

Accountability Plan & Report

2013/2014

Langara.

THE COLLEGE OF HIGHER LEARNING.

**This is not just a college. It's a springboard. It's a catalyst.
It's conversations instead of lectures. Students instead of
numbers. A compass to help you navigate the great beyond.
It's not the start, nor the finish. It's a makeover for your
mind. This is Langara. The college of higher learning.**

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Office of the Board of Governors

June 27, 2014

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:

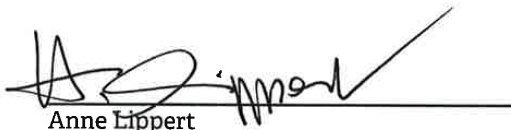
We are pleased to submit the Langara College Accountability Plan and Report for the 2013/14 Reporting Cycle. This document was prepared under our direction in accordance with the Budget Transparency and Accountability Act and describes the progress made towards achieving the College's goals, objectives, performance measures and targets for 2013/14.

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 and in our 2013-2015 Strategic Priorities: 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



Lane Trotter
President and CEO

Langara.
THE COLLEGE OF HIGHER LEARNING.

INTRODUCTION

This report is produced in compliance with the Government Letter of Expectations for fiscal year 2013/14, 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 are a proud college, with a goal to be the best in Canada. Our mission and vision is to provide accessible educational opportunities that meet the needs of our diverse community and to support exceptional learning experiences that lead to employment, career advancement, and further education. We are firm believers in life-long learning and deliver on this commitment by charting exceptional educational pathways for students of all ages, backgrounds, and life stages. Langara plays a critical role in preparing students with the skills and knowledge needed for high-demand occupations both in our local region and in other communities in BC where growth is expected due to planned economic development.

We offer the most comprehensive university transfer program of any BC college, 4 baccalaureate programs, 22 career programs, and continuing studies courses in 60 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 community. The College served approximately 21,000 students in the 2013/14 fiscal year.

To facilitate an accessible and rewarding learning experience, Langara is continuously expanding and updating its offerings. Langara's small classes (33 students, on average) allow more individual attention from instructors and increased student interaction, which fosters teamwork and communication skills. For years, Langara has been one of British Columbia's leading colleges, providing more transfer students to BC universities than any other college or institute¹. In light of the rising cost of post-secondary education, attending Langara College makes economic sense. Compared to those attending a research university, students who take their first two years at Langara can save almost \$7,000 on tuition², while those who complete a baccalaureate at Langara could save approximately \$18,200³.

¹ Student Transitions Project, Post-Secondary Student Mobility Pivots (2011/12 to 2012/13).

² For a 120-credit Arts degree, of which 60 credits are completed at Langara. Calculation is based on the 2013/14 general cost per credit posted by UBC and Langara. SFU differential is higher.

³ Based on the 2013/14 tuition posted online for UBC's Bachelor of Commerce, General Business Administration and Langara's Bachelor of Business Administration.

2009 - 2014 Strategic Plan

VISION

Langara is a leading college in British Columbia. Learners choose Langara College because we are well-known and recognized for providing exceptional learning opportunities that lead to future education and career advancement. The opportunities we provide include:

- 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 earners.
- 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 our employees and recognize our responsibility to actively foster 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

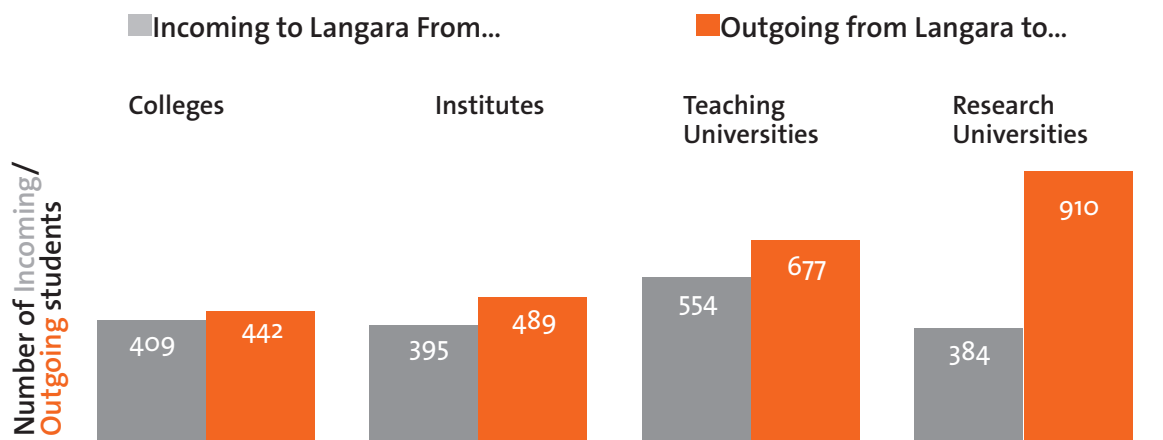
- **Student Focus:** Focusing on students is the thematic and overarching strategic priority. All other priorities exist in support of this. Langara will be positioned as the college of choice for learners of all ages. We will provide our diverse student community with the services, programs, skills and experiences to be productive, creative, and engaged global citizens.
- **Employee Sustainability:** Langara will successfully serve our community through our ability to attract, recruit, retain, and engage employees. Appreciating and recognizing our valued employees is essential to this priority. Fostering a culture of engagement and respect will continue to be a priority.
- **Financial Sustainability:** Langara will continue to build the financial flexibility required for innovation, new opportunities and growth. This means diversifying and increasing revenue generating partnerships to ensure financial resiliency. In support of this, an engaged Foundation will expand financial aid for students and enhance our capital project development. Environmental sustainability will continue to be a cornerstone of college operations.
- **Communication and Advocacy:** Langara will expand our profile with key stakeholders and strengthen our base of support. We will increase awareness of our outstanding achievements and successes, and grow community and alumni involvement. Communication with students and employees will build better understanding of what we do and how we positively impact individuals and communities.

