploring more flexible educational opportunities through offering online and mixed mode programming for current and future students in the province and across the country to mitigate potential future enrolment declines.

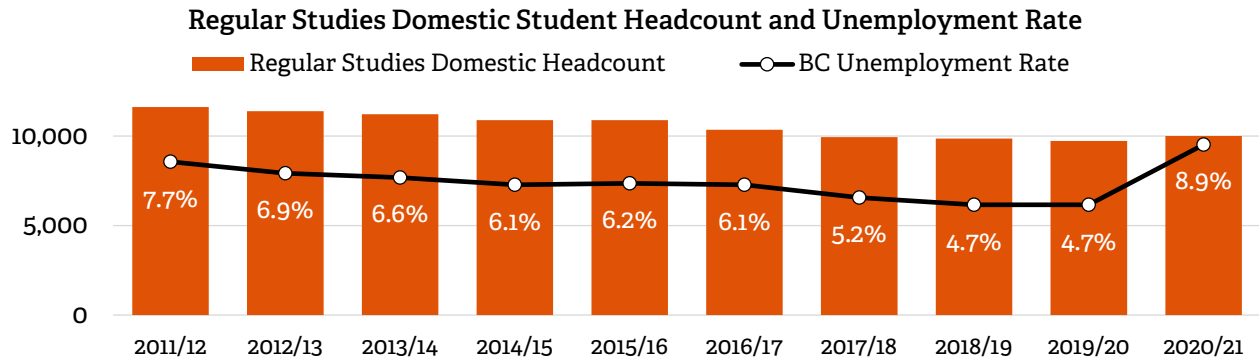
Future development in the City of Vancouver's housing strategies may have some impact on our long-term enrolment and space utilization planning. The College is working toward greater efficiencies in enrolment, course planning, and space utilization in order to maintain a balanced budget while upholding academic excellence, innovation, and quality undergraduate and post-degree opportunities for all students.

² Order of the Lieutenant Governor in Council; Order in Council No. 0077, approved Jan. 12, 1994.

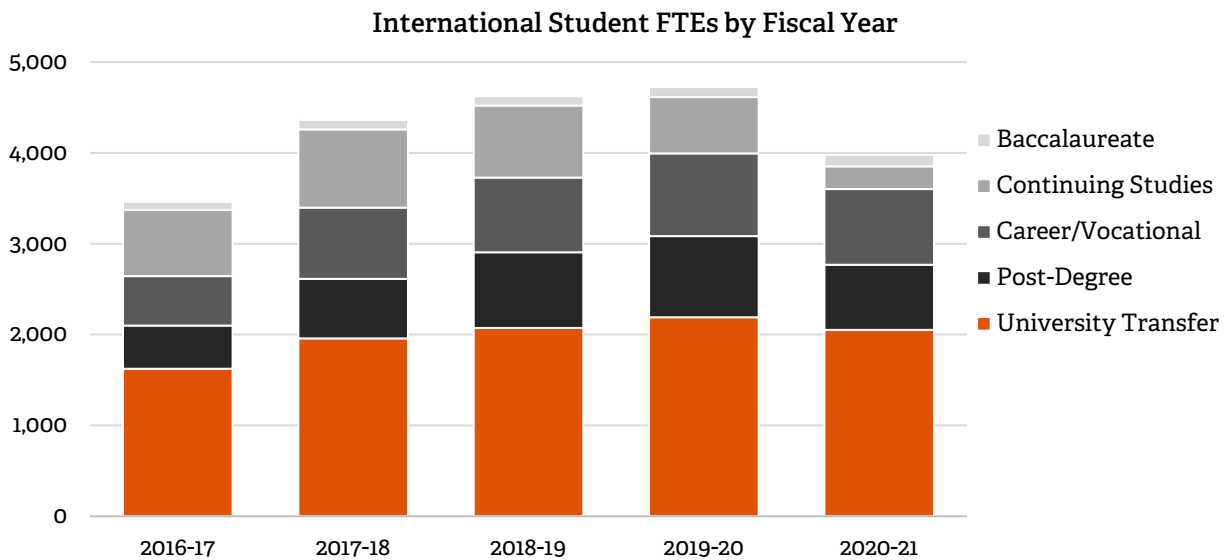
³ Most recent data available from the Student Transitions Project, Mobility Pivots and Dashboard (2002/03 to 2018/19).

⁴ *P.E.O.P.L.E. 2019 Projection Model*, BC Stats, Government of British Columbia. November 2020.

⁵ *P.E.O.P.L.E. 2019 Projection Model*, BC Stats, Government of British Columbia. November 2020.



In alignment with provincial and federal immigration targets, Langara College has worked strategically to maintain its population of international students. With its academic reputation, Langara College has been consistently popular among international students from many regions of the world. In academic year 2020/21, international students represented over 100 different countries. We have expanded our in-country representation to include dedicated support in Brazil and Indonesia, along with our already established representatives in China, India, and Vietnam. The College has also added capacity to support the development of intercultural and international opportunities for our students and faculty, including funding to support and incentivize students and faculty to pursue international and intercultural academic activities.



| Strategic Context



STRATEGIC CONTEXT

Langara is moving into the future focused on excellence, collegiality, innovation, and integrity. In accordance with the direction provided by the *Vision 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 that 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.

Mandate Priority Reporting (2020/21)

Langara continues to support Ministry and governmental priorities as outlined in the annual Mandate Letters. The section below outlines the College's responses to each item.

| Mandate Letter 2020/21 |
|--|
| <p>1. Support lasting reconciliation with Indigenous peoples, through initiatives that increase the participation and success of Indigenous learners and implementation of the education-related Calls to Action of the Truth and Reconciliation Commission.</p> |
| <p>Please see detailed table in Appendix, <i>Mandate Priority #1 Progress Report 2020/21</i>.</p> |
| <p>2. Contribute to an accessible and relevant post-secondary system by:</p> <p>a. Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity.</p> <p>Learning Strategist Program:</p> <ul style="list-style-type: none"> - Langara's Indigenous Education and Services (IES) department established a Learning Strategist Program for Indigenous learners in the Gathering Space. Students can meet with the Learning Strategist in one-on-one online sessions or through workshops delivered virtually. IES, in collaboration with the Learning Strategist, is also currently developing a program for Indigenous students entering Langara in Fall 2021. The aim of this program will be to support students' transition into post-secondary education (see 2b.) <p>Optimization of the new case management system:</p> <ul style="list-style-type: none"> - Accessibility Services incorporated an additional feature of the case management software called "supplemental accommodations", which streamlined the accommodation approval and semester request processes. As a result of the shift to remote learning, we also revised system workflows which adapted and simplified processes for students with disabilities. <p>Improving accessibility for remote/online learning:</p> <ul style="list-style-type: none"> - Accessibility Services collaborated with Educational Technology (EdTech) and created a system for closed captioning of course videos. The team attended the COVID-19/C.O.P.E. Conversations sessions hosted by ACE-BC (formerly PCAS), AT-BC and CAPER-BC and worked through numerous access issues, including developing tips and strategies for Interpreters and student JAWS users to better access Zoom and Brightspace in the online environment. Team members attended sessions and workshops offered by the Teaching and Curriculum Development Centre (TCDC) and EdTech related to accessibility, technology, and Universal Design. The Accommodation Assistants worked with EdTech, CAPER-BC, and instructors to ensure student access to publisher digital media. |

Former youth in care:

- In fiscal year 2020/21, Langara had 52 provincial tuition waiver program participants.
- In academic year 2020/21, Langara funded a total of 11 students with the Langara Former Youth-in-Care Bursary. The College provided approximately \$18,000 to those 11 students, to help cover tuition and some of their associated fees.

b. Ensuring student safety and inclusion.**Registrar & Enrolment Services (RES), Information Technology (IT) Preferred Name Initiative**

- In order to support student gender diversity at the College, RES and IT completed the project to add preferred names to Regular and Continuing Studies class lists in December 2020. Prior to the completion of this project, class lists only included legal names which caused issues for students who did not identify with the gender associated with their legal name. This project ensures a student's gender identity is preserved in class and allows Langara to continue to provide a safe, respectful and inclusive educational environment.

Gather data for Equity, Diversity, and Inclusion Action Plan

- The Centre for Intercultural Engagement (CIE) has established a new position, Consultant, Black Anti-Racism Initiatives, to develop a proposal for addressing anti-Black racism at the College. The proposal will identify what gaps and needs contribute to inequity for Black students and employees at Langara. Within the learning environment, the recently established Curriculum Review Committee will include one representative from the Centre for Intercultural Engagement, appointed by the Director.
- The Terms of Reference for the Committee includes the following statement: "The Committee will promote values that reflect employee and student diversity at Langara College. Some committee members should have the knowledge, training and/or lived experience required to inform conversations on ways in which curriculum can be equitable and inclusive and reflective of the diverse experiences, identities, and perspectives of the College community and communities it serves."
- CIE has engaged with all areas within the Vice-President, External's Portfolio to establish Justice, Equity, Diversity, and Inclusion principles. These principles will be used to guide the actions of the portfolio. A working group has been established, and draft terms of reference have been developed. In collaboration with People and Culture, CIE is submitting a proposal to embark on a collaborative process to develop a justice, equity, diversity, and inclusion strategy to guide the College's policies and practices reflecting the communities we serve.

Advancing Indigenous Education & Services

- Under strict guidelines and following health and safety protocols, the Gathering Space has remained open throughout the pandemic to provide a safe and welcoming space for Indigenous students. Several new virtual programs were developed throughout the pandemic, including an Indigenous Student Orientation, Talking Circles facilitated by Elder Mary Jane Joe, and book clubs. The Learning Strategist program was also initiated as described above. (See above 2a).
- In collaboration with CIE and Langara's Indigenous Curriculum consultant, three professional development initiatives were created.
 - o Who's at snəwəyət̚ lələm̚? - Six-hour workshop delivered over three days for faculty and staff.
 - o Intersectionality, Indigenization, and Inclusion – Six-week course for faculty and staff, including discussion and reflections on positionality, power, and privilege.
 - o Indigenization MOOC – Facilitated discussion based on a MOOC delivered by Dr. Jan Hare through UBC.
- Langara is renewing our Indigenous transfer program agreement with UBC (UBC-ITP). A new transfer agreement was signed last year with SFU, and we are currently engaged with SFU to support this work.
- The Indigenous Upgrading Program at Musqueam continues to develop. The program saw its first participant receive their Adult Dogwood. Three students from the program have enrolled in classes at Langara for the summer semester.

- Plans for a “People of the Earth Gathering” and “Building Bridges” program were postponed due to COVID-19 limitations.

Sexual Violence and Misconduct Policy

- In fall 2019 the College began the process of reviewing and revising the policy to make it more clear and accessible. The policy was updated through a working committee of students, faculty, and employees.
- The new policy was officially approved on June 30, 2020. It addresses sexual assault, sexual harassment, misconduct, and other preventable episodes requiring a response. The policy also outlines a variety of procedures and provides a comprehensive list of services and supports that are accessible to victims and survivors.
- To support the policy and to expand awareness and prevention efforts, Langara has implemented a College-wide Sexual Respect Ambassador program comprised of trained students and employees who are available to respond to disclosures. The College has also updated its Sexual Violence Support and Education website and conducted training and promotion online and via social media.

c. Enhancing system innovation through participating in a post-secondary digital system strategy, including delivery of Education Planner and other digital learning activities and initiatives.

Langara College continues to support system innovation with its continued leadership in applying innovation strategies in alignment with the EPBC initiative.

- Implemented EPBC XML High School Transcript Exchange October 7, 2020 which allows Langara to receive XML BC high school transcripts from the Ministry of Education via EPBC, which increases the efficiency of the application process.
- Implemented EPBC Master Institution List on March 2, 2021 which is a list of 75,000 high school and post-secondary institutions from around the world that are used for academic history and high school xml transcript exchange.

d. Providing programming that meets local, regional or provincial labour market and economic needs.

- Langara continues to promote and support programs connected to the Technology Economy such as Data Analytics, Engineering Transfer, Full Stack Web Development and Web and Mobile Design and Development.
- The BSc in Bioinformatics launched in Fall 2020 with the support of a strong Program Advisory Committee. This program will combine academic and work integrated learning to create graduates with the skills to participate in BC's growing bioinformatics/genetics industries.
- The seats added to the ECE program that were initially funded by AEST will continued to be offered. This allows for additional part-time seats in the ECED Certificate.

e. Working with the Ministry to implement a student-centred international education framework that supports the success of domestic and international students.

