

Accountability Plan & Report 2016/2017



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THE COLLEGE OF HIGHER LEARNING.

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Accountability Plan & Report 2016/17 Reporting Cycle

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Office of the Board of Governors
Office of the President

June 22, 2017

Honourable Linda Reid, Minister
Ministry of Advanced Education
PO Box 9870 Stn Prov Govt
Victoria, BC V8W 9T5

Dear Minister Reid:

We are pleased to submit the Langara College Accountability Plan and Report for the 2016/17 Reporting Cycle. This document was prepared under our direction in accordance with the Budget Transparency and Accountability Act, the BC Reporting Principles, and the Taxpayer Accountability Principles. It describes the progress made towards achieving Langara's goals, objectives, performance measures, and targets for 2016/17.

The 2016/17 Accountability Plan and Report aligns with Langara College's new Strategic Plan that was rolled out in January 2016 to be Canada's Pathways College.

The Langara 2020 Strategic Plan is focused on excellence, collegiality, innovation, and integrity. The College will move forward to provide students with the solid academic and experiential foundations necessary for success in their chosen pathway, whether that is further studies, entry into the labour market, or career advancement or transition.

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 2016/17 Langara College Accountability Plan and Report.

Yours sincerely,



Kwin Grauer
Chair, Board of Governors



Dr. Lane Trotter
President and CEO

INTRODUCTION

This report is produced in compliance with the Ministry Mandate Letter for fiscal year 2016/17, which outlines the respective roles, responsibilities, and performance expectations of the Government and the College. The 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 document 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. 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 BC communities.

We offer the most comprehensive university transfer program of any BC college: eight baccalaureate programs, 21 career programs, and continuing studies courses in nearly 80 subject areas. Students can pursue programs of study leading to a post-degree certificate or diploma, bachelor's degree, associate degree, diploma, certificate or citation. We also provide 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 institutions and 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 over 23,000 students in the 2016/17 fiscal year.

To facilitate an accessible, rewarding learning experience, Langara is continuously expanding and updating its offerings. Our small classes (33 students, on average) allow individual attention from instructors and increased student interaction, which fosters teamwork and communication skills. For years, we have been one of British Columbia's leading colleges, providing more transfer students to BC universities than any other college or institute¹.

¹Most recent data available from the Student Transitions Project, Mobility Pivots and Dashboard (2002/03 to 2015/16).

2020 Strategic Plan



2016/17-2020/21 STRATEGIC PLAN

Vision

Langara is Canada's pathways college. We provide students with the academic and experiential foundation to chart their course to further education, professional and personal development, and career success. Our Vision categories include:

- **Relevant, Innovative, and High-Quality Programming:** Langara helps students achieve academic and career success by offering a multitude of educational pathways to recognized credentials and further educational opportunities. We are committed to continuing to meet the evolving needs of our students, partner institutions, and employers.
- **Organizational Sustainability:** Langara's breadth of high-quality programming as well as our student and employee support services attract and retain students, faculty, and staff. Our programming appeals to local, international, and continuing studies students, creating a diversified financial base that enables the provision of high-quality academic experiences. We continuously seek efficiencies in the ways we teach and work through improvement and modernization of our business processes, IT systems, and physical spaces.
- **People and Culture:** Langara is a respectful community of engaged students and employees. Student-centred, high-quality instruction and services have made the College a top choice for students. Our students and alumni report very high satisfaction with their educational experiences. The growth in experiential learning opportunities has helped more students achieve their personal, educational, and career goals.
- **Communities:** Langara students and employees as well as the wider communities we serve regularly interact for mutual benefit. We welcome the input of alumni and industry leaders in educational activities and provide a wide range of life-long learning opportunities to our local communities. Our students give back to the community and learn from these service opportunities. The connections forged through increased engagement have led to a growing number of alumni and donors who support fundraising initiatives.

Mission

Langara College provides accessible, high-quality undergraduate, career, and continuing educational programs and services that meet the needs of our diverse learners and the communities we serve.

Values

Our values describe what we believe in and how we will act as we implement the Strategic Plan. These values are based in part on those identified during the development of our Academic Plan, and include:

- **Excellence:** We strive for excellence - for our students, in teaching and learning, and in all aspects of administering the College.
- **Collegiality:** We welcome and include diverse people and perspectives, collaborating in mutual respect and dignity.
- **Innovation:** We are forward thinking and open to new ideas, approaches, and technologies.
- **Integrity:** We act in the interests of our students, with honesty and transparency, and are responsible stewards of public resources.

Thematic Priority

While all outcomes in the plan are important, the particular focus for the first two years is supporting our mission for academic excellence by prioritizing financial sustainability.

