

# Accountability Plan & Report 2012/2013

Langara.

THE COLLEGE OF HIGHER LEARNING.



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## Office of the Board of Governors

June 27, 2013

Honourable Amrik Virk  
Minister of Advanced Education  
c/o Information and Data Management Branch  
Ministry of Advanced Education  
PO Box 9080, Stn. Prov. Govt.  
Victoria, BC V8W 9E2

Dear Minister Virk:

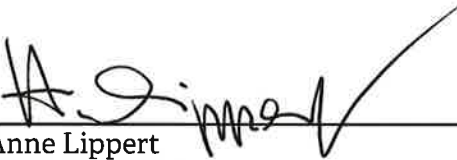
We are pleased to submit the Langara College Accountability Plan and Report for the 2012/13 Reporting Cycle. This document was prepared under our direction in accordance with the Budget Transparency and Accountability Act and describes the progress made towards achieving the College's goals, objectives, performance measures and targets for 2012/13.

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,

  
\_\_\_\_\_  
Anne Lippert  
Chair, Board of Governors

  
\_\_\_\_\_  
Roy Daykin  
President and CEO

## INTRODUCTION

This report is produced in compliance with the Government Letter of Expectations for fiscal 2012/13, 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 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 university transfer program of any BC college, 3 baccalaureate programs, 27 career programs, and continuing studies courses in over 65 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, domestic and international field studies, and educational partnerships with domestic and international organizations. Langara College Continuing Studies offers a unique selection of intensive English and academic skills programs for students whose first language is not English, in addition to personal and professional development courses designed to meet the needs and schedules of our diverse community. The College served approximately 21,300 students in the 2012/13 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 one of British Columbia's leading undergraduate institutions, providing more successful transfer students to BC universities than any other college 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 at Langara can save about \$4,200 on the total cost of their university degree<sup>2</sup>, while those who complete a baccalaureate at Langara could save over \$13,600<sup>3</sup>. 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 internationally<sup>4</sup>.

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<sup>1</sup> Student Transitions Project, Post-Secondary Student Mobility Pivots (2009/10 to 2010/11).

<sup>2</sup> For a 120-credit Arts degree, of which 60 credits are completed at Langara. Calculation is based on the 2012/13 general cost per credit posted online by UBC and Langara. SFU differential is higher.

<sup>3</sup> Based on the 2012/13 Bachelor of Commerce and Business Administration tuition posted online by UBC and Langara.

<sup>4</sup> 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 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.

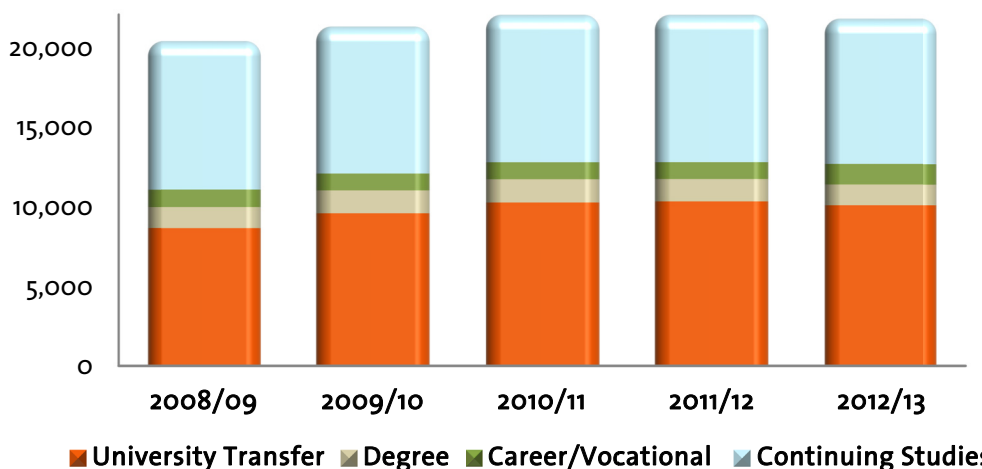
**PLANNING AND OPERATIONAL CONTEXT**

**Student Demographics**

The Province defines the Langara College service area as the combination of Vancouver, Richmond and Burnaby school districts<sup>5</sup>. For the last five years approximately 80% of Langara’s students have listed their residence within this region<sup>6</sup>. Langara’s primary demographic is 18 to 24 year old students (74% in 2012/13), although we do serve many who are entering or returning to school later in life. More than three quarters of Langara students are registered in University Transfer programs (80% in 2012/13), and we successfully transfer more students to research and teaching-intensive universities than any other BC college or institute<sup>7</sup>.

