



LANGARA

COLLEGE

Accountability Plan and Report

2008/09 – 2010/11

September 2008

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September 25, 2008

Honourable Murray Coell
Minister of Advanced Education
PO Box 9059
STN PROV GOVT
Victoria BC V8W 9E2



Dear Minister Coell:

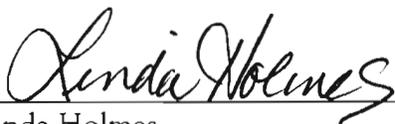
We are pleased to submit the 2008/09 – 2010/11 Langara College Accountability Plan and Report as required by the Ministry of Advanced Education. This document provides Langara College's Accountability Plan for 2008/09 – 2010/11 and a report on the College's achievement of its performance targets for 2007/08.

As outlined in the 2006 – 2009 Strategic Plan, we will focus our efforts on enhancing offerings and services to students and we will ensure that the educational opportunities provided are relevant, responsive, and meet expressed need for post-secondary education. This also requires that we monitor our instructional and administrative service areas to ensure that our students are receiving the best we can offer and that the College offers integrated service, and is accountable.

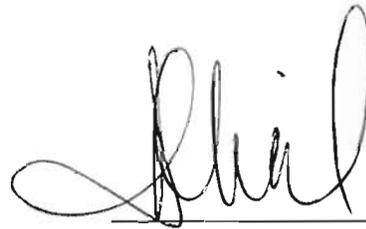
The Ministry of Advanced Education envisions a province where all British Columbians have affordable access to the best possible post-secondary system. The 2008/09 - 2010/11 Langara College Accountability Plan and Report is supportive of this vision through provision of an excellent learning environment for our students. In the meantime, this Accountability Plan and Report is intended to provide an overview of what Langara College has accomplished relative to the targets set in the College's 2007/08 – 2009/10 Service Plan, and serves as a tool for public accountability relative to the services we have provided to students and the community.

The 2008/09-2010/11 Langara College Accountability Plan and Report was prepared under our direction and in accordance with the guidelines set forth by the Ministry of Advanced Education. With this letter, we are hereby affirming our accountability for the Langara College Accountability Plan and Report.

Yours sincerely,



Linda Holmes
President



David Chiang
Chair, Board of Directors

Institutional Overview

Langara College, located in south Vancouver, was established as an independent public college on April 1, 1994, after offering programs as part of Vancouver Community College for over 29 years. Langara College is focused on making the academic experience accessible, relevant, affordable, engaging, and rewarding. To this end, we offer the most comprehensive Arts and Sciences university transfer program of any BC college, 2 baccalaureate programs, 24 outstanding Career programs, and approximately 700 continuing studies courses. Students can pursue programs of study leading to a bachelor's degree, diploma, associate degree, certificate or citation. The College also provides a wide range of education experiences designed to enrich post secondary learning, including Co-operative Education and domestic and international field studies. Langara 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 diverse community. The College served approximately 19,000 students in the 2007/08 fiscal year.

To facilitate an accessible and rewarding learning experience, Langara is continuously expanding and updating its offerings while maintaining small class sizes and low tuition rates. Unlike the large lectures common in first and second year university, Langara has an average class size of 33 students. This allows for more student interaction and individual attention with our award-winning instructors. Student interaction fosters teamwork and communication skills and enhances the learning community. At Langara, individual attention provides students a greater opportunity to learn directly from instructors who are dedicated to providing an education that is both relevant and engaging. For years, Langara has been British Columbia's leading feeder institution, providing more successful transfer students to BC universities than any other college, university-college or institute¹. In light of the rising cost of post secondary education, attending Langara College makes excellent economic sense: Students who complete their first two years at Langara can save over \$3,700 on the total cost of their university degree², while those who complete a baccalaureate at Langara could save over \$10,100³.

The strategic direction for the College can be summarized as follows: "we will meet community demands for education by expanding our use of technology, increasing the number and variety of credentials offered, and improving delivery methods, while providing an enhanced experience for students by expanding our physical facilities and ensuring that the student support and College administrative services are effective and efficient."⁴

¹ Student Transitions Project, 2005-2006 data.

² For a 120-credit degree, of which 60 credits are completed at Langara, calculation is based on the 2007/08 lowest cost per credit posted online by UBC and Langara (SFU differential is larger).

³ Based on the 2008/09 BSN and BBA tuition posted online by UBC and Langara (SFU differential is larger).

⁴ Langara College Strategic Plan 2006-2009.

Mission

Langara College provides accessible education that meets the needs of our diverse community. The education and services provided are comprehensive, current, and innovative. Our curriculum is based on an integrated and cross-disciplinary approach designed to enhance the learner's ability to apply and transfer knowledge. We value and are committed to a learning and working environment characterized by encouragement, free enquiry, integrity, mutual respect, professionalism, recognition of achievement, and social responsibility.

Vision

Freedom Through Knowledge

Values

Learning and working environments at Langara College will be characterized by encouragement, free enquiry, integrity, mutual respect, professionalism, recognition of achievement, and social responsibility. These values also serve to guide the behaviours expected at the College.

Planning and Operational Context

Population and Employment Trends

Just over 77% of Langara's current students are between the ages of 16 and 24, with an average age of 23. Approximately 74% of our students are registered in Arts and Sciences university transfer programs. Female students account for 53% of Arts and Sciences, 68.9% of Career/Vocational and 70.8% of Degree students⁵.