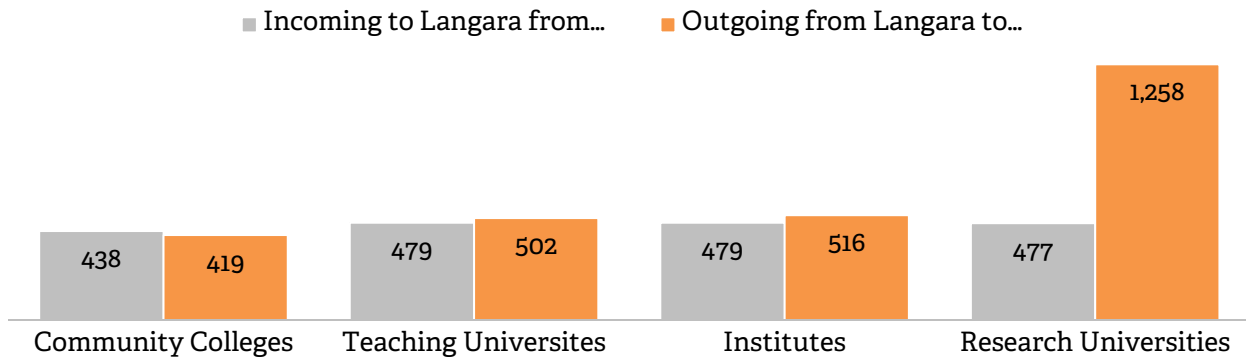
Strategic Context



STRATEGIC CONTEXT

The Province defines the Langara College service area as the combination of Vancouver, Richmond, and Burnaby school districts². For more than ten years, approximately three quarters of our students have listed their residence within this region. The College’s primary demographic is 18 to 24 year old students (76% in 2016/17), but we also serve many who are entering or returning to school later in life, retraining for new careers or advancing their professional qualifications. Almost three quarters (71% in 2016/17) of our credit studies students are registered in University Transfer programs, and we successfully transfer more students to research and teaching-intensive universities than any other BC college or institute. However, Langara is not just a sending institution; of all BC colleges, we are also the second highest recipient of transfer students. In 2015/16, we received over 1,800 transfer students from BC colleges, institutes, and universities³.

2015/16 Pathways of Transfer Students to and from Langara



The total population of the College service area grew by 1% in the last year, and is expected to increase by 6% between 2017 and 2022⁴. Langara’s domestic enrolment generally reflects the population change in the 18-24 age group, modified by economic indicators such as regional unemployment. It should be noted that the below population projection does not take into account two factors that may influence future enrolment. Langara draws a majority of our students from the 18-24 year old cohort, a population that is projected to decrease by 17% in the next 5 years⁵, partially influenced by the rapid escalation of regional housing costs. However, this may be counterbalanced by the development of the Cambie corridor, which will increase urban density in our neighbourhood, with the potential for significant impact on our long-term enrolment and space utilization planning. The College is working toward greater efficiencies in enrolment, course planning, and space utilization in order to maintain a balanced budget while upholding academic excellence, innovation, and quality undergraduate and post-degree opportunities for all students.

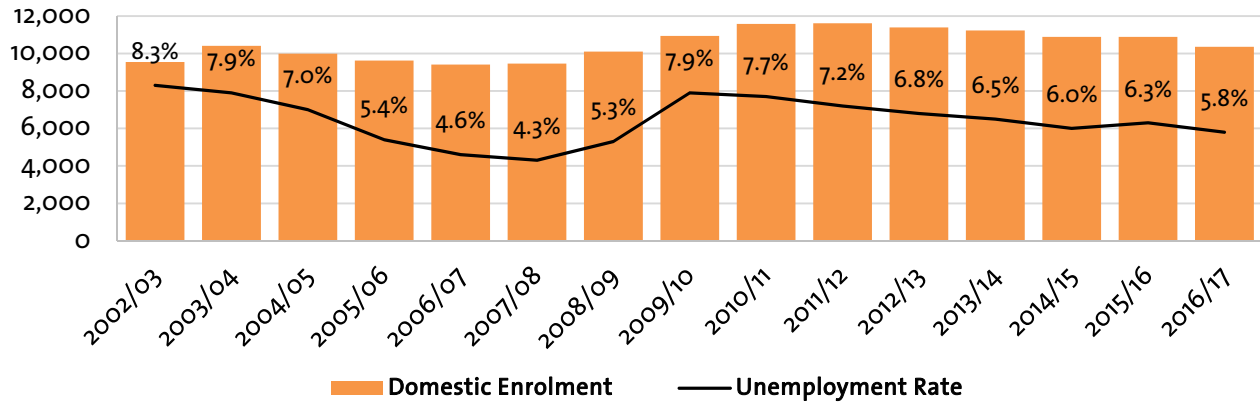
² Order of the Lieutenant Governor in Council; Order in Council No. 0077, approved Jan. 12, 1994.

³ Most recent data available from the Student Transitions Project, Mobility Pivots and Dashboard (2002/03 to 2015/16).

⁴ P.E.O.P.L.E 2016 Projection Model, BC Stats, Government of British Columbia. July 1, 2016.