Planning and Operational Context

STUDENT DEMOGRAPHICS

The Province defines the Langara College service area as the combination of Vancouver, Richmond and Burnaby school districts⁴. For the last five years approximately 80% of Langara’s students have listed their residence within this region. Langara’s primary demographic is 18 to 24 year old students (73% in 2013/14), but we also serve many who are entering or returning to school later in life, retraining for new careers or advancing their professional qualifications. More than three quarters of Langara credit studies students are registered in University Transfer programs (78% in 2013/14), and we successfully transfer more students to research and teaching-intensive universities than any other BC college or institute⁵. However, Langara is not just a sending institution; we are also the second highest recipient of transfer students in the College and Institutes sector. In 2012/13 Langara received over 1,700 transfer students from BC colleges, institutes and universities.

2012/13 Pathways of Transfer Students To and From Langara



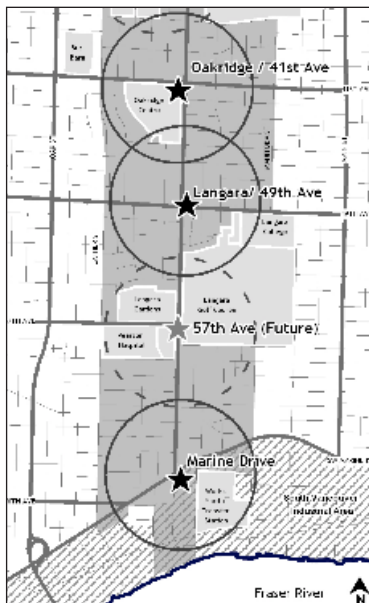
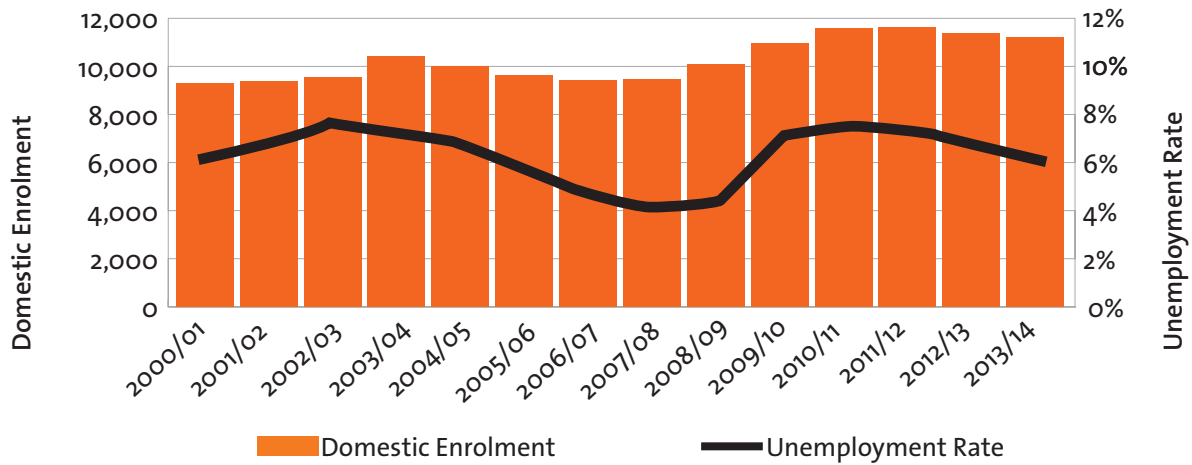
⁴ Order of the Lieutenant Governor in Council; Order in Council No. 0077, approved Jan. 12, 1994.

⁵ Student Transitions Project, Student Mobility Pivots (2002/03 to 2012/13).

⁶ P.E.O.P.L.E 2013 Projection Model, BC Stats, Government of British Columbia.

The total population of the Langara College service area grew by 1% in the last year, and is expected to increase by 3% between 2014 and 2017⁶. Enrolment at Langara generally reflects the population growth, modified by economic indicators such as regional unemployment. 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 2014/15.

