



# LANGARA COLLEGE

Accountability Plan and Report 2009/10 – 2011/12

July 2009

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June 25, 2009

Honourable Moira Stilwell  
Minister of Advanced Education and Labour Market Development  
PO Box 9059  
STN PROV GOVT  
Victoria BC V8W 9E2



PRESIDENT'S OFFICE

Dear Minister Stilwell:

We are pleased to submit the 2009/10 - 2011/12 Langara College Accountability Plan and Report as required by the Ministry of Advanced Education and Labour Market Development. This document provides Langara College's Accountability Plan for 2009/10 - 2011/12 and is a report on the College's achievement of its performance targets for 2008/09.

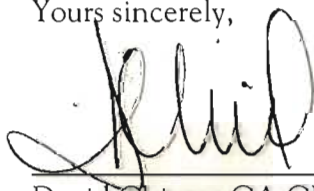
We have reported on the goals outlined in the 2006 - 2009 Strategic Plan, focusing our efforts on enhancing offerings and services to students and ensuring that the educational opportunities and services provided are relevant and responsive to their needs.

We wish to highlight that Langara College is currently engaged in the development of a new Strategic Plan to identify our priorities and goals in the coming years. In February 2009, the Board of Governors successfully completed a Strategic Visioning exercise. Subsequently, Management engaged members of the College community in the development of our new and vibrant Strategic Plan which was approved by the Board in June 2009. Future submissions will build on the goals identified in the Strategic Plan which we intend to launch in the Fall 2009.

We are pleased to note that our new Strategic Plan positions Langara College for continued growth to better serve our communities.

The 2009/10 - 2011/12 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 and Labour Market Development. This document was reviewed and approved by the Board of Governors at its meeting on June 25, 2009. With this letter, we are hereby affirming our accountability for the Langara College Accountability Plan and Report.

Yours sincerely,



David Chiang, CA.CIA, CMC  
Chair, Board of Governors



David Ross, Ph.D.  
President and CEO

## 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, 3 baccalaureate programs, 24 outstanding Career programs, and 670 unique 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 almost 20,000 students in the 2008/09 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 been offering undergraduate courses with an average class size of 32 students. This allows for more student interaction with and individual attention from 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 a relevant and engaging education. For years, Langara has been British Columbia's leading undergraduate institution, providing more successful transfer students to BC universities than any other college, regional university or institute<sup>1</sup>. In light of the rising cost of post secondary education, attending Langara College makes excellent economic sense: Students who complete their first two years of at Langara can save over \$3,700 on the total cost of their university degree<sup>2</sup>, while those who complete a baccalaureate at Langara could save over \$13,000<sup>3</sup>.

The 2006-2009 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."<sup>4</sup>

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<sup>1</sup> Student Transitions Project, 2006-2007 data.

<sup>2</sup> For a 120-credit degree, of which 60 credits are completed at Langara, calculation is based on the 2008/09 general cost per credit posted online by UBC and Langara (SFU differential is larger).

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

<sup>4</sup> Langara College Strategic Plan 2006-2009. Langara College is currently in the process of creating a new Strategic Plan. This Accountability Report is based on the existing 2006-2009 Strategic Plan

## Draft 2009 – 2013 Strategic Plan

This Accountability Plan and Report is based on Langara's 2006-2009 Strategic Plan. However, a new strategic plan is currently under development that envisions Langara as 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 future vision will focus on providing a wide spectrum of programs and services that are current, innovative and reflective of the knowledge economy; growing student success in credential completion, career development and continuing education; opportunities for all Langara students to either complete a baccalaureate degree at Langara or a partner institution; a comprehensive continuing studies program that serves a broad range of students; quality student services that support learners in their education and career goals; and experiences and activities that actively engage students, employees and community members.

Langara College's core values will centre on being:

- Student focused: decisions made with learners in mind;
- Collegial: open inclusive discussion in a respectful environment;
- Innovative: new ideas are welcomed, respected, and integrated;
- Accessible: programs and services are accessible to learners across our community.

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

- Learning: offering a comprehensive mix of undergraduate programs, delivering flexible programs and services, offering an engaging student life and experience program, and developing international opportunities for students, employees and Langara community members to gain international perspective and experience;
- Institutional Capacity: focusing on people, enrolment management, facilities, technology, and financial resources to better serve the Langara community;
- Reputation: enhancing the College's reputation regionally and nationally by establishing a leading communication and marketing department, expanding community involvement and partnerships, developing an advocacy program that encourages a dialogue with community leaders on the college's opportunities and challenges, and supporting sustainability initiatives relevant to an urban undergraduate college setting.

As of submission deadline of this Accountability Plan and Report, college employees and stakeholders have actively engaged in college-wide focus group discussion sessions in the strategic planning process. It is expected that the new Langara College Strategic Plan will be officially launched in September 2009.

## **2006 – 2009 Strategic Plan**

Langara College is currently in the process of creating a new Strategic Plan. This Accountability Report is therefore based on the existing 2006-2009 Strategic Plan.