- Langara Global has contributed to seeking and nurturing partnerships for increasing international and intercultural opportunities for students and faculty. Several new partnerships with universities in Latin America and Southeast Asia have been formed in the past year, allowing students to participate in collaborative online intercultural learning and virtual exchange programs. During the COVID-19 pandemic while international travel is not possible, these virtual collaborations with faculty and students from other countries provides the opportunity for our students to collaborate on projects together and to learn different perspective of other cultures pertaining to a particular topic or discipline. These projects have been very successful and more are being planned for the upcoming academic year.
- Two full time positions have been added to the Langara Global office to support study abroad and international partnerships. These coordinators help to seek and evaluate potential partners for appropriate fit to fulfill our internationalization goals for faculty and students. Our international partnerships and study abroad coordinators will also help to facilitate and plan study abroad activities and other student mobility programs once international travel is deemed safe to resume.

- A scholarship fund has been established for students who wish to pursue studies in international field schools and exchange programs. Each student successfully registered into such programs will receive a \$1,500 award toward expenses related to their involvement in these programs. The Langara Global office has also allocated funding for faculty to develop international programs for students and to embark on other international research and teaching activities.
- The Langara Global team, in conjunction with the VP External portfolio, has taken a lead in forming the college's first Justice, Equity, Diversity, and Inclusion committee. This group is working toward forming programs and initiatives to create a learning and work environment that is welcoming, safe, and inclusive for all students, faculty, and staff.

3. Develop and recognize flexible learning pathways for students to access postsecondary education and skills training including:

a. Actively engaging with your local school districts to expand dual credit opportunities for students.

- Investigating the potential for an ABE course for Musqueam students as part of the IUP program, so that learners may become Langara students, receive government aid as part of a Musqueam course, and be eligible for awards and bursaries from Langara and AEST.

b. Supporting lifelong learning pathways across the public postsecondary system.

- Revised Flexible Assessment policy to consider non-traditional modes of learning for credit.

c. Advancing and supporting open learning resources.

- Langara continues to be a leader in British Columbia for open education, ranking third strongest in cost savings to students and fourth in open textbook adoptions. This year, Open Langara initiated an Open Education Scholar Prize, which is open to students. The seven 2020 winners' projects are housed in Langara's Institutional Repository (LaIR). In 2020, Open Langara offered three open education grants of \$1,500 to help further open education projects at Langara. More details and metrics can be found here: <https://langara.libguides.com/open-education>

4. Strengthen workforce connections for student and worker transitions by:

a. Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health).

- Launch of Bachelor of Science in Bioinformatics degree in fall 2021.
- Creation and launch of the Health Care Assistant Program with the first cohort beginning January 2021.
- Langara saw an increase in ECE, technology, and health FTE in 2020/21, despite COVID-19 challenges, and anticipates further growth through 2021/22.

b. Increasing co-op and work-integrated learning opportunities.

- With a delayed start due to COVID-19, the storyteller communications review work is ongoing to August 2021. The storyteller has completed a "Content Audit" of WIL representation at Langara. Working together to establish the pan-campus profiling and template for sharing WIL stories.
- WIL Coordinator position started 0.5 in the Co-op & Career Development Centre and will run to August 2021.
- In response to the COVID-19 impact on job postings (average decrease of 26%), Langara College increased internal hires, created new positions, and provided salary top ups for wage subsidized positions summer, fall 2020 and spring 2021.
- Designed and delivered workshop series aimed at faculty to educate "What is WIL" and "How to WILify your course" in conjunction with CityStudio Vancouver.

c. Responding to the reskilling needs of British Columbians to support employment and career transitions.

- As part of national efforts to manage WIL through the COVID-19 crisis, supported students and employers to work under new “flexibilities” such as encouraging hiring, onboarding, and working from home.
- Contributed to the development of information sheets to support both students and employers with the entire hiring, onboarding, and remote work management scenario.
- Enrolled Langara College and Langara College WIL employers in the three-part provincial WIL Employer Survey looking forward to their anticipated hiring needs in the next 6-12 months.
- Contributed data on number of job postings and number of work term placements on a monthly basis in order to capture a picture of the impact of the pandemic on WIL (co-op & internships).

d. Supporting students’ awareness of career planning resources (such as the Labour Market Outlook).

- Continue to reference WorkBC within the undergraduate and post-degree diploma preparatory courses.
- Educate students and employers on increased COVID-19 flexibilities with regards to domestic wage subsidies available to offset the costs of hiring students.
- Conducted survey of all registered students with the Office of Accessibility Services to gauge student awareness of work-integrated learning at Langara and the barriers preventing participation. Received 105 responses out of a total of 544 students, or 19% participation.
- Actively sourcing and sharing news of initiatives and opportunities for students with different abilities and students from First Nations background to participate in WIL.

Academic Focus

Langara's primary academic focus in 2020/21 was to continue to provide quality learning experiences for our students despite the challenging circumstances of the COVID-19 pandemic. While initially pivoting to entirely remote delivery last spring, since the summer of 2020 academic leaders and instructors have worked collaboratively with our Campus Health and Safety Manager, following the Go Forward Guidelines provided by the Ministry, to develop safety plans for those courses that needed to be delivered in person to achieve learning outcomes. Many of these courses, or course modules, included applied components, such as theatre arts classes, lab experiences, and practica, or required specialized equipment or spaces, such as fine arts studios and science labs, to be taught effectively. Significant work was also undertaken by our Educational Technology Department and Teaching and Curriculum Development Centre to support faculty in adjusting pedagogical approaches for online learning, given many were teaching this way for the first time. The College added positions in these areas to support this work, including creating faculty mentor roles where instructors more experienced with online instruction could support their colleagues, additional staff to close caption the many video resources/recorded lectures being used as part of remote teaching to strengthen accessibility for all students in the online environment.

While most of our efforts went necessarily to the work outlined above, Langara also made progress on several important initiatives. With Ministry funding support, we launched our new Health Care Assistant program, welcoming the first 22 students in January of 2021. Our new Bachelor of Science Degree in Bioinformatics also saw its first students and the opening of its new state of the art lab space and instrumentation for our students to achieve learning outcomes through experiential learning.

This year we also completed the creation of the College's second Academic Plan, a springboard for academic excellence that recognizes the intersectionality of the priorities within it, and the need to be nimble and flexible as we implement it in the coming years. Our commitment to academic quality is reflected in our ongoing program reviews, and our re-designed curriculum approval processes. We look forward to welcoming our QAPA visitors this fall for our audit. Through Langara's Applied Research Centre, students are gaining important work-integrated learning experience, whether they are working on social sciences projects or science and technology projects.

Reconciliation and Justice, Equity, Diversity, and Inclusion (JEDI) remain important foundations for our work. Our Gathering Space remained open to support our Indigenous students this year, while adhering carefully to their safety plan. Their services this year incorporated virtual programming for the first time, including Indigenous Student Orientation, Talking Circles facilitated by Elder Mary Jane Joe, and Book Clubs. They also continued to work collaboratively with Gail Sparrow, Musqueam Special Advisor to the President. Our Centre for Intercultural Engagement (CIE) has continued their intercultural programming work, particularly critical during this past year with the rise in anti-Asian hate in BC and the increased awareness of anti-Black racism, both in the USA and Canada. As part of those efforts, the Centre has established a new position, Consultant, Black Anti-Racism Initiatives, to identify the needs of Black students and employees at Langara to address inequities and develop proposals to resolve those gaps.

Planning and Success

2020 marked the final year of our Vision 2020 Strategic Plan, the second in the College's 50-year history. Langara has experienced remarkable growth and change during these five years with the goals set out in the plan as our guide. While our progress was hampered this past year due to the impacts of COVID-19, the commitment of our faculty and staff to continue to serve our students this year was exemplary.

Over these past five years, Langara has made significant progress in its Organizational Sustainability goals. We have initiated and completed the development of a new campus master plan, selected and completed the first phase of implementation of a new enterprise resource planning system, made progress towards mapping and improving our business processes and moving more key applications to the cloud, and replaced an aging employee portal with a new employee intranet.

People are the heart of any organization, and our commitment to our students and employees is reflected in the goals we set in the People and Culture section of the Strategic Plan. 2020 saw important improvements in the satisfaction rates of students, transfer students, and graduates with their experience at the College. This year also saw the best result yet for the percentage of newly enrolling students indicating that Langara was their first-choice institution at 95.6%. Applied experiences are critical to student success after graduation, and over the five years of the plan, the percentage of students enrolled in programs that embed work-integrated learning experiences increased by eight percent. Over the life of the strategic plan, we exceeded our objective for the percentage of employees engaging in professional development.

Achievements in our Communities pillar these past five years have moved the institution forward in important ways. We successfully held our first integrated anniversary, alumni engagement, and fundraising campaign, Beyond 49, reconnecting with alumni, celebrating our 49th anniversary on West 49th avenue, and raising \$2.95 million for scholarships, bursaries, and College initiatives, with the campaign officially closing in 2020. Program Advisory Committees grew from 19 to 24 over the five years, and student volunteer hours grew from 2,100 hours in 2016 to over 11,000 in 2020. Over that same period, we have provided more than \$6.8 million in scholarships and bursaries to our students.

Providing students with relevant and innovative programming is critical to preparing our graduates for their future careers, and to the College's enrolment success. Last year Langara established a new office of Academic Quality Assurance, and over these past five years, 50 programs have been reviewed. When we began our work on learning outcomes, only 14 programs had established student learning outcomes; today 68 programs have completed that important work. We have expanded our relationships with other institutions to provide our students more opportunities, growing our articulation agreements from two to a total of 24 by 2020.

These achievements mark immense improvements in our institution over the five-year period of the Plan, particularly in the context of the global pandemic we currently face. So much progress could not have been made without the remarkable efforts of our employees. Our new 2025 Strategic Plan and our new Academic Plan have been finalized, and work is underway to advance initiatives within them. While we will continue to innovate and evolve to respond to the needs of our students and communities, and in response to global challenges, our commitment to our students and their success remains constant.

COVID-19 Pandemic: Impacts and Responses

The College Emergency Operations Centre (EOC), comprised of individuals from across the College, continued to function throughout the year to coordinate actions and respond to changes in Public Health Orders and the changing needs of the College community. The EOC has developed plans to address vulnerable and underrepresented student needs. Specific actions include creating greater awareness of mental health and other available resources, adding to Government funding to expand our emergency bursary program and augmenting the College food bank for the most vulnerable. We have also provided communications support to our International Education team as they assist international students with their quarantine plans so they can safely come to Canada for their studies.

The Foundation has continued to pivot through the pandemic, providing funding to support students in a variety of ways beyond the Emergency Bursary supports, which were distributed in May 2020.

- The Foundation funded over 2,200 bags of food (46,000 meals) for the Community Cupboard. Care kits comprised personal hygiene products (soap, shampoo, toothpaste, etc.) have also been created and are being distributed to students on a monthly basis.
- The Hamper Program was expanded from one time per year and were offered three times: during back to school, the holidays and in the spring. In total \$275,167 in supports to create individual hampers were allocated and were distributed to 1,126 students.
- Raised \$101,500 to implement a new Laptop Borrowing Program to support students, who do not have access to a computer to complete their schoolwork.

Langara's Communications and Marketing (C&M) team has worked to support the College throughout the pandemic by ensuring that our community of students and employees are kept well informed of changes to our programming and operations. C&M has also worked to share important public health messages to our community through various media, including email notifications, social media, digital and physical campus signage, as well as a COVID-19 website (langara.ca/covid) for students and another on our intranet for employees. These COVID-19 websites include FAQs for different populations of students and employees, the latest updates from the College, resources on mental and physical well-being, information on COVID-19 prevention, and more. We have also supported the College's Health and Safety Manager in developing and launching our COVID-19 safety training course for students and employees, and worked with our Health & Safety Student Ambassadors to develop COVID-19 safety content for our social media channels.