Historic Domestic Enrolment and Unemployment Rate

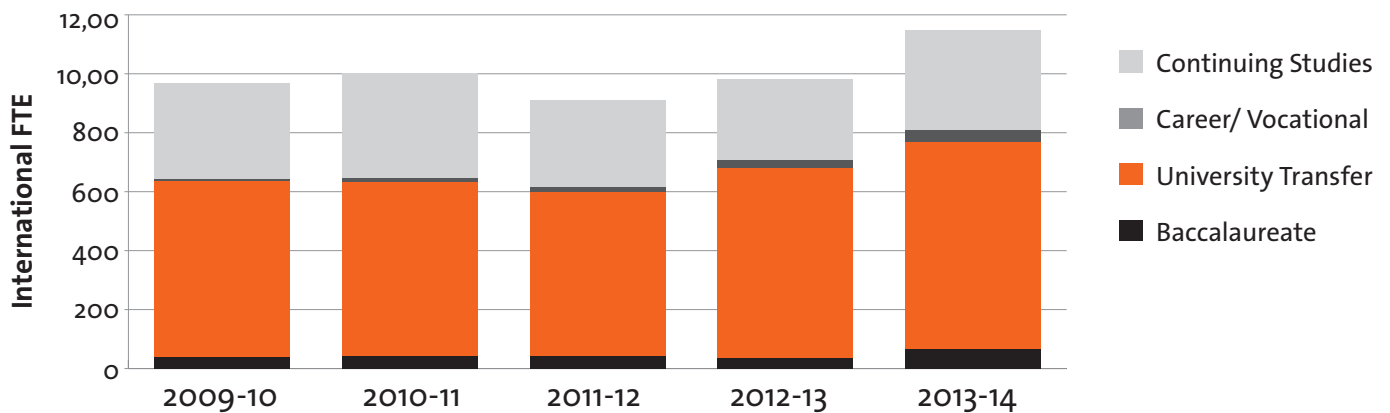


It should be noted that the above population projection does not take into account Vancouver City Council’s 30-year development plan for the Cambie Corridor. This plan calls for the construction of higher density, mixed use, sustainable neighbourhoods along Cambie Street from 16th Avenue to the Fraser 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 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 space⁷. 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 102% of the Government domestic FTE enrolment target and maintaining wait lists for many popular courses. The College is working on greater efficiencies in enrolment, course planning and space utilization in order to uphold academic excellence, innovation and quality undergraduate opportunities for all students, while maintaining a balanced budget.

⁷ Graphic and information provided by the Cambie Corridor Plan, City of Vancouver.

International students are becoming a rapidly increasing component of Langara's student body. International students came from 68 different countries in 2013/14, and comprised 13.7% of total FTE enrolment. Many international students take advantage of our extensive Homestay network to broaden their experience by living with Vancouver families. Langara's Summer English Language Program draws students from all over Asia. Our long-standing Takudai Program provides seven months of international language and experience to students from Japan's Takushoku University. Several additional agreements with individual international institutions and organizations allow for a wide variety of opportunities for international students at Langara, and for our domestic students abroad.

International FTE by Fiscal Year



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 continue through 2020⁸. Thirty long-term Langara employees retired in 2013/14 and 47 are continuing to work past age 65. Another 155 employees (seven administrators, 22 staff and 126 faculty) will reach 65 years of age between 2014 and 2020. This sector-wide trend is expected to lead to increased competition to secure suitable replacements. In addition, the cost of living associated with Langara's location is making it progressively more difficult to fill a broad range of vacant professional positions. The College 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.

⁸ Peak retirement year.

New Directions & Initiatives

Langara is focused on being the best college by 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 Strategic Plan, the College continues to be committed to enriching the student experience, strengthening our program offerings, improving our facilities and nourishing our relationship with our communities at home and abroad, all while maintaining fiscal responsibility and sustainability.

ACADEMIC FOCUS

In 2014, Langara will be launching our first Academic Plan. Over the next five years we will enhance our strengths and explore new opportunities within the framework of five academic priorities: Learning and Teaching, Student Support, Aboriginal Opportunities, International Opportunities, and Sustainability. Academic growth and innovation will be supported through the Teaching and Curriculum Development Center, charged with assisting faculty with curriculum development, review and renewal. Langara also plans to establish a Center for Industry and Community Research, which will complement classroom experiences with applied research opportunities for students and faculty.

Even as the Academic Plan was being developed, Langara was reviewing, analyzing and improving our existing student experiences. An in-depth review of academic offerings has resulted in several changes, focusing on delivering optimum pathways to students. To provide strong foundations for both international and domestic students, we have launched Access Langara, a program that offers enriched instruction in English language and composition for students beginning their post-secondary studies. Students enrolled in the program gain enhanced English instruction, an introduction to area-specific vocabulary, exposure to the College's academic resources, and communication tools to succeed in college and university studies. Optimization of programming and newly negotiated accords between institutions will allow Langara's one year Engineering Transfer program to move seamlessly into second year Engineering at other BC institutions, and at the University of Idaho. And after our initial success as the Vancouver venue for the University of Northern BC's MBA program, Langara will be expanding that agreement to include UNBC's Bachelor of Social Work program. BSW classes will be offered on evenings and weekends to accommodate working professionals.

