

Accountability Plan & Report

2011/12 REPORTING CYCLE

2012/13 TO 2014/15 PLANNING CYCLE



Langara.

THE COLLEGE OF HIGHER LEARNING.

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Office of the Board of Governors

June 21, 2012

Honourable Naomi Yamamoto
Minister of Advanced Education
c/o Information and Data Management Branch
Ministry of Advanced Education
PO Box 9883 Stn. Prov. Govt.
Victoria BC V8W 9T6

Dear Minister Yamamoto:

We are pleased to submit the Langara College Accountability Plan and Report for the 2011/12 Reporting Cycle. This document was prepared under our direction in accordance with the Budget Transparency and Accountability Act and describes the progress made towards achieving the College's goals, objectives, performance measures and targets for 2011/12.

Throughout the year, our faculty, staff and administrators continued to work together in achieving the vision as set out in our 2009-2013 Strategic Plan: to further establish Langara as the leading undergraduate college in the region by building on our reputation for academic excellence while growing and enhancing our programs and services to be current, innovative and reflective of the present knowledge economy.

While reflecting on the achievements of the past year, the College will continue to focus on improving its students' learning experience, growing and renewing our program offerings, and moving forward with the initiatives outlined in this plan.

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

Yours sincerely,



Dennis Dineen
Chair, Board of Governors



David Ross, PhD
President

INTRODUCTION

This report is produced in compliance with the Government Letter of Expectations for fiscal 2011/12, which outlines the respective roles, responsibilities and performance expectations of the Government and Langara College. The Langara College Accountability Plan and Report provides a medium for Langara to communicate our current and future goals and to report on our progress toward internal targets and Ministry of Advanced Education performance measures. In addition, this Plan and Report offers the public a general introduction to Langara's development and performance.

INSTITUTIONAL OVERVIEW

Langara College, located in south Vancouver, was established as an independent public college on April 1, 1994, after offering programs as part of Vancouver Community College for over 29 years. We have been providing quality education services to the community at our 49th Avenue location for over 40 years. Langara College is focused on making the academic experience accessible, collegial, innovative and student-focused. To this end, we offer the most comprehensive Arts and Sciences university transfer program of any BC college, 3 baccalaureate programs, 31 career programs, and continuing studies courses in over 50 subject areas. Students can pursue programs of study leading to a bachelor's degree, associate degree, diploma, certificate or citation. The College also provides a wide range of educational 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 21,900 students in the 2011/12 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. Langara's small classes (32 students, on average) allow more individual attention from our award-winning instructors and increased student interaction, which fosters teamwork and communication skills. For years, Langara has been British Columbia's leading undergraduate institution, providing more successful transfer students to BC universities than any other college, teaching university 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 about \$4,000 on the total cost of their university degree², while those who complete a baccalaureate at Langara could save over \$13,000³. Langara College's strategic priorities are to create opportunities for education, employment and active citizenship for our students, to develop facilities and resources to better serve our students and to expand our reputation both nationally and internationally⁴.

¹ Student Transitions Project, Post-Secondary Student Mobility data (Fall 2009 to 2010/11 projection).

² For a 120-credit Arts degree, of which 60 credits are completed at Langara. Calculation is based on the 2011/12 general cost per credit posted online by UBC and Langara. SFU differential is slightly higher.

³ Based on the 2011/12 Bachelor of Commerce and Business Administration tuition posted online by UBC and Langara.

⁴ Langara College Strategic Plan 2009-2013, Strategic Priorities.

2009 – 2013 STRATEGIC PLAN

Vision

Langara is the leading undergraduate college in British Columbia. Well-known and well-recognized for academic excellence, innovation and quality undergraduate opportunities for students in the region, Langara College continues to provide all learners the opportunity to further their education and careers and is central to the growth of the community it serves.

The College's vision focuses on providing a wide spectrum of programs and services that are current, innovative and reflective of the knowledge economy:

- Program credentials ranging from citations to baccalaureate degrees. All of our students have the opportunity to complete a degree either at Langara College or a partner institution.
- A wide variety of university, career, and continuing studies programs that are innovative and fulfill the needs of a broad range of learners.
- A track record of student success in education completion and career advancement.
- Quality student services that are innovative and recognized for supporting learners with their educational and career goals.
- Experiences and activities that actively engage students and enhance their development and learning.

And finally, Langara College is a growing community where we value the dedication and commitment of all our employees and recognize our responsibility to actively contribute to fostering sustainable communities through education.

Mission

Langara College provides accessible undergraduate education opportunities that meet the needs of our diverse community. This means the offering of a variety of programs and services focused on university, career, and continuing studies at an undergraduate level.

Values

- **Student-Focused:** Decisions are made with learners in mind.
- **Collegial:** Open and inclusive discussion in a respectful environment.
- **Innovative:** New ideas are welcomed and integrated where possible.
- **Accessible:** Programs and services are accessible to learners across our community.