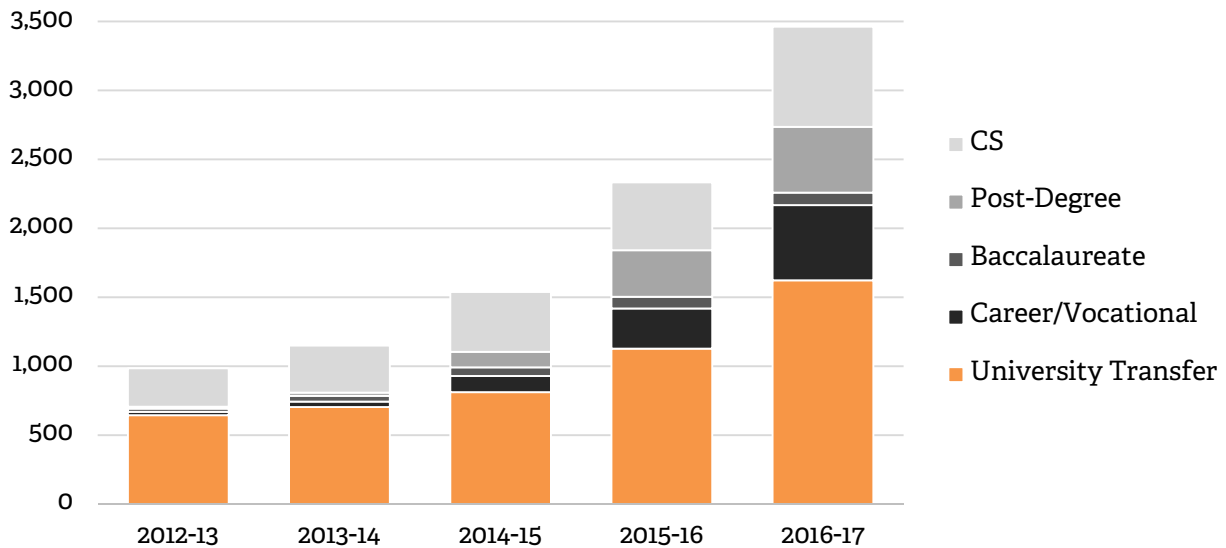
⁵ P.E.O.P.L.E 2015 Projection Model, BC Stats, Government of British Columbia. July 1, 2015

Historic Domestic Enrolment and Unemployment Rate



International students are a rapidly increasing component of our student body, coming from 77 different countries⁶, and comprising 33% of regular studies and 41% of continuing studies FTE enrolment in 2016/17. In addition to our traditional academic offerings, Langara is expanding our services for professionals seeking international experience and education. After two successful cohorts of custom training for post-secondary administrators from Yunnan province, China, we will welcome a third group in 2017/18. We have signed agreements with two Japanese universities to provide short-term, industry-specific English language programming and we will continue to collaborate with these institutions in the coming years. These diverse programs meet market demands, provide learning opportunities for individuals in career transition, and support the Provincial International Education Strategy and BC Jobs Plan.

International FTE by Fiscal Year



⁶ For student population of fiscal year 2016/17

New Directions and Initiatives



NEW DIRECTIONS AND INITIATIVES

Langara is moving into the future focused on excellence, collegiality, innovation, and integrity. In accordance with the direction provided by the 2020 Strategic Plan, the College is committed to our mission of academic excellence, while maintaining fiscal responsibility and sustainability. We are a teaching-centred institution which recognizes that both scholarly and experiential activity have important roles to play in providing students with the solid foundations necessary for success in their chosen pathways. We plan to enrich the student experience through strong, innovative, and diverse program offerings, improved facilities, excellence in teaching, and a collegial environment that respects diversity and integrity.

Academic Focus

The 2016/17 academic year was one of the busiest ever for Langara. The College welcomed its largest contingent of international students in its history; far exceeding the Provincial Government's target for achieving 50% growth in international student numbers by 2017. To address the strains that this unparalleled growth has placed on the academic administration and instructional faculty, the College has embarked on a review of its academic structure. With almost 10,000 FTE, the current three-faculty model is no longer sustainable. The College is now looking to expand the number of faculties and administrative supports for teaching to better reflect the new student population and to bring the College into alignment with like institutions across the province.

Rapid growth in international student numbers, coupled with changes in local population demographics for domestic college-age students, has required the College to review its Strategic Enrolment Management (SEM) plan. The College has started the planning process for a new SEM, with the objective of having a plan in place by the end of the 2017/18 academic year. A comprehensive and consultative process will provide an opportunity to develop a plan that explores all of the College's programs, practices, policies and planning with the objective of achieving optimal recruitment, retention and graduation of students.

Langara continues to evolve its program offerings with the development of new career and academic programs at the certificate, diploma and post-degree diploma credential levels. In addition, the College has commenced work on the development of two new applied degrees in Bioinformatics and Kinesiology. In order to maintain the currency of its programs and to ensure alignment of our programming with the needs of students and the community at large, Langara continues to monitor labour force dynamics.

Program review and renewal remains a priority for the College. As of December 2016, we have completed sixteen program reviews from across the departments of Biology, Chemistry, Canadian Studies, History and School of Management. Outcomes of the review process include opportunities to increase work-integrated learning opportunities and provide smooth pathways to research universities.

In addition to reviewing existing programs, Langara is actively developing new offerings that are consistent with government and local needs. Last year, we introduced a new Diploma in Financial Services Management and a Post Degree Diploma in Accounting. Programs under development include a Diploma in Applied Social Science and Humanities, a Diploma in Gerontology, a Citation in Reconciliation Carving, an Associate Degree in Art History, an Associate of Science Degree in Biology (Co-Operative Education) and a Post Degree Diploma in Data Analytics. These diverse new programs will meet market demand, provide opportunities for individuals in career transition, and support the BC Jobs Plan and Provincial International Education Strategy.