Fall Regular Studies Enrolment by Year and Major Program Area

Major Program Area	2003	2004	2005	2006	2007
Arts & Sciences	6,784	6,553	6,135	5,949	5,867
Arts & Science Limited Enrolment	n/a	n/a	196	179	148
Career/Vocational	1,756	1,667	1,609	1,240	1,088
Degree	n/a	n/a	n/a	331	781
Total	8,540	8,220	7,940	7,699	7,884

The Province defines the Langara College service area as the combination of Vancouver, Richmond and Burnaby school districts⁶. For the last five years over 80% of Langara's Regular Studies Fall term students have listed their residence as falling within this region⁷.

Reported Residence of Langara College Regular Studies Students

Region	2003	2004	2005	2006	2007
Vancouver	62.9%	62.4%	61.5%	61.9%	62.0%
Richmond	12.5%	12.2%	13.1%	12.1%	11.7%
Burnaby	7.0%	6.8%	7.5%	7.5%	7.8%
North Vancouver	1.8%	1.8%	2.0%	1.8%	1.8%
West Vancouver	0.8%	0.8%	0.9%	0.7%	0.7%
Surrey	2.2%	2.5%	3.0%	2.8%	3.0%
Delta	3.3%	3.0%	2.7%	2.8%	2.7%
New Westminster	2.0%	1.9%	2.1%	2.4%	2.2%
Pt. Moody/Coquitlam/Pitt Meadows	1.6%	1.6%	1.9%	2.1%	1.9%
White Rock	0.6%	0.6%	0.5%	0.8%	0.9%
Langley	0.3%	0.4%	0.4%	0.5%	0.4%
Maple Ridge/Mission	0.1%	0.2%	0.2%	0.2%	0.2%
Other B.C.	3.3%	3.1%	2.7%	2.5%	2.6%
Other Provinces	0.9%	0.9%	0.7%	0.8%	0.9%

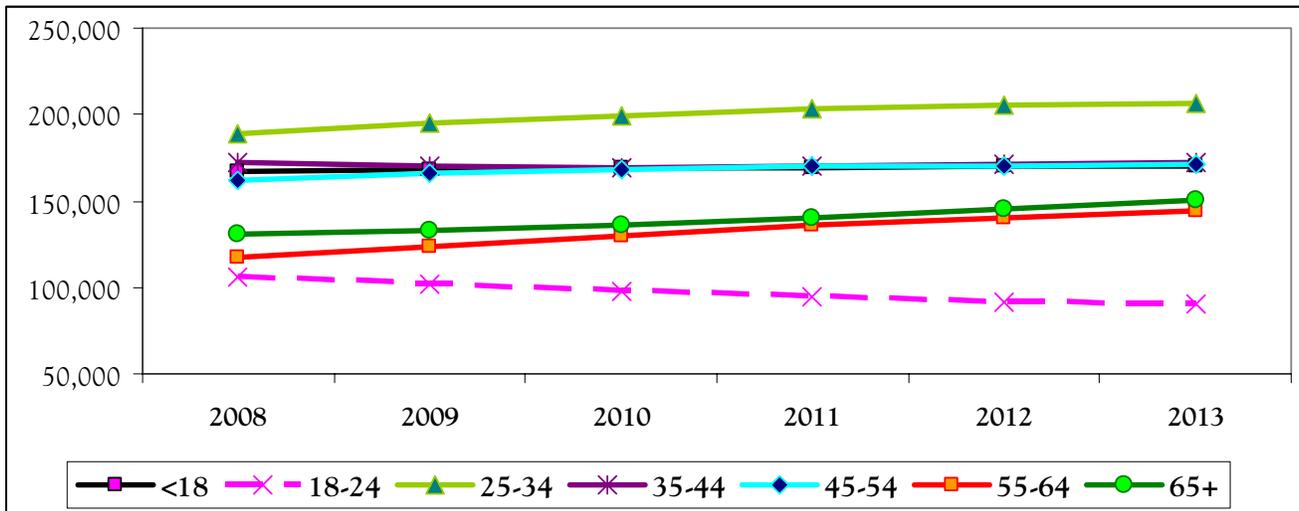
⁵ As of October 31, 2007 (from the Langara College Fall 2007 Fact Sheet).

⁶ Order of the Lieutenant Governor in Council; Order in Council No. 0077, approved Jan. 12, 1994.

⁷ Langara Students by Region (Regular Studies), Fall 2007

2008-2013 Population Projections for the Langara Catchment Area by Age Group

Age Group	2008	2009	2010	2011	2012	2013	5-year % Change
<18	167,332	168,018	168,883	169,151	169,788	170,246	1.7%
18-24	106,000	102,292	97,977	94,430	91,843	90,537	-14.6%
25-34	188,891	195,039	199,707	203,317	205,480	206,349	9.2%
35-44	172,146	170,127	169,607	169,821	171,350	172,548	0.2%
45-54	161,678	165,798	168,119	169,734	170,603	171,638	6.2%
55-64	117,458	123,437	130,016	136,132	140,249	144,495	23.0%
65+	130,826	133,362	136,267	139,761	145,151	150,955	15.4%
Total Population	1,044,331	1,058,073	1,070,576	1,082,346	1,094,464	1,106,768	6.0%



Between 2007 and 2008 the total population of the Langara College service area grew by 1.3%, with most growth attributable to the 55-64 age group. Total growth in the service area is expected to be 6% between 2008 and 2013, almost entirely due to substantial growth in the 55+ age cohorts. The College is working to change its offerings and influence enrolment by this cohort. The population of 18 to 24 year olds is projected to decrease by 14.6% in this same time period⁸. In addition, Grade XII enrolment in the three school districts, which fell by 1.7% from 2007 to 2008, is projected to decline gradually through 2010, before returning to the current level by 2012⁹. These demographics will continue to have a negative impact on Langara College's direct entry enrolment over the next few years.