Langara is also in the process of launching several post-degree certificate and diploma programs designed for students seeking improved employment opportunities. Langara's Applied Urban and Rural Planning diploma program will be replaced by a post-degree diploma targeted to those who already work in Urban Planning. Langara's post-graduate certificate in Nursing Leadership and Management has been reworked and expanded to include both a post-degree certificate and a post-degree diploma. These programs are aimed at preparing internationally educated nurses for application for nursing licensure and for nursing practice positions. Future plans include post-degree diplomas in General Business, Marketing and Accounting. The diversity of these post-graduate programs will meet market demand, provide learning opportunities for individuals in career transition, and support the BC Jobs Plan and Provincial International Education Strategy.

INTERNATIONAL EDUCATION

Langara has been working diligently to provide our students with an environment rich with international learning and experiences. In 2013/14, Langara signed an agreement with Masinde Muliro University of Science and Technology, creating an opportunity for Langara Bachelor of Science in Nursing students to gain international clinical experience in Kenya. We also approved a new student exchange agreement with Tokiwa University in Japan. In 2014/15 Langara will host students from South Eastern Louisiana University. In addition, we are working with Shenzhen Polytechnic Institute in China toward a study abroad program for Langara Bachelor of Business Administration students.

Langara is on track to meet the government goal of a 50% increase in international enrolment by 2015/16. International students from 68 different countries represented 12% of regular studies and 25% of continuing studies FTE enrolment in 2013/14. These students provide breadth of experience to all Langara students, international and domestic. Many international students live with Metro Vancouver families, either through our extensive network of more than 1,200 Homestay families, or as part of Langara's Summer English Language Program. The Homestay program not only provides Langara College with revenues to support institutional priorities, but also supplements the income of participating families in the region. Langara's Homestay network currently supports International Education initiatives for Vancouver School Board, Burnaby School District and UBC Continuing Studies, and we are looking to branch out to serve other public sector education and advanced education institutes.

ENROLMENT MANAGEMENT

Langara is developing a strong foundation in enrolment management, and the resulting strategies continue to evolve as environmental conditions change. Plans are progressing that will allow Langara to contribute to Provincial initiatives. In support of the Government's goal of increasing International enrolment, we are developing data-driven enrolment strategies that promote optimal course offerings for a balanced domestic and international student population. In support of the BC's Skills for Jobs Blueprint and BC Jobs Plan, the actualization of Langara's new Academic Plan will ensure that we continue to provide students with affordable and exceptional educational opportunities that meet labour market needs. To further support student pathways to employment, the College is researching the development of an integrated career centre.

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 data management. A comprehensive review of Information Technology systems and architecture will provide the basis of a strategy for optimizing and maintaining the College's data management systems. Access to the resulting high quality data will promote effective and efficient information-based planning. These efforts will be supported by the analytic capabilities of the Office of Institutional Research and the deployment of business intelligence software, allowing enhanced access to analyses and forecasting, and measurement of progress against established targets.

STUDENT SERVICES

As part of the College's sustained effort to provide a welcoming, meaningful and engaging educational experience, we continue to broaden the range of learner support offered. Building upon the recently created Aboriginal Gathering space and in collaboration with the Musqueam First Nation, Langara has expanded our support for Aboriginal students by piloting an Elder in Residence program. This effective and culturally relevant support has since become permanent and greatly valued program at the College. Recognizing that supporting student success is more than just connecting them to services, the College continues to expand opportunities for students to get engaged and develop as leaders. Through the support of the Student Engagement Centre, significant growth has been achieved in both the number of student-led clubs and the variety of volunteer experiences available on-campus, in the local community and abroad. This work has fostered a greater level of student leadership, and an increase in student life activities and special events.

Langara has also improved support for students with disabilities. College Health Services has increased the availability of onsite mental health support, and added a new protocol to assess and treat students with Attention Deficit Disorder. The multidisciplinary Behavioural Intervention Team (BIT) continues to support the learning and working environment of students and employees by advancing procedures and protocols for the response to and care of students displaying concerning behavior.

