

This Verification Form provides the Ministry's confirmation of an Institution's EQA eligibility by meeting:

1. Requirements under the Degree Authorization Act, as a private degree-granting institution, or
2. Requirements under the Degree Quality Assessment Board process, as a private theological degree granting institution

And/or:

3. Good Standing requirements of the Ministry
4. Good Standing requirements for StudentAid BC Designation (only applicable to institutions with SABO Designation)

Institution (TO BE COMPLETED BY BCCIE)

Name of Institution: <div style="border: 1px solid black; padding: 2px; width: 100%;">Langara College</div>		Institutional Representative - contact info: Name: <u>Gordon McNeil</u> Title/Position: <u>Director, International Education</u>	
Institution has indicated on application form that it is: <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div> <input type="checkbox"/> Private Academic (Non-degree Granting) </div> <div> <input type="checkbox"/> Private Degree Granting </div> <div> <input type="checkbox"/> Private Theological Degree Granting </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div> <input type="checkbox"/> Private Career Training </div> <div> <input type="checkbox"/> Private Language Training (ESL, etc.) </div> <div> <input checked="" type="checkbox"/> Public Institution </div> </div>			
Quality assurance standards institution must meet for EQA eligibility.	Ministry to verify and indicate Yes/No for each section.		
Degree Authorization Act (DAA) <input type="checkbox"/>	Institution meets required DOAB quality assessment process and has Minister's consent under the DAA? <input type="radio"/> Yes <input type="radio"/> No	Institution is in good standing with quality assurance body? <input type="radio"/> Yes <input type="radio"/> No	Institution is in good standing with Ministry? <input type="radio"/> Yes <input type="radio"/> No
Degree Quality Assessment Board Process (DQAB) <input type="checkbox"/>	Institution meets required DOAB quality assessment process? <input type="radio"/> Yes <input type="radio"/> No	Institution is in good standing with quality assurance body? <input type="radio"/> Yes <input type="radio"/> No	Institution is in good standing with Ministry? <input type="radio"/> Yes <input type="radio"/> No
Languages Canada <input type="checkbox"/>	Institution is in good standing with Ministry? <input type="radio"/> Yes <input type="radio"/> No		
Private Career Training Institutions Agency (PCTIA) <input type="checkbox"/>	Institution is in good standing with Ministry? <input type="radio"/> Yes <input type="radio"/> No		
Public Institution legislation <input checked="" type="checkbox"/>	Institution is in good standing with Ministry? <input checked="" type="radio"/> Yes <input type="radio"/> No		
Institution has SABO Designation? <input checked="" type="radio"/> Yes <input type="radio"/> No	If yes, is SABO Designation in good standing? <input checked="" type="radio"/> Yes <input type="radio"/> No		

See reverse for additional comments and instructions

The institution named on this Verification Form is: <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <input checked="" type="radio"/> ELIGIBLE for EQA Designation. <div style="border-top: 1px solid black; width: 150px; margin-top: 10px;"></div> Ministry Representative </div> <div style="text-align: center;"> <input type="radio"/> NOT ELIGIBLE for EQA Designation. </div> </div>	
<div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div> <div style="border-top: 1px solid black; width: 150px; margin-top: 10px;"></div> Date </div> <div> APR 17 2012 </div> </div>	

Additional Comments – For BCCIE Use Only

Please see attached pdf for all campus locations associated with this application.

Additional Comments and Instructions – For Ministry Use Only

Ministry of Advanced Education
Applied Degrees Ministry Review Report
Langara College
Applied Bachelor of Child and Youth Care
November 7, 2011

Attendees:	Rosalyn Kilpatrick, EO, Quality Assurance and Sector Labour Relations (Chair) Susan Ruskey, Institutional EO, Colleges and Skills Development Bonnie Wai, Program EO, Teaching Universities, Institutes, and Aboriginal Programs
Regrets:	Feng Ren, Labour Market Analyst, Ministry of Jobs, Tourism and Innovation (report submitted electronically)

Executive Summary:

Langara proposes to offer an applied Bachelor of Child & Youth Care degree and states that the program will build on the strengths of its existing certificate and diploma programs in Education Assistant, Early Childhood Education, and Social Service Worker and Family Studies. The upper level curriculum will explore the theory and practice of child, youth and family intervention strategies, the study of child and youth maltreatment as well as family violence/intimate partner violence, addiction, disabilities, and Aboriginal child, youth and family studies. Key elements of the program include skills for understanding and applying related social policy and law, and research courses integrating theories and applications. Students will be able to choose from one of three concentrations: Aboriginal Children, Youth & Families; Urban Child Welfare; and Early Years.

Pages 4 through 7 redacted for the following reasons:

s13

Langara College
2010/11 Institutional Accountability Plan Report Review

A. Letter from the board chair and president

☒ Board chair and president are accountable for report.

B. Institutional overview and strategic direction

☒ Description of the institution.

☒ Mission, vision and values clearly presented.

C. Planning and operational context

☒ Describes internal factors affecting institution.

☒ Describes external factors affecting institution.

D. Goals and objectives

☒ Institution's goals are described clearly.

☒ Goals have objectives associated with them.

☒ Institutional goals and objectives are explicitly linked to ministry goals and system objectives.

E. Performance measures, targets and results

☒ Performance measure results are completely and accurately presented.

☒ Targets for performance measures are reported correctly.

☒ Target assessments are reported correctly.

☒ Context provided for targets that were not achieved (if applicable).

F. Financial information

☒ Appropriate financial information or link included.

G. Contact hour activity report

☒ Contact hour activity report included as a separate file.

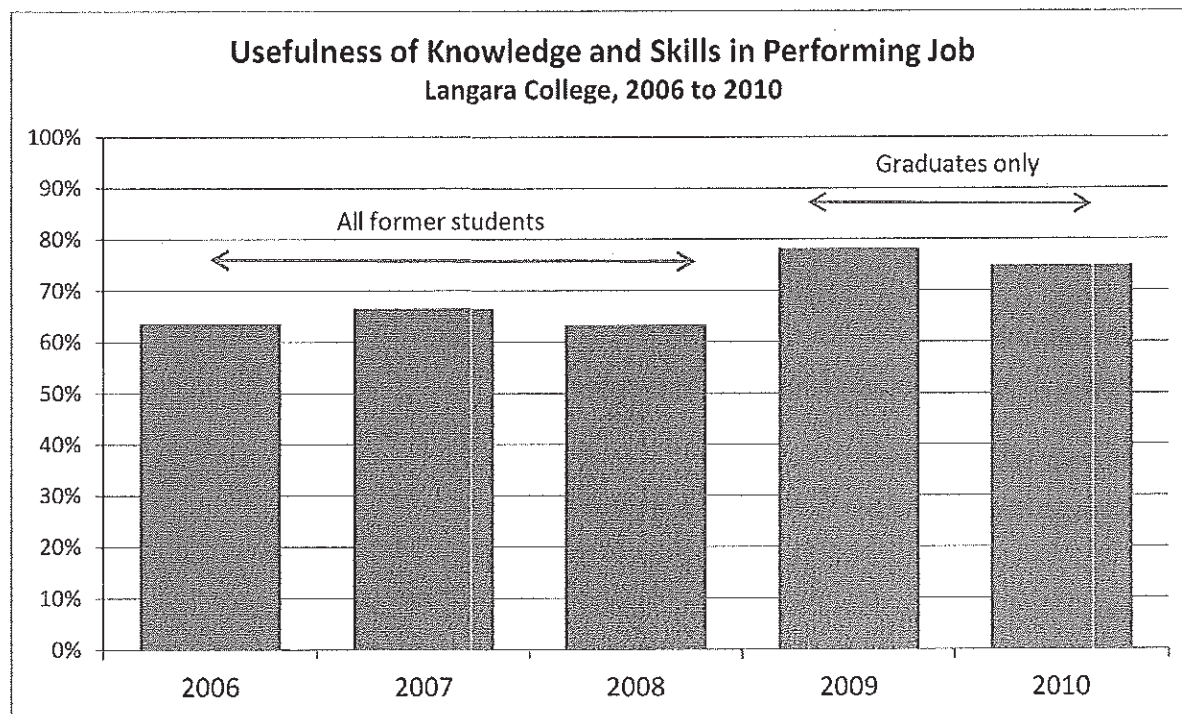
Comments:

p12 notable point:

Langara did not meet the target of former Certificate, Diploma and Associate Degree students' assessment of the usefulness of knowledge and skills gained in performing their jobs. For several years we have expressed our concern about the viability of this measure, since it is highly influenced by the educational goals of the student population. A large portion of Langara's offerings are directed toward Arts and Science students intending to transfer to a university, and these students 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 continued their education elsewhere. Only 54% of former Arts and Science students were employed 6-12 months after leaving Langara, and over half of those were working part-time to support their education.

Only 13% of employed former Arts and Science students had jobs very related to their education. In comparison, 68% of employed former Langara Career/Vocational students were working in their fields¹⁸, and these students have historically provided quite high ratings of the 'usefulness' measure (82% in 2010/11, 81% in 2009/10 and 87% in 2008/09¹⁴). We firmly believe that, without accounting for the considerable differences between university transfer and applied program students, use of this measure has put Langara College in a significantly disadvantaged position. No action we take will enable Langara to achieve performance targets that strongly favour institutions with majority of their students enrolled in Career, Vocational or Trades programs.

The usefulness measure was changed in the 2009/10 reporting cycle to include employed graduates only. The purpose of the measure is measure the usefulness of completed credentials in the labour market and is related to the relevance objective.



The LANG time series shows a clear improvement in usefulness ratings after the change in the measure. The LANG performance results have reflected this change.

2006 to 2008 Not achieved

2009 Substantially achieved

2010 Not achieved

p.10 typo hyphen in develop-mental

p. 11 inconsistent decimal points in table, lots of NA (dominates table), assessments difficult to see.

p. 12 unemployment target should be "less than or equal to the unemployment of those with high school credentials or less" (not targets set annually – which is true but this is not the target).

Feedback to institution

Left message 24 August. Discussed with Larry Xiong 13 Sept. He will fix typos and consider changing critique of measure next year. RS to send graph and explanation (sent 13 Sept). Sent reminder email 19 Sept. Left phone message 26 Sept. They will make changes next year 27 Sept.

Langara College

Accountability Framework Performance Targets: 2010/11 - 2012/13

Performance measure	2010/11	2011/12	2012/13
Student spaces			
Total student spaces	7,056	7,056	7,056
Nursing and other allied health programs	670	670	670
Developmental programs	252	252	252
Credentials awarded			
Number	TBD		
Aboriginal student headcount			
Number	286	≥ previous year	
Percent	1.6%	≥ previous year	
Student satisfaction with education			
Former diploma, associate degree and certificate students	≥ 90%		
Former diploma, certificate, and associate degree students' assessment of skill development			
Skill development (avg. %)	≥ 85%		
Student assessment of the quality of instruction			
Former diploma, associate degree and certificate students	≥ 90%		
Unemployment rate			
Former diploma, associate degree and certificate students	≤ unemployment rate for individuals with high school credentials or less		
Student assessment of usefulness of knowledge and skills in performing job			
Former diploma, associate degree and certificate students	≥ 90%		

Notes:

TBD - to be determined

Not Responsive

Institutional Accountability Plan Report 2007/08 Review

Langara College	
Letter from Board and President	
	<ul style="list-style-type: none">• Letter from the board and president is included and signed.• Accepts accountability for the plan and report and states that Langara is supportive of the Ministry's goals and objectives.
Institutional Overview	
	<ul style="list-style-type: none">• Emphasizes the comprehensiveness of the institution's Arts and Science university transfer programs; has provided more successful transfers than any other B.C. institution.• Also lists the different credentials students can earn.• Emphasizes the student-centered focus of the institutions, made possible by small classroom size.• Strategic Direction: we will meet community demands for education by expanding our use of technology, increasing the number and variety of credentials offered, and improving delivery methods, while providing an enhanced experience for students by expanding our physical facilities and ensuring that the student support and College administrative services are effective and efficient."• Also includes vision, mission and values.
Planning and Operational Context	
	<ul style="list-style-type: none">• Provides highly-detailed planning and operational context section on:• Population and employment trends: 2003-2007 by program and residence of students; 2008-13 population projections for Langara catchment area by age group – substantial growth but in the 55+ age group; grade 12 graduates are expected to fall until 2010 and then return to current level by 2010; combined with wide availability of employment, population will have a negative effect on enrolment; Langara will expand continuing education for the over 55 age cohort.• Employee demographics – by the end of 2008, 54% of the employees will be at least 50 years old; pursuing aggressive recruitment strategies.

- Changes in B.C. PSE – Government funding for target area programming; gap between expected and actual Government funding; five new universities for B.C. will have an impact that cannot currently be assessed.
- Challenges: notes several of the above factors, as well as the increased demand for tourism, hospitality and trades training. The most challenging will be maintenance of steady university transfer enrolments in arts and science. The section then states several actions taken to address the identified challenges.

Goals, Objectives, Performance Measures

- Provides the web address for the institution's strategic plan.
- The presentation of the graphics illustrating the alignment between the goals of the institution, the goals and objectives of the Ministry and the Accountability Framework performance measures is very good.

Performance Results

Context

- It is unclear in the IAPR which targets were designed by Langara and which were designed by the Ministry in consultation with the public post-secondary institutions. This should be clear to the reader.
- Langara provides context for some of the performance measure results, but not all. An explanation is required for all performance measures that are not achieved and explanation is encouraged for achieved performance measures as well.

Accuracy

- Student assessment of usefulness of knowledge & skills in performing job – 2007/08 results should be 66.6% or 67%, instead of 66% (page 16).

Targets not achieved

- Student spaces in developmental programs

An explanation for why this target was not met was not directly addressed in the plan and report. The Ministry requires that all targets that are not achieved must be explained.

- Skill development (avg. %)
- Former Diploma, Certificate, and Associate Degree student outcomes - unemployment rate
- Former Diploma, Certificate, and Associate Degree student assessment of usefulness of knowledge and skills in performing job

The explanations for why these three measures were not met were grouped together (76% of Langara students are on track to transfer to university, which is expressed as the main reason why these targets were not achieved).

Summary Financial Outlook and Report

✓ Provided

Contact Hour Activity Report

✓ Provided

Langara College
2011/12 Institutional Accountability Plan Report Draft Review

Performance measures, targets and results

- ☐ Performance measure results are completely and accurately presented.
- ☐ Targets for performance measures are reported correctly
- ☐ Target assessments are reported correctly.
- ☐ Targets for future years included.
- ☐ Context provided for targets that were not achieved (if applicable).

Comments:

Minor issue on page 12 in text (referring to Average Skill Development result on p11): *"This year Langara missed meeting the Ministry target... by 1.1 percentage points."* This should say they missed meeting the target by 11.8 percentage points (they are 1.1 percentage points lower than last year).

Discussed issue, asked for rewording 25 June 2012.

New formula for Credentials Awarded Targets

Langara College, 2010/11 reporting cycle

The credentials awarded target formula has been revised based on the recommendation of the Performance Measures Working Group (PMWG). The new target formula is based on the number of credentials awarded by an institution and the change in FTEs in recent years. This document describes how the new targets are calculated using data for your institution.