Another factor affecting enrolment continues to be the availability of employment. Between 2007 and 2008, the total employed labour force in the Metro Vancouver Region increased by 3.1% to 1,239,500. In February 2008 the unemployment rate was 3.7%, down 0.4 percentage points from the same time last year¹⁰. Employment demand in the Lower Mainland

⁸ P.E.O.P.L.E. 31, BC Stats, May 2006

⁹ Projection Report for Public School Headcount Enrolments 2006/07 (Report 1558A). Ministry of Education; Courtesy of SFU Office of Institutional Research and Planning.

¹⁰ Metro Vancouver Regional Development Indicators, March 2008

is projected to increase by 1.9% by 2009, then surge by another 3.8% by 2010. From 2007 to 2009, most growth is expected to occur in the following occupational areas (as defined by B.C. Stats): health services support (such as dental assistants or nurse aides); teachers and professors; and health services technical trades (such as medical laboratory technicians or diagnostic technologists). From 2009 to 2010, almost all occupational areas are projected to experience notable growth, but particularly chefs and cooks, food and beverage services, and professional occupations in business and finance. Construction is projected to increase 7.9% in 2009, but then decline 6% in 2010¹¹. Between this temporary increase in construction, a related rise in transportation and warehousing needs, and the projected spike in service and tourism jobs created by the upcoming Olympics, Langara expects that a considerable portion of high school graduates may choose to enter the work force directly rather than pursue post-secondary education. However, employment growth in health, education, and business fields will provide opportunities for our students enrolled in related programs.

In the current planning cycle, the government has set Langara College's 3-year targets for total student spaces at 7,026 FTEs in 2008/09, 7,046 FTEs in 2009/10 and 7,056 FTEs in 2010/11. The College is striving to achieve these enrolment targets, but the continuing vibrant employment market and decline in typical college-age population may make this difficult to achieve.

Trends, Issues and Challenges

1. Population Dynamics

Post-secondary enrolments have always been driven primarily by national and regional population variation, especially growth in college-going age cohorts. However, declining Grade XII enrolment and a booming BC economy have also been affecting Langara's enrolment in the last year. Together with a shrinking youth cohort, these factors may have created a slightly smaller pool of young post-secondary students in Langara's catchment area. This has led to increased competition among the Lower Mainland post-secondary institutions for direct-entry high school graduates, a trend that is expected to continue through 2010. Given that direct-entry students are more likely to pursue university transfer programs, which comprise almost three quarters of Langara's offerings, student recruitment remains one of the primary challenges facing the College over the coming years.

In response, Langara is exploring an increase in its offerings of niche and Career/Vocational programs for students focused on a career credential. In addition, the development of new Baccalaureate programs directed toward high-demand fields will continue to enhance Langara's ability to recruit new students and retain existing students for extended periods.

The over 55 age cohort is the only group in Langara's catchment area that is expected to grow significantly during the next five years. In response, Langara will expand offerings that serve the needs and interests of this age cohort. The flexibility and responsiveness that are inherent drivers of the Langara Continuing Studies division will facilitate delivery to a greater proportion of this educational market.

¹¹ British Columbia: Regional Employment Projection Model. Industry and Occupation Projections: 2006 – 2010. BC Stats

2. Employee Demographics

Similar to other B.C. post secondary institutions, the retirement rate among Langara College employees is rising, a trend that is expected to escalate through 2014¹². In 2007, only 12 Langara employees retired, but between 2008 and 2014, 142 more employees will reach 65 years of age. By the end of 2008, 54% of our current regular employees will be at least 50 years old. In light of increasing competition to secure replacements for retiring employees, the College is pursuing a variety of employee recruitment and retention strategies to ensure that instruction and service delivery for students will be maintained at the highest standard.

3. The Changing Face of Post-Secondary Education in British Columbia

The Provincial government's strategic plan of 2004/05 and 2005/06 provided for 25,000 new post secondary seats. This prompted Universities to increase first and second year offerings and ease entrance requirements, presenting a challenge to the college sector which would normally have accommodated these students. The Provincial government's recent fine-tuning of its strategic plan has led to significant changes in the post secondary education system. Funding for new seats has been redirected to targeted areas such as health care, skilled trades, graduate spaces and Aboriginal success. This resulted in a gap between expected and actual government grant amounts for the 2008/09 Fiscal Year. For Langara, capital expenditures are frozen and our ability to respond to unanticipated student enrolment demand is limited. In addition to budgetary challenges put forward in the strategic plan, the government has acted on the recommendations of the Campus 2020 Report by according University status to Kwantlen University College, Malaspina University College, Emily Carr Institute of Art and Design, University College of the Fraser Valley and Capilano College. This leaves Langara College, Douglas College and Vancouver Community College as the only Colleges in the Lower Mainland. The impact of this latest change can not be foreseen at this time.

4. Facility Development

The major construction project of the Library/Classroom building with three floors of below grade parking has now been completed and has been occupied since September 2007. Currently underway is a new combined project consisting of the redesign of the old Library building and the construction of a new Students' Union building. The renovation of the old library building involves extensive seismic work along with a redesign into a flexible classroom structure for education and educational support. The upgrade will be completed with \$13.4 million of Provincial funding. The Students' Union building has been demolished and will be replaced with a new 17,000 square foot building. This Langara Student Union funded building will include a café and restaurant, offices, a new lounge overlooking the campus quad and an outdoor covered terrace. This combined project will be constructed with environmental sustainability as a driving factor. Both buildings will follow the sustainability standards set by the construction of the Library/Classroom building, with the objective of attaining LEED Gold status in keeping with the Provincial government guidelines for Greenhouse Gas Reduction. Both buildings will be operational for the Fall 2009 term.