FACILITIES

Langara remains committed to developing the facilities required to support the growth and improvement of the institution and provide 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 Plan. Ground was broken in late 2013, and the new Langara Sciences and Technology building is expected to be complete by Spring 2016. The new building will add over 12,000 square metres of much needed space to the College campus. It will house state-of-the-art biology, chemistry, physics, astronomy, nursing, and computing science labs, as well as a lecture hall, multi-purpose classrooms and collaborative study spaces. Langara is actively pursuing 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, Langara has reduced energy consumption by 19% (3,360,000 kilowatt hours) and greenhouse gas emissions by approximately 26% (436 tCO₂e). We have extended our commitment to BC Hydro's Energy Manager Program, and are implementing several more projects, including facilities system upgrades, Green IT solutions in student labs and employee workstations, and an extended recycling program. A 2013 waste audit demonstrated that the majority (73%) of Langara's landfill contribution consisted of compost and consumed paper (primarily fully compostable paper towel). In response, Langara extended our existing recycling program to include composting, paper towels, plastics and mixed containers. By late 2013, Langara had accomplished a 39% increase in the amount of waste we divert from the landfill into recycling and composting. Langara's facilities department is continuing to work with students and staff to increase awareness and compliance with the new program.

EMPLOYEE SUSTAINABILITY

Langara is dedicated to implementing programs that build upon respect, excellence, recognition and engagement. Langara's Leadership Development Program has now trained 130 employees in leadership and leadership coaching. The next phase of the program is succession planning, beginning with executive-level positions. In 2013/14 the college, in collaboration with WorkSafe BC, rolled out a respectful workplace program with full participation from all employees. The College employee recognition policy was revised, and teaching, service and leadership excellence awards now come with \$2,000 per recipient for professional or leadership development activities. The long service recognition program was enhanced to offer recipients a choice of awards, and enabling staff to donate to the college foundation or a scholarship or bursary. We continue to fund and encourage professional development and workplace wellness initiatives. Recently, Langara received the Canadian Cancer Society's Community Champion Award in recognition of our commitment to develop a workplace wellness approach that focuses on creating a healthy campus environment and supports the overall wellbeing of our employees.

Goals, Objectives, Performance Measures, Targets & Results

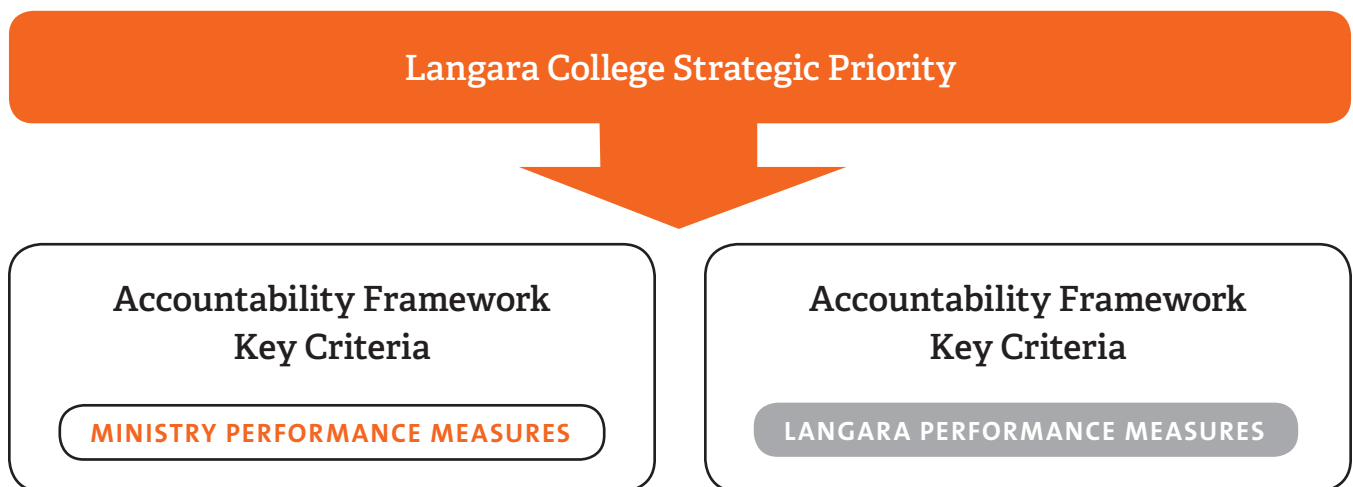
MINISTRY OF ADVANCED EDUCATION GOALS FOR 2014/15-2016/17:

1. Students are supported to achieve their education, employment and training goals.
2. Maintain a quality post-secondary education system that provides B.C. with a global competitive advantage.
3. An innovative approach to education and training that maximizes return on investment and supports British Columbia's diverse communities.

MINISTRY OF ADVANCED EDUCATION ACCOUNTABILITY FRAMEWORK KEY CRITERIA:

1. Capacity: The BC public post-secondary system has sufficient capacity to meet the evolving needs of the province.
2. Access: The BC public post-secondary system provides equitable and affordable access for residents.
3. Quality: The BC public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students.
4. Relevance: The BC public post-secondary system is relevant, having the breadth and depth of programming to meet the evolving economic needs of the province.
5. Efficiency: The BC public post-secondary system is efficient, providing multiple and flexible student pathways with clear returns on public and individual investments.

This section includes the Langara College strategic priorities 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 priority and objective, the associated Ministry Key Criteria, and the performance measures⁹ used to gauge progress. The tables that follow provide the baseline, annual targets, and results for each performance measure.