**Headcount Enrolment by Major Program Area, 2008/09-2012/13 Fiscal Years**

Major Program Area	2008/09	2009/10	2010/11	2011/12	2012/13
University Transfer	8,639	9,562	10,233	10,304	10,063
Degree	1,309	1,406	1,429	1,370	1,272
Career/Vocational	1,071	1,048	1,057	1,049	1,282
Continuing Studies	9,332	9,248	9,926	9,673	9,140
<b>Total<sup>8</sup></b>	<b>19,910</b>	<b>20,807</b>	<b>22,174</b>	<b>22,001</b>	<b>21,384</b>



International students are an increasing component of Langara’s student body, comprising 9.7% of regular studies and 7.5% of continuing studies enrolment in 2012/13. International students came from 56 different countries in 2012/13, providing breadth of experience to all Langara students, international and domestic. Many international students live with Vancouver families, either through our extensive Homestay network, or as part of Langara’s Summer English Language Program. Agreements with India’s INSCOL Academy and the Royal Institute of Nursing allow Indian registered nurses to complete post-graduate work at Langara, and Langara Bachelor of Science in Nursing students to gain international clinical experience.

<sup>5</sup> Order of the Lieutenant Governor in Council; Order in Council No. 0077, approved Jan. 12, 1994.

<sup>6</sup> Regular Studies Geographics, Fall 2008-Fall 2012.

<sup>7</sup> Student Transitions Project, Post-Secondary Student Mobility Matrix (2009/10 to 2010/11).

<sup>8</sup> Total does not equal sum of parts, as students may attend both Continuing and Regular Studies programs.



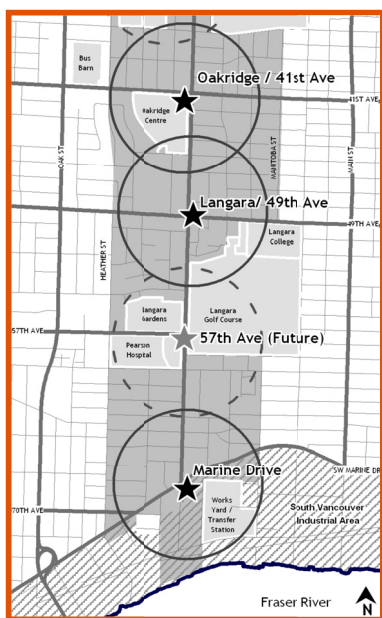
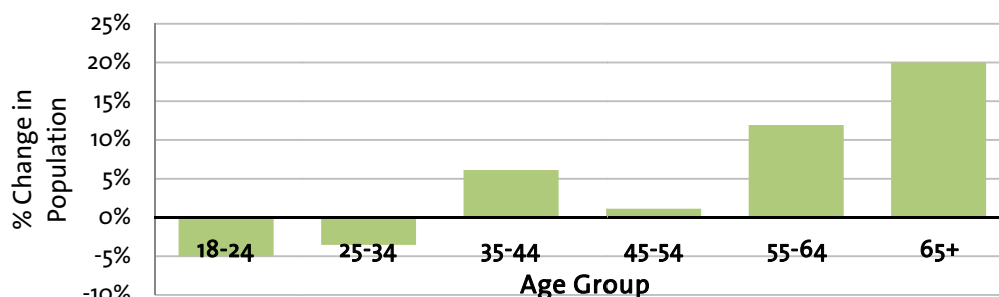
### Employee Demographics

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 2020<sup>9</sup>. Twenty-six long-term Langara employees retired in 2012/13 and 43 are continuing to work past age 65. Another 183 employees (9 administrators, 29 staff and 145 faculty) will reach 65 years of age between 2013 and 2020. 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 professional 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, to ensure that instruction and service delivery for students will be maintained at the highest standard.

### 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 5% between 2013 and 2018<sup>10</sup>. Enrolment at Langara generally reflects the population growth in the region, modified by economic indicators. Although the traditional college-age cohort of 18 to 24 year-olds is expected to decrease slightly, current trends in skill renewal and employment suggest that Langara can expect stable domestic enrolment for 2013.