¹² Peak retirement year

Langara Students' Union Building



Retrofitted Classroom and Educational Support Building



5. Challenges

The College faces multiple challenges as a result of potentially fewer direct entry students, an aging general population, increased post-secondary spaces, a robust British Columbia economy, and increased demands for trades, hospitality and tourism training. The most significant of these challenges is related to student recruitment and the maintenance of a stable enrolment level, particularly in Arts and Science University Transfer programs. Although the overall decline in enrolment experienced in the past few fiscal years is expected to stabilize, it will take diligence and focused effort to return the number of students served to 100% of the target set by the government. The 2006 – 2009 Langara College Strategic Plan outlined the following challenges to be addressed:

- *The challenge to increase access to College courses and programs and to develop programming that meets both immediate and longer term learning requirements.*
- *The challenge to be accountable for the quality of our instruction, the support we provide to students, and the support we provide to our employees, while meeting fiscal accountability requirements.*
- *The requirement that we enhance the quality of instruction and all forms of support and administrative services, and the challenge to do this quickly, efficiently and effectively while providing appropriate resources to ensure sustainability.*

In light of these challenges, Langara College is exploring several avenues to encourage greater enrolment and facilitate improved retention through learner success. Improvements in facilities and/or hours have been implemented for the Learning and Peer Tutoring Centres in Mathematics and Statistics, Physics, Chemistry, Biology, Computing Science and Information Systems, Financial Management and English. A Bachelor of Recreation Management curriculum has been submitted to the Degree Quality Assessment Board. This will assist new students to meet the entry-level Baccalaureate requirements of that field and help meet the upgrading needs of currently employed recreation managers. Langara College has worked with Capilano University, Douglas College and Vancouver Community College to jointly develop a proposal for a Bachelor of Performing Arts program, which has recently been approved by the Minister. In the meantime, Langara College is working hard to further facilitate our students' learning by expanding popular alternative delivery offerings, such as online and mixed-mode classes. Innovation and effort by our International Education team have produced steady International student enrolment. An additional very important change being made at Langara is the implementation of a variety of programs to improve the life of our students outside the classroom, including opportunities for students to volunteer in outside agencies. A way to recognize these activities on students' transcripts is close to being implemented.

Goals, Objectives, Performance Measures, Targets and Results

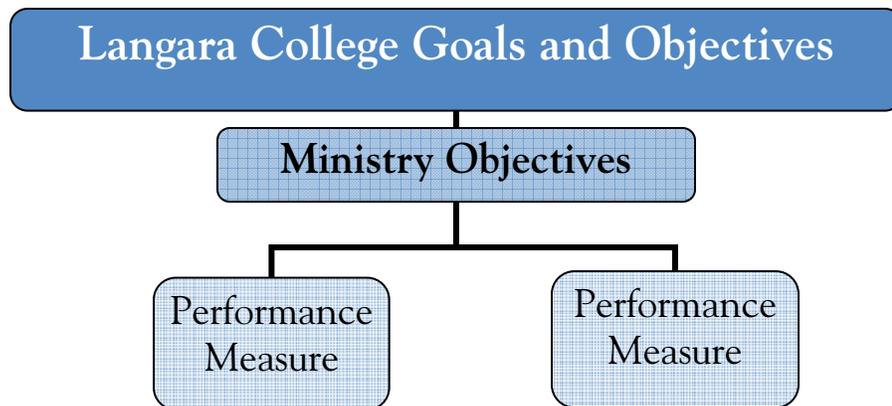
This section includes the Langara College goals¹³ and their associated performance measures. All of the goals presented are linked to performance measures through the Ministry's Accountability Framework Key Criteria. Interested readers can find the complete *Langara College Goals and Objectives* and *Langara College Strategic Plan 2006 – 2009* at <http://www.langara.bc.ca/about-langara/institutional-research/plans.html>.

The flowcharts provide a visual breakdown of each goal and objective, the associated Ministry-set strategic objectives, and the performance measures used to gauge progress toward the goal and objective. The tables that follow provide the baseline, annual targets, and results for those performance measures.

The Ministry of Advanced Education has set the following goals for British Columbia's post-secondary education:

- **Goal 1: Excellent public and private post-secondary education that meets the needs and aspirations of British Columbians.**
- **Goal 2: Excellent research and innovation that supports economic and social development.**

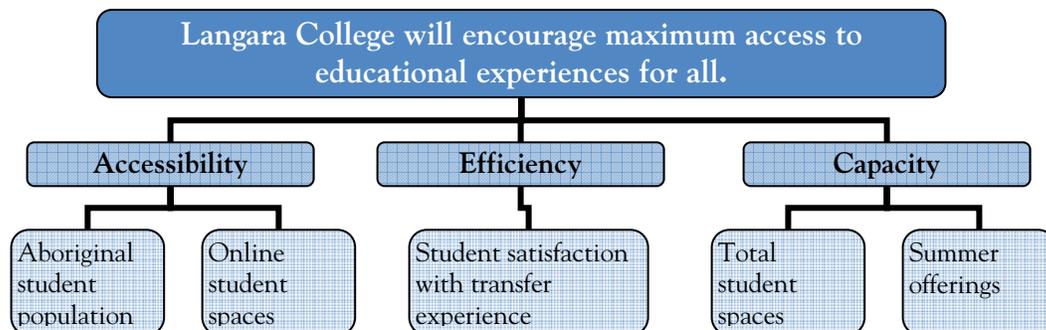
All Langara College goals and objectives are aligned to the Ministry Goal 1.



¹³ Some objectives have been merged for succinctness.

Access to Education

Langara College will provide accessible post-secondary education that is comprehensive, current, and innovative. To this end Langara will offer a wide range of courses throughout the year, and the support and technology that facilitates learner access.