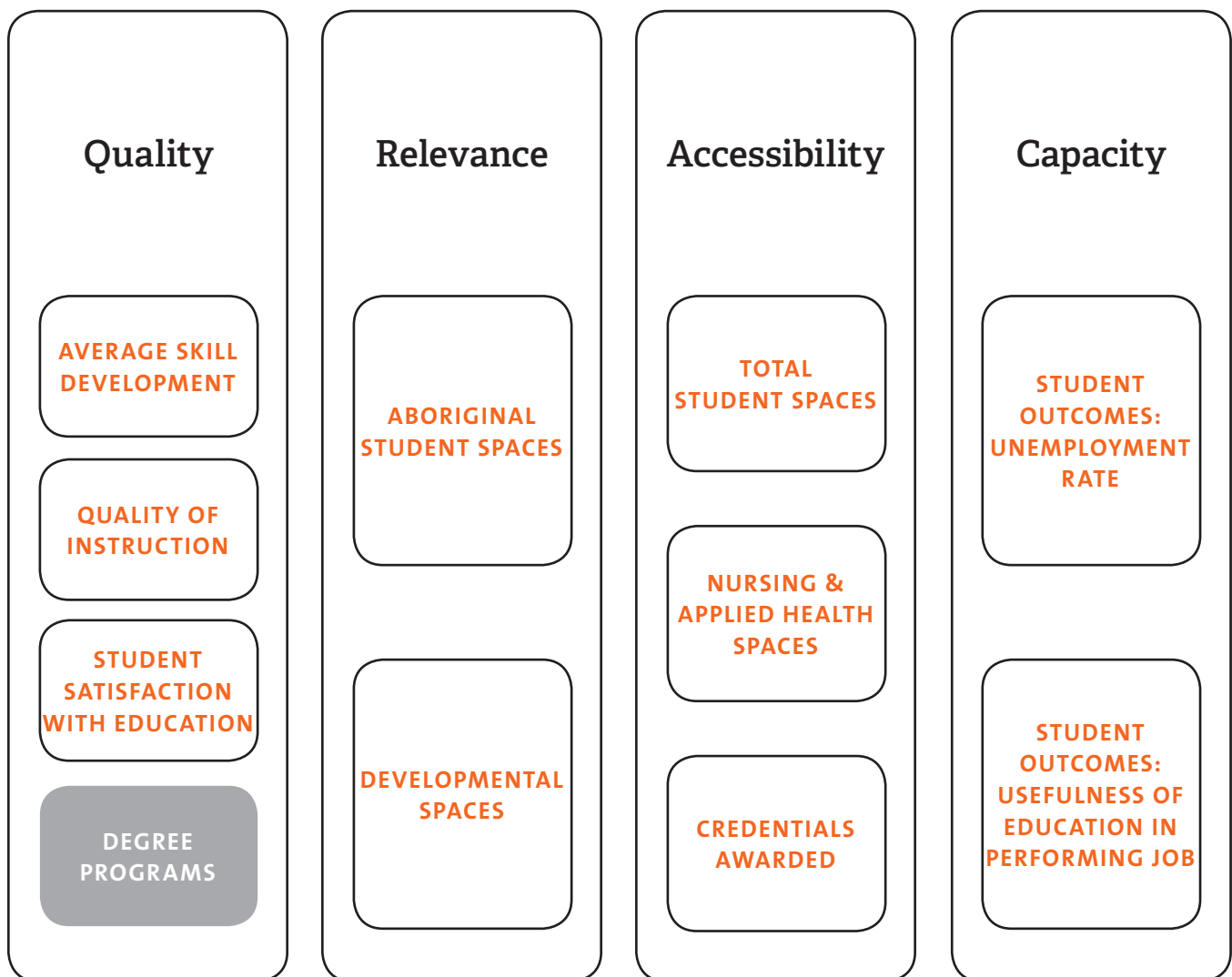


⁹ Langara internal performance measures colour coded at Ministry request.

STUDENT FOCUS

Focusing on students is Langara's thematic and overarching strategic priority. All other priorities exist in support of this. Langara will be positioned as the college of choice for learners of all ages.

Langara will provide our diverse student community with the services, programs, skills and experiences to be productive, creative, and engaged global citizens.