Five Year (2013-2018) Projected Population Change in the Langara Catchment Area



It should be noted that the above population projection does not take into account Vancouver City Council’s 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 16<sup>th</sup> Avenue to the Fraser River. These proposed communities would cluster around Canada Line 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 41<sup>st</sup> 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 space<sup>11</sup>. The 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 104% of the Government domestic 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. The College is working on greater efficiencies in enrolment and space utilization in order to maintain academic excellence, innovation and quality undergraduate opportunities for all students.

<sup>9</sup> Peak retirement year.

<sup>10</sup> Population projections provided by the Ministry of Advanced Education, Innovation and Technology.

<sup>11</sup> Graphic and information provided by the Cambie Corridor Plan, City of Vancouver.

### New Directions and Initiatives

Langara is focused 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 develop effective enrolment management strategies, increase our program options, cultivate further opportunities for student engagement and scholarly pursuits, and pursue facilities renewal and development.

Langara is developing a strong foundation in enrolment management. Student recruitment and retention strategies have been instituted to ensure that the college balances our domestic and international student populations and provides optimal course and program offerings. Going forward, the College will engage in a comprehensive academic planning process to maintain the currency of our programming, support our enrolment management targets, and position the College with respect to current and emerging social and economic conditions.

Successful enrolment management is based on data-driven decision processes, which rely on accessible, accurate data. To this end, Langara is continuing to dedicate extensive resources to our data management architecture and information management systems. The College will also engage in a review of data governance practices to ensure that data integrity and reliability is maintained and improved where possible. These efforts will be supported by the implementation of Business Intelligence software that will allow enhanced access to analyses and forecasting, and measurement of progress against established targets.

Langara is engaged in various academic initiatives with considerable positive effect. We continue to develop new programs at all credential levels. This year, Langara has implemented a cutting-edge Bioinformatics Diploma program and retooled our successful Engineering Transfer program. In Fall 2013 we will launch a fully redesigned Bachelor of Science in Nursing. The College's emerging Teaching and Curriculum Development Center (TCDC) will enhance curriculum development and innovation by providing faculty with one-stop curriculum assistance. The TCDC will also be responsible for the college's program review and renewal process, an important quality assurance activity. In addition, we have transitioned to a new Learning Management System (D2L) that enhances the College's ability to support mobile technologies.

The College continues to expand options for Langara students and graduates by entering into a number of domestic and international partnerships with other institutions. Agreements from previous years are bearing fruit: the first cohort of nurses from the INSCOL Academy in India completed a post-graduate certificate in Nursing Leadership and Management this year, and the first cohort of Langara BSN students undertook a clinical experience term through the Royal Academy of Nursing in Punjab, India. Looking forward, a new accord will allow qualified Langara Kinesiology graduates to ladder into Camosun's popular Bachelor of Sports and Fitness Leadership program. Another new program targeted to Langara's Aboriginal students will provide opportunities for qualified students to pursue a UBC Bachelor of Arts degree with scholarship assistance. Beginning this spring, Langara has agreed to serve as the Vancouver venue for the University of Northern British Columbia's Masters in Business Administration program. Internationally, work with the University of Auckland has produced summer study prospects for Langara students in New Zealand, and we anticipate that dialogue between our institutions will generate further academic opportunities as we move forward. These activities underscore the College's commitment to providing opportunities for learners.

Langara continues to find new ways to support learner success, both in and outside the classroom. Due to the importance of building awareness of the available support services, we have increased our student orientation activities by more than 50%. Recognizing that supporting student success is more than just connecting them to services, the College has also focused on expanding our range of student development



opportunities. Through the support of the Student Engagement Centre, the number of student clubs and volunteer opportunities for students continues to grow. This past year we also offered a full day leadership training conference exclusively for Langara students.

The College has added specialized resources for assisting students who are displaying concerning behaviour. This includes the creation of an Office for Student Conduct and Judicial Affairs to provide greater attention and expertise in this important and emergent area. This office works with students and the campus community to support and maintain a quality learning environment for all. Langara has also established a formal multidisciplinary Behavioural Intervention Team that identifies, assesses and monitors students displaying disruptive or concerning behaviours.