### **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 76% of Langara's current students are between the ages of 18 and 24, with an average age of 23. Approximately 73% of our students are registered in Arts and Sciences programs. Female students account for 53% of Arts and Sciences, 66% of Career/Vocational and 67% of Degree students<sup>5</sup>.

#### Fall Regular Studies Enrolment by Year and Major Program Area

Major Program Area	2004	2005	2006	2007	2008
Arts & Sciences	6,553	6,135	5,949	5,867	6,120
Career/Vocational	1,667	1,609	1,240	1,088	1,066
Degree	n/a	n/a	331	781	1,149
<b>Total</b>	<b>8,220</b>	<b>7,940</b>	<b>7,699</b>	<b>7,884</b>	<b>8,335</b>

The Province defines the Langara College service area as the combination of Vancouver, Richmond and Burnaby school districts<sup>6</sup>. For the last five years almost 82% of Langara's Regular Studies Fall term students have listed their residence as falling within this region<sup>7</sup>.

#### Reported Residence of Langara College Regular Studies Students

Region	2004	2005	2006	2007	2008
Vancouver	62.4%	61.5%	61.9%	62.0%	61.5%
Richmond	12.2%	13.1%	12.1%	11.7%	12.5%
Burnaby	6.8%	7.5%	7.5%	7.8%	7.9%
North Vancouver	1.8%	2.0%	1.8%	1.8%	1.6%
West Vancouver	0.8%	0.9%	0.7%	0.7%	0.6%
Surrey	2.5%	3.0%	2.8%	3.0%	3.1%
Delta	3.0%	2.7%	2.8%	2.7%	2.7%
New Westminster	1.9%	2.1%	2.4%	2.2%	2.5%
Pt. Moody/Coquitlam/Pitt Meadows	1.6%	1.9%	2.1%	1.9%	2.1%
White Rock	0.6%	0.5%	0.8%	0.9%	0.9%
Langley	0.4%	0.4%	0.5%	0.4%	0.4%
Maple Ridge/Mission	0.2%	0.2%	0.2%	0.2%	0.2%
Other B.C.	3.1%	2.7%	2.5%	2.6%	2.4%
Other Provinces	0.9%	0.7%	0.8%	0.9%	0.8%

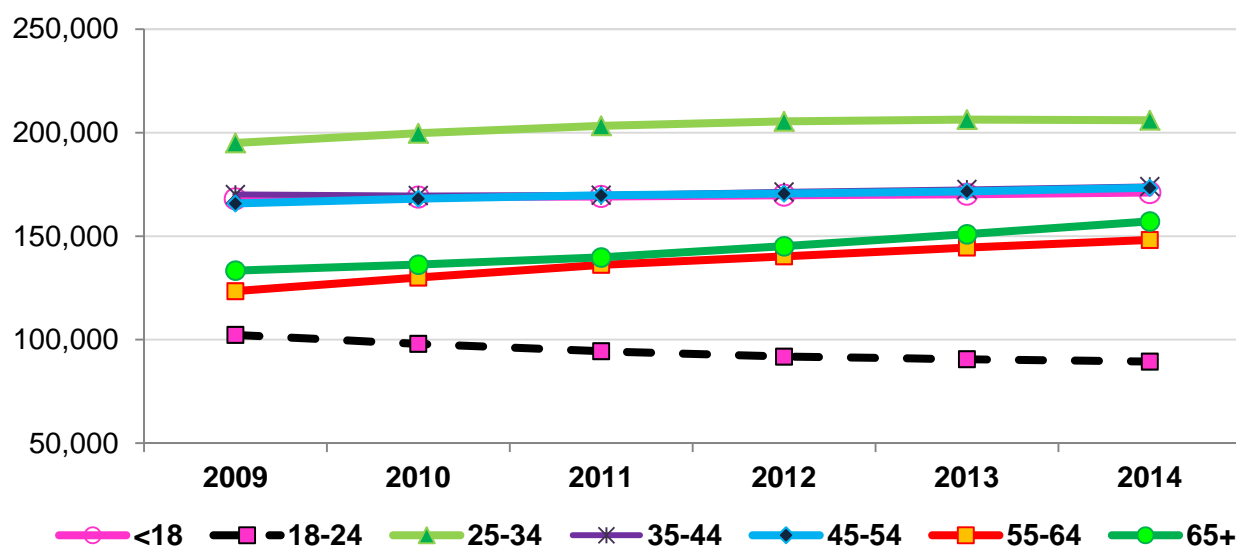
<sup>5</sup> Langara at a Glance, Fall 2008

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

<sup>7</sup> Langara Students by Region (Regular Studies), Fall 2008

### 2009-2014 Population Projections for the Langara Catchment Area by Age Group

Age Group	2009	2010	2011	2012	2013	2014	5-year % Change
<18	168,018	168,883	169,151	169,788	170,246	171,056	1.8%
18-24	102,292	97,977	94,430	91,843	90,537	89,411	-12.6%
25-34	195,039	199,707	203,317	205,480	206,349	206,031	5.6%
35-44	170,127	169,607	169,821	171,350	172,548	173,997	2.3%
45-54	165,798	168,119	169,734	170,603	171,638	173,361	4.6%
55-64	123,437	130,016	136,132	140,249	144,495	148,177	20.0%
65+	133,362	136,267	139,761	145,151	150,955	157,133	17.8%
<b>Total Population</b>	<b>1,058,073</b>	<b>1,070,576</b>	<b>1,082,346</b>	<b>1,094,464</b>	<b>1,106,768</b>	<b>1,119,166</b>	<b>5.8%</b>