Langara strives to provide an optimal learning environment for students by being highly responsive to their needs and challenges. It is with this goal in mind that the College embarked upon an extensive collaboration process with all stakeholders to develop and implement a stand-alone sexual violence policy and response procedures that covers both students and employees. The College's Sexual

Violence and Misconduct Policy was passed in February 2017 prior to the May 19, 2017 deadline required by legislation. In accordance with the Sexual Violence and Misconduct Act (Bill 23), this new policy outlines a variety of procedures and provides a comprehensive list of services and supports that are accessible to victims and survivors. Moving forward, the College will be developing a strategy to foster greater awareness of the policy, inform the community about incident reporting procedures, and provide education and related training.

To further improve our overall learning environment, the College has established an interdisciplinary working group with the goal of developing a campus-wide Mental Health framework and strategy that will heighten our campus awareness and improve our institutional capacity for supporting student and employee mental health. In partnership with Canadian Mental Health Association (CMHA), the College plans to further engage the College community at-large over the coming year to gain input and feedback that will inform the development of the plan and priorities.

Langara continues to see dramatic increases in the demand for specialized supports and services. In response, the College unveiled a new renovated space for the Disability Services Department that provides increased capacity for exam accommodations as well as office space for newly-added support personnel. Additional student services personnel were also added in Counselling Services and the Office of the Registrar and Enrolment Services. To further reduce the financial barriers and stresses to our students, Langara proudly increased the total amount of bursaries provided to students by making available an additional \$116,000 this year, and has made plans to increase that amount by a further \$48,000 for next year.

Aboriginal Initiatives

Langara acknowledges its location on the unceded traditional territory of the Musqueam First Nation. The College prides itself on its responsibility, as outlined in the recommendations of the Truth and Reconciliation Commission, to work with First Nations, Aboriginal and Indigenous peoples. As such, we are excited to continue to expand our understanding of Aboriginal cultures and peoples and to welcome Aboriginal students to our campus.

In 2017, we developed a long term staffing structure to provide better support to the College community as we indigenize the curriculum and campus, as well as provide increased supports to students. This structure will include a Director of Aboriginal Education & Services, which will report directly to the Provost and Vice President Academic and Students. Recruitment for this position is currently underway. This new structure will include a support position, which will help in the recruitment and retention of students. The college has committed permanent funding to provide increased support from our Aboriginal Liaison Counsellor.

We have centralized a number of the support services for Aboriginal learners, including the Aboriginal liaison counsellor, Elders in Residence, academic tutors, and co-op education advising. We established the practice of an Aboriginal Elder drumming in the Platform Party for the College's annual Convocation Ceremonies. We increased and enhanced College-wide events, such as the Annual Student Honouring Ceremony at the Musqueam Nation, as well as the activities related to National Aboriginal Week.

Finally, we were pleased to support a community-based collaboration between our Aboriginal Studies and Fine Arts programs to create our new Reconciliation Carving Series. Originally conceived by the Aboriginal Initiatives Committee, and supported by Langara's Senior Leadership Team, the series is comprised of two carving courses and an applied research course. Students worked on individual projects, but also collaboratively on a group project to create two Coast Salish house panels that will be presented to Langara upon completion. The panels will honour the children of Indian residential schools and murdered and missing women throughout Canada.

International Education

Langara has been working diligently to provide our students with an environment rich with international learning and cultural experiences. We have expanded the cultural diversity of our student body to include growing numbers of students from China, India, Vietnam, Japan, Southeast Asia, and South America. As we continue to explore new markets, including Mexico, Colombia, and Ukraine, the diversity of our student population will increase. In addition, we launched several programs that offer increased opportunity for international and domestic students to work together as they develop skills for high-demand careers and pathways to immigration.

The College has increased international enrolment within the 2016/17 fiscal year by 46% over the previous year (regular studies and continuing studies combined). This success can be attributed to Langara College's commitment to student success service supports and the development of innovative programming that matches the aspirations of international student markets. To support our marketing and recruitment efforts in several high potential markets, Langara has engaged with in-country representation to promote our programming and provide prospects and applications with excellent student support services. Our post-degree programs in Web and Mobile App Design, Applied Planning, Business Administration, and Marketing Management have proven to be very successful and we have increased enrolment capacity for students in these programs. In 2016/17, we have also added post-degree programs in Supply Chain and Logistics, Nursing Diversity and Inclusion Leadership, and Accounting.

In addition to relevant programming, Langara provides a number of experiences that encourage international students to gain a deeper understanding of Canadian culture and opportunities for cross-cultural exchange. The i-Guide peer mentorship program continues to grow, offering new international students a chance to benefit from the guidance, advice, and support of a more experienced international student mentor during their first semester on campus. The initial year was a success, and we intend to expand the program to partnering domestic and international students. In recognizing and celebrating the cultural diversity on our campus and in our community, Langara has been hosting College-wide cultural events including Diwali, Lunar New Year, and International Education Week celebrations.

Many of our international students live with Metro Vancouver families, either as part of our robust Spring and Summer English Language Programs, or through our extensive network of more than 1,300 Homestay families for Langara students and other partner institutions. Besides providing revenues to serve institutional priorities and supplementing the income of participating families in the region, the Homestay program also supports international education initiatives for Vancouver School Board, Burnaby School District, UBC Continuing Studies, and Emily Carr University of Art and Design. Langara will continue to seek opportunities to serve other public sector education and advanced education institutions.

Planning and Success

This first year under the 2020 Strategic Plan saw the College make significant progress in all the vision categories and lay the foundation for continued improvement in the four years to come. The College has made significant progress towards our two-year thematic priority of financial sustainability in support of academic excellence. We continue to look at ways to improve our institutional sustainability further.