Since moving to remote teaching and working, C&M has supported the College's Senior Leadership Team in preparing key communications, including videos, virtual town halls, and written statements. The C&M team has also collaborated with many others on campus to create resources for employees about teaching and working remotely, and has been posting these to the employee Sharepoint site MyLangara.

Throughout this past year C&M has also worked to support numerous virtual events, such as Convocation ceremonies, orientations, cultural and social events, Week of Wellness, program information sessions for prospective students, and participation in virtual student recruitment fairs. We also transitioned our print viewbook to a digital interactive viewbook with a virtual campus tour, to support virtual student recruitment efforts.

The College also established a covidquestions@langara.ca email address, where students or employees can send any questions they may have. To date, almost 2,500 emails have been exchanged since March 2020, related to COVID-19, registration, academics, health and safety, travel, and more. We have also provided communications support for student and employee surveys to help gather input from our community to support EOC and Senior Leadership Team planning.

Enterprise Resource Planning Project: Workday@Langara

The Workday@Langara Project began in 2016, when the College explored options to replace Ellucian's Banner, Langara's Enterprise Resource Planning (ERP) system. This multi-year project was needed to improve services for students and staff, modernize our operations, and achieve strategic plan goals related to improving business processes and IT systems. Deloitte was selected as the Systems Integration Partner and Workday was chosen as the cloud-based ERP vendor. Upon completion of the Workday@Langara Project Finance and Human Capital Management (HCM) modules, the College directed its focus to the implementation of Adaptive Planning. The Adaptive Planning project started in September 2020 and the first phase is on schedule to be completed by mid-May 2021.

The Workday Student module implementation is expected to begin in early 2022. From spring 2021 to early 2022, the College will prepare for the student implementation by building the project team, preparing the data, documenting current business processes, and promoting the benefits of the system.

In November 2020 the Administration and Finance portfolio was restructured and a new Associate Vice-President, Projects and Operational Excellence, CIO was created. At the same time, the Project Management Office (PMO) and Operational Excellence departments were merged under one Director.

Since go-live in January 2020, over 4,300 Workday Support Requests have been resolved through the implementation of ITSM FootPrints as well the team supported go-live Workday activities in partnership with functional teams. Another key accomplishment was the implementation of JIRA, a tool designed to log, document, and track system configuration changes, defects, and bugs with an approval process. Working in partnership with the functional teams, they resolved over 900 JIRA tickets. Since go-live, the team has successfully led and coordinated three bi-annual Workday releases on new features and functionalities in partnership with functional teams.

The Operational Excellence team supported over 2,000 in-person learning and support interactions with staff and faculty via information booths, learning labs, and training sessions. Organizational Change Management (OCM) has facilitated five working groups on key processes and roles in response to input from faculty and staff. The team also helped Financial Aid and People and Culture transition student work programs to online applications for the Summer 2021 semester, allowing hiring to continue while working remotely. Two other major projects, NID/Vacation Accruals and LFA Contracts Lifecycle Administration, aim to ensure long-term viability of our investment into Workday.

Adaptive Planning is a budgeting and forecasting tool that allows cost centre managers and others who work with budgets to report on and predict current and future spending, as well as see how different scenarios (e.g., staffing changes, increase in revenue, new grants, etc.) affect their budgets. The implementation of Adaptive Planning will now allow cost centre managers to compare submitted and approved versions, analyse real-time information, view transactional details, and participate more actively in the budget cycle process.

Indigenous Initiatives

Indigenous Education and Services (IES) has continued to support Indigenous students at snəweyət leləm Langara College throughout the COVID-19 pandemic, with the Gathering Space remaining open under strict health and safety guidelines to provide a safe and welcoming space. The Teaching and Curriculum Development Centre's Curriculum Consultant, Indigenization Specialist works with academic departments during program review and curriculum development to incorporate Indigenous content and ways of knowing into student learning. The College continues to work with Musqueam to develop the Indigenous Upgrading Program and a community-based language program.

Langara's progress on the implementation of the Truth and Reconciliation Commission's (TRC) Calls to Action and articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples at Public Post-secondary Institutions in BC is detailed in the Appendix, *Mandate Priority #1 Progress Report 2020/21*.

Centre for Intercultural Engagement

The Centre for Intercultural Engagement (CIE) creates a sense of belonging and a safe environment for Langara students, employees, and communities to thrive by building respectful relationships, and intentionally advocating for change within systems of inequity and discrimination.

Collaborative Online Intercultural Learning-Virtual Exchange (COIL-VE) is an approach to fostering global competence through development of an intercultural learning environment that links classes in different countries. Using various communication technologies, students from different countries complete shared assignments and projects, with faculty members from each country co-teaching and managing coursework. Student groups from two or more institutions work together virtually to complete a project. Through the Langara COIL-VE Fellows program, interested Langara faculty submit proposals for grant funding (\$2,000) to support the implementation of COIL-VE into a Langara course. CIE's commitment to COIL-VE includes funding and delivery of five workshops facilitated by Langara faculty members and coordination of supports from Intercultural Training, Interculturalization of the curriculum, coordinating technical support with the Education Technology, and finding COIL-VE partners.

CIE condemns anti-Black racism and the egregious human rights violations that are reflective of white dominant cultural norms. CIE released an action plan, beginning by holding facilitated online sessions for Langara employees and supporting online spaces for students to have conversations regarding increasing awareness of anti-Black racism and capacity for supporting Black students, colleagues, and community members. A document of Anti-Black Racism Resources was also compiled with the intention of amplifying Black voices and supporting us to develop our understanding of the complexities of racism, including the role we must each play to eliminate racism. To support initiatives outlined in the action plan, a new position for Intercultural Engagement Consultant, Black Anti-Racism Initiatives was created in CIE. This position will develop a proposal identifying what gaps and needs are contributing to inequity for Black students and employees at Langara and suggesting ways to strengthen Langara's understanding of anti-Black racism and actively bring about systemic change that supports Black students and employees to thrive at snəweyət leləm Langara College.

CIE was the successful applicant for three Colleges and Institutes Canada (CICAN) projects funded by the Government of Canada's Outbound Mobility Pilot Program. Projects will be completed by April 30, 2021. The Indigenous Study Abroad (ISA) Collaborative Framework project will facilitate collaboration between Indigenous students attending Langara College, Douglas College, and the University of the Fraser Valley in an effort supporting decolonization of education abroad. The Students Connecting Students within Indigenous Communities (SCSIC) project will develop a student-centred approach to building relationships between international Indigenous communities to support the decolonization of education abroad. The 2021 Summer Virtual Global Internship is an opportunity

for students to work abroad from the comfort of their own country through a virtual online work option. Extending mobility beyond our country is vital to the development of global and intercultural skills needed in today's environments, yet less than 3% of Canadian post-secondary students experience any type of outbound mobility.

Other CIE projects and initiatives for 2020/21 included:

- In Spring 2020, CIE began piloting an intercultural engagement credential that provides employees with an opportunity to engage intercultural and Indigenous content. CIE is working with Continuing Studies to develop a credential in this area.
- The Intercultural Development Inventory (IDI) is an instrument that is designed to assess intercultural competence. The IDI is intended to be an awareness-raising profile generated as a starting point for further discussion, training or organizational changes to become more inclusive and culturally sensitive. To date, CIE has offered IDI to staff in 11 College departments.
- Starting in Fall 2020, CIE embarked on a project to develop justice, equity, diversity, and inclusion principles that can be used internally to conduct core business, support, celebrate and engage in dialogue with other members on the Vice President External (VPE) team. A working group has been established, and draft terms of reference have been developed.
- A project to create an Intercultural Resources Page is currently under discussion, along with the creation of the CIE website / webpage. Due to COVID-19, however, CIE pivoted to use this space to build connections during a pandemic by sharing stories by Langarans, addressing issues related to hate-crimes that have spiked during the pandemic, and providing resources and links to interculturally related pandemic information.
- CIE partnered with Vancouver-Langara MLA Michael Lee's office to offer a series of three webinars in the summer of 2020 and spring of 2021 focusing on an Equity, Diversity, Inclusion, and Social Justice Framework to fight anti-Asian racism.
- CIE has an institutional membership with the Society for Intercultural Education, Training and Research (SIETAR) BC and has partnered with them to sponsor and promote events for the community. These events are free for all Langara employees. Some of the events include: How to Become a White Anti-Racist and Dismantling Institutional Racism with Dr. Ismael Traore and Celebrating UN International Day for the Elimination of Racism with Emmanuel Jal.
- CIE has sponsored two webinars with the Chinese Canadian Historical Society (CCHS) in July/Aug. 2020.
- The Introduction to Equity, Diversity and Inclusion in Intercultural Spaces course is designed for students, student leaders, and student workers at the College. With a foundation in developing intercultural skills, the course focuses on topics of social justice, equity, diversity, and inclusion. Level 1 of the course was piloted in fall 2020 and spring 2021 with approximately 75-100 students in total.
- CIE is working with academic departments at the College, including the Langara School of Management and Recreation Management, to develop an Intercultural Competencies citation that would be tailored to specific disciplines.
- In collaboration with Langara's Global Engagement team, CIE is working to develop protocol and procedures for partnership development and engage in education abroad opportunities.
- Within the learning environment, CIE collaborated with colleagues from the academic disciplines to established terms of reference for a Curriculum Review and Renewal Committee. The committee will include one representative from CIE and will promote values that reflect the employee and student diversity at Langara College.

Langara Global

The newly established Langara Global Office (formerly International Education) continues to work carefully towards the diversification of our international student population and recruitment from new and emerging markets. Langara Global is also now responsible for domestic student recruitment, and the College has established a centralized Global recruitment team, focusing on enhancing diversity within our international student population and on promoting Langara College to domestic students within Metro Vancouver and across British Columbia. We are changing the way we recruit domestic students by partnering with our faculty to support the recruitment needs of the academic departments, seeking and admitting students who will be academically successful and who will contribute to the cultural diversity and richness of the learning community.

The International Student Services Team continues to deliver pre-departure programs to help new students prepare for their academic studies at Langara College and their life in Vancouver. Our student engagement initiatives aim to encourage international students to gain a deeper understanding of Canadian culture and opportunities for cross-cultural exchange. During the COVID-19 pandemic, these programs that have traditionally been delivered in person have all shifted to online and the level of participation has been excellent. The i-Guide peer mentorship program continues to match our new international students with second-year student mentors for the opportunity to benefit from their guidance, advice, and support.

Recognizing and celebrating the cultural diversity on our campus and in our community continues to be an important component of our mission to welcome the world, one student at a time. We continue to host college-wide cultural events including Diwali, Lunar New Year, Carnival, and Nowruz celebrations. These celebrations have also been adapted so our students, faculty, and staff can participate and contribute remotely from around the world.

Our homestay program continues to offer our international students the option to live with one of our Metro Vancouver host families, either as part of our short-term Spring and Summer English Language Programs, or for those students who are studying in Langara's academic programs. Although the number of students able to travel to Canada to begin their studies was reduced, our devoted host families continued to welcome and care for our students during the COVID-19 pandemic, providing a safe and comfortable home to our students during these challenging times.

The COVID-19 pandemic continues to have a significant impact on international education activities at Langara College. Delays for students to obtain a study permit, as well as travel restrictions and quarantine requirements, have caused many students to postpone their studies. Although students from around the world continue to seek admission to the College, the yield of students who have been admitted to being able to start their programs as expected has dropped significantly to only 30% from a pre-pandemic rate that often exceeded 95%. For some international students, learning online is not optimal due to unfamiliarity of navigating learning management systems or due to limited access to stable, high-speed internet required to successfully pursue online studies.

Emergency funding for students experiencing hardship due to lost employment has been established and is available to students demonstrating financial need. All of our advising and support programs have transitioned to being delivered through virtual means and web conferencing platforms. Our service delivery model has shifted to ensure staff are available in multiple time zones to accommodate the needs of our students.

We have established a quarantine support team to assist students who are eligible to travel to Canada, to develop required quarantine plans and to help with the complicated logistics of securing accommodation and travel. Our team has assisted nearly 1,200 students since the quarantine support program was implemented in the summer of 2020. Upon arrival to Vancouver, our team conducts daily wellness checks and ensures students are connected to College academic and personal supports during their 14-day isolation period.