Please direct any questions to your representative on the PMWG or Roseanne Sovka (Roseanne.Sovka@gov.bc.ca or 250 387-2489). The PMWG members are:

Patty Beatty-Guenter, co-chair (Ministry)
Tony Eder, co-chair (Research-intensive universities)
Kathleen Bigsby (Teaching-intensive universities)
Pam Bischoff (Community Colleges)
Susan Burns (Ministry)
Cathy Carson (Institutes)
Jacy Lee (Research-intensive universities)
Roseanne Sovka (Ministry)
Shawna Wilson (Ministry)

Background: In November 2009, the credentials awarded performance measure was revised for the 2009/10 reporting period to allow annual revision of the credential counts for previous years. Previously the number of credentials awarded was fixed as first reported.

In May 2010, the PMWG recommended a number of changes for the 2010/11 reporting cycle.

- Fiscal year reporting period:
The reporting period for the credential actuals would be based more on cohort completion timelines, and that fiscal year best captures this concept and is the same reporting period as FTEs.
- Developmental credentials included, short certificates excluded:
The PMWG recommended that developmental credentials be included in credential counts. The group also confirmed that short certificates should continue to be excluded from credential counts.
- Continue with averaging:
The PMWG support the continuation of three-year averaging of credential actuals.

A new credential target formula was discussed in May 2010 based on credential actuals instead of targets, and changes in FTE actuals¹ instead of allocations. In addition, the proposed formula made provision for institution type by incorporating the typical program length (from two to four years). The working group accepted the proposed changes and expanded program length options (from one² to four years of changes in FTEs). See Appendix A.

¹ The change in FTEs excludes international students and apprenticeship students.

² The Justice Institute of British Columbia was considered a special case and the change in FTEs from the previous year (one year) was used because so many of its programs are short.

The new target formula takes into account each institution's credential profile by including previous credential counts, and the change in FTEs over a number of periods (from one to four years) to reflect the typical credential duration for each institution. The new credentials target formula can be summarized as:

$$\text{Credentials target} = \text{Previous credential actuals} * (1 + \text{Change in FTEs in previous periods})$$

The first part of the formula, previous credential actuals, is a three-year average. The calculation for your institution is shown below.

Table 1: Langara Credential actuals (FY) and three-year credential average (reporting cycle)

Institution	Credential type	Fiscal Year				
		2004/05	2005/06	2006/07	2007/08	2008/09
LANG	Doctorate	-	-	-	-	-
	Masters degree	-	-	-	-	-
	Bachelor's degree	-	-	-	66	176
	Associate degree	306	281	173	216	122
	Diploma (include ADIP, PDDP)	563	715	554	801	482
	Certificate (include PDCT)	79	88	86	111	84
	Developmental	-	-	-	-	-
	Total	948	1,084	813	1,194	864
		Reporting cycle				
		2007/08	2008/09	2009/10		
	3-yr average	948	1,030	957		

Data source: Student Transitions Project consolidated credentials pivot 2009 submission by fiscal year.

The 2009/10 three-year average for Langara is 957 credentials, the average of 813, 1,194 and 864.

The second part of the formula is the average change in FTEs in the last few years and is differentiated by type of institution. Institutions were grouped into three categories: institutes and community colleges (changes from the previous two years), teaching-intensive universities (changes from the previous three years), and research-intensive universities (changes from the previous four years).

For Langara the change in FTE actuals in the most recent two years is used. The change in FTEs excludes apprenticeship student spaces because apprenticeship credentials (Red Seal) are granted by the Industry Training Authority (ITA), not the post-secondary institutions and are not included in institutional credential counts³. The change in FTEs for Langara for 2009/10 was 7.0% and for 2008/09 was 5.2% or a two-year change in FTE actuals of 6.1% (See Appendix B for FTE actuals and change in FTE actuals for all institutions).

Putting all of this information together, the credentials target is:

$$\text{Langara 2010/11 credentials target} = 957 * (1 + .061) = 1,015$$

The system credentials target is the sum of the institutional targets.

³ Including the growth in FTE actuals related to apprenticeship programs when apprenticeship credentials are not included in the credentials awarded count did not seem appropriate. If the FTE growth was only in apprenticeship FTEs, this would disadvantage institutions with a high proportion of student spaces in trades program.