In the category of Organizational Sustainability, our IT department achieved improvements in the application of cloud-based and externally-managed business processes, and system reliability. Progress was also made on financial independence and employee succession and retention. Under the category of People and Culture, we continue to obtain very high student and graduate satisfaction and remain committed to aspiring towards 100% satisfaction across all groups. People Services (Human Resources, Payroll and Benefits, Policy Development) continues to focus on leadership and professional development for all faculty and staff, recruitment, and fostering a culture of collegiality and respect.

Langara thrives on a strong community, both on and off campus. Our diversity in people, course offerings, events, and alumni makes Communities an important category. The energy with which our students are ready to engage is best displayed in the number of volunteer hours they contributed this year: 8,200. The College's Advancement and Alumni office has implemented a comprehensive communications program that includes newsletters, events, news, all anchored by another successful Outstanding Alumni Awards. Through increased engagement with donors and partners, the value of bursaries awarded rose by almost 40% this year. In the area of Relevant, Innovative, and High Quality Programming, we continue to conduct program reviews and successfully added articulation agreements with provincial, national, and international partners.

The College is encouraged by the positive results so far in each of the four vision categories in support of our mission for academic excellence. Our values – excellence, collegiality, innovation, and integrity – continue to guide the community as we work to improve results and reach our goal to be “Canada's Premier Pathway Institution.

Since its founding as a separate business unit in 1997, Langara's Continuing Studies Division (CS) has grown steadily. It is now the largest and most successful College-based lifelong learning operation in British Columbia. This accomplishment is due to its clear and consistent mission: to offer a diverse array of non-credit programming for those seeking to attain personal and professional goals, but for whom the traditional student pathways are not a fit. From its beginning, CS has offered mainly part-time programming in business and computer technology, health and human services, creative and applied arts, and English for academic purposes. More recently, they are meeting the needs of our students for more professional qualifications by adding full-time programming: a two-year Diploma in Registered Massage Therapy and a Post Degree Diploma in Supply Chain & Logistics. A two-year Diploma in 3D Animation is currently under development. In addition, they have successfully licensed their Strategic Resilience for First Responders certificate to two other Canadian post-secondary institutions - a recognition of the value of the advanced programming being offered through Continuing Studies. As always, the College continues to support the portability of our programs by ensuring they qualify our students for all the relevant industry and professional designations.

The Foundation

The Advancement department was restructured in 2016 in an effort to meet Langara's 2020 Strategic Plan objective of increasing financial support to students. In 2016, the Foundation saw a 39% increase in financial activity through the activation of a new strategic plan. In addition, policy work was undertaken to create naming policies for the College as well as to enhance the gift acceptance policies for the Foundation. Included in the increased activity were the following highlights:

- 23 new awards were created (18 annual awards, five endowed awards)
- Completion of the Studio 58 Legacy Fund campaign raising over \$273,000 for Theatre Arts
- Re-established the Support our Students internal Langara campaign and raised over \$52,000 for student scholarships and bursaries
- Total receipted donations was \$427,239 (2015 - \$282,922)

Looking to the future, the Foundation is growing its Board of Directors membership to increase its community presence. As well, it will undertake specific department campaigns such as Code Orange (Nursing), the Rob Dysktra Campaign (Journalism), and the Community Cupboard (Financial Aid) to support students. In the longer term, the Foundation is planning its first campus-wide fundraising campaign to help diversify and to develop revenue generation opportunities that will support student success.

Facilities

Langara remains committed to developing the facilities required to support our growth and to the improvements required to deliver an excellent learning environment for our students. To this end, we continue to pursue our 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 (the College's oldest building), including laboratory facilities and equipment, as beyond their useful service life and at risk of failure in the event of an earthquake. The College has a significant shortage of classrooms and supporting spaces as enrolment grows substantially year after year. To ensure that our students have the space and equipment to support optimum learning, Langara self-funded the construction of a new Sciences and Technology building, which opened September 2016. While the new Sciences and Technology building has provided some critically-needed spaces for classrooms and student services, Langara is still facing significant pressure for additional classrooms and support spaces to cope with enrolment growth. The College wishes to work collaboratively with the Ministry of Advanced Education on funding partnerships for future buildings as well as 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, we have reduced energy consumption by 20% and greenhouse gas emissions by 26% in our existing buildings. Our recycling and composting initiative has increased the amount of waste we divert from the landfill by 55%.

Langara is also implementing several other sustainability projects, including installing energy-efficient lighting throughout campus, which improves lighting levels and reduces maintenance costs. Green IT solutions in student labs and employee workstations continue. Langara is also upgrading our end-of-life fan system in A Building to be more energy efficient, with support from the Provincial government and Federal Strategic Investment Fund resources. The Facilities Department has created a Sustainability Coordinator co-op position, to work with the Student Engagement Office to increase awareness and engagement of our sustainability initiatives within the College community. The Department is also working with the Foundation to support student-lead renewable energy projects.

Employee Sustainability

Competitive pressures in the post-secondary sector are accelerating, resulting in demands on the College's human, physical, natural, and financial resources. An increase in the growth of our international student population has added pressure to the classification and recruitment of new positions required to support increased teaching and learning and the related increase in administrative workload. However, Langara College's current position and future prospects remain very bright and People Services is committed to supporting the physical, psychological and social well-being of all employees at Langara.