The past year has also seen the creation of a Learning Commons located in the Library. The Learning Commons features expanded and enriched work spaces and study rooms for both group and individual use, as well as technologically enhanced work stations. Tutoring and learner support for a number of academic departments have been integrated into the same space. In addition, the Library has developed a long term strategic plan relative to the future needs of the college. The plan includes goals related to Library content, expertise, internal and community relationships, organizational effectiveness and the creation of innovative environments for learners.

Langara remains committed to developing the facilities required to support the growth and improvement of the institution and continue providing an excellent learning environment for our students. To this end, we will continue to actively pursue the Langara College Facilities Master Plan, which includes both new and repurposed academic buildings. A facilities audit of College buildings has identified many components of our main academic building (Building A), including laboratory facilities and equipment, as beyond their useful service life and in need of replacement. To ensure that our students have the space and equipment to support optimum learning, Langara is self-funding phase 2 of the Master Plan: the construction of a new Sciences and Technology building, expected to be complete by Fall 2015. Langara is also developing business cases for Ministry funding of phase 3: the construction of a Creative Arts expansion to the existing Building B, and the much-needed remediation of Building A, including seismic and energy efficiency upgrading.

In support of our pledge to incorporate sustainability practices in our campus operations, academic curricula and college life, Langara is working hard to reduce our energy utilization and waste generation. Since 2009/10<sup>12</sup>, Langara has reduced energy consumption by 13.5% (almost 2,407,300 kilowatt hours) and greenhouse gas emissions by approximately 18% (322.4 tCO<sub>2</sub>e<sup>13</sup>). We have extended our commitment to BC Hydro's Energy Manger Program, and are implementing several more projects, including facilities system upgrades, the roll-out of Green IT solutions in student labs and employee workstations, and an extended recycling program. A recent waste audit demonstrated that the majority (73%) of Langara's landfill contribution consisted of compost and consumed paper (primarily paper towel, also fully compostable). In response, Langara is launching a new recycling program which adds composting, paper towels, plastics and mixed containers to the existing recycling streams of returnable containers (funding student bursaries), office paper, electronics, furniture, construction materials, batteries and light tubes. A large-scale recycling depot has been completed to handle this increase in streams, and plans are underway to actively engage and manage student and employee participation. It is hoped that the new system may reduce Langara's landfill contribution by 60-70% or more.

Langara is dedicated to maintaining a work environment that values and supports our employees and fosters the development of career opportunities. To this end, we have been taking steps to enhance employee engagement and strengthen and expand our talent pool. Successful collective bargaining has resulted in

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<sup>12</sup> 2009/10 is the benchmark year, being the beginning of Langara's current strategic planning cycle and our participation in BC Hydro's Continuous Optimization program. All measures against the benchmark year are adjusted for variation in weather and total building space.

<sup>13</sup> tCO<sub>2</sub>e = "Tonnes of CO<sub>2</sub> equivalent", a measure of how much global warming a given type and amount of greenhouse gas may cause, using the functionally equivalent amount or concentration of carbon dioxide (CO<sub>2</sub>) as the reference.

positive agreements through 2014 with the three employee bargaining units<sup>14</sup>. The College has launched a Leadership Development Program and trained over 160 employees on the tenets of effective leadership and leadership coaching. Leadership competencies have been identified and individual leadership development plans are in progress. We are also promoting work-life balance through an expanded Wellness Promotion program. And beginning in Fall 2013, Langara employees will have the opportunity to advance their education and career through a funded UNBC Master’s in Business Administration. Langara’s Human Resources action plan includes: policy development in the areas of respectful workplace, duty to accommodate and return to work; mentorship programs to assist in on-boarding and orientation of new employees; increased health and wellness programming; and senior leadership recruitment and continuity.