Between 2008 and 2009 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 2009 and 2014, almost entirely due to substantial growth in the 55+ age cohorts. The population of 18 to 24 year olds, the usual market for Colleges, is projected to decrease by 12.6% in this same time period<sup>8</sup>. Grade 12 enrolment in the three school districts, another strong predictor of College enrolment, fell by 1.2% from 2008 to 2009, but is projected to stabilize through 2012<sup>9</sup>. These demographics will continue to have some 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 2008 and 2009, the total employed labour force in the Metro Vancouver Region decreased by 2% to 1,225,300. In February 2009 the unemployment rate was 4.9%, up 1.9 percentage points from the same time last year<sup>10</sup>. Employment demand in the Lower Mainland was projected to increase by 2% from 2006 to 2011, but these projections do not take into account the current

<sup>8</sup> P.E.O.P.L.E. 31, BC Stats, November 2007

<sup>9</sup> Projection Report for Public School Headcount Enrolments 2007/08 (Report 1558A). Ministry of Education, Courtesy of SFU Office of Institutional Research and Planning.

<sup>10</sup> Metro Vancouver Regional Development Indicators, March 2009



economic difficulties or the employment fluctuations created by the 2010 Winter Olympics. In this rapidly changing economic market, it is very difficult to make any accurate employment projections. However, times of economic instability do tend to encourage the pursuit of retraining or higher education. There are more and more indications to suggest the youth who have been pursuing employment during BC's economic boom will now choose to enter the post-secondary system.

## **Trends, Issues and Challenges**

### **1. Population Dynamics**

Post-secondary enrolments have always been heavily driven by regional population variation. The declining Grade 12 enrolment and shrinking college-age youth cohort in Langara's catchment area 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 curricula, which comprise more than two thirds 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.

### **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 2015<sup>11</sup>. In 2008, only 20 Langara employees retired, but between 2009 and 2015, 134 more employees will reach 65 years of age. By the end of 2009, almost half of our current employees will be at least 50 years old. This industry-wide trend is expected to lead to increased competition to secure suitable replacements, although the stabilizing job market may bring more candidates to the table. The College will pursue a variety of employee recruitment and retention strategies, and succession plan 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**

Over the past few years, competition among B.C. post-secondary institutions to recruit more students has increased in response to the rising enrolment targets set by the government. Universities have increased first and second year offerings and eased entrance requirements. These developments have presented a challenge to the college sector. The Provincial government's 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. The establishment of

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<sup>11</sup> Peak retirement year

five regional universities by the provincial government, Kwantlen Polytechnic University, Vancouver Island University, Emily Carr University of Art and Design, University of the Fraser Valley and Capilano University has left Langara College, Douglas College and Vancouver Community College as the only urban colleges in Metro Vancouver. The impact of this change cannot be foreseen at this time. Although the current economic downturn has resulted in more people returning to post secondary for further training or academic studies, like every post-secondary institution in the province, the financial challenges Langara College faces will not be mitigated by the current enrolment trend unless government funding keeps pace with the increased post secondary education demand.

#### **4. Facility Development**

Retrofit of the old library (Building C) and the construction of a new Students' Union Building are almost complete and both buildings will be open in September 2009. The renovation of the old library building involved 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 new 17,000 square foot Students' Union building will include a café and restaurant, offices, student lounge space overlooking the campus quadrangle and an outdoor covered terrace. Both buildings have been constructed with environmental sustainability as a driving factor, with the objective of attaining LEED Gold status in keeping with the Provincial government guidelines for Greenhouse gas reduction. The opening of C building will result in vacancies in the other academic buildings, and this space will be re-planned over the next 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, and the changing face of the BC post-secondary system. 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 has been reversed with a healthy enrolment growth of 5.7% in Fiscal Year 2008/09, it will take continued diligence and focused effort to return to 100% of the enrolment target set by the government. The 2006 – 2009 Langara College Strategic Plan<sup>12</sup> 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 has pursued several enrolment and retention initiatives. The Bachelor of Recreation Management has been approved and is accepting students for the summer and fall semesters of 2009. In 2011, students completing Langara's outstanding Theatre Arts program will have the opportunity to enter the fourth year of a Bachelor of Performing Arts program, developed and offered in collaboration with Capilano University, Douglas College and Vancouver Community College. For the future, Langara College has begun work on new Baccalaureate programs in at least six distinct areas and will phase these through the development, approval and implementation stages over the next two to four years. To meet the needs of contemporary students, we are also increasing our alternative delivery offerings, such as online and mixed-mode classes, as well summer and compressed course scheduling. Innovation and effort by our International Education team have produced increasing International student enrolment. An additional 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 very close to being implemented.