Strategic Priorities

The College will concentrate on the following strategic priorities to help achieve its vision:

- **Opportunities for Learners:** Learning is at the centre of what Langara College does. We create opportunities for learners that prepare them for meaningful careers, future education and active citizenship in our communities and beyond.
- **Institutional Capacity:** People, facilities and additional resources are all fundamental to better serving the Langara community.
- **Reputation:** Langara will be well-known regionally. The institution will also be known nationally and beyond, in circles that support the institution's vision and strategic priorities. The college will build on its local reputation with the goal of supporting fundraising, graduates, recruitment and attracting the required resources to build towards our vision.

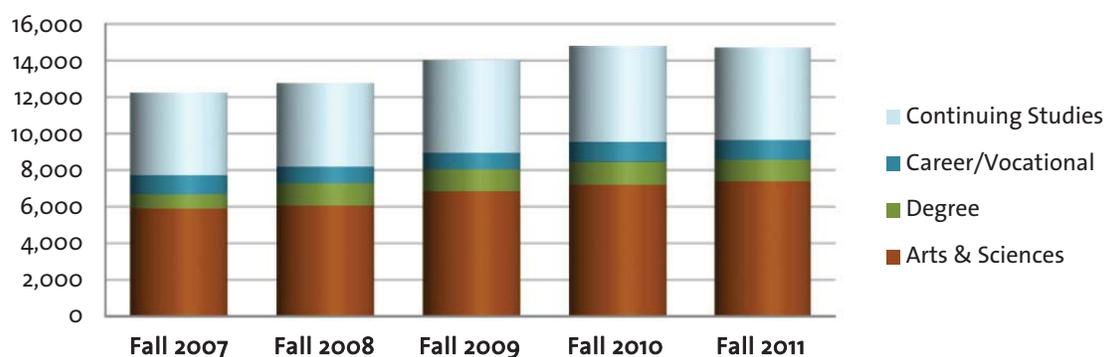
PLANNING AND OPERATIONAL CONTEXT

Student Demographics

Of Langara’s Fall 2011 Regular Studies students, 74% were between the ages of 18 and 24, and 77% were registered in University Transfer programs. Female students account for 52% of Arts and Science, 64% of Career/Vocational and 67% of Degree students⁵. International students come from 58 countries, and comprised 8% of Langara’s Fall 2011 headcount enrolment.

Fall Headcount Enrolment by Major Program Area, 2007-2011

| Major Program Area | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 |
|--------------------------|---------------|---------------|---------------|---------------|---------------|
| Arts & Science | 5,888 | 6,052 | 6,847 | 7,193 | 7,378 |
| Degree | 787 | 1,226 | 1,193 | 1,262 | 1,189 |
| Career/Vocational | 1,041 | 903 | 901 | 1,092 | 1,074 |
| Continuing Studies | 4,521 | 4,579 | 5,074 | 5,243 | 5,063 |
| Total⁶ | 12,152 | 12,689 | 13,932 | 14,703 | 14,621 |



The Province defines the Langara College service area as the combination of Vancouver, Richmond and Burnaby school districts⁷. For the last five Fall terms approximately 80% of Langara’s students have listed their residence within this region⁸.

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 accelerate through 2019⁹. Sixteen Langara employees retired in fiscal year 2011/12 and 185 employees (12 administrators, 39 staff and 134 faculty) will reach 65 years of age between 2012 and 2019. This sector-wide trend is expected to lead to increased competition to secure suitable replacements. In addition, it is becoming increasingly difficult to fill a broad range of vacant positions in view of the cost of living associated with Langara’s location. Langara has developed succession planning and a variety of employee recruitment and retention strategies, such as the Leadership Development Initiative, to ensure that instruction and service delivery for students will be maintained at the highest standard.

⁵ Langara at a Glance, Fall 2011.

⁶ Total does not equal sum of parts, as students may attend both Continuing and Regular Studies programs.

⁷ Order of the Lieutenant Governor in Council; Order in Council No. 0077, approved Jan. 12, 1994.

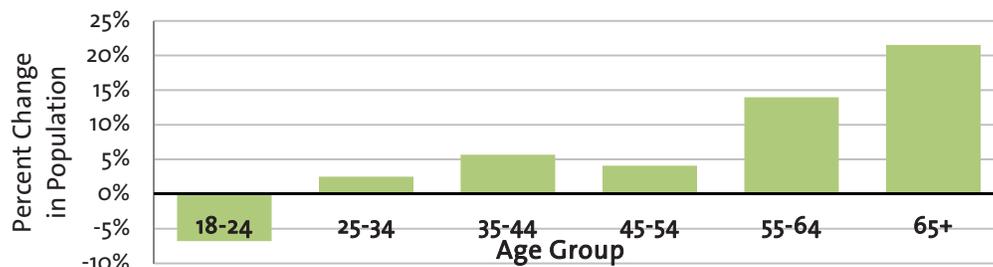
⁸ Fall 2011 Postal Code Report.

⁹ Peak retirement year.

Regional Development and Population Dynamics

The total population of the Langara College service area grew by 1% in the last year, and is expected to increase by 6.7% between 2012 and 2017. Enrolment at Langara generally reflects the population growth in the region, and additional increases are anticipated as skill renewal accelerates across all age groups. Long term planning continues to address the challenge of meeting the skill renewal needs of the region while the traditional college-age cohort of 18 to 24 year-olds decreases slightly¹⁰.