Review of 2010 IAPR from LANGARA COLLEGE

Overview of the Institution

- Location - South Vancouver
- Catchment region - Vancouver, Richmond & Burnaby (shared with other PSI's)
- Main Campus - 49th Avenue
- 2010/11 allocation - \$44,235,575
- Total FTE target - 7,046 FTE's
- 2009/10 utilization - 7,128 FTE's = 101%
- International Students - 1,700 students = 968 FTE's = 12% of total FTE's

Main programs

- Specializes in comprehensive Arts & Sciences UT programming (years 1 & 2)
- Offers 3 baccalaureates, 28 career programs, 642 continuing studies courses
- Langara focuses on preparing undergrads for meaningful careers, future education & active citizenship using co-op education and field studies where appropriate

General challenges

1. Enrolment management (compete for traditional students; expand older cohort)
2. Fiscal management (undergrad programs compete by being affordable)
3. Chronic space shortage (p.10)
4. Retirement rate of staff and faculty is rising & will escalate through 2015

General strengths

1. Provides small undergraduate classes (~32 students) instead of large lecture halls
2. Provides affordable undergrad credits (Save \$4,500 on 2 years and \$10,500 on 4 years)
3. Developing retention & completion strategies: joined with 242 other NA colleges in Community College Survey of Student Engagement; now setting up a student leadership program and a Co-curricular Transcript.
4. Exceptionally strong Continuing Studies Division

Planning and Operational Context

- 74% of Regular Studies students are traditional cohort of 18-24 year-olds, focused on Arts & Science, and predominantly female.
- This cohort is down 6% leading to stronger competition among PSI's to enrol them. Top priority is to improve enrolment management & aspects such as student life & services.
- In Langara's catchment area the cohort of 55-64 year-olds grew by 6.3% in the same period. Priority is to adjust programming to address interests of this cohort.

Accountability Measures

- Langara "exceeded" its targets for student assessment of quality of instruction with a 99% satisfaction rate; and exceeded its target for reducing the level of unemployment of graduates.
- Langara achieved its targets for total student spaces and for spaces in Nursing and allied health programs, as well as for student satisfaction with overall quality of education.
- It "substantially achieved" its targets for number and percent of students of Aboriginal origins, for the average level of skill development, and for the student rating of usefulness of knowledge in performing their job.
- Langara did not achieve its target for student spaces in developmental programs.

Institutional Goals and Objectives

- Programs measure against ALMD goals of quality, relevance, accessibility, and capacity
- Infrastructure objectives include expansion, wireless access, enhanced classrooms and employee training on technology improvements
- Marketing & communications target a public lecture series and efficiencies on-campus

Projected Utilization Rates - Langara projects achieving its FTE target of 7,056 for the next three years

Major Projects or Initiatives

- **Programs:** Laddering a number of diploma programs into BBA; linking UT to BA and BSc in Health Sciences at SFU; On-line delivery growing rapidly
- **Infrastructure:** Signed onto Pan-Canadian Protocol for Sustainability; developing campus for complete wireless access, enhanced classrooms and technology for web and mobile instruction; hired Energy Manager to work on BC Hydro's optimization program; developing Facilities Master Plan
- **Marketing:** into a brand renewal process, redesign of Continuing Studies calendar, website and collateral materials.

Summation (concerns, noteworthy trends, etc.)

- International student spaces in 2009/10 are up 22% over 2008/09
- On-line student spaces in 2009/10 are up 52% over 2008/09
- Priorities are programs, infrastructure and reputation

Pages 19 through 20 redacted for the following reasons:

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ATTACHMENT 6

LANGARA COLLEGE

2010/11

Selected Accountability Framework Performance Measures

Performance measure	Reporting year			
	2008/09		2009/10	
	Actual		Actual	
Credentials awarded¹				
Number	863		866	
Aboriginal student headcount²				
Number	292		286	
Percent	1.7%		1.6%	
Student satisfaction with education³	%	+/-	%	+/-
Former diploma, associate degree and certificate students who were "very satisfied" or "satisfied" with the education they received.	96.0%	0.8%	96.0%	0.8%
Student assessment of the quality of instruction³	%	+/-	%	+/-
Former diploma, associate degree and certificate students who assessed instructional quality as "very good" or "good". ^{4,5}	85.8%	1.3%	99.0%	0.9%
Student assessment of usefulness of knowledge and skills in performing job³	%	+/-	%	+/-
Former diploma, associate degree and certificate students who assessed acquired knowledge and skills gained as "very" or "somewhat" useful in performing their job. ⁵	63.4%	2.7%	78.3%	4.3%
Unemployment rate^{3,6}	%	+/-	%	+/-
Former diploma, associate degree and certificate students ⁵	8.8%	1.5%	8.8%	2.8%

Notes:

¹ Annual performance is measured using a rolling three-year average of the most recent academic years, e.g., the results for the 2009/10 reporting year are a three-year average of the 2006/07, 2007/08 and 2008/09 academic years. Revisions are incorporated once a year based on October 2009 CDW data and January 2010 RUCBC data. The formula for the credentials target is currently under review. In the interim, the 2009/10 result has not been assessed.

² Results from the 2008/09 reporting year are based on data from the 2007/08 academic year; results from the 2009/10 reporting year are based on data from the 2008/09 academic year.

³ Results from the 2008/09 reporting year are based on 2008 survey data; results from the 2009/10 reporting year are based on 2009 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment.

⁴ The 2009/10 Diploma, Associate Degree and Certificate (DACSO) survey results are calculated using a new method which includes the three response categories "Very good, Good and Adequate". The 2008/09 results are shaded because they were calculated on a different basis and should not be compared with the 2009/10 results.

⁵ The 2009/10 Diploma, Associate Degree and Certificate (DACSO) survey results include graduates only. The 2008/09 results are shaded because they were calculated on a different basis and should not be compared with the 2009/10 results.

⁶ Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the Lower Mainland/Southwest region.

Langara College

Physical Attributes

Location/Region: Established as an independent college in 1994 from VCC. Langara College primarily serves the catchment areas of Vancouver, Richmond and Burnaby school districts.

Main Campuses: One campus located in south Vancouver

Funding and FTEs

2011/12 AVED funding (base operating grant): \$43,973,177

2011/12 AVED FTE target: 7,056 FTEs

2010/11 Utilization Rate: AVED/TOTAL: 106.5% (funded 7,056; actual 7,516)
ITA: NA

AVED funding as % of total operating revenue: 51%

Main programs

- Specializes in comprehensive Arts & Sciences UT programming (years 1 & 2)
 - Offers 3 baccalaureates, 26 career programs, and continuing studies courses in over 50 subjects
- Langara focuses on preparing undergrads for meaningful careers, future education & active citizenship using co-op education and field studies where appropriate

General Challenges and Strengths

Challenges:

- The most significant challenges are related to facilities and enrolment management. Currently operating well beyond the capacity of existing buildings.
- Committed to strengthening academic capacity and accountability, improving technology and enhancing student life, with no growth in operational funding from previous year.
- Retirement rate of staff and faculty is rising & will escalate through 2019.

Strengths:

- Provides small undergraduate classes (~32 students) instead of large lecture halls
- Provides affordable undergrad credits (Save \$4,000 on 2 years and up to \$13,000 on 4 years)
- Continuing to pursue various enrolment and retention initiatives, with considerable positive effect. Langara is continuing to implement new programs, to increase online courses, and to increase the use of blogs and other social software.
- Exceptionally strong Continuing Studies Division and a leader in international education.

Accountability Measures

- **Capacity** – Achieved targets for total student spaces and for nursing and other health; “substantially achieved” targets for total credentials awarded and for developmental programs.
- **Access** – Achieved targets for number and percent of students of Aboriginal origins; and achieved targets for online student spaces and international students.
- **Efficiency** – Did not meet target set for energy reduction.