Langara College Foundation

The College's 49th Anniversary celebration and fundraising campaign Beyond 49 officially closed June 9, 2020. The first-ever comprehensive campaign exceeded all targets and raising \$2.95M over the 18 month project.

The Foundation welcomed two new directors including: Michal Jaworski and Raj Arneja. Work continued on policy development, and on the creation of a new standing committee of the Board to focus on engagement. Included in activities were the following highlights:

- 20 new awards created (19 annual awards, 1 endowed awards)
- Over \$270,000 raised from Langara faculty and staff in 2020
- Total receipted donations of \$1,162,609 (2019 - \$1,149,956)
- Supported 1,014 students, with 934 bursaries and 358 scholarships, distributing \$964,049
- Funded \$337,179 to support academic and student support projects

Employee Sustainability

Langara is committed to supporting the physical, psychological, and social well-being of all students and employees. We are in year three of a three-year Mental Health Framework (2018-2021). This framework supports and directs the Langara community and sets the foundation for a mentally healthy campus by building on its caring culture and the priorities identified in the academic and strategic plans and unifying them through a systems approach to well-being. By supporting for our students, we are also helping to reduce the strain on our employees. We have an active and engaged Mental Health Committee which includes student and employee members and a Wellness Committee focused on employees that help guide and support this important work. This year we have shifted our focus to provide supports remotely and expanded the programs and educational offerings:

- Launched Mental Health Ambassador Program to recruit and train student volunteers to promote student mental health and foster a healthy campus community.
- Evaluated and reported on Peer Wellness Support Program pilot and resumed and revamped to provide facilitated peer-to-peer support and referrals using a flexible (in-class, 1:1, group), hybrid (in-person and virtual) model.
- Conducted environmental scans on Early Alert/Support systems across Canada and student suicide prevention resources across North America.
- Supported virtual upskilling of The Inquiring Mind Post-Secondary facilitator, as well as delivering workshops twice per semester.
- Expanded complementary training and professional development opportunities for employees that directly or indirectly support Mental Health and Wellness such as "Skillfully Responding to Distress" and "Tools for Managing Stress and Burnout," conflict, relationship-building, thinking traps, work-life balance, diversity, and stress.
- Advised on BC's 24/7 Here2Talk helpline for post-secondary students, as a complementary service to the LSU's Empower Me.
- Developed emergency communications and triage for student crises.
- Created Online Learning Access Survey with Student Support EOC to understand how Langara students access the Internet and which Internet connected devices they use, in order to help inform future course delivery—during the pandemic and beyond.
- Created Remote Teaching and Working Experience Survey to help inform employee supports—during the pandemic and beyond.
- Developed Tipsheet to Foster Student Engagement in collaboration with TCDC and EdTech, to support virtual student engagement inside and outside the Zoom room.
- Embedded mental health and wellness information and resources into Langara Student Success Course, Chairs Development Workshop, employee orientation, New Student


Orientation, International Student Orientation, LSM PDD Orientation, Community Cupboard, and Hamper program.

- Drafted phase one of centralized student mental health webpage.
- Adapted the semi-annual De-Stress Fest events in Fall and Spring.
- Collaborated on the first-ever Long Night Against Procrastination event, which included a variety of breakout rooms offering academic and wellness support.
- Facilitated and/or supported engagement in new and standing events and opportunities, such as the Mental Health Speaker Series, LANGO, Langara Wellness Experience, Writing & Thinking Group, Jan-YOU-ary, Bell Let's Talk Day, Pink Shirt Day, and reflections in The Post.
- Participated in the Mental Health Commission of Canada's Dialogue Session on the National Standard of Canada for Mental Health and Well-Being for Post-Secondary Students.
- Prepared application for and received Bell Let's Talk Community Fund grant.
- Langara continues to support our employees' personal and professional development and hosted a Leadership Development Series focusing on performance development and recognition. Current and emerging leaders are canvassed to determine the most relevant offerings.

Langara's wellness opportunities vary yearly and are based upon the interests and needs of our employees. We provide opportunities across the eight dimensions of wellness: physical, social, emotional, environmental, financial, vocational, intellectual, and spiritual. While pivoting to working from home, a Health and Well-Being resources page, which provided resources for wellness across the eight dimensions, was created to support our employees. In addition, wellness articles were published in the *Langara Post* on an ad hoc basis.

As our employees continued to work from home, virtual drop-in physical wellness classes were offered. Our Employee Wellness committee, which includes a diverse cross-section of representatives from across the college, also launched The Langara Wellness Experience this past year. This program offered employees an opportunity to win wellness prizes by completing activities across all eight dimensions of wellness. The committee continued to meet virtually throughout the pandemic and actively looked for opportunities to continue to promote a culture of wellness at the College.

Langara College is committed to recognizing the service and commitment of its employees and presents commemorative gifts and certificates to each Retiree and Long Service recipient. This year we held a successful curbside recognition event that was well attended and well received.



Goals, Objectives, Performance Measures, Targets, and Results

GOALS, OBJECTIVES, PERFORMANCE MEASURES, TARGETS, AND RESULTS

Ministry of Advanced Education and Skills Training Goals:

1. Lasting reconciliation with Indigenous Peoples in British Columbia by fostering access and success in post-secondary education and training.
2. Learners are supported to achieve their full potential with accessible, affordable and equitable education and training opportunities.
3. Ensure a high quality and relevant post-secondary education and skills training system that provides the services people count on for good-paying jobs and opportunities to reach their full potential.

Ministry of Advanced Education and Skills Training Strategic Objectives:

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 presents Langara College strategic priorities and associated performance measures. All of the goals presented are linked to internal Langara College 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 measures⁶ used to gauge progress. The tables that follow provide previous year actuals, current year targets, current year results, and future year targets for each performance measure. Ministry performance measures are also assessed, according to the following target assessment criteria, as defined by the Ministry:

- ***Achieved*** if we have achieved 100% or more 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.

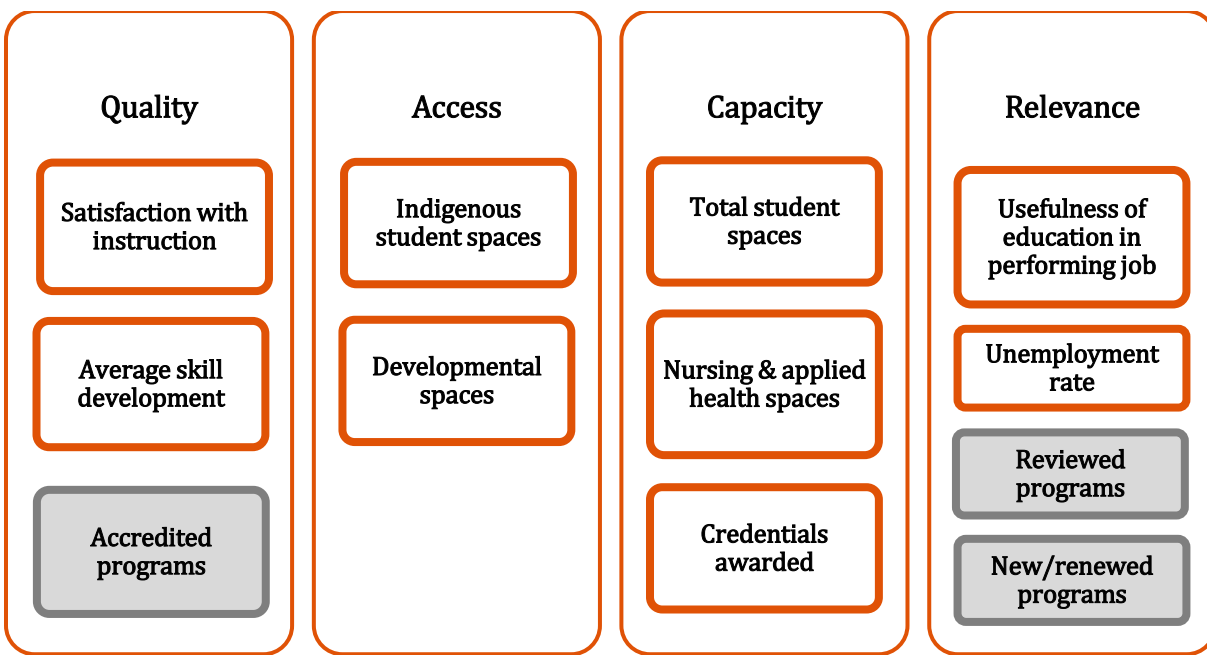
⁶ Langara benchmarks colour coded to differentiate from standard measures. Langara performance measures are not assessed.



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 Measure | 2019/20 Actual | | 2020/21 Target | 2020/21 Actual | | 2020/21 Assessment | 2021/22 Target |
|--|----------------|-----|----------------|----------------|-----|--------------------|----------------|
| Quality of instruction | | | | | | | |
| | % | +/- | | % | +/- | | |
| Former diploma, associate degree, certificate students | 94.3 | 0.9 | ≥ 90% | 96.4 | 0.7 | Achieved | ≥ 90% |
| Baccalaureate graduates | 93.1 | 2.6 | ≥ 90% | 89.3 | 3.4 | Achieved | ≥ 90% |
| Skills development average | | | | | | | |
| | % | +/- | | % | +/- | | |
| Former diploma, associate degree, certificate students | 82.3 | 1.3 | ≥ 85% | 85.7 | 1.1 | Achieved | ≥ 85% |
| Baccalaureate graduates | 87.6 | 3.2 | ≥ 85% | 86.3 | 3.4 | Achieved | ≥ 85% |
| Skills development details⁷ | | | | | | | |
| Former diploma, associate degree, certificate students | | | | | | | |
| -Written communication | 83.5 | 1.6 | N/A | 86.6 | 1.3 | Not Assessed | N/A |
| -Oral communication | 75.6 | 1.9 | N/A | 79.4 | 1.6 | Not Assessed | N/A |
| -Group collaboration | 78.4 | 1.7 | N/A | 83.6 | 1.4 | Not Assessed | N/A |
| -Critical analysis | 86.2 | 1.4 | N/A | 88.8 | 1.2 | Not Assessed | N/A |
| -Problem resolution | 80.2 | 1.6 | N/A | 83.2 | 1.4 | Not Assessed | N/A |
| -Learn on your own | 85.7 | 1.4 | N/A | 89.0 | 1.2 | Not Assessed | N/A |
| -Reading and comprehension | 87.2 | 1.4 | N/A | 89.5 | 1.2 | Not Assessed | N/A |
| Baccalaureate graduates | | | | | | | |
| -Written communication | 85.3 | 3.7 | N/A | 88.2 | 3.7 | Not Assessed | N/A |
| -Oral communication | 86.5 | 3.5 | N/A | 85.4 | 4.0 | Not Assessed | N/A |
| -Group collaboration | 85.9 | 3.6 | N/A | 89.3 | 3.4 | Not Assessed | N/A |
| -Critical analysis | 89.7 | 3.1 | N/A | 91.9 | 3.0 | Not Assessed | N/A |
| -Problem resolution | 84.7 | 3.7 | N/A | 80.3 | 4.5 | Not Assessed | N/A |
| -Learn on your own | 92.9 | 2.7 | N/A | 83.0 | 4.2 | Not Assessed | N/A |
| -Reading and comprehension | 87.7 | 3.5 | N/A | 86.1 | 4.0 | Not Assessed | N/A |

⁷ Skills development details are averaged to provide the Skills Development Average Performance Measure, therefore items within the skill development details section are not assessed.

| | | | | | |
|---------------------------|---------------------------------|-----|--|--------------|-----|
| Total accredited programs | ACBSP accreditation in progress | N/A | 3 existing, 1 new, 2 underway ⁸ | Not Assessed | N/A |
|---------------------------|---------------------------------|-----|--|--------------|-----|

Programming – Access

| Performance Measure | 2019/20 Actual | 2020/21 Target | 2020/21 Actual | 2020/21 Assessment | 2021/22 Target |
|--|----------------|----------------------|----------------|--------------------|----------------------|
| Indigenous student spaces | 202 FTE | Maintain or increase | 207 FTE | Achieved | Maintain or increase |
| Number of student spaces in developmental programs | 288 FTE | 320 FTE | 257 FTE | Not achieved | 295 FTE |

Programming – Capacity

| Performance Measure | 2019/20 Actual | 2020/21 Target | 2020/21 Actual | 2020/21 Assessment | 2021/22 Target |
|--|----------------|----------------|----------------|------------------------|----------------|
| Total student spaces | 6,671 FTE | 7,152 FTE | 6,559 FTE | Substantially Achieved | 7,184 FTE |
| Student spaces in Nursing and allied health programs | 1,198 FTE | 694 FTE | 1,194 FTE | Achieved | 758 FTE |
| Domestic credentials awarded ⁹ | 1,139 | 1,154 | 1,130 | Substantially Achieved | 1,132 |

Langara College did not achieve the Ministry target of 320 FTE for the number of student spaces in developmental programs in 2020/21. Langara’s developmental offerings are focused on a limited number of English and Math courses at a pre-college level, as well as English as a Second Language (ESL) programs. The 2020/21 target was an increase to our previous target and was made at a time when our programs were growing. However, during the COVID-19 pandemic, travel restrictions and the move to an online environment for ESL resulted in a decrease in student demand. In light of the current circumstances, we also acknowledge that meeting the current target in the immediate future may be difficult, as enrolment has not yet stabilized for the Langara English for Academic Purposes (LEAP) program, and prospective enrolments in other developmental programs are uncertain in the context of the ongoing pandemic.