Five Year (2012-2017) Projected Population Change in the Langara Catchment Area



It should be noted that the above population projections do not take into account Vancouver City Council’s proposed 30-year development plan for the Cambie Corridor. This plan calls for the construction of higher density, mixed use, sustainable neighbourhoods along Cambie Street from 16th Avenue to the Fraser River. These proposed communities would cluster around Canada Line rapid transit stations, and could increase population in the Corridor by over 60% by 2041. The highest concentration of new housing is planned for the stations between 41st Avenue and Marine Drive, all within a 15 minute commute to Langara College. The plan for Langara’s immediate neighbourhood includes transitioning from single-family dwellings to a walkable, mixed use environment of low to mid-rise buildings and green space¹¹. This potential increase in urban density within easy commute to Langara will have a significant impact on our long-term enrolment and space utilization planning. Currently, the College is operating at 107.5% of the Government enrolment target and maintaining wait lists for many courses. Because of limited spaces, not all students who wish to attend Langara are able to do so. Despite the expected increase in regional population, Langara will continue to work to maintain academic excellence, innovation and quality undergraduate opportunities for all students.



New Directions and Initiatives

For the next several years, Langara will focus on being the leading undergraduate college in British Columbia, providing student-focused, collegial, innovative and accessible educational opportunities for our diverse community. Langara is a teaching-centred institution which recognizes that scholarly activity has an important role to play in furthering the delivery of education and in advancing learning outcomes for our students. In accordance with the direction provided by the 2009 – 2013 Strategic Plan, the College continues to be committed to strengthening our academic offerings, enriching the student experience, improving facilities and technology, and enhancing our reputation at home and abroad. To meet these goals, it is important that Langara pursue facilities renewal and development, increase our baccalaureate completion options, and develop further opportunities for scholarly activity.

Langara College is engaged in various academic initiatives with considerable positive effect. Our work toward implementing new programs at the certificate, diploma and degree levels is ongoing. We have a

¹⁰ P.E.O.P.L.E. 36, BC Stats, July 2011.

¹¹ Graphic and information provided by the Cambie Corridor Plan, City of Vancouver.

number of degree programs that are nearing the Ministry Review phase of the process. Langara remains a leader in online course offerings, with the number of online courses continuing to grow. In 2011/12, we offered 308 classes that were either fully online or 'mixed mode' (half online), an increase of 8% over the previous year. It is now possible for Langara students to achieve an Associate of Arts degree entirely online. Langara has also enhanced the use of blogs and other social media communication, and a major project is underway to replace our current Learning Management System. Leveraging the new system's mobile interfaces and social media integration will allow us to better meet the educational technology needs of our students.

During the past year, we have expanded options for Langara students and graduates by entering into a number of partnerships with other colleges and universities, both within Canada and internationally. An agreement with Griffith University in Queensland, Australia will allow our diploma graduates in Business, Criminal Justice, Social Service Work, and Computing to receive full transfer credit towards a Griffith baccalaureate program. We are working to conclude similar arrangements for other fields with Griffith and with other Australian universities. Graduates of our two-year Associate of Arts Degree programs can complete a Canadian-recognized Law degree in just three more years at Sussex University in the United Kingdom, reducing the time usually required for a Law degree in Canada by two years. An agreement with INSCOL Academy in India will bring Indian registered nurses to Langara to complete a post-graduate certificate in Nursing Leadership and Management. Another agreement with the Royal Institute of Nursing in Punjab, India, will allow students in our Bachelor of Science in Nursing program to enrich their learning experience by completing a clinical or community placement term in India. Domestically, we are concluding the details of various degree partnership programs with Simon Fraser University, the University of Victoria and the University of British Columbia, the last one targeted specifically at aboriginal students. As we continue to find new ways to develop shared services with education organizations across B.C. and beyond, Langara has taken a leadership role in a shared international recruitment effort that brings together communities and school boards to increase international enrolments.

While continuing to enhance our course and program offerings, Langara is also pursuing a balance of optimum enrolment and growth targets through new strategic enrolment management planning and practices. Significant work has already been undertaken to enhance recruitment efforts. Our enrolment business processes have been reviewed and are being continuously improved. Enrolment management initiatives are being supported by new software installations. Major technology projects are under way to enhance Langara's student information management systems, increase our ability to support the growth plan and adapt to future changes in our geo-economic environment.

Langara's strategic enrolment management plan is driven by data-based decisions which call for maximizing applications, application yield, retention, and program completion. A variety of dynamic target assessment tools are being developed to serve the increased demand for analytics. These tools, along with the existing online dashboard reports, will serve as a bridge during the transition to full implementation of Business Intelligence software. Analytics will allow us to better forecast enrolment demand, track our progress against plans, and implement early corrective measures in order to successfully meet our institutional goals.