Performance Measures	2006/07 Actual	2007/08 Targets	2008/09 Targets	2009/10 Targets	2010/11 Targets	2007/08 Results
Total student spaces	6,149 FTEs	6,916 FTEs	7,026 FTEs	7,046 FTEs	7,056 FTEs	6,333 FTEs (91.6%, target substantively achieved)
Number & % of student population that are Aboriginal	248 (1.5%)	248 (1.5%) or higher	≥ previous year			247 (target substantively achieved); 1.4% (target substantively achieved)
Number of student spaces in online offerings	216.7 FTEs	152 FTEs	152 FTEs	152 FTEs	152 FTEs	207 FTEs (136%, target exceeded)
Student satisfaction with transfer	92% (2006 Survey)	Contribute toward achievement of system level benchmark (90% or better)				88% (Contributed toward achievement of system target)
Percentage of annual educational activity occurring between May and August	15%	Contribute toward system level target of 21%				13.3% (Contributed toward achievement of system target)

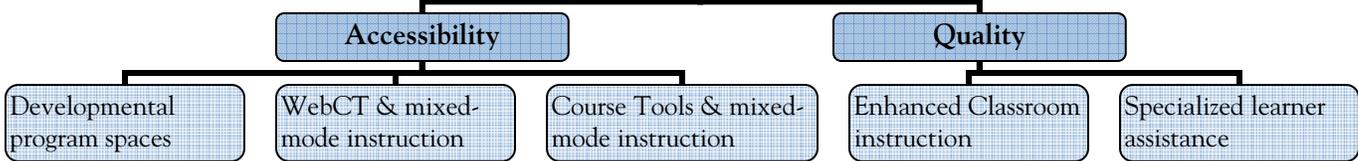
In 2007/08, the College achieved 91.6% utilization of the targeted 6,916 student FTEs. By the government's performance assessment criteria¹⁴, Langara College substantively achieved its 2007/08 total FTE target set by the Ministry. The trends in provincial demographics and post-secondary supply and demand have impacted student recruitment for Langara and other post-secondary institutions in the Province. This has resulted in significant challenges in meeting the student enrolment target set by the government. However, the College significantly exceeded (136%) its 2007/08 target for the number of student spaces in on-line course offerings. This very positive result emphasizes the increasing popularity of alternate delivery instruction, and emphasizes Langara's success in meeting student demand for more on-line offerings.

¹⁴ FTE target assessment criteria are defined by the Ministry as follows: "Exceeded" (> 110% utilization rate); "Achieved" (100-109.99% utilization rate); "Substantively achieved" (90 – 99.99% utilization rate); and "Not achieved" (<90% utilization rate).

Learner Success

The College will provide a variety of specialized assistance opportunities, instructional methods, and learning processes to promote student success.

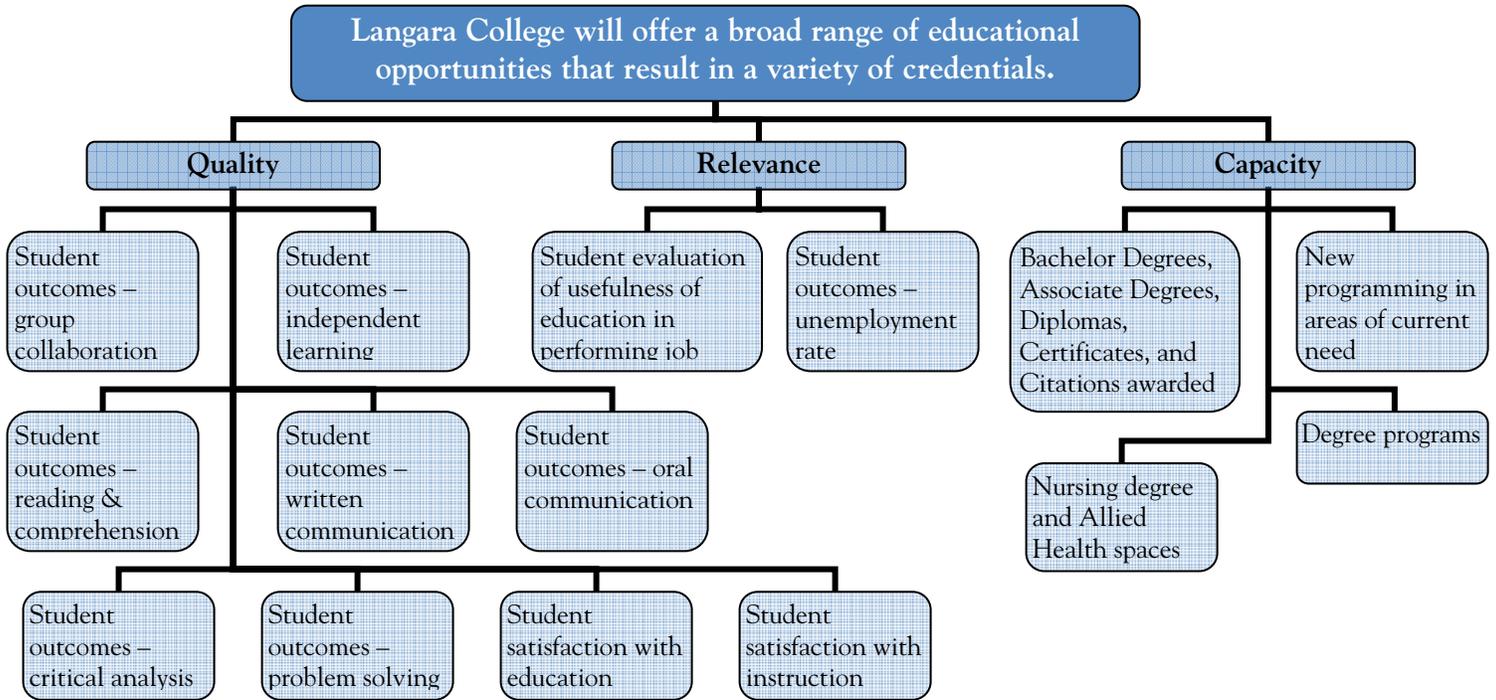
Langara College will provide an environment that enables maximum success for all learners.