⁸ Accredited programs include the Bachelor of Science in Nursing and Nursing Transition programs (CASN accredited), Post Degree Diploma in Nursing Practice in Canada (CRNBC registered), and Co-operative Education (CAFCE Accredited until 2021). Newly accredited is Registered Massage Therapy for three-years (CMTCA). Accreditation is ongoing for Langara School of Management programs through the Accreditation Council for Business Schools and Programs (ACBSP) as well as Nutrition and Food Service Management.

⁹ Total credentials awarded includes Regular Studies and Continuing Studies programs for domestic students only.

Programming – Relevance

| Performance Measure | 2019/20 Actual | | 2020/21 Target | 2020/21 Actual | | 2020/21 Assessment | 2021/22 Target |
|---|----------------|-----|-----------------|--------------------|-----|------------------------|--|
| Usefulness of knowledge and skills in performing job | | | | | | | |
| | % | +/- | | % | +/- | | |
| Diploma, associate degree, certificate graduates | 76.1 | 3.2 | ≥ 90% | 81.5 | 2.6 | Substantially Achieved | ≥ 90% |
| Baccalaureate graduates | 91.6 | 2.9 | ≥ 90% | 97.8 | 1.7 | Achieved | ≥ 90% |
| Unemployment rate | | | | | | | |
| | % | +/- | | % | +/- | | |
| Diploma, associate degree, certificate graduates | 7.1 | 1.9 | ≤ 18.9% | 8.5 | 1.8 | Achieved | ≤ unemployment rate of the population 18-19 with high school credentials or less |
| Baccalaureate graduates | 1.9 | 1.4 | ≤ 18.9% | 4.8 | 2.4 | Achieved | |
| Program Reviews completed | 7 | | +12 | 8 | | Not Assessed | N/A |
| New/Renewed Programs (incl. Post-Degree Diplomas) | 5 new programs | | 2 to 4 per year | 2 renewed programs | | Not Assessed | N/A |

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 a culture of collegiality and respect.



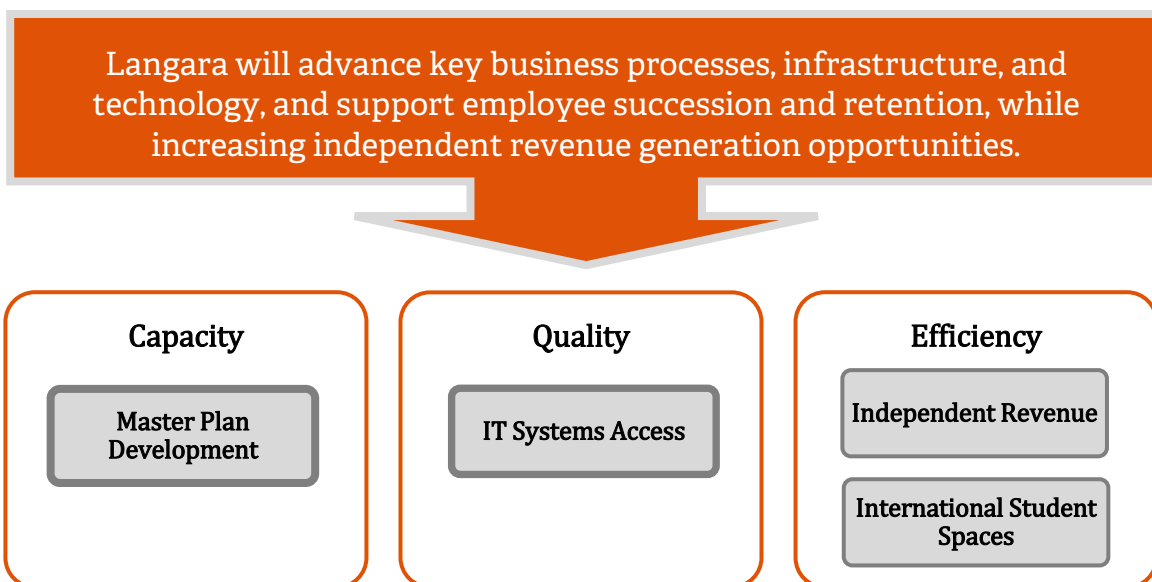
| Performance Measure | 2019/20 Actual | | 2020/21 Target | 2020/21 Actual | | 2020/21 Assessment | 2021/22 Target |
|--|-------------------|-----|---------------------|-------------------|-----|-----------------------|-------------------|
| | % | +/- | | % | +/- | | |
| Satisfaction with education | | | | | | | |
| Former diploma, associate degree, certificate students | 86.8 | 1.4 | ≥ 90% | 91.3 | 1.1 | Achieved | ≥ 90% |
| Baccalaureate graduates | 91.7 | 2.8 | ≥ 90% | 91.9 | 3.0 | Achieved | ≥ 90% |
| Satisfaction with transfer experience | | | | | | | |
| Former diploma, associate degree, certificate students | 82.0% | | ≥ 95% ¹⁰ | 85.7% | | Not Assessed | N/A |
| Employee participation in Professional/Leadership development programs ¹¹ | 80.0% | | ≥ 75% | 80.0% | | Not Assessed | N/A |
| Employee turnover | 1.5% | | ≤ 3.0% | 7.55% | | Not Assessed | N/A |
| Students in programs with work-integrated components | 42.0% | | 44.0% | 42.0% | | Not Assessed | N/A |

¹⁰ Target of 95% was an aspirational goal of the College.

¹¹ Participation percentages estimated as of calendar year 2020.

Organizational Sustainability

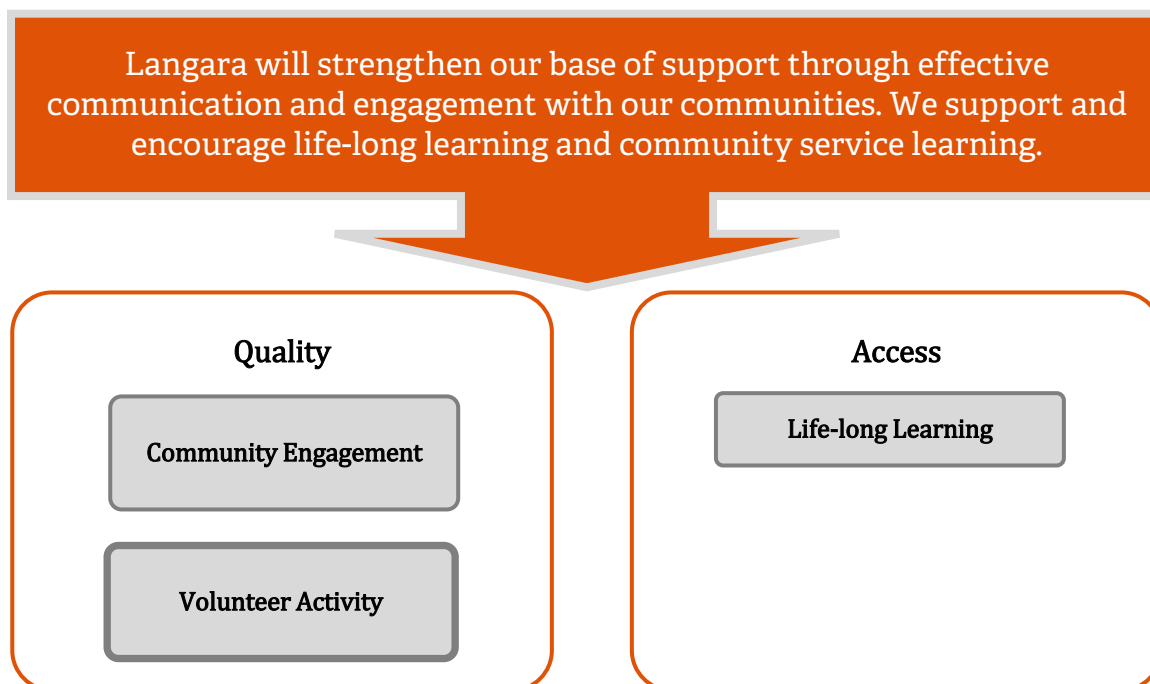
Langara will seek greater financial independence within the public post-secondary sector framework, by pursuing improvement, efficiency, and modernization in processes, infrastructure, and technology.



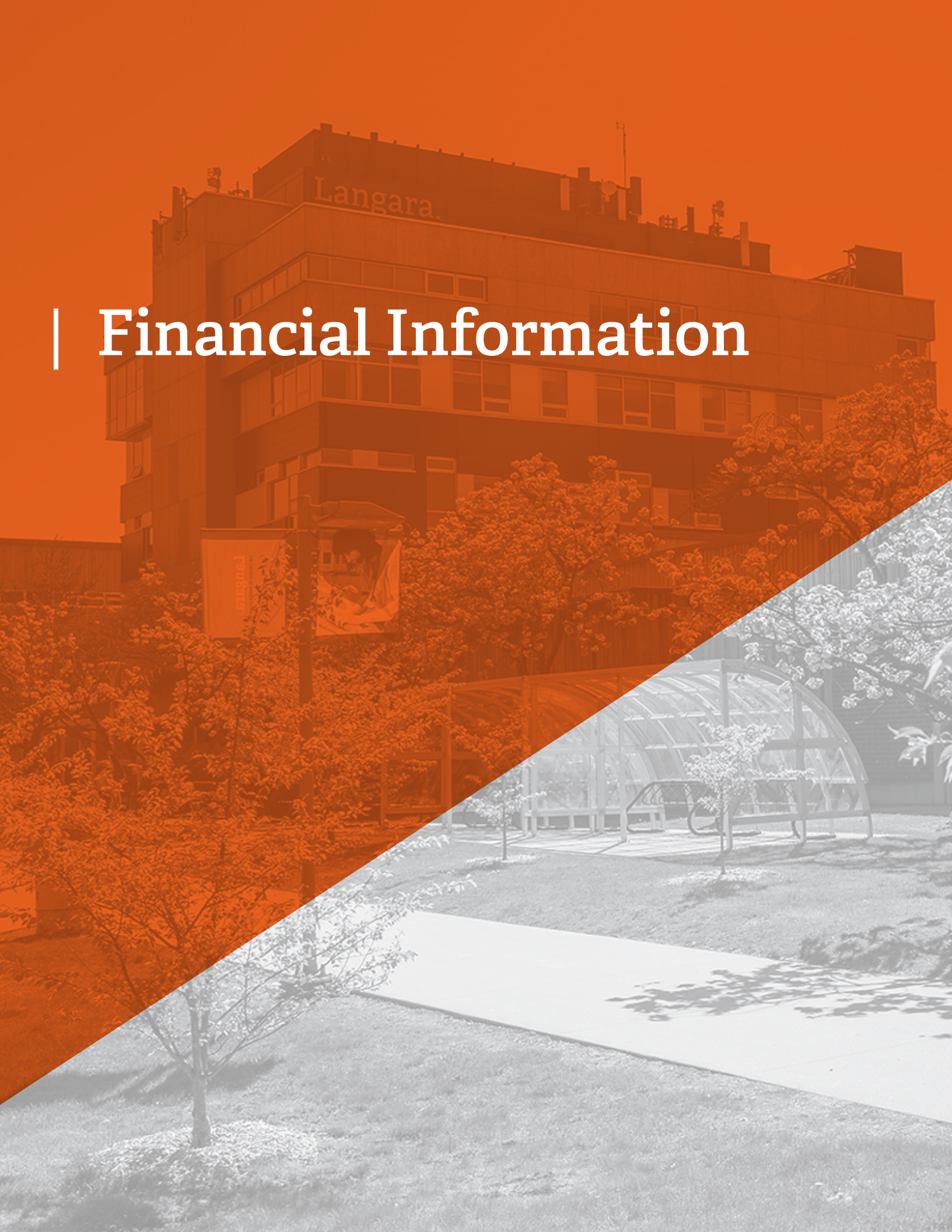
| Performance Measure | 2019/20 Actual | 2020/21 Target | 2020/21 Actual | 2020/21 Assessment | 2021/22 Target |
|---------------------------------|-------------------|-------------------|---------------------|-----------------------|-------------------|
| Master Plan development | Complete | N/A | Complete in 2019/20 | N/A | N/A |
| Langara IT systems access | 99.9% | 99.9% | 99.9% | Not Assessed | N/A |
| Independently generated revenue | 69.2% | 75.0% | 70.5% | Not Assessed | N/A |
| International student spaces | 4,728 FTE | ≥ Previous year | 3,976 FTE | Not Assessed | N/A |