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<sup>12</sup> Langara College is currently in the process of creating a new Strategic Plan. This Accountability Report is based on the existing 2006-2009 Strategic Plan.

## Goals, Objectives, Performance Measures, Targets and Results

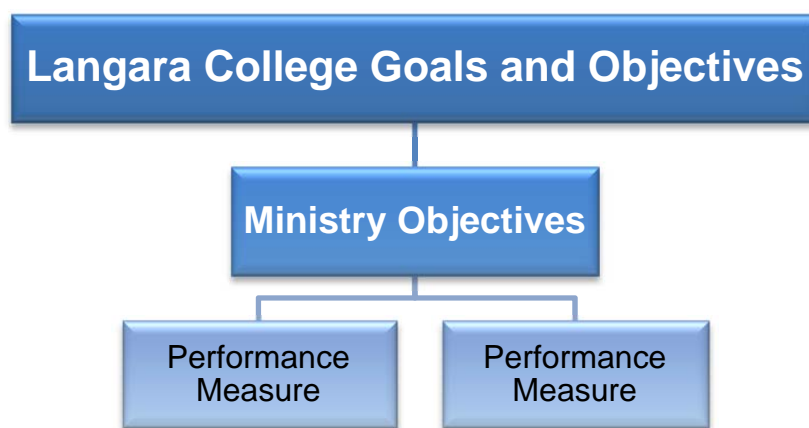
This section includes the Langara College goals<sup>13</sup> and their associated performance measures. All of the goals presented are linked to performance measures through the Ministry's Accountability Framework Key Criteria. Interested readers can find the complete *Langara College Goals and Objectives* 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 and Labour Market Development 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.



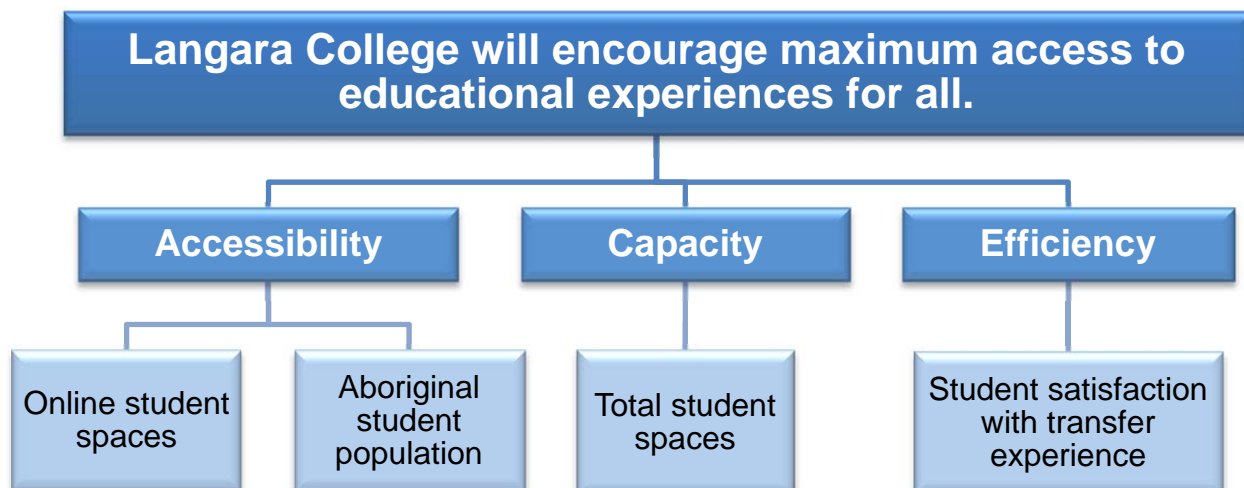
**Note: Ministry designated performance measures in the following tables are highlighted in colour-shaded cells.**

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<sup>13</sup> 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.