**GOALS, OBJECTIVES, PERFORMANCE MEASURES, TARGETS AND RESULTS**

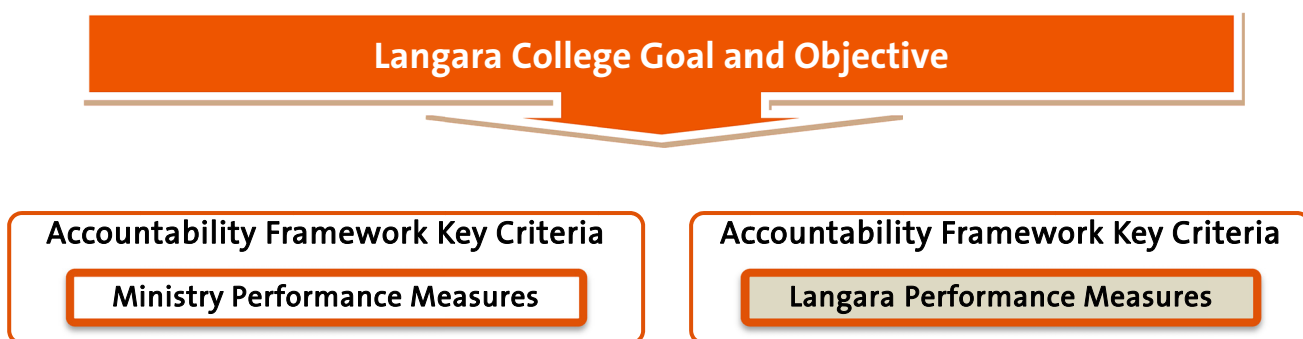
**Ministry of Advanced Education Goals for 2012/13-2014/15:**

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 goals<sup>15</sup> 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 measures<sup>16</sup> used to gauge progress. The tables that follow provide the baseline, annual targets, and results for each performance measure.



<sup>14</sup> Canadian Union of Public Employees, Langara Faculty Association and BC Nurses Union.

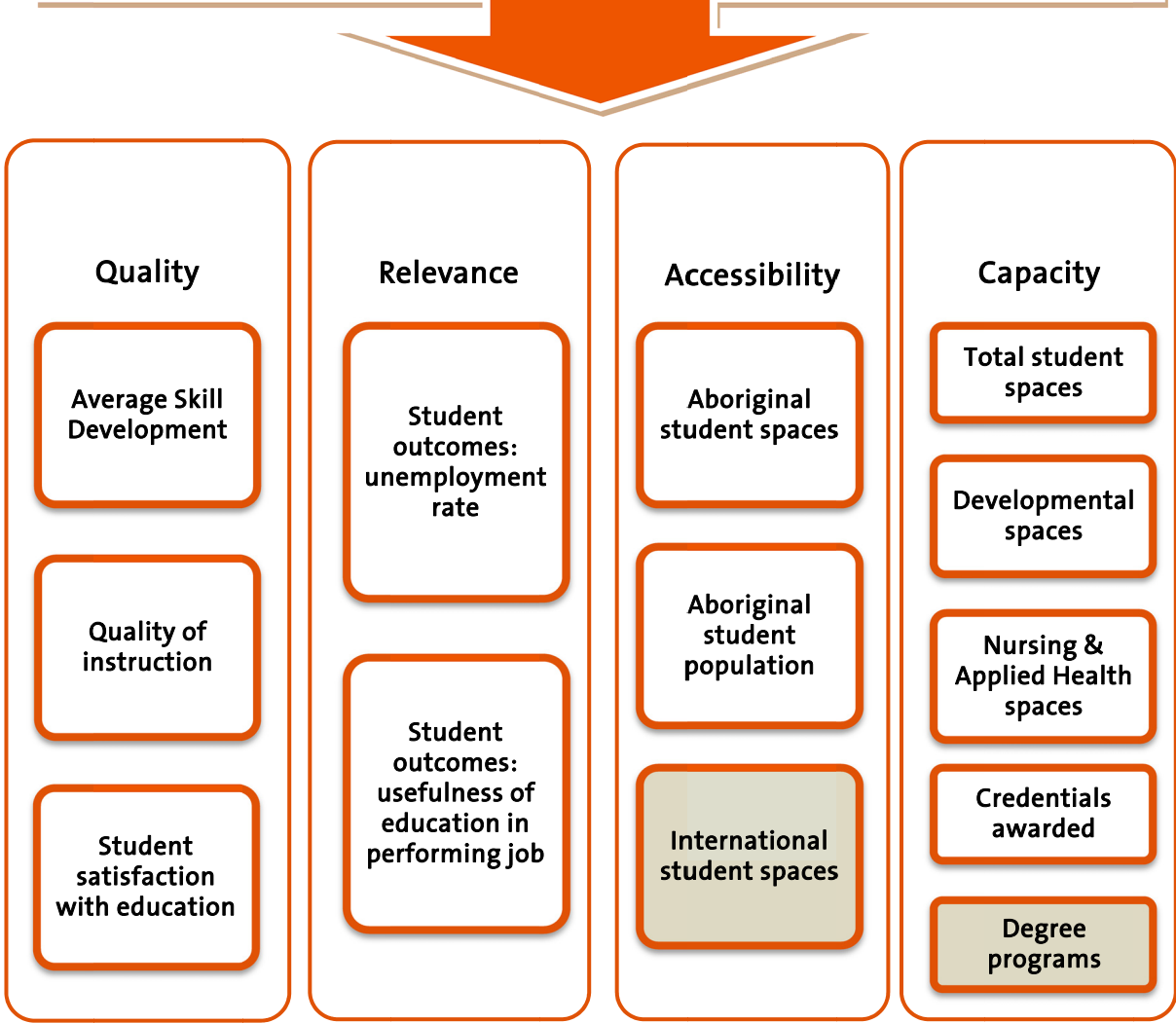
<sup>15</sup> Some objectives have been merged for succinctness.