STUDENT FOCUS – QUALITY

Performance Measures	2012/13 Actual	2013/14 Targets	2013/14 Results	2014/15 Targets	2015/16 Targets	2016/17 Targets
Former Certificate, Diploma & Associate Degree students						
Satisfaction with education	95.4% (+/-0.9%)	≥90%	94.9% (+/-0.9%) Target achieved ¹⁰		≥90%	
Quality of instruction	97.0% (+/-0.7%)	≥90%	97.5% (+/-0.6%) Target achieved		90%	
Average skill development	74.2% (+/-1.9%)	≥85%	75.5% (+/-1.8%) Target substantially achieved		≥85%	
– Written communication	72.0%	N/A	72.8%		N/A	
– Oral communication	66.0%	N/A	66.3%		N/A	
– Group collaboration	74.0%	N/A	75.3%		N/A	
– Critical analysis	78.1%	N/A	79.4%		N/A	
– Problem resolution	70.4%	N/A	73.4%		N/A	
– Learn on your own	78.6%	N/A	79.1%		N/A	
– Reading & comprehension	80.3%	N/A	82.2%		N/A	
Baccalaureate graduates						
Satisfaction with education	93.6% (+/-3.1%)	≥90%	95.2% (+/-2.9%) Target achieved		≥90%	
Quality of instruction	92.0% (+/-3.4%)	≥90%	90.6% (+/-3.9%) Target achieved		≥90%	
Average skill development	86.2% (+/-4.4%)	≥85%	82.4% (+/-5.2%) Target achieved		≥85%	
– Written communication	83.2%	N/A	78.6%		N/A	
– Oral communication	84.4%	N/A	80.8%		N/A	
– Group collaboration	89.3%	N/A	90.5%		N/A	
– Critical analysis	87.5%	N/A	82.9%		N/A	
– Problem resolution	78.2%	N/A	76.4%		N/A	
– Learn on your own	93.5%	N/A	87.5%		N/A	
– Reading & comprehension	87.4%	N/A	79.8%		N/A	
Number of applied Baccalaureate programs	4	Maintain or Expand	4		Maintain or expand	

¹⁰ 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).

STUDENT FOCUS – ACCESS

Performance Measures	2012/13 Actual	2013/14 Targets	2013/14 Results	2014/15 Targets	2015/16 Targets	2016/17 Targets
Aboriginal student spaces¹¹	187 FTE	No target set	189	No target set, this is a descriptive measure only		
Developmental student spaces	240 FTEs	252 FTEs	239 FTE Target substantially achieved	252 FTEs	252 FTEs	TBD

STUDENT FOCUS – CAPACITY

Performance Measures	2012/13 Actual	2013/14 Targets	2013/14 Results	2014/15 Targets	2015/16 Targets	2016/17 Targets
Total student spaces	7,370 FTEs	7,056 FTEs	7,232 FTE Target achieved	7,056 FTEs	7,056 FTEs	TBA
Student spaces in Nursing and Allied Health programs	764 FTEs	670 FTEs	894 FTE Target exceeded	670 FTEs	TBA	TBA
– Student spaces in Allied Health	271 FTE	N/A	377 FTE	N/A	N/A	N/A
– Student spaces in Nursing	493 FTE	N/A	517 FTE	N/A	N/A	N/A
Total credentials awarded¹²	1,095	1,085	1,211 Target exceeded	TBA	TBA	TBA

¹¹ Aboriginal student spaces (FTEs) was added in 2011/12 as a descriptive measure only. Results from the 2013/14 reporting year are based on the 2012/13 fiscal year Student Transitions Project data.

¹² Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2013/14 reporting year are a three-year average of the 2010/11, 2011/12 and 2012/13 fiscal years.

STUDENT FOCUS – RELEVANCE

Performance Measures	2012/13 Actual	2013/14 Targets	2013/14 Results	2014/15 Targets	2015/16 Targets	2016/17 Targets
Student outcomes: Usefulness of knowledge & skills in performing job						
Former Certificate, Diploma & Assoc. Degree students	76.1% (+/-4.3%)	≥90%	76.2% (+/-4.2%) Target not achieved		≥90%	
Baccalaureate graduates	85.8% (+/-4.6%)	≥90%	92.4% (+/-3.6%) Target achieved		≥90%	
Student outcomes: Unemployment rate						
Former Certificate, Diploma & Assoc. Degree students	8.1% (+/-2.6%)	≤12.5%	8.7% (+/-2.6%) Target Exceeded	≤ Unemployment rate for individuals with high school credentials or less in the region		
Baccalaureate graduates	2.8% (+/-2.1%)	≤12.5%	0.0% (+/0.0%) 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. According to the latest Student Outcomes research, 74% of Langara students continue their education elsewhere. At the time of survey, students with a goal of university transfer are more likely to be employed part-time to subsidize the cost of their education, than to have jobs in their targeted field. In contrast, 74% of employed former Langara Career/ Vocational students were working in their intended field¹³, and these students have historically provided positive ratings of the 'usefulness' measure (≥75% in all of the last 5 years¹⁴). And 92% of our bachelor degree graduates felt that the skills and knowledge they gained at Langara were useful in their jobs.

¹³ BC Diploma, Associate Degree and Certificate Student Outcomes (DACSO) Survey, 2013.

¹⁴ Performance Measure Results, provided by the Ministry of Advanced Education.

EMPLOYEE SUSTAINABILITY

Langara will successfully serve our community through our ability to attract, recruit, retain, and engage employees.

Appreciating our valued employees is essential to employee sustainability. We will foster a culture of leadership, engagement and respect for individuals.