Langara continues to strengthen support for learners and enhance the overall college experience by implementing new student service programs and developing improved student spaces. We have created a larger, more inviting and accessible Centre for Aboriginal Services. This gathering space serves to enhance the educational, cultural and social opportunities for Langara's Aboriginal community. The College has also established a Student Engagement Centre (The Hub), bringing together resources and support services that promote student success and foster student interaction and collaboration. The Hub has increased support and guidance for student clubs and campus life activities, and is developing plans for new programs targeting student leadership and access to peer tutoring/mentoring. The Hub is also home to new student engagement initiatives such as the volunteer program (VOLT), which supports and formally recognizes student volunteer activity at the college and in the local community. VOLT also opens avenues for global volunteering through a new initiative sponsored by the C.A.R.E Society in conjunction with Cathay Pacific Airways. In addition, the

College has created a comprehensive development plan for a Learning Commons to be located in the Library. The Commons will provide flexible and engaging spaces that encourage the use of learning resources and technology, provide a variety of study and work environments, and offer diverse learning activity support services. All of these undertakings are part of a long-term, coordinated process to enhance our students' development, learning experience and success while further strengthening student retention at Langara.

Offering financial support opportunities is a vital part of helping students to succeed in their educational goals. Langara Advancement is supporting donor programs and alumni initiatives with a new, advanced data management system. Several new scholarships were created in 2011, totalling \$161,000 that will provide nearly \$5,000 in new student support for 2012. Early this year Langara Advancement received a generous \$1.3 million bequest from the estates of Jeani Read and Michael Mercer. The endowment will create two \$10,000 scholarships that will allow recipients the opportunity to launch careers in journalism. In the coming months, Advancement's focus will be on building the College's community profile, stewarding existing donor relationships, and creating new opportunities for partnerships between Langara and the private sector.

It remains one of Langara's goals to develop the facilities required to deliver our programs and services and support the ongoing growth and improvement of the institution. To meet this goal and continue providing an excellent learning environment for our students, it has become paramount to actively pursue the Langara College Facilities Master Plan that incorporates both new and repurposed academic buildings. A facilities audit of college buildings has identified many components of our main academic building (Building A) as beyond their useful service life and in need of replacement. The Master Plan contains much-needed remediation of the aging Building A, including seismic and energy efficiency upgrading and modernization of laboratory facilities and equipment. Schematic design work has also been finalized for a Creative Arts expansion, a Science and Student Services building and a replacement gymnasium. Business plans and establishment of priorities will follow so that Langara is ready when the opportunity is presented to go forward with construction.

In support of the strategic objective to "develop career opportunities and a working environment that values and supports our employees and allows Langara to be known as a preferred employer"¹², Langara has been taking formal steps to strengthen and expand our leadership talent pool. We are launching a detailed Leadership Development Initiative based on an independent needs assessment. Langara's action plan includes: identification of impediments to effective management; establishment of a leadership development advisory committee; identification of leadership competencies; and creation of a 360-degree leadership assessment tool. We are currently developing a Succession and Career Management system with the goals of enhancing key talent retention, managing institutional risk by providing a supply of talent to fill future roles, reducing recruitment costs and identifying and developing the potential of current employees.

To further enhance the academic experience for students and faculty, Langara is establishing a full research infrastructure, creating rich opportunities for our faculty to engage in cutting edge applied research and for our students to gain experience. In Fall 2011, Langara received approval to administer research grants from the three major Canadian granting agencies: the Natural Sciences and Engineering Research Council of Canada (NSERC), the Social Sciences and Humanities Research Council of Canada (SSHRC), and the Canadian Institutes of Health Research (CIHR). This will allow Langara faculty to apply for the research funding that these agencies have made available to Colleges in partnership with business or community-based organizations.

In support of the research infrastructure, the Scholarly Activity Steering Committee (SASC) was struck in early 2011. Institutional Research and Implementation Plans were followed by a survey of scholarly activity at Langara, policies dealing with research ethics, and extensive web resources for researchers. A policy on Intellectual Property is forthcoming, and a Research Ethics Board is being formed. A call for proposals was issued to help Langara identify a collaborative research project in which we can engage an industry partner. A proposal involving innovations in the production of bio-char will be championed as Langara's first submission to the NSERC-funded Innovation Enhancement competition.

¹² Langara College Strategic Plan 2009-2013.