<sup>16</sup> Langara internal 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	2011/12 Actual	2012/13 Targets	2012/13 Results	2013/14 Targets	2014/15 Targets	2015/16 Targets
<b>Former Certificate, Diploma &amp; Associate Degree students</b>						
Satisfaction with education	96.0% (+/-0.9%)	≥90%	95.4% (+/-0.9%) Target achieved <sup>17</sup>		≥90%	
Quality of instruction	97.5% (+/-0.7%)	≥90%	97.0% (+/-0.7%) Target achieved		≥90%	
Average skill development	73.2% (+/-2.2%)	≥85%	74.2% (+/-1.9%) Target not achieved		≥85%	
-Written communication	69.0% (+/-2.3%)	N/A	72.0% (+/-2%)		N/A	
-Oral communication	63.6% (+/-2.4%)	N/A	66.0% (+/-2.3%)		N/A	
-Group collaboration	76.7% (+/-2.1%)	N/A	74.0% (+/-1.9%)		N/A	
-Critical analysis	78.6% (+/-2%)	N/A	78.1% (+/-1.8%)		N/A	
-Problem resolution	69.6% (+/-2.3%)	N/A	70.4% (+/-2%)		N/A	
-Learn on your own	76.2% (+/-2.1%)	N/A	78.6% (+/-1.8%)		N/A	
-Reading & comprehension	78.7% (+/-2%)	N/A	80.3% (+/-1.7%)		N/A	
<b>Baccalaureate graduates</b>						
Satisfaction with education	94.4% (+/-3.2%)	≥90%	93.6% (+/-3.1%) Target achieved		≥90%	
Quality of instruction	93.3% (+/-3.5%)	≥90%	92.0% (+/-3.4%) Target achieved		≥90%	
Average skill development	84.4% (+/-5.3%)	≥85%	86.2% (+/-4.4%) Target achieved		≥85%	
-Written communication	70.2% (+/-6.8%)	N/A	83.2% (+/-4.9%)		N/A	
-Oral communication	83.7% (+/-5.5%)	N/A	84.4% (+/-4.8%)		N/A	
-Group collaboration	90.2% (+/-4.2%)	N/A	89.3% (+/-3.9%)		N/A	
-Critical analysis	87.5% (+/-4.7%)	N/A	87.5% (+/-4.1%)		N/A	
-Problem resolution	80.2% (+/-5.8%)	N/A	78.2% (+/-5.3%)		N/A	
-Learn on your own	91.9% (+/-4.0%)	N/A	93.5% (+/-3.2%)		N/A	
-Reading & comprehension	86% (+/-5.0%)	N/A	87.4% (+/-4.2%)		N/A	

This year Langara marginally missed meeting the Ministry targets for former Certificate, Diploma & Associate Degree students' average ratings of skill development. 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 smaller 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.

<sup>17</sup> 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).