Performance Measures	2006/07 Actual	2007/08 Targets	2008/09 Targets	2009/10 Targets	2010/11 Targets	2007/08 Results
Number of student spaces in developmental programs	208.5 FTEs	252 FTEs	252 FTEs	252 FTEs	252 FTEs	205.5 FTEs (81% utilization; target not achieved)
Instructional hours using Enhanced Classroom systems	6,155	Maintain or improve				15,372 (target exceeded)
Instructors using WebCT for enhanced or mixed-mode instruction	111 (Fall 2006)	Maintain or improve				119 (target achieved)
Course sections with significant use of myLangara Course Tools for enhanced or mixed-mode instruction	124 (Fall 2006)	Maintain or improve				173 (target achieved)
Developing Specialized learner assistance to increase student success	N/A	Establish a Peer Helper Support program and explore development of a Wellness Information Centre.	- Inform probationary students of all of the services available to them. -College Success workshops for Aboriginal students. - Improve online course access for students with print impairment.	-Continue Support Service Awareness initiative for probationary students. -Explore and develop 'First Year Success' recruitment and retention programs. - Explore adaptive technology for disabled students.		On-line Wellness Information Centre established. Peer Helper Support concept became Student Leadership portion of an expanded New Student Orientation.

Education Offerings

Langara College will offer educational opportunities in a wide range of fields, leading to a variety of credentials. We will include offerings in international learning and niche areas, to meet the needs of our diverse student population.



Performance Measures	2006/07 Actual	2007/08 Targets	2008/09 Targets	2009/10 Targets	2010/11 Targets	2007/08 Results
Skill development (avg. %)	75.6%	Meet or exceed benchmark (85%)				75.8% (+/-2.3%, target not achieved)
-Group collaboration	76.7%	Contribute toward average skill development target of 85%				79.8% (+/-2.1%)
-Learn on your own	78.2%	Contribute toward average skill development target of 85%				79.8% (+/-2.1%)
-Reading & comprehension	81%	Contribute toward average skill development target of 85%				79.5% (+/-2.1%)
-Written communication	73.9%	Contribute toward average skill development target of 85%				71.9% (+/-2.4%)
-Oral communication	70.4%	Contribute toward average skill development target of 85%				69.8% (+/-2.6%)
-Critical analysis	79.6%	Contribute toward average skill development target of 85%				79.7% (+/-2.1%)
-Problem resolution	69.3%	Contribute toward average skill development target of 85%				70.5% (+/-2.4%)
Satisfaction with quality of education	96.1%	Meet or exceed benchmark (90%)				96.1% (+/-1%, target achieved)

Performance Measures	2006/07 Actual	2007/08 Targets	2008/09 Targets	2009/10 Targets	2010/11 Targets	2007/08 Results
Student assessment of quality of instruction	82.4%	Meet or exceed benchmark (90%)				85.6% (+/-1.8%, target substantively achieved)
Total credentials awarded	917 (2005/06)	916	919	925	930	885 (target substantively achieved)
Student assessment of usefulness of knowledge & skills in performing job	63.6%	Meet or exceed benchmark (90%)				66% (target not achieved)
Number of Bachelor Degree programs.	2	2	Begin laddering Recreation Diploma into Bachelor of Recreation Management.	Launch Bachelor of Recreation Management and Bachelor of Performing Arts	Maintain or expand	2 (target achieved)
Student spaces in Nursing and other allied health programs	401 FTEs	530 FTEs	640 FTEs	660 FTEs	670 FTEs	532 FTEs (100.3% utilization, target achieved)
New programming to address areas of current need		Pilot a Sustainable Lifestyle and Energy Use Cont. Studies program	Pilot a Sustainable Lifestyle and Energy Use Cont. Studies program	Investigate new programs in Health Sciences		Target not achieved
Student outcomes - unemployment rate	8.6%	Maintain unemployment rate of former Langara students below rate for persons with high school credentials or less:				7.5% (target not achieved)
		≤6.7%				

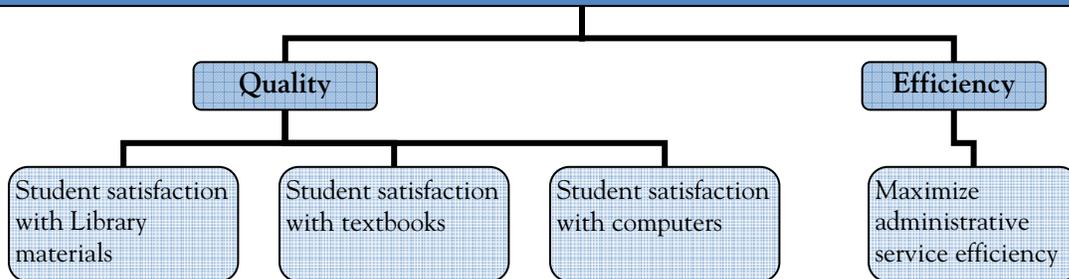
For 2007/08, student unemployment rate and assessment of the usefulness of knowledge and skills gained at Langara in performing their jobs did not meet the Ministry target. It should be noted that these evaluation elements are highly influenced by the educational goals of the student population, and do not necessarily represent true employment outcomes when the student population is primarily in university transfer programs. About 76% of Langara College students are on a university transfer track, and therefore are usually pursuing their studies rather than working at education-related jobs at the time of the survey. In fact, ratings of the usefulness of education in performing their job were quite high (83% in 2006 and 85% in 2007) among Langara Career/Vocational students, who are expected to be working in their fields at the time of the survey. This rating can be compared quite favourably to that of Career/Vocational students at similar post-secondary institutions.