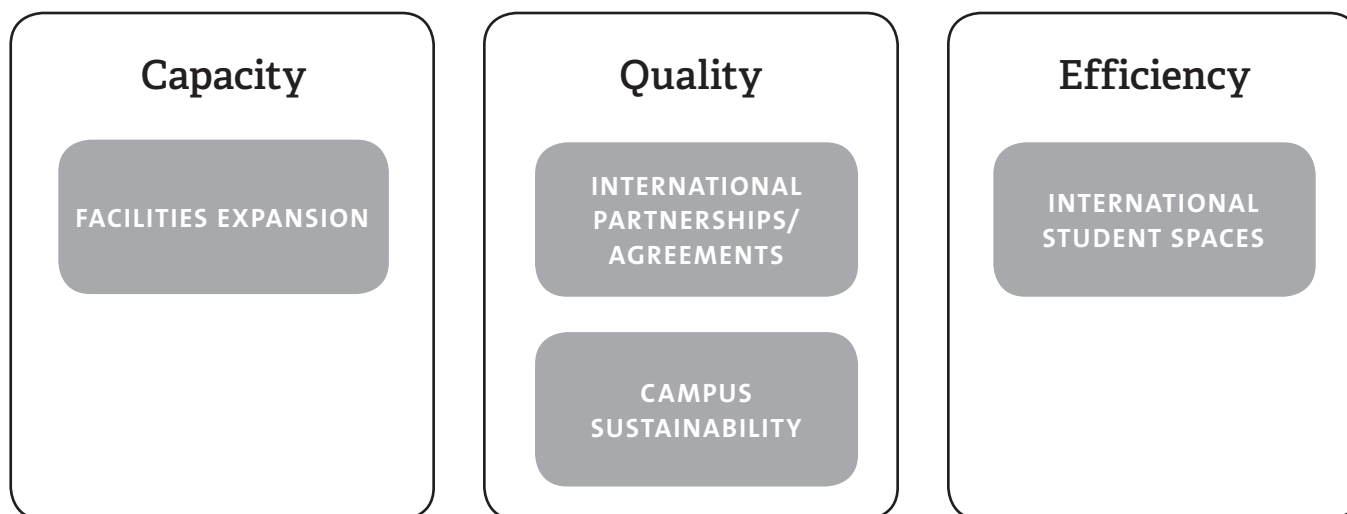


Performance Measures	2012/13 Actual	2013/14 Targets	2013/14 Results	2014/15 Targets	2015/16 Targets	2016/17 Targets
Langara Employee Development	4,428 instructional hours	Maintain or increase	5,318 instructional hours		Maintain or increase	
Employee Recognition and Service Awards	3	Maintain or increase	3		Maintain or increase	

FINANCIAL SUSTAINABILITY

Langara will continue to build the financial flexibility required for innovation, new opportunities and growth.

Langara will diversify and increase revenue generating partnerships to ensure financial resiliency. Business processes will be reviewed for efficiency. Physical capacity will be leveraged and increased, while maintaining our focus on environmental sustainability.



Performance Measures	2012/13 Actual	2013/14 Targets	2013/14 Results	2014/15 Targets	2015/16 Targets	2016/17 Targets
Facilities expansion	Decided to self-fund construction of Sciences building.	Begin construction of Sciences building.	Began construction of Sciences & Technology building.	Construction of Sciences & Technology building	Complete Sciences & Technology building	TBD
Campus Sustainability Initiative¹⁵	13% energy reduction	15-18% energy reduction	19% energy reduction	21% energy reduction	23% energy reduction	25% energy reduction
International partnerships/ agreements	26	Maintain or increase	34	Maintain or increase		
International student spaces	981 FTEs	≥ 981 FTE	1,148 FTE	Contribute to Provincial target of 50% increase from 2011/12		≥ Previous year

¹⁵ Energy reduction Targets and Actuals measured from base year of 2009/10, adjusted for variation in weather and building space.

COMMUNICATION AND ADVOCACY

We will expand Langara's profile and develop clear lines of communication with students, employees and key stakeholders.

Langara will strengthen our base of support by increasing awareness of our outstanding achievements and successes, and expanding community and alumni involvement. Communication with students and employees will build better understanding of what we do and how we positively impact individuals and communities

Quality

COMMUNITY PARTICIPATION

INTERNAL COMMUNICATIONS

SOCIAL MEDIA ACTIVITY

Performance Measures	2012/13 Actual	2013/14 Targets	2013/14 Results	2014/15 Targets	2015/16 Targets	2016/17 Targets
Community Engagement	N/A	Increase Langara's community presence	39 Langara events open to the public	Maintain or increase		
Internal communications	N/A	Increase communication with students and employees	Internal Communications Plan drafted; This Is Langara internal campaign launched; employee newsletter launched	TBA		
Social Media Activity	N/A	Increase social media presence	Increased by 51%	+20%	+20%	+20%

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>.

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