GOALS, OBJECTIVES, PERFORMANCE MEASURES, TARGETS AND RESULTS

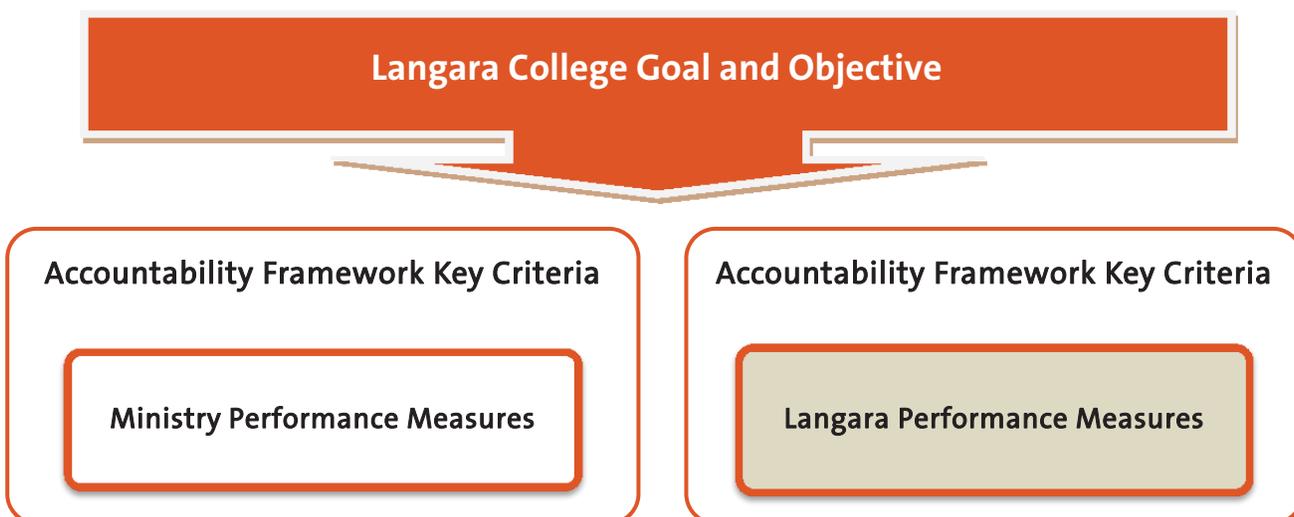
Ministry of Advanced Education Goals for 2012/13-2014/15:

1. British Columbia’s post-secondary education system is relevant and responsive in meeting the needs of the economy and society (linked to the long term Key Criteria **Quality** and **Relevance**).
2. A collaborative, innovative and dynamic education sector, built on a common vision and strong partnerships (linked to the long term Key Criteria **Efficiency**).
3. B.C.'s public and private post-secondary and K to 12 systems work with families, business and communities to support a student-centered experience that positions students for success (linked to the long term Key Criteria **Capacity** and **Access**).

Ministry of Advanced Education Long Term Objectives and Accountability Framework Key Criteria:

1. **Capacity:** The public post-secondary system is of sufficient size to meet the needs of the province.
2. **Access:** All citizens have equitable and affordable access to public post-secondary education.
3. **Quality:** The public post-secondary system is of sufficient quality to meet the needs of students, employers, and citizens.
4. **Relevance:** The public post-secondary system is relevant and responsive to the needs of the province by providing the appropriate scope and breadth of post-secondary education.
5. **Efficiency:** The public post-secondary system is able to deliver education programs to students in a timely and cost effective manner.

This section includes the Langara College goals¹³ and associated performance measures. All of the goals presented are linked to internal or Ministry performance measures through the Accountability Framework Key Criteria. The graphics provide a visual breakdown of each Langara goal and objective, the associated Ministry Key Criteria, and the performance measures¹⁴ used to gauge progress. The tables that follow provide the baseline, annual targets, and results for each performance measure.