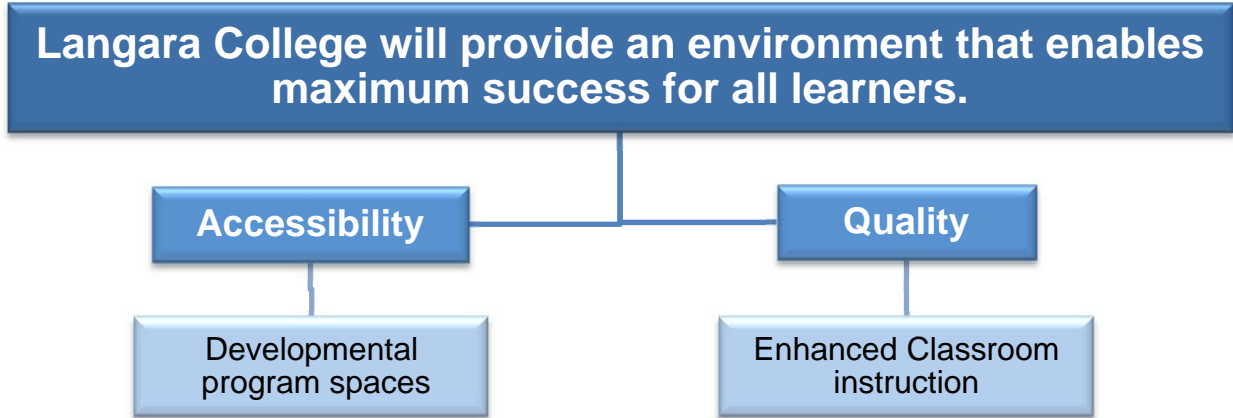
Performance Measures	2007/08 Actual	2008/09 Targets	2009/10 Targets	2010/11 Targets	2011/12 Targets	2008/09 Results
Total student spaces	6,333 FTEs	7,026 FTEs	TBD	TBD	TBD	6,664 FTEs (94.9%, target substantially achieved)
Number & % of student population that are Aboriginal	247 (1.4%)	≥ previous year				249 (1.4%) Target achieved
Number of student spaces in online offerings	207 FTEs	152 FTEs	TBD	TBD	TBD	269 FTEs (177%, target exceeded)

By the government's performance assessment criteria<sup>14</sup>, Langara College substantially achieved its 2008/09 total FTE target set by the Ministry. Although Lower Mainland employment trends suggest potential for continuing enrolment growth, this may be offset by demographic shifts and issues of post-secondary supply and demand, resulting in some challenges in fully achieving this year's student enrolment targets. However, the College significantly exceeded (177%) its 2008/09 target for the number of student spaces in on-line course offerings. This very positive result demonstrates the increasing popularity of alternate delivery instruction, and emphasizes Langara's success in meeting student demand in this area.

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

## Learner Success

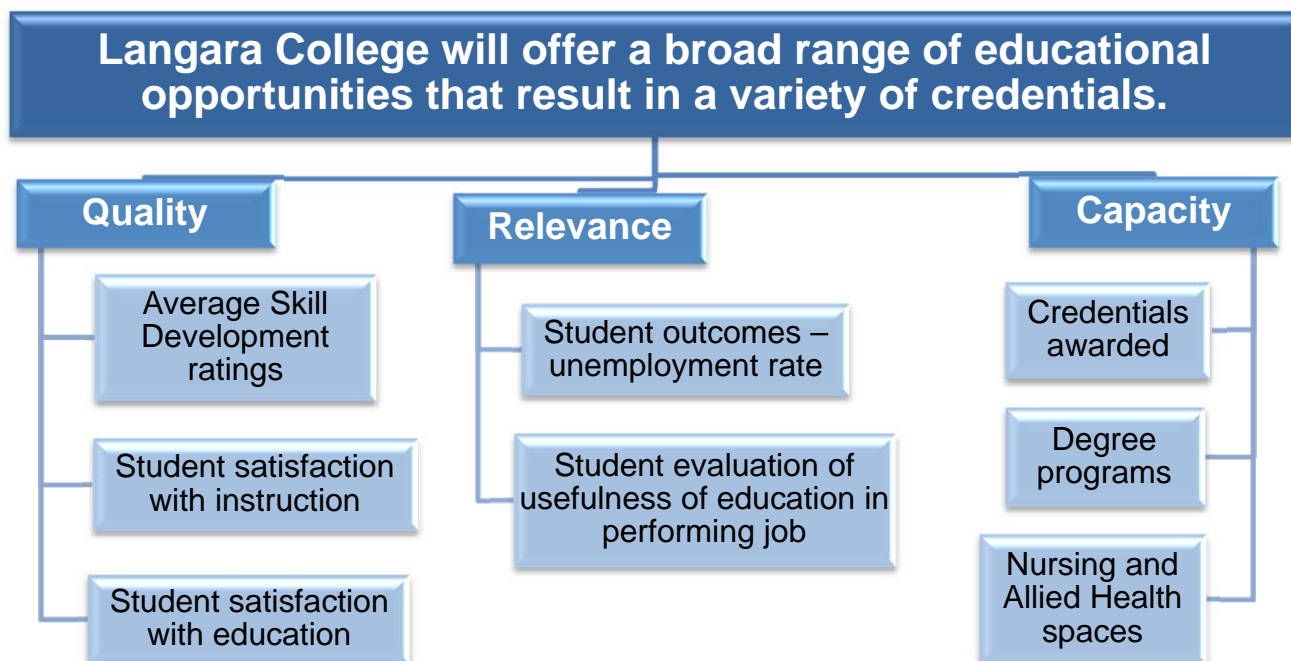
The College will provide a variety of specialized assistance opportunities, instructional methods, and learning processes to promote student success.