The College will continue to focus on leadership and professional development for all faculty and staff. Included in this initiative is the need to focus on succession planning at all levels of the organization. For administrative staff, Individual Development Profiles were recently revamped to include linkages to both the strategic and academic plans in the development of individual and departmental goals and objectives. People Services is unable to finalize the performance management process due to anticipated upcoming changes from the new sectoral compensation plan, recently mandated by Public Sector Employers' Council (PSEC). This sectoral plan will require the College to implement a new pay-for-performance or merit-based pay system for administrative and executive staff, develop a new performance management plan, and transition to the new salary scales.

In February 2016, People Services coordinated the College's first-ever online employee engagement survey in partnership with TalentMap. The purpose of the survey was to enhance employee engagement across the College. The survey results have helped leaders develop action plans that acknowledge existing strengths and address core concerns or areas of improvement. A cross-functional Working Committee will be formed to continue with organizational action planning.

Goals, Objectives, Performance Measures, Targets, and Results



GOALS, OBJECTIVES, PERFORMANCE MEASURES, TARGETS AND RESULTS

Ministry of Advanced Education Goals for 2014/15-2016/17:

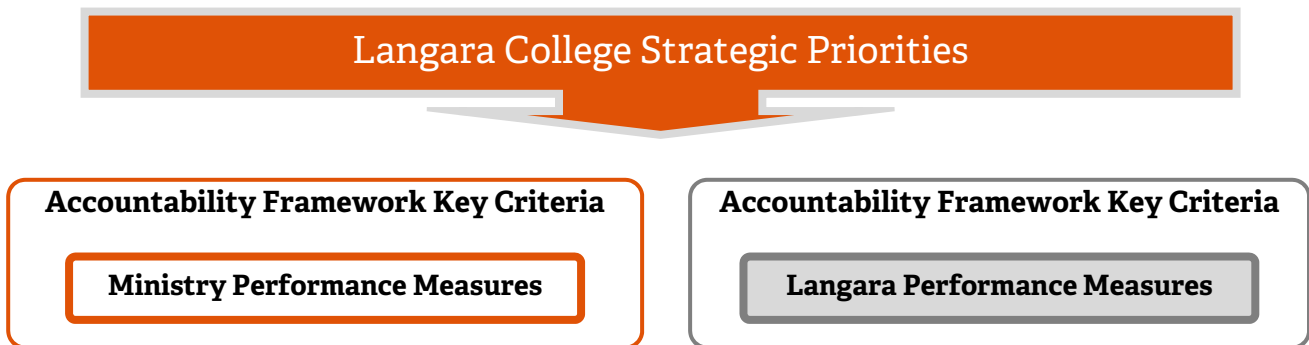
1. Students are supported to achieve their education, employment and training goals.
2. Maintain a quality post-secondary education system that provides B.C. with a global competitive advantage.
3. An innovative approach to education and training that maximizes return on investment and supports British 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 presents Langara College strategic priorities and associated performance measures. All of the goals presented are linked to internal Langara College or Ministry performance measures through the Accountability Framework Key Criteria. The graphics provide a visual breakdown of each College priority and objective, the associated Ministry Key Criteria, and the performance measures⁷ used to gauge progress. The tables that follow provide previous year actuals, current year targets and current year results for each performance measure. Ministry performance measures are also assessed, according to the following target assessment criteria, as defined by the Ministry:

- **Exceeded** if we have achieved 110% or more of the target
- **Achieved** if we have achieved 100% - 109.9% of the target
- **Substantially achieved** if we meet 90 - 99.9% of the target
- **Not achieved** if we meet less than 90% of the target
- **Not assessed** for descriptive measures, measures without targets, and where survey results have <20 respondents or a margin of error of 10% or more.