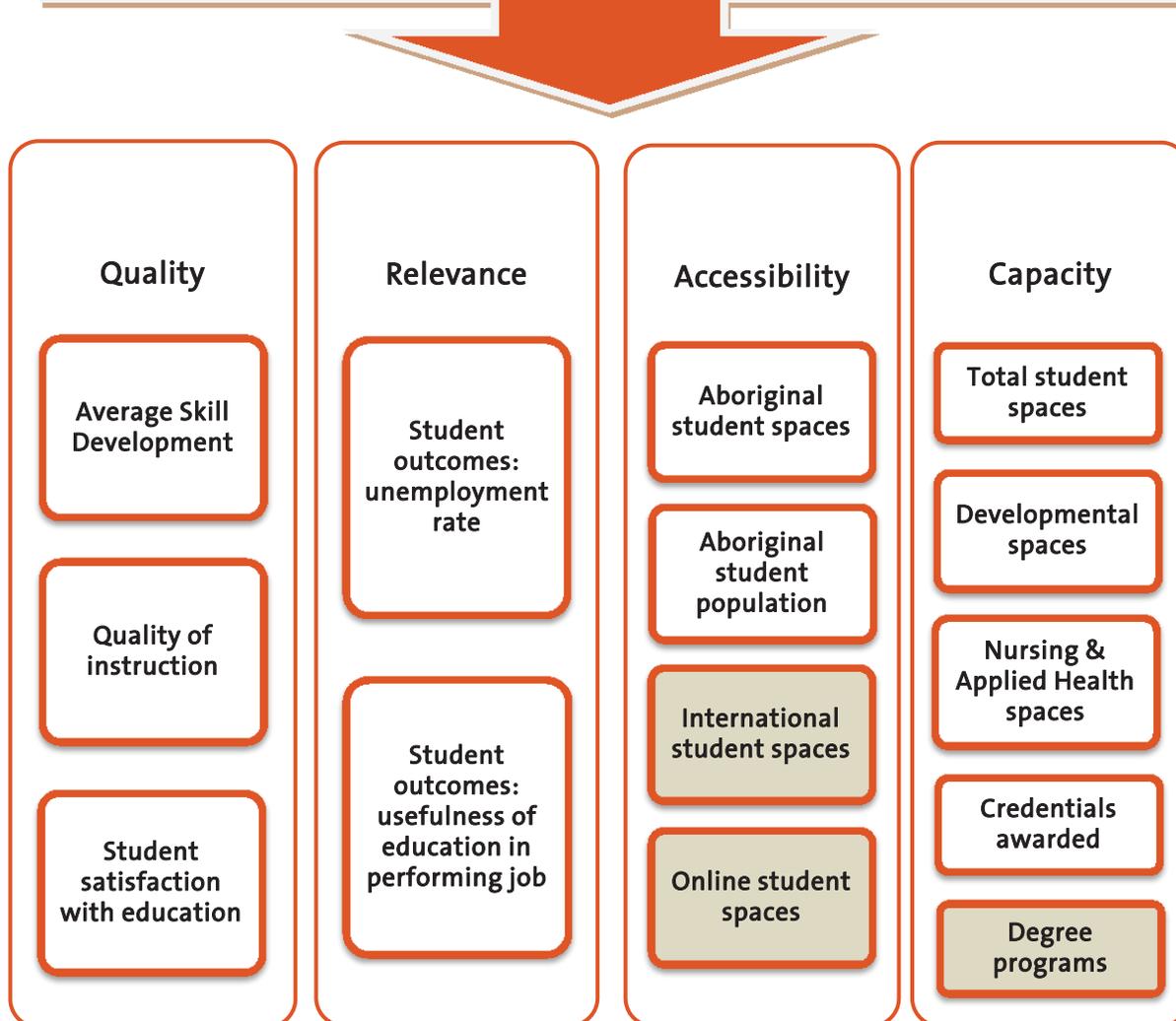


¹³ Some objectives have been merged for succinctness.
¹⁴ Langara performance measures colour coded at Ministry request.

Opportunities for Learners

Learning is at the centre of what Langara College does. We create opportunities for learners that prepare them for meaningful careers, future education and active citizenship in our communities and beyond.

Langara College will deliver a comprehensive and flexible mix of programming addressing a range of credential levels, learning styles and life goals. Langara will promote student success through retention, global citizenship and student life initiatives.



Opportunities for Learners – Quality

| Performance Measures | 2010/11 Actual | 2011/12 Targets | 2011/12 Results | 2012/13 Targets | 2013/14 Targets | 2014/15 Targets |
|--|-----------------|-----------------|--|-----------------|-----------------|-----------------|
| Former Certificate, Diploma & Associate Degree students | | | | | | |
| Satisfaction with education | 95.8% (+/-0.8%) | ≥90% | 96% (+/-0.9%) Target achieved ¹⁵ | | ≥90% | |
| Quality of instruction | 98.2% (+/-0.5%) | ≥90% | 97.5% (+/-0.7%) Target achieved | | ≥90% | |
| Average skill development | 74.3% (+/-1.8%) | ≥85% | 73.2% (+/-2.2%) Target not achieved | | ≥85% | |
| -Written communication | 70.9% (+/-1.9%) | N/A | 69% (+/-2.3%) | | N/A | |
| -Oral communication | 65.9% (+/-2%) | N/A | 63.6% (+/-2.4%) | | N/A | |
| -Group collaboration | 75.6% (+/-1.8%) | N/A | 76.7% (+/-2.1%) | | N/A | |
| -Critical analysis | 78.0% (+/-1.7%) | N/A | 78.6% (+/-2%) | | N/A | |
| -Problem resolution | 72.5% (+/-1.9%) | N/A | 69.6% (+/-2.3%) | | N/A | |
| -Learn on your own | 76.9% (+/-1.7%) | N/A | 76.2% (+/-2.1%) | | N/A | |
| -Reading & comprehension | 80.2% (+/-1.6%) | N/A | 78.7% (+/-2%) | | N/A | |
| Baccalaureate graduates | | | | | | |
| Satisfaction with education | 91.5% (+/-3.3%) | ≥90% | 94.4% (+/-3.2%) Target achieved | | ≥90% | |
| Quality of instruction | 87.7% (+/-3.9%) | ≥90% | 93.3% (+/-3.5%) Target achieved | | ≥90% | |
| Average skill development | 82.2% (+/-4.6%) | ≥85% | 84.4% (+/-5.3%) Target achieved | | ≥85% | |
| -Written communication | 81.0% (+/-4.7%) | N/A | 70.2% (+/-6.8%) | | N/A | |
| -Oral communication | 81.6% (+/-4.6) | N/A | 83.7% (+/-5.5%) | | N/A | |
| -Group collaboration | 87.4% (+/-4.1%) | N/A | 90.2% (+/-4.2%) | | N/A | |
| -Critical analysis | 84.8% (+/-4.3%) | N/A | 87.5% (+/-4.7%) | | N/A | |
| -Problem resolution | 76.9% (+/-5.1%) | N/A | 80.2% (+/-5.8%) | | N/A | |
| -Learn on your own | 85.6% (+/-4.2%) | N/A | 91.9% (+/-4.0%) | | N/A | |
| -Reading & comprehension | 78.1% (+/-4.9%) | N/A | 86% (+/-5.0%) | | N/A | |

¹⁵ Target assessment criteria are defined by the Ministry: “Exceeded” (> 110% of the target); “Achieved” (100-109.99% of the target); “Substantially achieved” (90 – 99.99% of the target); and “Not achieved” (<90% of the target).