Performance Measures	2007/08 Actual	2008/09 Targets	2009/10 Targets	2010/11 Targets	2011/12 Targets	2008/09 Results
Number of student spaces in developmental programs	205.5 FTEs	252 FTEs	TBD	TBD	TBD	228.5 FTEs (91%, target substantially achieved)
Instructional hours using Enhanced Classroom systems	15,372	Maintain or improve				27,829

## 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	2007/08 Actual	2008/09 Targets	2009/10 Targets	2010/11 Targets	2011/12 Targets	2008/09 Results
Average skill development	75.8% (+/-2.3%)	Meet or exceed benchmark (85%)				73.2% (+/-1.8%) Target not achieved
-Group collaboration	79.8% (+/-2.1%)			N/A		74.3% (+/-1.8%)
-Learn on your own	79.8% (+/-2.1%)			N/A		76.1% (+/-1.7%)
-Reading & comprehension	79.5% (+/-2.1%)			N/A		77.4% (+/-1.6%)
-Written communication	71.9% (+/-2.4%)			N/A		71.5% (+/-1.8%)
-Oral communication	69.8% (+/-2.6%)			N/A		63.9% (+/-2.1%)
-Critical analysis	79.7% (+/-2.1%)			N/A		79.3% (+/-1.6%)
-Problem resolution	70.5% (+/-2.4%)			N/A		70.2% (+/-1.9%)



Performance Measures	2007/08 Actual	2008/09 Targets	2009/10 Targets	2010/11 Targets	2011/12 Targets	2008/09 Results
Satisfaction with quality of education	96.1% (+/-1%)	Meet or exceed benchmark (90%)				96% (+/-0.8%) Target achieved
Student assessment of quality of instruction	85.6%	Meet or exceed benchmark (90%)				85.8% (+/-1.3%) Target substantially achieved
Total credentials awarded	885	919	925	930	TBD	776 Target not achieved
Student assessment of usefulness of knowledge & skills in performing job	66.6%	Meet or exceed benchmark (90%)				63.4% (+/-2.7%) Target not achieved
Student spaces in Nursing and other allied health programs	532 FTEs	640 FTEs	TBD	TBD	TBD	643 Target achieved
Student outcomes - unemployment rate	7.5%	Maintain unemployment rate of former Langara students below rate for persons with high school credentials or less: ≤6.9%				8.8% Target substantially achieved
Number of Bachelor Degree programs.	2	Begin laddering Recreation Diploma into Bachelor of Recreation Management	Launch Bachelor of Recreation Management and Bachelor of Performing Arts	Maintain or expand		Bachelor of Recreation Management launched Summer 2009.

Langara has expressed serious concern over the methodology used by the Ministry in calculating credentials awarded. The assessment of 776 credentials was based on incomplete data, caused by the Ministry's practice of freezing the graduate count each year. This data freezing process permanently excluded over one hundred of Langara's graduates who returned at a later date to claim their credentials. If the assessment included all of the credentials that were actually awarded, Langara would have met the target with 872 credentials.

In response to the concerns of Langara and other institutions, the responsible Ministry department is currently examining improvement to this measure. For the next iteration of the Accountability Plan and Report we hope to see more equitable, comprehensive and achievable measures.

In 2008/09, Langara did not meet the Ministry targets for average student ratings of skill development or student assessment of the usefulness of knowledge and skills gained in performing their jobs. These measures are highly influenced by the educational goals of the student population. A large portion of Langara's offerings are directed toward Arts and Sciences

students intending to transfer to a university, and these students do not necessarily share the same goals as students in Career or Vocational programs.

Students from institutions in large urban centres have historically given lower average ratings of skill development areas than students from institutions in small to medium communities. In addition, skill development ratings are generally lower among Arts & Sciences students than among those in Career/Vocational programs. In all likelihood, this is simply a reflection of the demographic and educational goal differences between these populations. The disparity in sample sizes (Career/Vocational constitutes only 28.5% of survey respondents) may also contribute. This target is difficult to achieve because of Langara's focus on providing a well-rounded liberal arts education to all students, regardless of academic background.

For several years we have expressed our concern about the viability of the measure of 'Student assessment of the usefulness of their Langara education in performing their job'. It simply does not represent true employment outcomes when the student population is primarily in university transfer programs. Three quarters of Langara College students continued their education elsewhere after leaving Langara. Even if they were employed at the time of the survey evaluation, most former Arts and Sciences students were working part-time to support their education and only 10% had jobs very related to their education. Historically, ratings of this item have been quite high (85% in 2007 and 87% in 2008) among Langara Career/Vocational students, who can be expected to be working in their fields at the time of the survey<sup>15</sup>. We strongly believe that, without accounting for the considerable differences between university transfer students and career program students, use of this measure has put Langara College in a significantly disadvantaged position. No action we take will enable Langara to achieve performance targets that strongly favour institutions with majority of their students enrolled in Career or Vocational programs.