- **Quality** – Achieved target for student assessment of quality of instruction with a 98% satisfaction rate
- **Relevance** – Exceeded its target for lower level of unemployment of graduates compared to those with high school or less.

Planning and Operational Context

- 73% of Regular Studies students are traditional cohort of 18-24 year-olds, focused on Arts & Science, and more females than males, particularly in degree programs.
- The 18-24 years-old cohort is projected to decrease by 7% by 2016, likely creating competition among PSI's for direct-entry high school graduates. The 4-5% increase in the 25-54 age cohorts may offset this, as Langara works to provide offerings that will appeal to this demographic
- A proposed long-term development plan will potentially increase urban density within easy commute to Langara, which will have a significant impact on long-term enrolment and space utilization planning.

Institutional Goals and Objectives:

- **Quality, relevance, accessibility, and capacity** - deliver a comprehensive and flexible mix of programming addressing a range of credential levels, learning styles and life goals.
- **Capacity and quality** – develop the facilities, technology and environment to support our learners, employees and community.
- **Relevance and efficiency** – expand involvement in all of Langara communities, and develop communications, sustainability and advocacy programs that enhance Langara's reputation and support.

Projected Utilization Rates - Langara projects achieving its FTE target of 7,056 for the next three years

Major Projects or Initiatives:

- **Programs:** Laddering a number of diploma programs into BBA;
- **Infrastructure:** Facilities development is necessary to meet enrolment management goals. Currently in the process of designing facilities for Science and Creative Arts programs and College Student Services. The new Students' Union building and C building were designed to LEED Gold standards and are awaiting certification.
- **Marketing:** As part of the ongoing brand renewal process, new Langara College website was launched in summer 2011.

Summary (concerns, noteworthy trends, etc.)

- In 2010/11, Langara offered 286 classes completely online, an increase of 23% over 2009/10.
- Concerned with shortfall in instructional and student support space. Currently utilizing class/lab space at 21% over the capacity. In addition, a recent audit identified most of the main academic building's components as beyond their useful life and in need of replacement.
- Concerned about the viability of the student outcome measure "Usefulness of knowledge & skills in performing the job" since it is highly influenced by the educational goals of the student population.

Page 24 redacted for the following reason:

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MINISTRY OF ADVANCED EDUCATION

DECISION NOTE

Date: March 7, 2012
Cliff# 90178
File# 60100-20
/LANG

PREPARED FOR: Honourable Naomi Yamamoto
Minister of Advanced Education

ISSUE: Langara College's proposed applied Bachelor of Child and Youth Care degree

BACKGROUND:

Under the *College and Institute Act* (the Act), British Columbia public colleges and provincial institutes submitting proposals for applied master's degrees, and colleges submitting proposals for applied bachelor degrees, must first submit an applied degrees ministry review to the ministry before the full program proposal is forwarded to the Degree Quality Assessment Board for review.

In October 2011, Langara College submitted a proposal to offer an applied Bachelor of Child and Youth Care (CYC) degree. The degree builds on the institution's existing certificate and diploma programs in Education Assistant, Early Childhood Education, Social Service Worker and Family Studies. Students choose from one of three concentrations: Aboriginal Children, Youth & Families; Urban Child Welfare; and Early Years.

Langara currently offers a comprehensive Arts and Sciences university transfer program, career/vocational and continuing studies programs, and three baccalaureate degrees (Bachelor of Science in Nursing, Bachelor of Business Administration and Bachelor of Recreation Management).

Langara's degree proposal underwent an applied degree Ministry review, which is an internal review for degrees from institutions under the Act that assesses mandate, student and labour market demand, and system coordination.

DISCUSSION:

Page 26 redacted for the following reason:

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OPTIONS:

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Approved/Not Approved: 

Honourable Naomi Yamamoto
Minister of Advanced Education

Date: MAR 27 2012

Prepared by: Rosalyn Kilpatrick

Quality Assurance and Sector Labour Relations
Phone #: 250-387-6176

Approved by:

Director DR
Executive Director AL
Assistant Deputy Minister IR
Deputy Minister DM for
CWY