This year Langara missed meeting the Ministry targets for former Certificate, Diploma & Associate Degree students' average ratings of skill development by a small margin. Despite increased ratings for most skills among Career students, our average skills rating was impacted by some moderate positive ratings among University Transfer students. Arts and Science students and those from institutions in large urban centres have historically given lower average ratings of skill development than students from institutions in small to medium communities or those in applied programs. In all likelihood, this is simply a reflection of the demographic and educational goal differences between these populations. The College is in the final stages of establishing a program review process that will refresh our academic offerings and enhance the student learning experience.

Opportunities for Learners – Relevance

| Performance Measures | 2010/11 Actual | 2011/12 Targets | 2011/12 Results | 2012/13 Targets | 2013/14 Targets | 2014/15 Targets |
|---|-----------------|-----------------|--|--|-----------------|-----------------|
| Student outcomes: Usefulness of knowledge & skills in performing job | | | | | | |
| Former Certificate, Diploma & Assoc. Degree students | 74.9% (+/-4.6%) | ≥90% | 78.4% (+/-4.8%) Target substantially achieved | | ≥90% | |
| Baccalaureate graduates | 93.1% (+/-3.1%) | ≥90% | 96.3% (+/-2.9%) Target exceeded | | ≥90% | |
| Student outcomes: Unemployment rate | | | | | | |
| Former Certificate, Diploma & Assoc. Degree students | 8.5% (+/-2.8%) | ≤ 13% | 9.2% (+/-3.2%) Target exceeded | ≤ unemployment rate for individuals with high school credentials or less in the region | | |
| Baccalaureate graduates | 3.8% (+/-2.2%) | ≤13% | 3.6% (+/-2.8%) Target exceeded | ≤ unemployment rate for individuals with high school credentials or less in the region | | |

Opportunities for Learners – Accessibility

| Performance Measures | 2010/11 Actual | 2011/12 Targets | 2011/12 Results | 2012/13 Targets | 2013/14 Targets | 2014/15 Targets |
|---|----------------|-----------------|--|---|-----------------|-----------------|
| Aboriginal student spaces ¹⁶ | 169 FTE | No target set | 181 FTE | No target set, this is a descriptive measure only | | |
| Number of Aboriginal students | 332 | ≥ previous year | 345 Target achieved | ≥ previous year | | |
| Percent of students who are Aboriginal | 1.7% | ≥ previous year | 1.8% Target achieved | ≥ previous year | | |
| Online student spaces | 481 FTEs | ≥ previous year | 484 FTE Target achieved | ≥ previous year | | |
| International student spaces | 967 FTEs | ≥ previous year | 909 FTE Target substantially achieved | ≥ previous year | | |

¹⁶ Aboriginal student spaces (FTEs) has been added in 2011/12 as a *descriptive* measure only. Results from the 2011/12 reporting year are based on the 2010/11 fiscal year Student Transitions Project data.

Opportunities for Learners – Capacity

| Performance Measures | 2010/11 Actual | 2011/12 Targets | 2011/12 Results | 2012/13 Targets | 2013/14 Targets | 2014/15 Targets |
|--|----------------|--------------------|---------------------------------|--------------------|-----------------|-----------------|
| Total student spaces | 7,516 FTEs | 7,056 FTEs | 7,592 FTEs Target achieved | 7,056 FTEs | TBA | TBA |
| Number of student spaces in developmental programs | 246 FTEs | 252 FTEs | 221 FTEs Target not achieved | 252 FTEs | TBA | TBA |
| Student spaces in Nursing and other allied health programs | 671 FTEs | 670 FTEs | 598 FTEs Target not achieved | 670 FTEs | TBA | TBA |
| Total credentials awarded | 987 | 1,049 | 882 Target not achieved | TBA | TBA | TBA |
| Number of Applied Baccalaureate programs. | 3 | Maintain or expand | 3 | Maintain or expand | | |

Langara's developmental offerings are focused on pre-college Math and English, plus English Proficiency and English for Academic Purposes programs. The demand for pre-college Math and English has traditionally been stable, but there was a slight softening of demand in the past year. We are looking at indicators to identify reasons for the decrease with the expectation that enrolments will improve in fiscal 2012/13. Although Langara's English Proficiency and English for Academic Purposes programs draw many International students (312 FTE in 2011/12), domestic demand continues to soften as a result of increased competition from both private and public English Language Training providers.

Several factors have contributed to not achieving the Nursing and Allied Health FTE target this year. Langara's Allied Health programs have undergone recent reorganization to reflect market and professional demand, temporarily reducing FTEs. In addition, the Langara Bachelor of Science in Nursing (BSN) program is in transition. In 2013, Langara will launch both the new BSN curriculum and a new Citation in Health Studies, which is designed to better prepare students for success in Health programs. Together, these changes are expected to reduce attrition and improve the overall student experience for future nursing students. In the meantime, the College is taking steps to improve retention rates as students complete the existing curriculum.