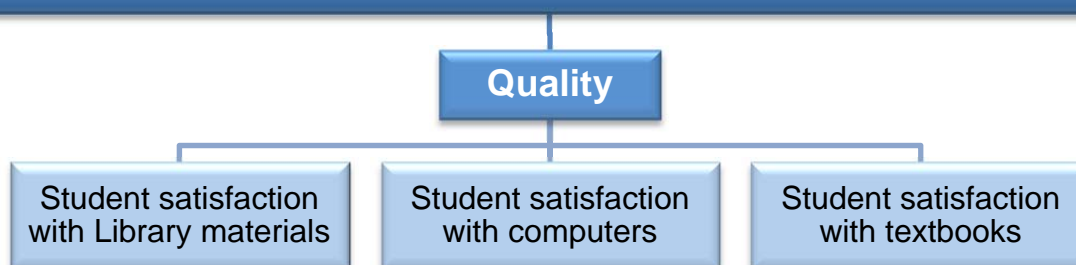
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<sup>15</sup> BC Diploma, Associate Degree, and Certificate Student Outcomes (DACSO) Survey, 2008.

## 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**



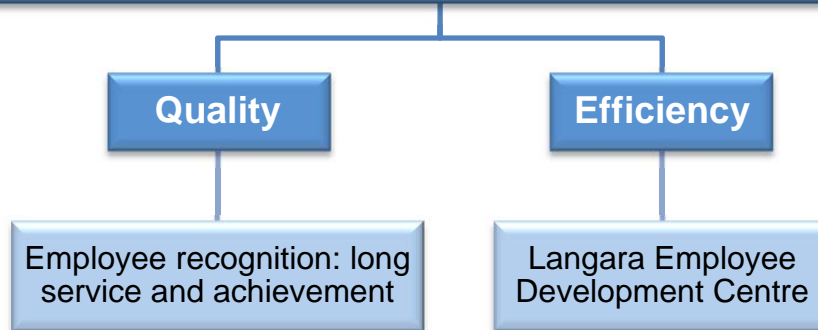
Performance Measures	2007/08 Actual	2008/09 Targets	2009/10 Targets	2010/11 Targets	2011/12 Targets	2008/09 Results
Student satisfaction with Library materials	58%	Maintain high level of satisfaction or demonstrate improvement over time.				56%
Student satisfaction with textbook materials	68%	Maintain high level of satisfaction or demonstrate improvement over time.				67%
Student satisfaction with computers & software	71%	Maintain high level of satisfaction or demonstrate improvement over time.				69%

It should be noted that these ratings of Library materials and computers reflect the opinions of students who left Langara before the September 2007 opening of the new Library/Classroom building, which also contains several new computer labs. Current student ratings in these areas have increased significantly, and we expect that the 2009 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.

**Langara College will promote a working environment that enables employees to develop and apply their expertise and innovative abilities**

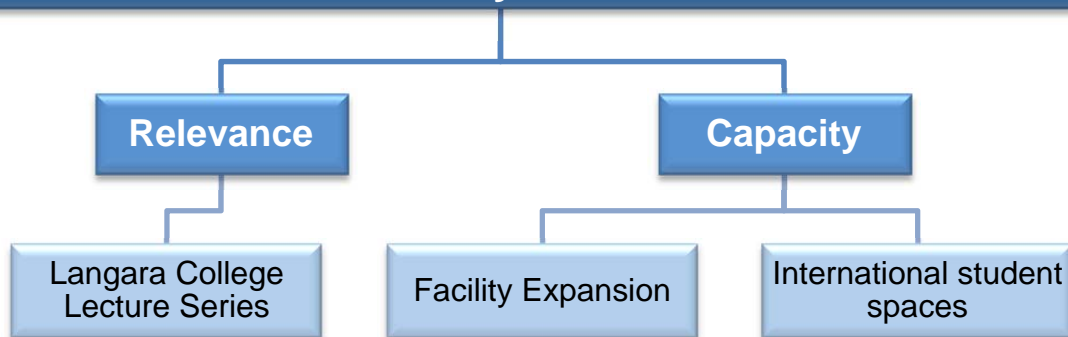


Performance Measures	2007/08 Actual	2008/09 Targets	2009/10 Targets	2010/11 Targets	2011/12 Targets	2008/09 Results
Number of LEDC professional development courses offered	5,017 course hours	Maintain or expand				5,894 hours
Employee recognition	52 awards	Maintain or increase number of awards				50 awards

## 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	2007/08 Actual	2008/09 Targets	2009/10 Targets	2010/11 Targets	2011/12 Targets	2008/09 Results
Facilities expansion	Seismic upgrade of C building underway	Complete seismic upgrade of C building and begin renovations to classroom buildings A and B.	Continue renovations to classroom buildings A and B.			Seismic upgrade of C building complete; occupation by Fall 2009. A and B building renovations begin June 2009.
Number of International student spaces	722.5 FTEs	Maintain or improve				795.4 FTEs
Langara College Lecture Series	24 lectures	Maintain or increase number of lectures				24 lectures

## Summaries: Financial Report, Financial Outlook, Student Contact Hours

Maintaining a balanced budget has been the College's goal since 1994 and the College continues to demonstrate fiscal health. Compared to the last fiscal year, revenue and expenditure in 2008/09 grew by 4.9% and 7.7% respectively. 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 2008/09, budgets for 2009/10 through 2011/12 and student contact hours for 2008/09.