Work on the Continuing Studies Sustainable Lifestyle and Energy Use program continues to proceed, but has not quite reached the pilot stage. Discussions with stakeholders have produced initial partnerships and individual course offerings, as well as events such as the Faith and the Environment conference.

Quality Educational and Support Services

Langara College will offer educational, student support, and administrative services that enable maximum success for all learners. This requires that we focus on students, and ensure that the educational services provided are efficient, accessible, relevant, and responsive to students' expressed needs for post-secondary and lifelong education.

Langara College will provide excellent educational, student support, and administrative services that are relevant, flexible, efficient, and meet the needs of a diverse community.

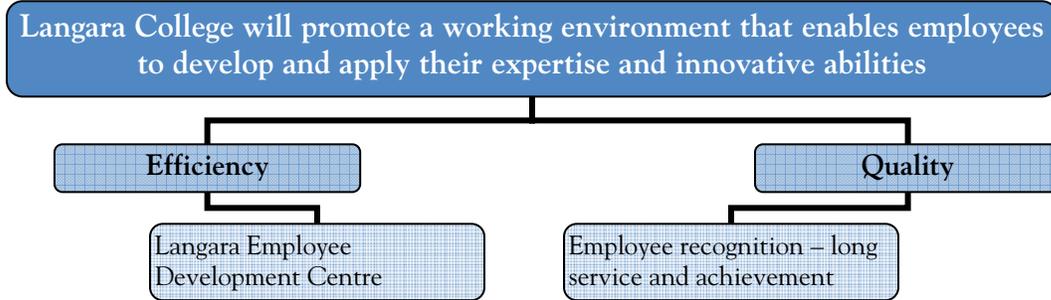


Performance Measures	2006/07 Actual	2007/08 Targets	2008/09 Targets	2009/10 Targets	2010/11 Targets	2007/08 Results
Student satisfaction with Library materials	61%	Maintain high level of satisfaction or demonstrate improvement over time.				58% (target not achieved)
Student satisfaction with textbook materials	70%	Maintain high level of satisfaction or demonstrate improvement over time.				68% (target substantively achieved)
Student satisfaction with computers & software	72%	Maintain high level of satisfaction or demonstrate improvement over time.				71% (target substantively achieved)
Maximize efficiency of delivering service by administrative departments	N/A	Implement Banner Alumni system.	Where possible, implement online surveying	ICS and HR implement Banner job classification module		Implementation of Banner Alumni system delayed for staffing reasons.

It should be noted that the ratings of Library materials given here reflects the opinions of students who left Langara before the September 2007 opening of the new Library/Classroom building. Current student ratings of the Library have increased significantly, and we expect that the 2008 Outcomes survey will reflect this change.

Superior Work Environment

Langara College will maintain an environment in which skills, accomplishments, and service are encouraged and recognized. Employee development will be fostered within the atmosphere of lifelong learning supported by the College.

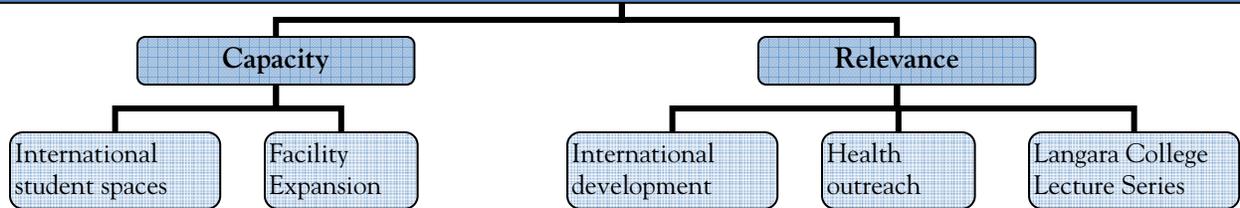


Performance Measures	2006/07 Actual	2007/08 Targets	2008/09 Targets	2009/10 Targets	2010/11 Targets	2007/08 Results
Number of LEDC professional development courses offered	4,168 course hours	Maintain or expand				5,017 hours (target achieved)
Employee recognition	67 awards	Maintain or increase number of awards				52 awards (target not achieved)

Community

Langara College will be an active and valued member of its various communities. The College will provide a welcoming learning and working environment and will build and maintain strong links with our local, national, and international communities. The College will demonstrate leadership through environmental practices, standards, and community services

Langara College will provide an environment that is responsive to our various communities and demonstrates leadership through environmental practices, standards and community services.