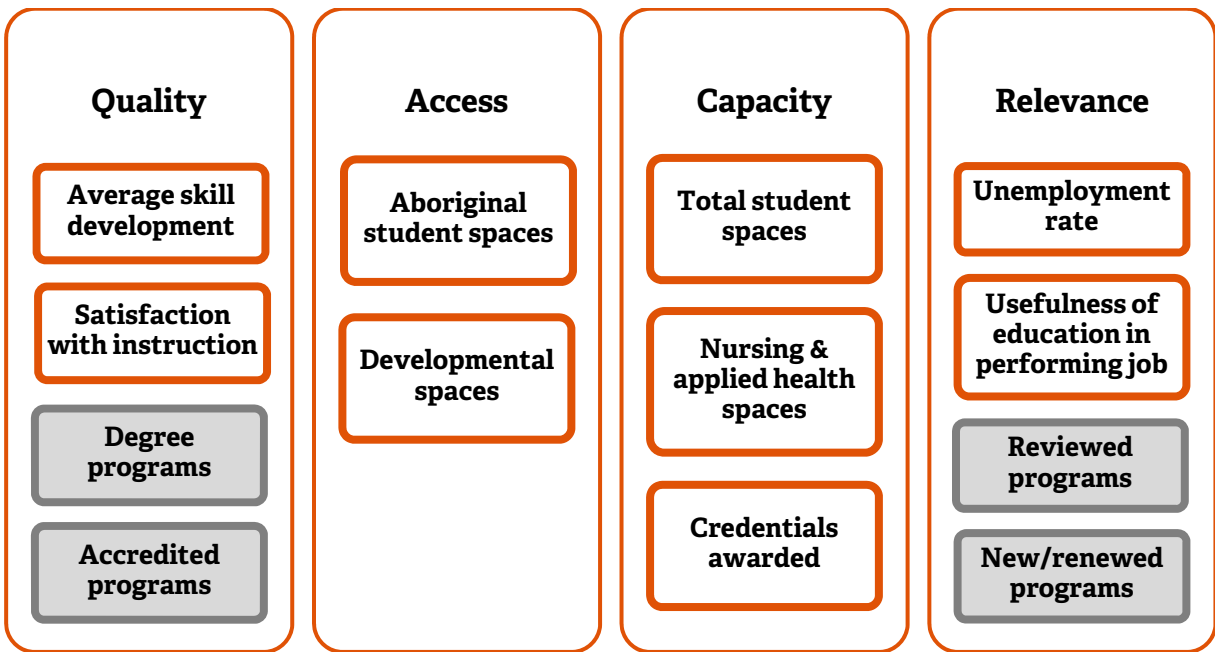


⁷ Langara benchmarks colour coded at Ministry request.

Relevant, Innovative, and High-Quality Programming

Langara helps students achieve academic and career success by offering a multitude of educational pathways to recognized credentials and further educational opportunities. We are committed to continuing to meet the evolving needs of our students, partner institutions, and employers.

Langara will provide our diverse student community with relevant, innovative, and high quality programs that link seamlessly with further education or employment.



Programming – Quality

Performance Measure	2015/16 Actual		2016/17 Target	2016/17 Actual		2016/17 Assessment	2017/18 Target
Quality of instruction							
	%	+/-		%	+/-		
Former diploma, associate degree, certificate students	91.3	1.3	≥ 90%	96.4	0.8	Achieved	≥ 90%
Baccalaureate graduates	90.3	3.2	≥ 90%	89.5	3.3	Achieved	≥ 90%
Skills development average							
	%	+/-		%	+/-		
Former diploma, associate degree, certificate students	84.7	1.6	≥ 85%	85.0	1.6	Achieved	≥ 85%
Baccalaureate graduates	81.2	4.2	≥ 85%	84.8	3.9	Achieved	≥ 85%
Skills development details							
Former diploma, associate degree, certificate students							
-Written communication	85.3	1.6		83.9	1.7		N/A
-Oral communication	75.3	2.0		75.8	2.1		N/A
-Group collaboration	86.0	1.5		84.5	1.7		N/A
-Critical analysis	88.1	1.4		88.7	1.4		N/A
-Problem resolution	87.0	1.5		82.5	1.8		N/A
-Learn on your own	83.6	1.7		87.9	1.5		N/A
-Reading & comprehension	87.5	1.4		90.8	1.3		N/A
Baccalaureate graduates							
-Written communication	76.9	4.7		83.9	4.0		N/A
-Oral communication	78.8	4.5		84.1	3.9		N/A
-Group collaboration	84.3	3.9		89.7	3.3		N/A
-Critical analysis	83.7	3.9		89.0	3.3		N/A
-Problem resolution	78.2	4.5		77.1	4.5		N/A
-Learn on your own	86.2	3.8		85.3	3.8		N/A
-Reading & comprehension	80.2	4.4		84.5	4.0		N/A
Total accredited programs	5		n/a	5			

Programming – Access

Performance Measure	2015/16 Actual	2016/17 Target	2016/17 Actual	2016/17 Assessment	2017/18 Target
Aboriginal student spaces ⁸	193 FTE	Maintain or increase	219 FTE	Exceeded	Maintain or increase
Number of student spaces in developmental programs	200 FTE	252 FTE	268 FTE	Achieved	252 FTE

Programming – Capacity

Performance Measure	2015/16 Actual	2016/17 Target	2016/17 Actual	2016/17 Assessment	2017/18 Target
Total student spaces	6,853 FTE	7,056 FTE	6,669 FTE	Substantially Achieved	7,056 FTE
Student spaces in Nursing and allied health programs	1,092 FTE	670 FTE	1,106 FTE	Exceeded	670 FTE
Total credentials awarded ⁹	1,199	1,167	1,154	Substantially Achieved	TBD

⁸ Results for 2015/16 Aboriginal student spaces are based on the 2014/15 fiscal year Student Transitions Project data.

⁹ Total credentials awarded includes both Regular Studies and Continuing Studies programs.

Programming – Relevance

Performance Measure	2015/16 Actual		2016/17 Target	2016/17 Actual		2016/17 Assessment	2017/18 Target
Usefulness of knowledge and skills in performing job							
	%	+/-		%	+/-		
Diploma, associate degree, certificate graduates	76.0	4.7	≥ 90%	80.3	4.5	Substantially Achieved	≥ 90%
Baccalaureate graduates	90.4	3.4	> 90%	94.4	2.5	Achieved	≥ 90%
Unemployment rate							
	%	+/-		%	+/-		
Diploma, associate degree, certificate graduates	9.9	3.1	≤ 10.8%	14.7	3.6	Substantially Achieved	≤ unemployment rate for individuals with high school credentials or less
Baccalaureate graduates	3.8	2.1	≤ 10.8%	0.7	0.9	Exceeded	
Program Reviews completed	2		+12	16		Not Assessed	+12
New/Renewed Programs (incl. Post-Degree Diplomas)	2		+2	4		Not Assessed	+2