### Summary Financial Report 2008/09

	2008/09 Budget	2008/09 Actual	2007/08 Actual
<b>Revenue</b>	<b>\$000's</b>	<b>\$000's</b>	<b>\$000's</b>
Ministry Grant	41,540	42,027	40,354
Domestic Tuition	14,270	14,449	13,595
Continuing Studies	9,738	9,820	8,668
Contracts/ Ancillary/Capital	10,061	13,896	13,280
International Tuition	6,541	6,995	6,363
Other	3,182	3,939	4,560
<b>Total Revenue</b>	<b>85,332</b>	<b>91,124</b>	<b>86,821</b>
<b>Expenditure</b>			
Instruction	55,483	53,100	49,329
Student Support	5,130	4,584	4,563
Administrative Support	5,354	4,893	5,128
Logistics & Facilities	6,601	6,722	6,059
Contracts/Ancillary/Capital	10,465	13,824	12,540
Other	2,299	2,489	1,795
<b>Total Expenditures</b>	<b>85,332</b>	<b>85,612</b>	<b>79,415</b>
<b>Net Results</b>	<b>-</b>	<b>5,512</b>	<b>7,406</b>
<b>Net Assets</b>		<b>50,893</b>	<b>45,238</b>

Note: Net Results are presented before transfers for endowments, reserves and capital acquisitions.

## Financial Outlook 2009/10 - 2011/12

	2009/10 Budget		2010/11 Forecast		2011/12 Forecast	
<b>Revenue</b>	<b>\$</b>	<b>%</b>	<b>\$</b>	<b>%</b>	<b>\$</b>	<b>%</b>
Ministry Grant	44,115,275	48.3%	44,239,375	48.4%	44,239,375	48.4%
Domestic Tuition	15,496,987	17.0%	15,596,878	17.1%	15,596,878	17.1%
Continuing Studies	10,954,320	12.0%	10,954,320	12.0%	10,954,320	12.0%
Contracts/ Ancillary	8,002,605	8.8%	7,987,005	8.7%	7,987,005	8.7%
International Tuition	7,703,969	8.4%	7,703,969	8.4%	7,703,969	8.4%
Capital	1,967,808	2.2%	1,967,808	2.2%	1,967,808	2.2%
Other	3,025,063	3.3%	2,964,483	3.2%	2,913,224	3.2%
<b>Total Revenue</b>	<b>91,266,027</b>	<b>100.0%</b>	<b>91,413,838</b>	<b>100.0%</b>	<b>91,362,578</b>	<b>100.0%</b>
<b>Expenditure</b>						
Instruction	59,055,507	64.7%	59,748,871	64.8%	60,124,188	64.7%
Student Support	5,220,904	5.7%	5,314,373	5.8%	5,312,851	5.7%
Administrative Support	5,739,329	6.3%	5,821,464	6.3%	5,829,308	6.3%
Logistics & Facilities	7,285,911	8.0%	7,342,107	8.0%	7,347,727	7.9%
Contracts/ Ancillary	7,110,428	7.8%	7,084,103	7.7%	7,084,307	7.6%
Capital	4,065,712	4.5%	3,925,450	4.3%	4,057,556	4.4%
Other	2,788,236	3.1%	3,017,036	3.3%	3,198,936	3.4%
<b>Total Expenditures</b>	<b>91,266,027</b>	<b>100.0%</b>	<b>92,253,404</b>	<b>100.0%</b>	<b>92,954,872</b>	<b>100.0%</b>

## 2008/09 Contact Hour Activity Report

Table A: Contact Hour Activity for Fiscal Year 2008/09				
Activity Delivered 'Onsite' SCH/CHE <sup>(1)</sup>				
Campus	Domestic Students		International Students	
	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen
<b>Langara Total</b>	4,058,679	9,900	519,520	240
'Offsite' Activity SCH/CHE <sup>(2)</sup>				
Campus	Domestic Students		International Students	
	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen
<b>Langara Total</b>	581,247		21,539	
Table B: Summer Usage <sup>(3)</sup> May 2008 to August 2008 (Onsite Only)				
Categorization of Activity	Conventional Activity (SCH)			
Domestic Students	563,396			
International Students	69,645			
<b>TOTAL</b>	<b>633,041</b>			

### Notes:

- 1) SCH/CHE: The Student Contact Hour (SCH) is a measure dependent on an instructor's presence and a student's physical location, a CHE is independent of delivery mode and does not require an instructor to be physically in the same location as the student. For example, a business class that was normally taught in a conventional manner in a classroom might involve 3 hours class time per week for 15 weeks over one semester for a total of 45 SCH per student. The same course taught non-conventionally would be assigned 45 CHE. This is the standard average contact time that would be required had the course been delivered in a classroom. Neither the SCH nor CHE measure is intended to capture time the student spends in a library or open lab completing assignments or studying. 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 Student Contact Hour (SCH), but not specific to a mode of delivery.
- 2) Offsite activity includes instruction delivered offsite as well as training to employees at worksites and training at rented/donated locations. Also included are distance education, on-line, PLAR and other "non-conventional" activities.
- 3) Activity with a start date or stable enrolment date between May 1 and August 31, 2008.