Performance Measures	2006/07 Actual	2007/08 Targets	2008/09 Targets	2009/10 Targets	2010/11 Targets	2007/08 Results
Facilities expansion	New Library-Classroom building complete	Begin seismic upgrade of old library building.	Complete seismic upgrade of old library and begin renovations to classroom buildings A and B.	Continue renovations to classroom buildings A and B.	Continue renovations to classroom buildings A and B.	Seismic upgrade underway (target achieved)
Number of International student spaces	725.9 FTEs	Maintain or improve				722.5 FTEs (target substantively achieved)
Local and International community health outreach	N/A	Continue free Integrative Energy Healing locally and in India. Continue free Expressive Art Therapy to Vancouver schoolchildren.	Maintain or expand			Free IEH & EAT services continued. Spring '08 World Service in India was very successful
International development and education opportunities	N/A	Increase capacity of Dietetic Canadian Experience Program and Langara College/ Gerontology Nutrition Society Internship	Projects to address poverty issues in Tanzania			Placement capacity reached
Langara College Lecture Series	24 lectures	Maintain or increase number of lectures				24 lectures (target achieved)

Summaries: Financial Report, Financial Outlook, Student Contact Hours

Langara College has maintained a balanced budget since 1994 and intends to continue to maintain its fiscal health in the future. In 2007/08, actual total expenditures were 96.5% of the College's expenditure budget. Variables in the College budget are enrolment and cost of provision of instruction which, to some extent, self regulate. The following tables present the College's actual financial performance in 2007/08, and budgets for 2008/09 through 2010/11.

Summary Financial Report 2007/08

	2007/08 Budget	2007/08 Actual	2006/07 Actual
Revenue	\$000's	\$000's	\$000's
Ministry Grant	39,545	40,354	38,292
Domestic Tuition	15,437	15,123	14,107
Continuing Studies	8,431	8,649	8,061
Contracts/ Ancillary/Capital	9,653	13,280	13,251
International Tuition	6,551	6,483	6,342
Other	2,622	2,931	2,253
Total Revenue	82,240	86,821	82,313
Expenditure			
Instruction	52,724	49,329	46,350
Student Support	4,934	4,563	4,532
Administrative Support	4,989	5,128	4,545
Logistics & Facilities	6,368	6,059	5,655
Contracts/Ancillary/Capital	10,813	12,540	12,997
Other	2,411	1,798	1,557
Total Expenditures	82,240	79,418	75,635
Net Results		7,403	6,678
Net Assets		45,238	37,713

Financial Outlook 2008/09 - 2010/11

	2008/09 Budget		2009/10 Forecast		2010/11 Forecast	
Revenue	\$	%	\$	%	\$	%
Ministry Grant	41,539,758	48.7%	43,062,729	49.1%	43,188,029	49.2%
Domestic Tuition	14,269,664	16.7%	15,088,052	17.2%	15,113,828	17.2%
Continuing Studies	9,738,320	11.4%	9,738,320	11.1%	9,738,320	11.1%
Contracts/ Ancillary	8,146,725	9.5%	8,146,725	9.3%	8,146,725	9.3%
International Tuition	6,541,120	7.7%	6,541,120	7.5%	6,541,120	7.4%
Capital	1,914,057	2.2%	1,914,057	2.2%	1,914,057	2.2%
Other	3,181,860	3.7%	3,163,514	3.6%	3,163,514	3.6%
Total Revenue	85,331,504	100.0%	87,654,517	100.0%	87,805,593	100.0%
Expenditure						
Instruction	55,483,248	65.0%	58,616,791	65.3%	59,053,556	65.5%
Student Support	5,129,806	6.0%	5,220,500	5.8%	5,226,631	5.8%
Administrative Support	5,354,103	6.3%	5,465,114	6.1%	5,468,555	6.1%
Logistics & Facilities	6,601,128	7.7%	6,661,422	7.4%	6,665,379	7.4%
Contracts/ Ancillary	7,182,362	8.4%	7,198,235	8.0%	7,199,175	8.0%
Capital	3,282,304	3.8%	3,934,880	4.4%	3,858,545	4.3%
Other	2,298,552	2.7%	2,657,860	3.0%	2,661,513	3.0%
Total Expenditures	85,331,504	100.0%	89,754,803	100.0%	90,133,354	100.0%

2007/08 Contact Hour Activity Report

Table A: Contact Hour Activity for Fiscal Year 2007/08				
Activity Delivered "Onsite" SCH/CHE ⁽¹⁾				
Campus	Domestic Students		International Students	
	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen
Langara Total	3,904,616	15,410	468,653	120
"Offsite" Activity SCH/CHE ⁽²⁾				
Campus	Domestic Students		International Students	
	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen
Langara Total	526,227	-	19,402	-
Table B: Reconciliation for Fiscal Year 2007/08				
Categorization of Activity	Domestic Students		TOTAL	
	Conventional Activity SCH ⁽³⁾	Non-Conventional Activity CHE ⁽⁴⁾		
AVED	4,223,485	222,768	4,446,253	
ITA Foundation & HS				
ITA – Apprenticeship				
Other Activity				
TOTAL			4,446,253	
Table C: Summer Usage May 2007 to August 2007 (Onsite Only)				
Categorization of Activity	Conventional Activity (SCH)			
Domestic Students	544,438			
International Students	68,368			
TOTAL	612,806			

Notes:

1. **SCH/CHE:** The Student Contact Hour (SCH) is a traditional measure dependent on an instructor's presence and a student's physical location. A Course Hour Equivalent (CHE), also called Contact Hour Equivalent, is defined as equivalent to one hour of scheduled class time. A CHE is a means of recognizing an amount of educational activity comparable to a conventional SCH, but not specific to a mode of delivery. Neither the SCH nor CHE measure is intended to capture time the student spends in a library or open lab completing assignments or studying.
2. Offsite activity includes instruction delivered offsite as well as training to employees at worksites and training at rented/donated locations. Distance education, on-line, PLAR and other "non-conventional" activity are also included.
3. Activity that revolves around a structured classroom setting with an instructor presenting materials to students based on one or more of the following styles of presentation: classroom contact; open laboratories/shops; clinical or practicum settings.
4. Activity that is not classroom dependent or where individual students may proceed at their own pace. Non-conventional programs incorporate the following principal components: distance education; individual instruction; self-paced learning; directed study; work experience; co-operative participation.