During the process of developing the new program, we realized that the FTE target for the Bachelor of Science in Nursing is not achievable. Langara's existing program is based on an annual intake of 160 students. The Nursing target is 660 FTE, a goal we would not be able to meet even with 100% program completion. Although Langara's Nursing program has good retention and graduation rates, some attrition is unavoidable. The College is working with the Ministry to adjust the target to be consistent with our established intakes and reasonable retention rates, based upon the experience of other BC post-secondary institutions.

More than three quarters of Langara's students register in Arts and Science or applied programs intended to prepare them for transfer to universities. Under B.C.'s credit transfer system, students who have earned 2-year credentials do not need to claim them before transitioning to a university, making applying for certain credentials a lower priority for many students. For the past three years, the number of regular studies credentials awarded has decreased by about 2% per year despite increased enrolment. In addition to these credentials, we have also conferred 294 certificates to students who completed Continuing Studies programs in the past year. The number of credentials awarded by the College totalled 1,176. We are pursuing multiple retention, engagement and communication initiatives to encourage students to complete and claim credentials at Langara, and expect improvement by next year.

Institutional Capacity

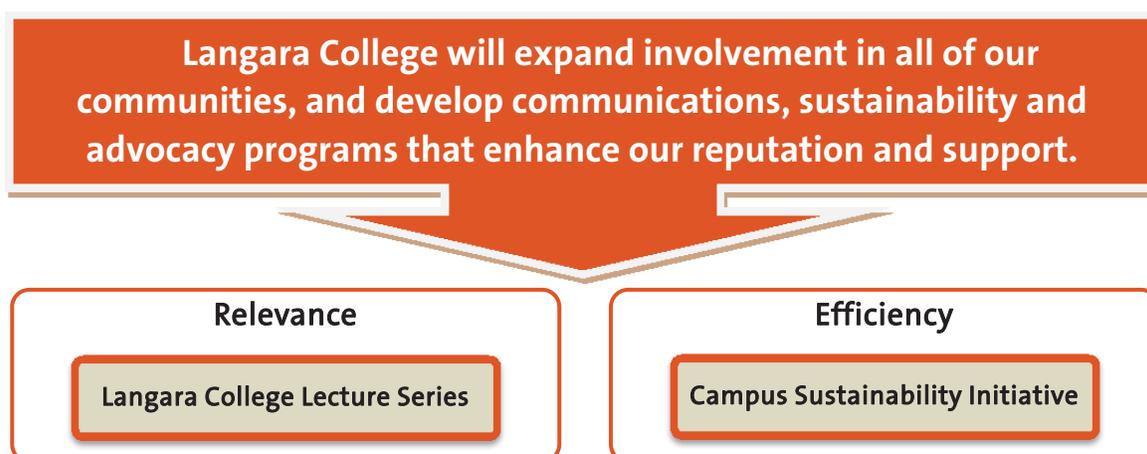
People, facilities and additional resources are all fundamental to better serving the Langara community.



| Performance Measures | 2010/11 Actual | 2011/12 Targets | 2011/12 Results | 2012/13 Targets | 2013/14 Targets | 2014/15 Targets |
|---------------------------------------|---|---|---|--|-----------------|-----------------|
| Facilities expansion | Completed KIP-funded renovations to A and B buildings. Master plan in progress. | Complete Master Plan build-out schematic, costing and business plan(s). | Completed schematic design and costing for Master Plan build-out. | Set Master Plan priorities and prepare business plans. | | |
| LEDC professional development courses | 7,125 hours | Maintain or improve | 5,738 hours ¹⁷ | Maintain or improve | | |

Reputation

Langara will be well-known regionally. The institution will also be known nationally and beyond, in circles that support the institution’s vision and strategic priorities. The college will build on its local reputation with the goal of supporting fundraising, graduates, recruitment, and attracting the required resources to build towards our vision.



¹⁷ Change in LEDC leadership resulted in a temporary reduction in offerings.

| Performance Measures | 2010/11 Actual | 2011/12 Targets | 2011/12 Results | 2012/13 Targets | 2013/14 Targets | 2014/15 Targets |
|--|-----------------------------------|------------------------|------------------------------------|-------------------------|-------------------------|-----------------|
| Langara College Lecture Series | 20 lectures ¹⁸ | Maintain or increase | 20 lectures and 1 Day of Learning | Maintain or increase | | |
| Campus Sustainability Initiative ¹⁹ | 1% energy reduction ²⁰ | 9-12% energy reduction | 11% energy reduction ²⁰ | 12-15% energy reduction | 15-18% energy reduction | |

FINANCIAL INFORMATION

For the most recent financial information, please see the Audited Financial statements available at the web site of the Ministry of Advanced Education: <http://www.aved.gov.bc.ca/gre/financial.htm>.

¹⁸ Reporting error from 2010/11 corrected.

¹⁹ Energy reduction Targets and Actuals measured from base year of 2009/10.

²⁰ Adjusted for variation in weather and building space.