Langara substantially achieved the Ministry target for former Diploma, Associate Degree, and Certificate students' ratings of 'usefulness of knowledge & skills in performing job' in 2016/17, showing improvement over 2015/16. We continue to express our concern with the global application of this measure, since it is highly influenced by the educational goals of the student population. According to the latest Student Outcomes research, 73% of Langara university transfer students continue their education elsewhere. Former Langara Career/Vocational students, most of whom are employed full-time and in their intended field, have historically provided very positive ratings of the 'usefulness' measure (≥80% in all of the last 5 years¹⁰). Most (94%) of Langara's baccalaureate graduates felt that the skills and knowledge they gained at Langara were useful in their work¹¹.

¹⁰ BC Diploma, Associate Degree and Certificate Student Outcomes (DACSO) Survey, 2016.

¹¹ Baccalaureate Graduate Survey Report, 2016 survey of 2014 graduates.

People and Culture

Langara is a respectful, collegial community of engaged students and employees. Student-centred, high-quality instruction and services have made the College a top choice for students.



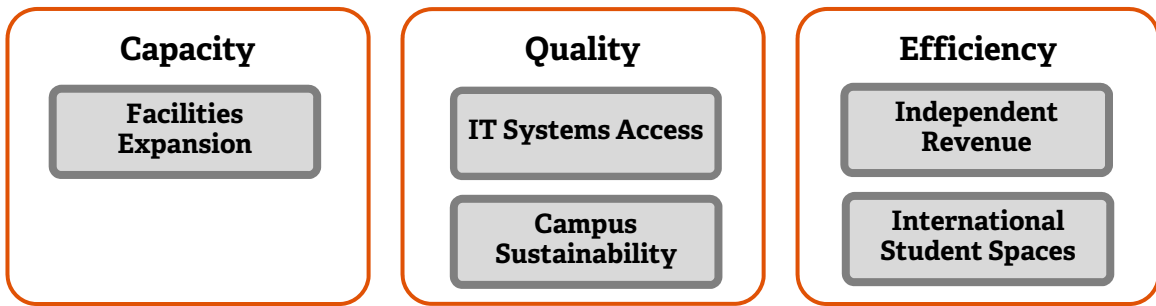
Performance Measure	2015/16 Actual		2016/17 Target	2016/17 Actual		2016/17 Assessment	2017/18 Target
Satisfaction with education	%	+/-		%	+/-		
Former diploma, associate degree, certificate students	93.4	1.1	≥ 90%	93.8	1.1	Achieved	≥ 90%
Baccalaureate graduates	92.5	2.8	≥ 90%	91.7	3.0	Achieved	≥ 90%
Satisfaction with transfer experience							
Former Diploma, Associate Degree, Certificate students	87.6%		≥ 95% ¹²	84.9%		Not Assessed	≥ 95%
Employee participation in Professional/Leadership development programs	50.0%		≥ 75%	65.0%		Not Assessed	≥ 75%
Employee turnover	2.1%		3.0%	Estimated 2.3%		Not Assessed	3.0%
Students in programs with work-integrated components	34.0%		≥ 44%	39.0%		Not Assessed	≥ 44%

¹² Target of 95% is an aspiration goal of the College.

Organizational Sustainability

Langara will seek greater financial independence within the public Post-secondary sector framework, by pursuing improvement, efficiency, and modernization in processes, infrastructure, and technology.

Langara will advance key business processes, infrastructure, and technology, and support employee succession and retention, while increasing independent revenue generation opportunities.



Performance Measure	2015/16 Actual	2016/17 Target	2016/17 Actual	2016/17 Assessment	2017/18 Target
Facilities expansion: Science & Technology Building	Construction ongoing	Relocate Sciences and Student Services; repurpose space	Completed	Completed	N/A
Campus Sustainability Initiative	20.5% energy reduction	N/A	20%	Not Assessed	N/A
Langara IT systems access	Approx. 99%	99.9%	99.8%	Not Assessed	99.9%
Independently generated revenue	56.0% ¹³	75%	63.8%	Not Assessed	75%
International student spaces	2,333 FTE	≥ previous year	3,462 FTE ¹⁴	Not Assessed	≥ Previous year

¹³ Revenues percentages were recalculated for 2016/17 and number has changed from what was reported in 2015/16.

¹⁴ FTE Totals should be considered preliminary as of May 2017, until AVED validations have been completed.

Communities

Langara welcomes the input of alumni and industry leaders in educational activities and provides a wide range of life-long learning opportunities to our local communities. Our students give back to the community and learn from these service opportunities.



Performance Measure	2015/16 Actual	2016/17 Target	2016/17 Actual	2016/17 Assessment	2017/18 Target
Community Engagement	49 events open to public	N/A	288	Not Assessed	N/A
Social Media Activity	+55%	N/A	+101%	Not Assessed	N/A
Student Volunteer Activity	2,100 student volunteer hours	3,300 hours/year	8,200 hours	Not Assessed	≥ Previous year
CS Life-Long Learning Spaces	1,410 FTE	1,481 FTE	1,768 FTE	Not Assessed	≥ Previous year

FINANCIAL INFORMATION

Langara College has maintained a balanced budget for years and remains 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>.