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 Measure | 2019/20 Actual | 2020/21 Target | 2020/21 Actual | 2020/21 Assessment | 2021/22 Target |
|------------------------------|---|-------------------|---|-----------------------|-------------------|
| Interactions with Alumni | 138 events, news updates, initiatives, and projects | N/A | 136 events, news updates, initiatives, and projects | Not Assessed | N/A |
| Student volunteer activity | 14,200 hours | ≥ Previous year | 11,000 hours | Not Assessed | N/A |
| CS life-long learning spaces | 1,905 FTE | ≥ Previous year | 1,377 FTE | Not Assessed | N/A |



| Financial Information

FINANCIAL INFORMATION

Langara College is committed to financial accountability and sustainability. For the most recent financial information, please see the Audited Financial statements available at the website of the Ministry of Advanced Education and Skills Training: <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/financial-reporting/audited-financial-statements>.

APPENDIX A: MANDATE PRIORITY #1 PROGRESS REPORT 2020/21

Langara College’s progress towards implementation of the Truth and Reconciliation Commission’s (TRC) Calls to Action and articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples is outlined below in the format requested by the Ministry of Advanced Education and Skills Training.

| TRC CALLS TO ACTION and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES | PROGRESS | INITIATIVE AND PARTNERSHIP DETAILS |
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| 1: SOCIAL WORK | Continuing Initiatives Implemented | <p>snəweyət leləm Langara College offers a Social Service Worker Certificate and Diploma, including two university transfer courses that provide a foundation for students who wish to pursue Bachelor of Social Work degrees. Current ways students in the Social Service Worker Programs engage with TRC include:</p> <ul style="list-style-type: none"> - Elder-in-Residence opens new cohorts with a welcoming, blessing, and sharing of experiences - Open conversations about the roles of social work about the experiences of Indigenous Peoples in Canada - Incorporation of Talking Circles in courses and cohorts - Incorporation of readings related to the ways that social work practice could support processes of reconciliation and social justice; historical and inter-generational trauma; the principles of trauma-informed care from the perspective of Indigenous clients; over-representation of Indigenous children in care; and the social determinants of health as it relates to Indigenous peoples. - Introduction to the BC College of Social Workers Code of Ethics and research ethics in Indigenous Contexts - Introduction to the Canadian Association of Social Work Statement of Complicity and Commitment to Change and the TRC Principles of Reconciliation - SOCI-1115 includes conversations around intergenerational trauma as well as a loose model of wellness based on Indigenous worldviews - SOCI-1300 covers the Indian Act and jurisdictional disputes and how these impact the social determinants of health for Indigenous communities - SOCI-2110 centers conversations on oppression, privilege, cultural imperialism, racism, and the intersections of multiple oppressions |
| | New Initiatives In Progress | <ul style="list-style-type: none"> - Diploma in Gerontology: <ul style="list-style-type: none"> o GERO-2215 features an NunatuKavut end-of-life doula as a guest speaker o Special Topics Course features Elders sharing their experiences of Residential Schools, Indian hospitals, and intergenerational trauma o GERO-1100 & GERO-1400 will continue to feature Indigenous Elders, and voices - Unit on the TRC and MMIWGS |
| | Postponed due to COVID-19 | <ul style="list-style-type: none"> - Term visit to Musqueam community for individual cohorts |

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| <p>12: EARLY CHILDHOOD EDUCATION</p> | <p>Continuing Initiatives Ongoing</p> | <p>This year, the ECE department has continued to increase its ongoing efforts to address the TRC Calls to Action:</p> <ul style="list-style-type: none"> - Elder-in-Residence opens the program of new cohorts each term with a welcoming, blessing and sharing of experiences - Cohort visits from Special Advisor to the President and former Chief of Musqueam Elder Gail Sparrow - The Indigenous Ways of Knowing in ECE Training Project (Sept. 1 2019 – Sept. 30 2020), funded by a grant from Employment and Social Development Canada, involved partnerships with Musqueam, the YMCA of Greater Vancouver and Langara’s ECE Department. The projects goals met were: <ul style="list-style-type: none"> o consultation with a Musqueam community group including Elders and Knowledge Keepers to 1) Indigenize the ECE History course by re-designing it to focus on specific Musqueam history and ways of knowing; 2) consultation with the same Musqueam committee to develop guiding principles for Indigenizing further ECE courses and possible courses in other faculties across the College; and 3) completion of the final reports |
| | <p>Cancelled/Postponed due to COVID-19</p> | <ul style="list-style-type: none"> - Three pieces of The Indigenous Ways of Knowing in ECE Training Project were postponed, cancelled, or replaced due to COVID-19 restrictions including: <ul style="list-style-type: none"> o Providing a one-day training session for up to 100 YMCA ECE educators o Purchase of a Musqueam History kit from Musqueam and the Museum of Anthropology – this purchase is still pending delivery due to the COVID-19 restrictions o Due to COVID-19 restrictions, the ECE team was unable to present this project at a national conference as planned. However, they were permitted to re-assign this portion of the grant to further Indigenize curriculum resulting in six short videos being created that can be utilized in semesters to come throughout our Early Education program. The video topics include: <ul style="list-style-type: none"> ▪ The First People Principles of Learning ▪ Applying the First Principles of Learning in ECE Language Arts and Literacy ▪ Applying the First Peoples Principles of Learning in ECE Creative Arts ▪ Applying the First Peoples Principles of Learning in ECE Science, Math and Social Students ▪ The First Peoples Principles of Learning and ECE Story telling - Hire Musqueam ECE Program Grad on a permanent basis to continue Indigenizing our curriculum, guest lecturing and also to support Indigenization efforts in the other community training programs in our faculty (i.e., Social Service Worker program, Gerontology program, Special Education Classroom Assistant Program, and Criminal Justice – program enhancement proposal is being submitted to the Academic Dean) - Program enhancement proposal will also include a request for ongoing funding to continue other Indigenization efforts in the ECE program including: <ul style="list-style-type: none"> o Visits to Musqueam for tours and to meet with Elders and community members o Workshops to make personal representations of regalia as a commitment to on-going reconciliation efforts as the students graduate from the ECE program facilitated by Squamish Carver and community member Splash “Aaron” Nelson-Moody - UBC Indigenous Education has name Langara’s ECE department as a contributor in an application to develop a Massive Open Online Course (MOOC) with the working title: Hands Back, Hands Forward: Nurturing Indigenous Early Childhood |

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| | | <ul style="list-style-type: none"> ○ This project would be a partnership with UBC, Langara and a specific Indigenous ECE training program. Other ○ Other Indigenous communities will be involved and consulted to develop this MOOC for ECE educators that would be available nationally and internationally ○ This project would be led by Dr. Jan Hare from UBC who has previously developed the much acclaimed MOOC entitled: Reconciliation Through Indigenous Education for UBC <p>- A grant application has been submitted to research and develop prototypes applying virtual reality/immersive learning to ECE training. This proposed project would involve creating a diverse classroom and would implement the Indigenization principles created during our 2020-21 grant project.</p> |
| <p>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</p> | <p>Continuing Initiatives In Progress</p> | <p>Our Indigenous Language plans are to continue working with Musqueam Language Department and begin working directly with Language keepers to develop and deliver a community-based language program at Musqueam, focusing on revitalizing conversational language use and bridging to the linguistics-based language degree programs currently offered at UBC.</p> |
| <p>23: HEALTH-CARE PROFESSIONALS</p> | <p>New Initiatives Implemented</p> | <p>Kinesiology</p> <p>Within the Department of Kinesiology, many Indigenization efforts have been and continue to be made, including:</p> <ul style="list-style-type: none"> - Ongoing Langara Kinesiology Indigenous Community Engagement Scholarship <ul style="list-style-type: none"> ○ Awarded for the first time in the Spring 2020 term ○ Next scheduled presentation of the award will be in the Fall 2021 term - Incorporation of voices from Indigenous athletes in Sports Psychology course to share about their experiences of oppression, discriminations and racism in athletics and the impacts those carry as an athlete and within community - KINS-1160 Sociology of Sport dedicates a week to Indigenous issues specifically <ul style="list-style-type: none"> ○ Includes covering a broad topic such as statistics about the number of Indigenous peoples in Canada, languages and what a Band is and sharing about different tribes. ○ Conversations around Missing and Murdered Women and Girls (MMIWG), environmental racism (mainly the water crisis), the Indian Act and the history behind it, the overall impact of colonization as well as what decolonization is. ○ There are also conversations centred on residential schools, including the role that sport played for students. ○ Conversations around the specific calls to action that relate to sport and physical activity are included and students watch a video where cultural appropriate as it relates to Indigenous names and mascots is a key component of the course. - KINS-1150 Sport and Exercise Psychology includes the incorporation of Indigenous examples and topics when discussing the importance of diversity in sport psychology - KINS-2205 Research Methods in Kinesiology uses a textbook that includes Indigenous Perspectives and examples (Research Methods in Kinesiology by Kowalski et al.) - KINS-2280 Human Growth and Motor Development includes Canadian Growth charts <ul style="list-style-type: none"> ○ Conversations around the appropriateness or inappropriateness of using these charts with respect to Indigenous children is addressed in documents/contents and dialogue. |