**Opportunities for Learners – Accessibility**

Performance Measures	2011/12 Actual	2012/13 Targets	2012/13 Results	2013/14 Targets	2014/15 Targets	2015/16 Targets
Aboriginal student spaces <sup>18</sup>	181 FTE	No target set	187	No target set, this is a descriptive measure only		
Number of Aboriginal students	345	≥ 345	351 Target achieved	≥ previous year		
Percent of students who are Aboriginal	1.8%	≥ 1.8%	1.8% Target achieved	≥ previous year		
International student spaces	909 FTEs	≥ 909	981 FTE	≥ previous year		

**Opportunities for Learners – Capacity**

Performance Measures	2011/12 Actual	2012/13 Targets	2012/13 Results	2013/14 Targets	2014/15 Targets	2015/16 Targets
Total student spaces	7,592 FTEs	7,056 FTEs	7,370 FTEs Target achieved	7,056 FTEs	7,056 FTEs	TBA
Number of student spaces in developmental programs	221 FTEs	252 FTEs	240 FTEs Target substantially achieved	252 FTEs	252 FTEs	TBA
Student spaces in Nursing and allied health programs	598 FTEs	670 FTEs	764 FTEs Target exceeded	670 FTEs	670 FTEs	TBA
- Student spaces in allied health	67 FTEs	N/A	278 FTE	N/A	N/A	N/A
- Student spaces in Nursing	532 FTEs	N/A	493 FTE	N/A	N/A	N/A
Total credentials awarded	882	910	1,095 Target exceeded	≥ 1,085	TBA	TBA
Number of Applied Baccalaureate programs.	3	Maintain or expand	4	Maintain or expand		

This year, Langara exceeded the Ministry target for Nursing and Allied Health, providing almost 100 additional spaces in this critical area. We introduced new Diploma and foundational Citation Health Sciences streams in 2012/13, adding to our existing Associate Degree programs. Langara's Health Sciences offerings have been optimized to reflect market and professional demand, and to allow students a smooth transition to SFU's Health Sciences baccalaureate programs. Student interest is reflected in the increase of over 200 FTE from last year. In Fall 2013, Langara will also launch a new Bachelor of Science in Nursing (BSN) curriculum with an increased focus on community and public health nursing to meet system demand in those essential areas. The new nursing program is designed to take advantage of Langara's extensive Arts & Sciences resources to better prepare students for the rigours of the BSN, and to enhance opportunities through access to more clinical practice, mentorship and individual tutoring, including scientific study skills. Together, these changes are expected to improve the overall learning experience for future nursing students.

<sup>18</sup> Aboriginal student spaces (FTEs) was added in 2011/12 as a *descriptive* measure only. Results from the 2012/13 reporting year are based on the 2011/12 fiscal year Student Transitions Project data.

**Opportunities for Learners – Relevance**

Performance Measures	2011/12 Actual	2012/13 Targets	2012/13 Results	2013/14 Targets	2014/15 Targets	2015/16 Targets
<b>Student outcomes: Usefulness of knowledge &amp; skills in performing job</b>						
Former Certificate, Diploma & Assoc. Degree students	78.4% (+/-4.8%)	≥90%	76.1% (+/-4.3%) Target not achieved		≥90%	
Baccalaureate graduates	96.3% (+/-2.9%)	≥90%	85.8% (+/-4.6%) Target achieved		≥90%	
<b>Student outcomes: Unemployment rate</b>						
Former Certificate, Diploma & Assoc. Degree students	9.2% (+/-3.2%)	≤ 11.1%	8.1% (+/-2.6%) Target exceeded	≤ unemployment rate for individuals with high school credentials or less in the region		
Baccalaureate graduates	3.6% (+/-2.8%)	≤11.1%	2.8% (+/-2.1%) Target exceeded	≤ unemployment rate for individuals with high school credentials or less in the region		