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| | | <ul style="list-style-type: none"> ○ At this time, motor development research in Canada remains limited regarding isolated conversations on Indigenous children, however the inclusion of some more recent academic articles are incorporated in the course to highlight potential differences in areas such as motor milestones. ○ The LTAD was updated to the Canadian Long-Term Development in Sport and Physical Activity Framework 3.0, and 2,280 students were immediately switched upon its publication, which specifically recognizes marginalized groups including Canadian Indigenous populations. <p>- KINS-2262 dedicates a week to work towards the calls to action to educate health students</p> <ul style="list-style-type: none"> ○ Includes a lecture exploring Indigenous people’s health wherein there are discussions centred on the history of colonialism, residential schools and the TRC report – specifically investigating the calls to action directly related to health and health education/policy). ○ Students go on to watch a documentary “First Contact Canada” and work in groups to explore the impact of exclusion, discrimination, and health inequities that Indigenous Canadians experience. ○ Students also complete a tutorial worksheet and participate in discussion groups centred on the above. <p>Psychology</p> <p>Since its Program Review completion in 2020, the Psychology department has continued their efforts at honoring their commitment to participating in the TRC Calls to Action that apply to their respective units. This includes:</p> <ul style="list-style-type: none"> - PSYC-1115 has included conversations that centre on the stereotyping and racism of Indigenous peoples and the impacts of this <ul style="list-style-type: none"> ○ This includes pieces around how in an Indigenous community, an individual’s relations to Elders and community and the importance of cooperation, interdependence and consulting with Elders on decisions could exemplify a ‘collectivist’ vs. ‘individualist’ culture - PSYC-1215 covers a unit on Intelligence and Howard Gardner’s model. This includes an example of how Indigenous communities emphasize how education as well as stories/narratives passed down from generations would involve characters from nature and how understanding the way that (for example) animals in nature relate to each other in the ecosystem would constitute the development of ‘natural intelligence.’ <ul style="list-style-type: none"> ○ Alternatively learning about the application of various resources in nature for healing, food, building and clothing could be viewed as an aspect of ‘natural intelligence.’ - PSYC-2318 covers Bronfenbrenner’s Ecological Systems approach. With this, the instructor discusses the relation of the microsystem and mesosystem when discussing the relation between the child’s family to the community of Elders for support to aid the resilience of the child or education of the child. <ul style="list-style-type: none"> ○ Conversations around the government’s initiative support (or in some cases lack of support) for creating programs that could benefit Indigenous communities (as part of the ‘exosystem’ and ‘macrosystem’) ○ In presenting a unit of mood disorders and suicide in adolescents, the instructor includes the example of how suicide can be subject to imitation by showing a clip on the Attawapiskat Nation and 13 kids who made a suicide pact. - PSYC-2322 focuses on the impact of systemic racism. <ul style="list-style-type: none"> ○ Indigenous examples of recent racist acts and atrocities, such as Colten Boushie and Joyce Echaquan, are included - PSYC-2324 includes videos that centre the conversation on Residential Schools. |
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| | | <ul style="list-style-type: none"> ○ Discussion on attachment and social emotional development follows - PSYC-2327 includes brief conversations on Indigenous approaches to human animal relationships - PSYC-2328 Uses articles on the concepts of nature interacting with nurture. <ul style="list-style-type: none"> ○ Including conversations about how a child's genetic predisposition (e.g. tendency toward becoming anxious) might interact with influence from the environment (e.g. poverty of past trauma such as residential school abuse that affects the health of family surrounding the child in an Indigenous community) and lead the child to develop a mental health issue. |
| | <p>New Initiatives In Progress</p> | <p>Kinesiology</p> <ul style="list-style-type: none"> - Continued Professional Development in the areas of: <ul style="list-style-type: none"> ○ Indigenizing curriculum ○ Decolonization ○ Indigenization ○ Personal development centred on how to participate in the TRC calls to action - Continued efforts on including Indigenous voices, research and Indigenous athletes in course content <p>Continuing Studies Registered Massage Therapy</p> <ul style="list-style-type: none"> - Two Program Coordinators in Professional Studies Portfolio are completing CIE's Intercultural Engagement Credential Program to be better informed on how to be more inclusive and to incorporate Indigenous education/learning strategies into their programs: <ul style="list-style-type: none"> ○ Continuing Studies Diploma in Registered Massage Therapy - Part of the CS Diploma in Registered Massage Therapy program goals for QAPA is to increase Indigenous education in the RMT program. |
| <p>24: MEDICAL AND NURSING SCHOOLS</p> | <p>New Initiatives Implemented</p> | <p>The Faculty of Nursing at Langara College has participated in and led a number of new initiatives over the past year:</p> <ul style="list-style-type: none"> - Departmental participation in a workshop focusing on intercultural competency training led by CIE, which prepared faculty to participate in the Intercultural Development Inventory, which addresses one of the TRC recommendations for nursing schools. - Had a large number of faculty participate in the live session and tool completion, and expect more participation through spring 2021. We will be following up with group and individual debriefing sessions. - Secured spots for 80 nursing faculty to participate in the San'yas training program, commencing spring 2021. - Working to examine ways to support Indigenous nursing students in the program. To that effect, we have put forward the request for the Faculty of Nursing to examine its waitlist policy from the TRC lens. - Indigenous Nursing Committee continues to provide education to faculty around Indigenous issues through faculty meeting presentations and newsletter contributions. - Integration and improvement of Indigenous content in the curriculum is also an ongoing endeavour, with the last year having seen the introduction of content on Indigenous experiences of pregnancy and childbirth into a nursing course in the pediatric and maternity term. |

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| | | <ul style="list-style-type: none"> - Efforts are underway to ascertain the best method of addressing the TRC recommendation for a course on Indigenous history, populations, and issues, and a curriculum inventory is underway to identify where some of this content is being taught at present. - With respect to community partnerships, a number of our clinical students work with Indigenous students and populations, both in the Langara community (e.g. at the Gathering Space) and in various community settings. |
| | <p>Continuing Initiatives Implemented</p> | <ul style="list-style-type: none"> - The Dean of the Faculty of Nursing, Dr. Ann Syme, shared the Faculty of Nursing’s newly revised strategic plan with Special Advisor to the President and former Chief or Musqueam Elder Gail Sparrow who acknowledged and supported our Indigenous relationship with Musqueam and the characterization of the Faculty of Nursing as the “house of healing.” - Indigenous faculty member Michelle Su supports the committee/panel that interviews and selects Indigenous applicants across countries applying to the UBC School of Medicine. - In partnership with the Gathering Space, there is a clinical placement for Term 7 BSN students with priority given to Indigenous students. <ul style="list-style-type: none"> o Term 7 students clinical placement for Spring 2020, Fall 2020 and Spring 2021 - The Nursing Department is currently offering the Work Integrated Health Care Assistant Program in conjunction with the Ministry of Health, the Ministry of Advanced Education and Skills Training, and the Health Authorities. <ul style="list-style-type: none"> o Students participating in the above are required to completed the Sany’as Indigenous Cultural Safety Training - In an effort to decrease systemic barriers posed to Indigenous Learners, five seats in the BSN program are reserved for prospective Indigenous students that meet the minimum admissions requirements, and two seats are reserved in the Advanced Entry to the BSN program for Indigenous students |
| | <p>New Initiatives In Progress</p> | <ul style="list-style-type: none"> - Creating of a new Indigenous Education & Services and Nursing Department working group in an effort to review the barriers and challenges currently imposing or preventing students from entering the BSN program or successfully completing it. - Educational Sessions with high schools in urban and remote communities to share information about and recruit Indigenous learners for the Nursing program |
| <p>28: LAW SCHOOLS</p> | <p>N/A</p> | <p>N/A</p> |

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| <p>57: PUBLIC SERVANTS</p> | <p>New Initiatives Implemented and/or In Progress</p> | <p>Centre for Intercultural Engagement (CIE)</p> <ul style="list-style-type: none"> - CIE was the successful applicant for two Colleges and Institutes Canada (CICAN) projects focusing on Study Abroad for Indigenous Learners funded by the Government of Canada’s Outbound Mobility Pilot Program <ul style="list-style-type: none"> o Indigenous Study Abroad (ISA) Collaborative Framework will facilitate collaboration between Langara College, Douglas College, and the University of the Fraser Valley Indigenous students attending these institutions in an effort supporting decolonization of education abroad. The project will result in the ISA Collaborative Framework (ISACF) adopted by the three partners. Through consultation and research enabled by this grant, the partners aim to establish the principles, policies, and path forward needed to co-develop and deliver effective and appropriate education abroad experiences for Indigenous students in a sustainable multi-year partnership. o Building Indigenous Community Relationships to Further Education Abroad: The Students Connecting Students within Indigenous Communities (SCSIC) project will develop a student-centered approach to building relationships between international Indigenous communities to support the decolonization of education abroad. The project will result in partnerships between international post-secondary institutions that prioritize Indigenization, reconciliation, and decolonization and facilitate education abroad activities for Indigenous students. Through a focus on relationship development enabled by this grant, the principles and pathways created will form a foundation for an effective and appropriate Indigenous-to-Indigenous education abroad program at snəweyəʔ leləm Langara College. - Employee Intercultural Engagement Certificate Program <ul style="list-style-type: none"> o In Spring 2020 the Centre for Intercultural Engagement began piloting an intercultural engagement credential that provides employees with an opportunity to engage intercultural and Indigenous content. CIE is working with Continuing Studies to develop a credential in this area. The credential is being delivered in four phases and is designed as a cohort model. - Curriculum Review and Renewal Policy and Procedures <ul style="list-style-type: none"> o Within the learning environment, CIE collaborated with colleagues from the academic disciplines to established Terms of reference for a Curriculum Review and Renewal Committee. The committee will include one representative from the Centre for Intercultural Engagement, appointed by the Director. o The Term of Reference for the Committee includes the following statement: The Committee will promote values that reflect the employee and student diversity at Langara College. Some committee members should have the knowledge, training and/or lived experience required to inform conversations on ways in which curriculum can be equitable and inclusive and reflective of the diverse experiences, identities and perspectives of the College community and communities it serves. |
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| <p>62: TEACHER EDUCATION</p> | <p>New Initiatives Implemented and/or In Progress</p> | <p>The Teaching and Curriculum Development Centre (TCDC) team has committed to reconciliation and learning about Indigenous pedagogies so we can help bring these perspectives to our curriculum work across the college. To that end, some team members have taken the University of Alberta’s Indigenous Canada MOOC. Others participated in the UBC Reconciliation through Indigenous Education MOOC facilitated by CIE. Most of the team attended the Educational Developers Caucus Conference in February 2021, and participated in the sessions “Anti-racist and decolonial approaches to Educational Development” and “Indigenization in Educational Development.” In March 2021, we invited Carmen Rodriguez de Frances, PhD, to lead our Curriculum Consultants through a two-part workshop. The purpose was to be better understand how the non-Indigenous Curriculum Consultants may be able to help facilitate discussions centred on Indigenizing curriculum.</p> <p>With the help of our Curriculum Consultants, Indigenization Specialists, we have begun compiling resources to post on our TCDC iWeb site to help staff and faculty take steps on their own toward Indigenization. These resources include websites, webinars, videos, academic articles, books, etc.</p> <p>TCDC offered a number of workshops for staff and faculty about Indigenous pedagogies and reconciliation in the classroom. Most of these workshops were facilitated by Natalie Knight, TCDC’s Curriculum Consultant, Indigenization Specialist. The Indigenizing STEM sessions were co-hosted by CIE, IES, TCDC, and the Sciences Divisions.</p> |
| | <p>New Initiatives In Progress</p> | <p>We have endeavoured to advertise external events to our college community via our TCDC online calendar. For example, over the past year, we have shared registration details for BCcampus webinars, including:</p> <ul style="list-style-type: none"> - “An In-depth Look at the Pulling Together Indigenization Guide: Teachers and Instructors” (July 2020) - “Indigenous speaker Series: Land Acknowledgements – A Conversation with Post-Secondary Students” (July 2020) - “Indigenous speaker Series: A Conversation with Co-founder of Sisters Sage, Lynn-Marie Angus” (August 2020) - “Fall Indigenous Series – Pulling Together” (fall 2020) - “Pulling Together: An Introduction to the Curriculum Developers Guides for Indigenization” (January 2021) - “Pulling Together Series: A Guide for Front-Line Staff, Student Services, and Advisors” (March 2021). |
| | <p>Cancelled/postponed due to COVID-19</p> | <p>Due to COVID-19, plans for some professional development events had to be cancelled. For example, the series of conversations with Indigenous Scholars series. As well, our popular Reconciliation Silversmithing 4-part workshop led by Squamish Carver and Langara Faculty, Splash (Aaron Nelson Moody) was not offered this past year. Normally, it fills up without advertisement as an opportunity for staff and faculty to learn silversmithing while engaging in “kitchen table” style discussions about reconciliation and Indigenous knowledge.</p> |

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| <p>86: JOURNALISM AND MEDIA SCHOOLS</p> | <p>New Initiatives Implemented</p> | <p>General Curriculum</p> <p>Rather than having a specific course dedicated to educating students about the history of Aboriginal peoples — the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations — many of these topics are distributed throughout our courses, such as Introduction to News Media, Journalism Ethics, Journalism Law, the Fundamentals of Journalism, Journalism Research, Investigative Journalism, as well as in our program's student-run publication <i>The Voice</i>.</p> <p>Speakers</p> <p>Each term, we bring in guests to speak to our journalism students about reporting on Indigenous issues and reporting in Indigenous communities.</p> <p>This year, we invited Elder-in-Residence Mary Jane Joe, from the Ntle'kepmx Nation, who shared her cultural knowledge, protocol, stories, perspective, and insights, and also spoke about Indigenous peoples' history and traditional teachings.</p> |
| | <p>New Initiatives In Progress</p> | <p>General Curriculum</p> <p>The Journalism department is encouraging incoming students to specialize in areas of interest, specifically Indigenous studies. This option was chosen due to the high level of interest students have shown historically, as well as an intentional response to the call to action for journalism schools to educate all students on the history of Indigenous people.</p> <p>In addition, as part of our program redesign, we have brought in the College's Indigenous Curriculum Consultant in TCDC to consult with us.</p> <p>Langara Journalism Review</p> <p>Each year, our graduating journalism students put out <i>The Langara Journalism Review</i>, which provides essential coverage of the issues, trends, events and personalities that are changing the face of B.C. media. Journalists, educators and corporate communicators turn to LJR to better understand their world, and the dynamic role of journalism in modern society.</p> <p>This year's edition, due to be published this month, includes an in-depth conversation piece by Angela Sterritt, an Indigenous media star who is changing the way we look at reporting in B.C.</p> |

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| <p>92: BUSINESS SCHOOLS</p> | <p>New Initiatives Implemented</p> | <p>The Langara School of Management remains committed to the TRC Calls to Action and has made efforts in the following ways:</p> <p>Marketing Management Department</p> <ul style="list-style-type: none"> - Some courses have incorporated fundamental Indigenous storytelling structures, practices and exercises as foundational tools. - Other courses have used Indigenous “art” like house pots and totem poles to showcase how histories, values, relationships and stories might be told or honoured. |
| | <p>New Initiatives In Progress</p> | <p>Business Management and International Business Development</p> <ul style="list-style-type: none"> - Faculty participated in all Indigenizing Pedagogy workshops offered through TCDC - Continue to encourage faculty to explore Indigenization within their individual teaching practices and will share updates with the department on Langara’s efforts to Indigenize pedagogy - The division, including the department is undertaking program renewal and planning this year (21-22) – consideration of Indigenization will be included in this substantive re-envisioning of our programs. <p>Financial Management Department</p> <ul style="list-style-type: none"> - The department is partnering with AFOA (Aboriginal Financial Officers Association) to test pilot delivery of AFOA’s new Indigenous Financial Management Certificate to a cohort of Indigenous peoples drawn from Nations around BC. <ul style="list-style-type: none"> o Through a hybrid model, the participating students will take a combination of Langara accounting courses and AFOA’s Indigenous business content courses. o This initial pilot will not culminate in a Langara academic credential at this time, but the intent is to build on it to develop Langara accounting credentials containing significant Indigenous content course requirements; thereby increasing the numbers of Indigenous peoples with accounting education working in communities and Nations throughout BC. - Grant Mowbray has also been working on creating some Indigenous content with Pearson Publishing <p>Marketing Management Department</p> <ul style="list-style-type: none"> - An instructor has been completing work on a new Applied Marketing textbook where she has included two Indigenous mini case studies: <ul style="list-style-type: none"> o One on HBC’s complicated “commerce” relationship with Indigenous peoples and; o One on an Indigenous police officer’s walk across Canada – Hope in the Darkness – to support youth mental health - Work to continue including Indigenous case studies and examples in course content. <p>Business Technology Management (New department effective May 2021)</p> <p>As a new department, Business Management Technology is undergoing a review of its curriculum and examining opportunities for new programing. We are working on greater Indigenization by coordinating</p> |

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| | | <p>workshops for our instructors. While more work is needed, some progress has been made, most notably the addition of storytelling and reflection assignments in BCAP-3200 – Business Information Systems.</p> <p>The department has engaged a new member of our Professional Advisory Committee, who works with the First Nations Technology Council and we hope to engage the council to support their initiatives and find new opportunities for Indigenous students.</p> <p>Program Review and Accreditation Progress</p> <ul style="list-style-type: none"> - Program Review Process: <ul style="list-style-type: none"> o Indigenization was considered in the PR. One of the recommendations coming out of the PR was that our programs need to move toward Indigenization at their core program level. o Another is that the LSM as a whole needs to better support Indigenous pathways - New Program Proposal: <ul style="list-style-type: none"> o Indigenization was considered for the NPP. As the NPP is built upon the recommendations coming out of the PR, and the overall College Strategic and Academic Plans, Indigenization is an important component of our upcoming program and course design process. <p>Continuing Studies</p> <ul style="list-style-type: none"> - Collaborated with Squamish Nation to deliver the Advanced Project Management program <ul style="list-style-type: none"> o Program started on March 22, 2021 and will continue through the end of the fiscal year. o The program continues to work with Squamish Nation and the Gathering Space to provide support and services to students participating in the cohort. - Under the Custom & Corporate Training area, the Computer Skills for Office program is being offered to provide skills training for employment for immigrants, francophone and visible minorities, including participants of Indigenous backgrounds. <ul style="list-style-type: none"> o Begins late June and will work with community partners to recruit students – including local nations and communities. |
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| <p>UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION</p> | <p>Continuing Initiatives Implemented and/or In Progress</p> | <ul style="list-style-type: none"> - Continued delivery of Indigenous Carving Course in partnership with ABST and Fine Arts - Continued delivery of Indigenous Upgrading Program in partnership with Musqueam <ul style="list-style-type: none"> o Shifted to an online learning environment due to COVID-19 o Continued discussions for incorporating language components in IUP program with future goals of creating a Language Certificate in Conversational Henqeminem - Continued partnership with ECE program at Langara College and Musqueam - Discussions and planning to raise Musqueam flag at Vancouver 49th Avenue campus - Discussions for outdoor Indigenous student space included in the Master Campus Plan - Continued role of Special Advisor to the President filled by Former Chief of Musqueam Elder Gail Sparrow - Continued efforts to acknowledge place of Langara on the unceded and traditional territory of Musqueam at Vancouver Campus and Coast Salish Peoples at Broadway campus - Continued efforts to participate in Orange Shirt Day, Moose Hide Campaign, Sisters in Spirit Vigil, Aboriginal Veterans Day, National Indigenous Peoples Day and the MMIWG2S March - Consultation with Musqueam on development of 2020-25 Strategic and Academic plans |
|---|--|---|

APPENDIX B: 2020/21 ROUND 3 PERFORMANCE MEASURE RESULTS

Langara College

2020/21 Accountability Framework
Performance Measure Results

| Performance measure ¹ | Reporting year | | | | | |
|---|----------------|----------------|----------------|------------------------|------|------------------------|
| | 2019/20 Actual | 2020/21 Target | 2020/21 Actual | 2020/21 Assessment | | |
| Student Spaces² | | | | | | |
| Total student spaces | 6,671 | 7,152 | 6,559 | Substantially achieved | | |
| Nursing and other allied health programs | 1,198 | 694 | 1,194 | Achieved | | |
| Developmental programs | 288 | 320 | 257 | Not achieved | | |
| Credentials awarded³ | | | | | | |
| Number | 1,139 | 1,128 | 1,130 | Achieved | | |
| Aboriginal student spaces⁴ | | | | | | |
| Total Aboriginal student spaces | 202 | TBI | 207 | TBI | | |
| Ministry (AEST) | 202 | | 207 | | | |
| Industry Training Authority (ITA) | N/A | | N/A | | | |
| Student satisfaction with education^{5,6} | | | | | | |
| | % | +/- | | % | +/- | |
| Former diploma, associate degree and certificate students | 86.8% | 1.4% | ≥ 90% | 91.3% | 1.1% | Achieved |
| Bachelor degree graduates | 91.7% | 2.8% | | 91.9% | 3.0% | Achieved |
| Student assessment of the quality of instruction^{5,6} | | | | | | |
| | % | +/- | | % | +/- | |
| Former diploma, associate degree and certificate students | 94.3% | 0.9% | ≥ 90% | 96.4% | 0.7% | Achieved |
| Bachelor degree graduates | 93.1% | 2.6% | | 89.3% | 3.4% | Achieved |
| Student assessment of skill development^{5,6} | | | | | | |
| | % | +/- | | % | +/- | |
| Former diploma, associate degree and certificate students | 82.3% | 1.3% | ≥ 85% | 85.7% | 1.1% | Achieved |
| Bachelor degree graduates | 87.6% | 3.2% | | 86.3% | 3.4% | Achieved |
| Student assessment of usefulness of knowledge and skills in performing job^{5,6} | | | | | | |
| | % | +/- | | % | +/- | |
| Former diploma, associate degree | 76.1% | 3.2% | ≥ 90% | 81.5% | 2.6% | Substantially achieved |

| | | | | | | |
|---|-------|------|---------|-------|------|----------|
| and certificate students | | | | | | |
| Bachelor degree graduates | 91.6% | 2.9% | | 97.8% | 1.7% | Achieved |
| Unemployment Rate^{5,6} | | | | | | |
| | % | +/- | | % | +/- | |
| Former diploma, associate degree and certificate students | 7.1% | 1.9% | ≤ 18.9% | 8.5% | 1.8% | Achieved |
| Bachelor degree graduates | 1.9% | 1.4% | | 4.8% | 2.4% | Achieved |

Notes:

N/A - Not assessed

TBI - Institutions are required to include their target and assessment.

¹ Please consult the 2020/21 Standards Manual for a current description of each measure.

² Results from the 2020/21 reporting year are based on data from the 2020/21 fiscal year; results from the 2019/20 reporting period are based on data from the 2019/20 fiscal year. 2020/21 actuals and targets are as of June 1, 2021.

³ Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2020/21 reporting year are a three-year average of the 2017/18, 2018/19, and 2019/20 fiscal years.

⁴ Results from the 2020/21 reporting year are based on data from the 2019/20 fiscal year; results from the 2019/20 reporting period are based on data from the 2018/19 fiscal year.

⁵ Results from the 2019/20 reporting year are based on 2019 survey data; results from the 2020/21 reporting year are based on 2020 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

⁶ As of the 2019/20 reporting year, the trades foundation and trades-related vocational graduates have been split out from the former diploma, associate degree and certificate students.

| Target assessment scale | Description |
|-------------------------|---|
| Achieved | 100% or more of the target |
| Substantially achieved | 90% to <100% of the target |
| Not achieved | <90% of the target |
| Not assessed | Measures without targets or survey results with less than 20 respondents or a margin of error of 10% or greater |

APPENDIX
Langara College
2020/21 Accountability Framework Performance Measure Results

| Performance measure | Reporting year | | | | | 2020/21 Assessment |
|---|----------------|------|----------------|----------------|------|--------------------|
| | 2019/20 Actual | | 2020/21 Target | 2020/21 Actual | | |
| Former diploma, associate degree and certificate students' assessment of skill development | | | | | | |
| | % | +/- | | % | +/- | |
| Skills development (avg. %) | 82.3% | 1.3% | ≥ 85% | 85.7% | 1.1% | Achieved |
| Written communication | 83.5% | 1.6% | | 86.6% | 1.3% | |
| Oral communication | 75.6% | 1.9% | | 79.4% | 1.6% | |
| Group collaboration | 78.4% | 1.7% | | 83.6% | 1.4% | |
| Critical analysis | 86.2% | 1.4% | | 88.8% | 1.2% | |
| Problem resolution | 80.2% | 1.6% | | 83.2% | 1.4% | |
| Learn on your own | 85.7% | 1.4% | | 89.0% | 1.2% | |
| Reading and comprehension | 87.2% | 1.4% | | 89.5% | 1.2% | |
| Bachelor degree graduates' assessment of skill development | | | | | | |
| | % | +/- | | % | +/- | |
| Skills development (avg. %) | 87.6% | 3.2% | ≥ 85% | 86.3% | 3.4% | Achieved |
| Written communication | 85.3% | 3.7% | | 88.2% | 3.7% | |
| Oral communication | 86.5% | 3.5% | | 85.4% | 4.0% | |
| Group collaboration | 85.9% | 3.6% | | 89.3% | 3.4% | |
| Critical analysis | 89.7% | 3.1% | | 91.9% | 3.0% | |
| Problem resolution | 84.7% | 3.7% | | 80.3% | 4.5% | |
| Learn on your own | 92.9% | 2.7% | | 83.0% | 4.2% | |
| Reading and comprehension | 87.7% | 3.5% | | 86.1% | 4.0% | |
| | | | | | | |