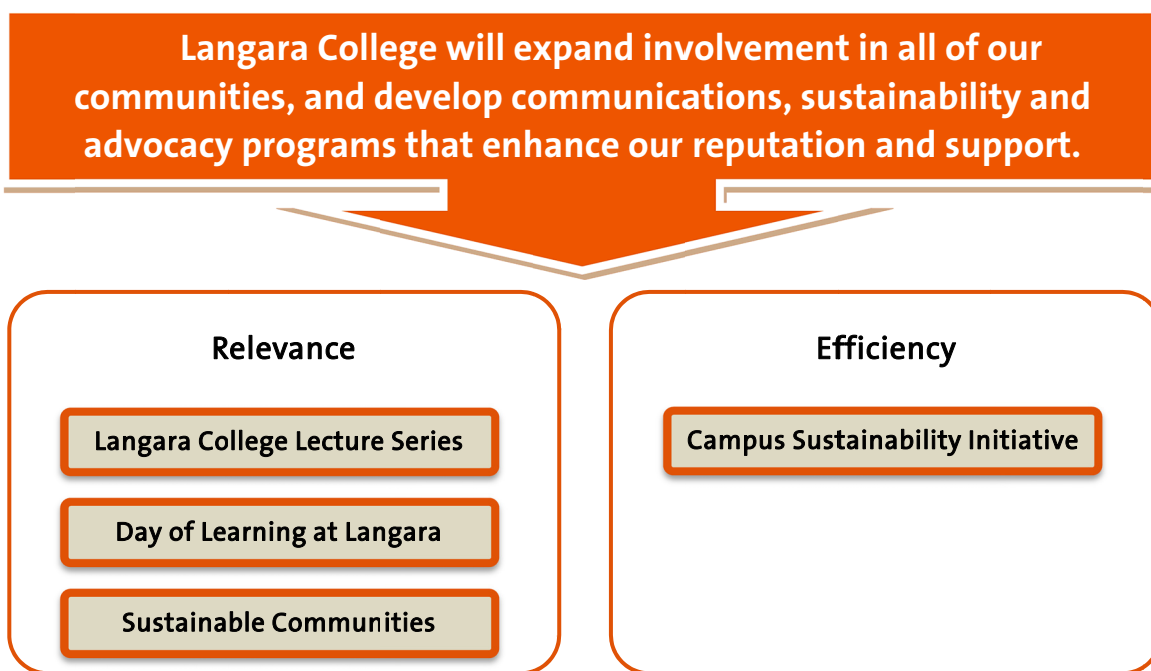
Langara did not meet the Ministry target for former Certificate, Diploma & Associate Degree students' ratings of 'usefulness of knowledge & skills in performing job'. For several years we have expressed our concern about the applicability of this measure, since it is highly influenced by the educational goals of the student population. A large portion of Langara's Certificate, Diploma & Associate Degree offerings are directed toward students in University Transfer programs, who do not necessarily share the same goals as students in Career, Vocational or Trades programs. According to the latest Student Outcomes research, 73% of Langara students continue their education elsewhere. Only 10% of employed former Arts and Science students had jobs very related to their education, and over half were working part-time. In contrast, 74% of employed former Langara Career/Vocational students were working in their fields, and these students have historically provided increasingly positive ratings of the 'usefulness' measure (85% in 2012, 83% in 2011, 82% in 2010).<sup>19</sup> We believe that this measure will continue to be challenging for any institutions that focus primarily on Arts and Sciences education.

<sup>19</sup> BC Diploma, Associate Degree and Certificate Student Outcomes (DACSO) Survey, 2012.



**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.



Performance Measures	2011/12 Actual	2012/13 Targets	2012/13 Results	2013/14 Targets	2014/15 Targets	2015/16 Targets
Langara College Lecture Series	20 lectures	Maintain or increase	20 lectures		Maintain or increase	
Day of Learning at Langara	1	Maintain or increase	1		Maintain or increase	
Sustainable Communities	1 week Summer School	Maintain or increase	1 week Summer School		Maintain or increase	
Campus Sustainability Initiative <sup>20</sup>	11% energy reduction	12-15% energy reduction	13% energy reduction	15-18% energy reduction		

<sup>20</sup> Energy reduction Targets and Actuals measured from base year of 2009/10, adjusted for variation in weather and building space.

**Institutional Capacity**

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



Performance Measures	2011/12 Actual	2012/13 Targets	2012/13 Results	2013/14 Targets	2014/15 Targets	2015/16 Targets
Facilities expansion	Completed schematic design and costing for Master Plan build-out.	Set Master Plan priorities and prepare business plans.	Decided to self-fund construction of Sciences building.	Begin Construction of Sciences building. Submit business cases to Ministry for Building A renewal and Creative Arts building	Construction of Sciences building	Complete Sciences building, Fall 2015
Employee Excellence Awards	3	Maintain or improve	3	Maintain or improve		

**FINANCIAL INFORMATION**

Langara College has maintained a balanced budget for years and will remain committed to financial accountability and sustainability. For the most recent financial information, please see the Audited Financial statements available at the web site of the Ministry of Advanced Education:

<http://www.aved.gov.bc.ca/gre/financial.htm>.